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	Mountainview Elementary School
Address	22201 W. Cypress Place Saugus, CA 91390
County-District-School (CDS) Code	19649986112528
Principal	Katie Demsher
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	5/31/2023

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

Our Mission:
“At Mountainview we are dedicated to building a caring school commUNITY in which every child will learn and develop character and creativity so that they become successful, contributing members of our school and community."

Our Vision:
Developing the Hearts and Minds of Every Child

Our Values:
Integrity~Commitment~Compassion~Learning~Creativity~Innovation

School Profile

Mountainview Elementary School is the academic home of approximately 944 students and a staff of approximately 100 adults who come together daily to implement our vision of academic excellence. We believe that a positive partnership among home, school, and community enables our students to become socially responsible citizens who contribute to a rapidly changing and culturally diverse society. High academic and behavior standards are couched in the care and support that encourages each child to achieve their personal bests. As a result, Mountainview has been named a California Distinguished School three times, a National Blue Ribbon School, a Gold Ribbon School, a 2020 California PBIS Community Cares Acknowledgement recipient, and recognized in 2021 as a Silver and 2022 Gold PBIS school.

Average Class Size and Class Size Distribution:
Our average class sizes as follows:
Transitional Kindergarten- 24:2
Kindergarten - 3rd grades- 28:1
4th-6th grades- 31:1
Moderate to Severe Special Day Class (SDC 2) Grades TK-6 (average class sizes 10-12)- 5 classes

Opportunities for Parental Involvement: Mountainview parents and community members serve as Site Council leaders, active PTA council members, and volunteers who regularly provide services in the classroom or on campus. Our Site Council monitors all school programs, safety, and the budget. PTA partners with us to enhance the curriculum by providing additional enrichment in music and arts programs and instruction, and off-campus curricular tie-ins. PTA also helps our Student Service Leaders coordinate community service opportunities. Parent workshops are provided to help parents learn how to best support their children and build strong, home-to-school communication, and increase student achievement.

Professional Development:
Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Induction Program extends individual training and support in the practice of teaching. Additionally, we have a Peer Assistance and Review (PAR) program to extend assistance and support to credentialed teachers newly hired who may need support transitioning into our school district.

Professional growth activities are planned annually based on current needs and input received from the staff. This year the teachers’ work calendar includes planning and professional development opportunity days on early release Wednesdays. Additional opportunities have also been provided through TOSA workshops and planning time within grade-level teams to implement the State Standards. Staff development during Tuesday staff meetings primarily focuses on improved student achievement in ELA, Math, Social Science, and Science. We continue to implement SUSD School Board Directives to implement 30 minutes of ELD instruction daily, to provide Intervention for struggling students, and to decrease chronic attendance. Collaborative Planning time has been made available by early release days on designated Wednesdays to continue with the aforementioned directives and improve student achievement.

School Safety Plan has been completed for 2022-2023 and includes:
A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.

- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

School Facility Conditions and Planned Improvements have been completed for 2022-2023 and include:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure the good repair

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

The administration brought the previous plan to the school staff electronically and will continue to update it during staff meetings. Discussions were held regarding each of the sections, goals, and actions. Teachers were provided time to review and provide input in each area. In addition, iReady Data was recently completed and discussed among teachers within their grade level CIP time, Site Council Members during meetings, and ELAC Members in order to analyze the data, discuss areas of strength and areas of concern, as well as adjust goals and actions for the 2023-2024 school year. A district annual parent survey was provided during the Spring that included questions aligned to our LEA LCAP allowing parents to provide input toward the SPSA.

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	95	136	164
Grade 1	78	105	122
Grade 2	72	121	120
Grade3	88	108	131
Grade 4	97	116	112
Grade 5	92	136	136
Grade 6	75	134	149
Total Enrollment	597	856	934

Conclusions based on this data:

1. Our overall enrollment for 22-23 has continued to increase as we are an open enrollment school.
2. We have a much higher number of students in grades 6th grades as this "bubble group" has moved up from 3rd grade in 19-20.
3. Our incoming Kindergarten class remains one of our highest enrollment grades annually and we hosted two TK classes..

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	23	42	57	3.90%	4.9%	6.1%
Fluent English Proficient (FEP)	20	30	40	3.40%	3.5%	4.3%
Reclassified Fluent English Proficient (RFEP)	8			34.8%		

Conclusions based on this data:

1. Our total numbers of EL learners continue to increas from 21-22.
2. There continues to be a decrease in RFEP students with many student transfers from around the district and SCV.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	111		0	111		0	107		0.0	100.0	
Grade 4	94	112		0	111		0	106		0.0	99.1	
Grade 5	92	136		0	136		0	134		0.0	100.0	
Grade 6	79	121		0	121		0	121		0.0	100.0	
All Grades	358	480		0	479		0	468		0.0	99.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2424.			21.50			26.17			28.04			24.30	
Grade 4		2497.			40.57			24.53			16.04			18.87	
Grade 5		2523.			26.12			33.58			23.88			16.42	
Grade 6		2591.			33.06			47.93			14.88			4.13	
All Grades	N/A	N/A	N/A		30.13			33.55			20.73			15.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.50			62.62			15.89	
Grade 4		34.91			57.55			7.55	
Grade 5		30.60			56.72			12.69	
Grade 6		37.19			59.50			3.31	
All Grades		31.20			58.97			9.83	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.02			56.07			29.91	
Grade 4		19.81			63.21			16.98	
Grade 5		20.90			61.19			17.91	
Grade 6		37.19			54.55			8.26	
All Grades		23.29			58.76			17.95	

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		3.74			84.11			12.15	
Grade 4		11.32			79.25			9.43	
Grade 5		17.91			69.40			12.69	
Grade 6		20.66			76.86			2.48	
All Grades		13.89			76.92			9.19	

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		18.69			60.75			20.56	
Grade 4		21.70			70.75			7.55	
Grade 5		22.39			64.18			13.43	
Grade 6		30.58			66.12			3.31	
All Grades		23.50			65.38			11.11	

Conclusions based on this data:

1. Overall scores decreased in almost every grade level in Meeting or Exceeding standards.
2. In most domains, across all grade levels we decreased overall scores from above and below standard and increased in the at or near standard scores.
3. Student group show the most difficulty in Writing and Research/Inquiry Domains with increases in students falling below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	93	111		0	110		0	110		0.0	99.1	
Grade 4	94	112		0	111		0	111		0.0	99.1	
Grade 5	92	136		0	134		0	134		0.0	98.5	
Grade 6	79	121		0	121		0	121		0.0	100.0	
All Grades	358	480		0	476		0	476		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2445.			24.55			26.36			30.91			18.18	
Grade 4		2489.			19.82			38.74			27.93			13.51	
Grade 5		2519.			21.64			23.13			35.07			20.15	
Grade 6		2582.			33.88			30.58			27.27			8.26	
All Grades	N/A	N/A	N/A		25.00			29.41			30.46			15.13	

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		34.55			44.55			20.91	
Grade 4		34.23			49.55			16.22	
Grade 5		26.12			54.48			19.40	
Grade 6		38.02			51.24			10.74	
All Grades		32.98			50.21			16.81	

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		24.55			57.27			18.18	
Grade 4		20.72			64.86			14.41	
Grade 5		15.67			68.66			15.67	
Grade 6		29.75			59.50			10.74	
All Grades		22.48			62.82			14.71	

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		24.55			58.18			17.27	
Grade 4		20.72			61.26			18.02	
Grade 5		15.67			65.67			18.66	
Grade 6		27.27			63.64			9.09	
All Grades		21.85			62.39			15.76	

Conclusions based on this data:

1. Overall scores remained relatively consistent in the area of mathematics in all domains.
2. We maintain an nearly 100% average of students tested every year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	10	
1	*	*		*	*		*	*		5	7	
2	*	*		*	*		*	*		7	7	
3	*	*		*	*		*	*		*	10	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										29	42	

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	20.69	21.43		31.03	42.86		24.14	21.43		24.14	14.29		29	42	

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	20.69	33.33		31.03	38.10		27.59	14.29		20.69	14.29		29	42	

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	17.24	9.52		24.14	33.33		34.48	35.71		24.14	21.43		29	42	

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	20.69	38.10		55.17	47.62		24.14	14.29		29	42	

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	24.14	30.95		51.72	50.00		24.14	19.05		29	42	

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	17.24	14.29		51.72	52.38		31.03	33.33		29	42	

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	20.69	26.19		55.17	59.52		24.14	14.29		29	42	

Conclusions based on this data:

1. Our EL population was too small of a subgroup to receive data in 21-22.
2. Our EL population continues to grow so we may see some specific data in the years to come.

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**
856	**19.4**	**4.9**	**0.4**
Total Number of Students enrolled in Mountainview 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	42	4.9
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	166	19.4
Students with Disabilities	149	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	1.9
American Indian	1	0.1
Asian	42	4.9
Filipino	22	2.6
Hispanic	254	29.7
Two or More Races	52	6.1
Pacific Islander	2	0.2
White	458	53.5

Conclusions based on this data:

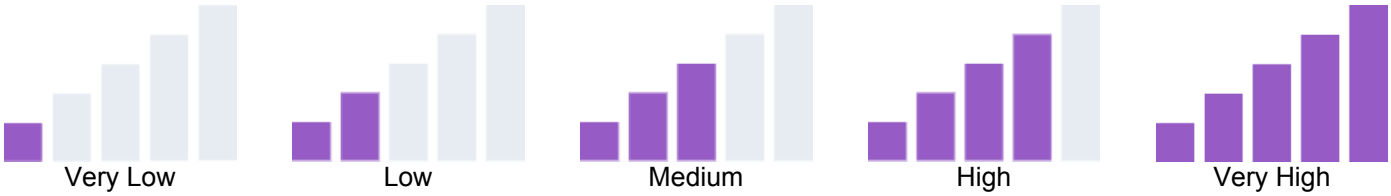
1. Our highest % of students within the student population remain Socioeconomically Disadvantaged" and "Students with Disabilities".
2. Our highest percentage of student subgroup continue to be made up of White and Hispanic groups.

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).



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. CAASPP overall data shows that students are scoing high in both tested areas with a low suspension rate.
2. Chronic absenteeism continues to be high since digital learning especially for various student groups (SED, SWD, Hispanic).

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).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

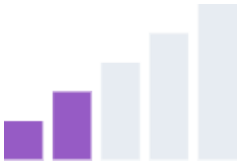
Very Low	Low	Medium	High	Very High
1	3	0	1	0

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	Low	
16.7 points above standard	8.9 points below standard	
483 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	22.0 points below standard	75.1 points below standard
	96 Students	83 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 47.0 points below standard 11 Students		No Performance Level 73.8 points above standard 25 Students	No Performance Level 24.2 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 8.2 points below standard 141 Students	No Performance Level 59.0 points above standard 19 Students	No Performance Level 2 Students	High 22.6 points above standard 267 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	**Reclassified English Learners**	**English Only**
71.1 points below standard 18 Students	44.4 points above standard 21 Students	19.0 points above standard 438 Students

Conclusions based on this data:

1. CAASPP overall data shows that students are scoing high in both tested areas with a low suspension rate. Drilling deeper shows the significant gaps for various student groups (SED, SWD, Hispanic).
2. Reclassified ELs consistently outperform most other student groups.

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).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	3	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
High	Medium	
5.9 points above standard	12.2 points below standard	
480 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
1 Student	20.7 points below standard	51.5 points below standard
	96 Students	83 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 58.3 points below standard 11 Students		No Performance Level 63.5 points above standard 25 Students	No Performance Level 22.7 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 24.5 points below standard 138 Students	No Performance Level 36.8 points above standard 19 Students	No Performance Level 2 Students	High 14.6 points above standard 267 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	**Reclassified English Learners**	**English Only**
52.0 points below standard 18 Students	22.0 points above standard 21 Students	7.3 points above standard 435 Students

Conclusions based on this data:

1. CAASPP overall data shows that students are scoing high in both tested areas with a low suspension rate. Drilling deeper shows the significant gaps for various student groups (SED, SWD, Hispanic).
2. Reclassified ELs consistently perfom well 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

56.0 making progress towards English language proficiency

Number of EL Students: 25 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
24.0%	20.0%	4.0%	52.0%

Conclusions based on this data:

1. 76% of EL students maintained or progressed at least one ELPI level.
2. 1/4 of our EL students decreased one ELPI level.

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).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	4	0	0	1

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

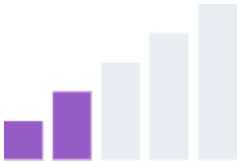
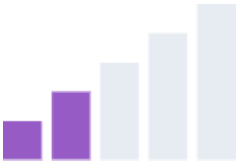
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
13.3% Chronically Absent	20% Chronically Absent	Less than 11 Students
900 Students	55 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	20.8% Chronically Absent	25.3% Chronically Absent
1 Student	183 Students	170 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
17.6% Chronically Absent	Less than 11 Students	2.1% Chronically Absent	8.7% Chronically Absent
17 Students	1 Student	47 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	High	No Performance Level	High
18.4% Chronically Absent	13.8% Chronically Absent	Less than 11 Students	11.7% Chronically Absent
267 Students	65 Students	2 Students	478 Students

Conclusions based on this data:

1. Chronic absenteeism remain highest with four students groups: SED, SWD, Hispanic and EL

2. Our Hispanic student group has a much higher number of students than our EL population, so Hispanic students will be a student group that requires focus and improvement as do SED and SWD.

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.

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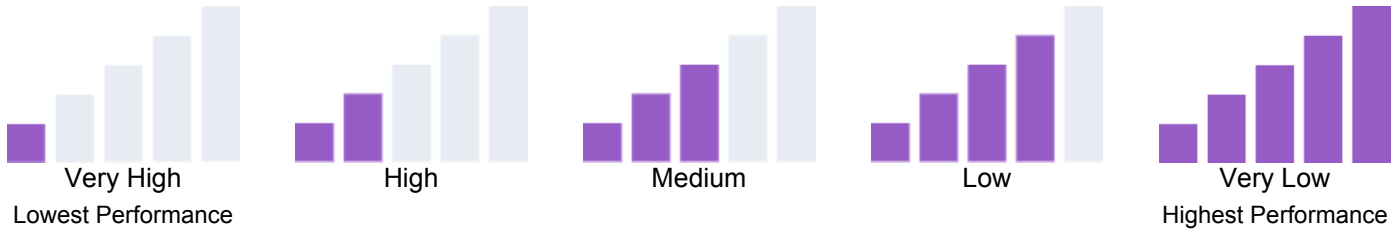


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

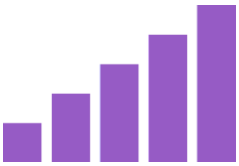
Very High	High	Medium	Low	Very Low
0	0	0	1	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.1% suspended at least one day	0% suspended at least one day	Less than 11 Students
912 Students	57 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
Less than 11 Students	0% suspended at least one day	0.6% suspended at least one day
1 Student	184 Students	173 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
17 Students	1 Student	48 Students	24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.2% suspended at least one day
273 Students	65 Students	2 Students	482 Students

Conclusions based on this data:

1. Students with disabilities had a slightly higher suspension rate, however, it still remained in the "very low" category.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Diversity and Inclusion

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Our end of year LCAP survey results show that across our educational partner groups, parents and staff are seeling family culture similar to last year: (21-22) 52%-68% to (22-23) 55%-69%. Students feeling their family culture in school and academics as decreased from 52% (21-22) to 41% (22-23).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connectedness survey - Feeling of Inclusivity	80-89 % across all groups have a feeling of inclusivity of family cultures in the school and academics for staff and families.	90-94% or more of our school families will feel culturally inclusive
Connectedness survey - Seeing Culture Represented	41-69% across all groups feel they see their culture represented in school.	51-74% across all groups will feel they see their culture represented in school.
Connectedness survey completion rate	58% of our families completed the survey (438 surveys/approximately 550 families/943 students)	63% or more completed surveys will be received from families

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

TK/Kindergarten-6th grade

Timeline

2023-2024 School Year

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Administrators

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement & Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:
i. Students with disabilities
ii. Socioeconomically disadvantaged students
iii. Hispanic Students

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.

Basis for this Goal

Our overall chronic attendance according to the CA Dashboard data for 2021-2022 was at 13.3%. The above named student groups' chronic attendance was a range or 5%-12% higher than our overall average with one student group being as low as <3%. In addition, 46.58% of our 4th-6th grade students reported that they regularly look forward to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Report- California Dashboard	13.3% school-wide chronically absent	June 2024, we will decrease our student chronic absenteeism rate by at least 5% as measured by the California Dashboard.
Chronically Absent Student Groups: i. Students with disabilities ii. Socioeconomically disadvantaged students iii. Hispanic Students	i. Students with disabilities- 25.3% ii. Socioeconomically disadvantaged students-20.8 iii. Hispanic Students- 18.4	June 2024, we will decrease the following student groups' chronic absenteeism rate by at least 10% as measured by the California Dashboard. Students with disabilities, Socioeconomically disadvantaged students, and Hispanic Students.
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school")	46.58% of our 4th-6th grade students Strongly Agree/Agree	By June 2024, we will increase the percentage of strongly agree/agree 55% or higher.

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 school year

Person(s) Responsible

Classified Staff, Site Council, Teachers, Administrators, PBIS Coach, School Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development, Trainings and substitute costs
Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Professional Development, Trainings and substitute costs
Amount	3,118.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for Attendance
Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Items for PBIS store for students

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 School Year

Person(s) Responsible

Classified Staff, Teachers, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty pay for meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language 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 Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

According to our needs assessment survey, 24% of students who are English learners are at or above grade level on the mid-year diagnostic in iReady. This is an increase from 9% on the beginning of year diagnostic. 55% of our EL students are receiving 30+ minutes of iReady weekly with an 82% passage rate as of May 2023. This is a necessary skill and criteria they need in order to meet reclassification status.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady ELA results	24% of EL students scored proficient as measured by iReady in February 2023	34% of EL students will score proficient as measured by iReady by February 2024
ELPI - CA Dashaboard	56% of English learners are making progress toward English language proficiency	At least 66% of English learners are making progress toward English language proficiency

Planned Strategies/Activities

Strategy/Activity 1

Teachers with EL clusters receive substitute release time during each trimester for planning together to provide designated and integrated ELD support during the school day.

Students to be Served by this Strategy/Activity

ELD Students in grades TK-6

Timeline

2023-2024 School Year

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers meet with other EL teachers to analyze data, review TOSA created EL lessons, and create designated EL lessons 1/2 days 3x annually

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Achievement GAP

Goal Statement

By June 2024, all students will make at least 5% growth in their i-Ready proficiency in English Language Arts and Mathematics. The number of students in specified groups below in green (at or above grade level) will increase by at least 10% as measured by the end-of-year diagnostic assessment in English Language Arts and Mathematics. The number of students in the specified groups below in the red (two or more grade levels below) will decrease by 10% on the end-of-year diagnostic assessment in English Language Arts and Mathematics:
i. Students with Disabilities (SWD)
ii. Socioeconomically Disadvantaged (SED)
iii. Hispanic

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

Based on the comprehensive needs assessment it was discovered that students with disabilities, students who are socioeconomically disadvantaged, and Hispanic students had significantly lower scores on iReady diagnostics (fewer at or above grade and a higher percentage of students two or more grade levels below) and on the CAASPP assessment for 2022 (all students groups listed here below the standard while the Overall average remained 6-17 points above standard) in both ELA and Mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostics in ELA	Diagnostic 1- Diagnostic 2 results: Overall student group increased from 41%-58% in iReady and decreased from 18% to 9% at two or more grade levels below SWD group increased from 29% to 38% at or above grade level and decreased from 33% to 23% at two or more grade levels below SED group increased from 27% to 46% at or above grade level and decreased from 29% to 16% at two or more grade levels below Hispanic group increased from 30% to 51% at or above grade level and decreased from 26% to 14% at two or more grade levels below	Overall Group- 63% at/above SWD group- 48% at/above and 13% two or more grade levels below SED group- 56% at/above and 6% two or more grade levels below Hispanic group- 61% at/above and 4% two or more grade levels below
iReady Diagnostics in Math	Diagnostic 1- Diagnostic 2 results:	Overall Group- 52% at/above

Metric/Indicator	Baseline	Expected Outcome
	Overall student group increased from 27%-47% in iReady and decreased from 17% to 8% at two or more grade levels below SWD group increased from 20% to 32% at or above grade level and decreased from 33% to 17% at two or more grade levels below SED group increased from 18% to 37% at or above grade level and decreased from 25% to 13% at two or more grade levels below Hispanic group increased from 19% to 37% at or above grade level and decreased from 24% to 11% at two or more grade levels below	SWD group- 42% at/above and 7% two or more grade levels below SED group- 47% at/above and 3% two or more grade levels below Hispanic group- 47% at/above and 1% two or more grade levels below
iReady Usage	Overall student usage average from Aug-Dec= approx. 4.5 hrs or approximately 15-16 min weekly. Overall students' average YTD = approximately 14 hrs or approximately 25.7 min weekly with an 85% pass rate for ELA and a 95% pass rate in Math YTD	Overall student average 30+ minutes weekly
CAASPP data results in ELA	Overall student group: 16.7 points above standard SWD group: 75.1 points below standard (-91.8 points) SED group: 22 points below standard (-38.7 points) Hispanic group: 8.2 points below standard (-24.9 points)	Overall student group: 21.7 points above standard SWD group: 65.1 points below standard SED group: 12 points below standard Hispanic group: 1.8 points above standard
CAASPP data results in Math	Overall student group: 5.9 points above standard SWD group: 51.5 points below standard (-57.4 points) SED group: 20.7 points below standard (-26.6 points) Hispanic group: 24.5 points below standard (-30.4 points)	Overall student group: 10.9 points above standard SWD group: 41.5 points below standard SED group: 10.7 points below standard Hispanic group: 14.5 points below standard

Planned Strategies/Activities

Strategy/Activity 1

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth), teachers provide Tier 2 intervention for struggling students with support staff to work with students at or above grade level in both ELA and Math.

Students to be Served by this Strategy/Activity

TK/Kindergarten- 6th Grade students

Timeline

Ongoing for 2022-2023

Person(s) Responsible

Teachers, Administrators, Classified

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A paraeducator supports the grade level during Tier 2 intervention to reduce the number of students per intervention/extension group or provide support to a larger extension group while teachers provide intervention to struggling students

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Parental Engagement & Core Services

Goal Statement

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

We had over 50% of our families complete the Connectedness Survey this year. Survey results showed that 54%-79% across all educational partner groups (parents, students, staff) agreed/strongly agreed with the LCAP Survey question: Our school promotes all Educational Partners in decisions that impact programs offered at our school. Our parent groups had the highest result at 79%, however, our student group was lower at 65% and our staff group was lowest at 54% agreeing/strongly agreeing.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connectedness Survey Completion	58% of our families completed the survey (438 surveys/approximately 740 families/943 students)	64% of our families completed the survey
Connectedness Survey Results - Question 15	54%-79% across all educational partner groups (parents, students, staff) agreed/strongly agreed with the LCAP Survey question: Our school promotes all Educational Partners in decisions that impact programs offered at our school.	59%-84% across all educational partner groups (parents, students, staff) will agree/strongly agree with the LCAP Survey question: Our school promotes all Educational Partners in decisions that impact programs offered at our school.

Planned Strategies/Activities

Strategy/Activity 1

Parent Engagement Workshops

Students to be Served by this Strategy/Activity

Parents of all students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Classified staff, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers preparing and presenting the workshops
Amount	500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Pay for classified staff to provide childcare
Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Snacks and drinks for parent workshops to increase engagement at workshops

Strategy/Activity 2

Listening sessions with all educational partner groups (parents, students, staff)

Students to be Served by this Strategy/Activity

Parents, Student, Staff

Timeline

2023-2024 School Year

Person(s) Responsible

Administrators, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for small group listening sessions
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Extra duty pay for small group listening sessions

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase students, staff and families seeing their culture represented through lessons and activities and family cultures being welcomed onto the school campus as measured by the End of Year (EOY) survey data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Connectedness survey	90% or more of our school families will feel culturally inclusive	80-89 % across all groups have a feeling of inclusivity of family cultures in the school and academics for staff and families.
Connectedness survey	75% across all groups will feel they see their culture represented in school.	41-69% across all groups feel they see their culture represented in school.
Connectedness survey	50% or more completed surveys will be received from families	58% of our families completed the survey (438 surveys/approximately 550 families/943 students)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement: 1- Provide online meetings for the parent community 2- Encourage parent involvement/participation in district-wide meetings/committees through use of ParentSquare/Email communications to parents 3- Provide instructional resources for parents/ families on weekly bulletins	We provided some online meetings for the parent community but slowly moved to in-person meetings. We have encouraged parent involvement/participation in district-wide meetings/committees through the use of ParentSquare/Email communications to parents by sending invitations and reminders as needed. We have provided some instructional resources for parents/ families on weekly bulletins but could do more of this.	Cultural Assemblies None Specified Per Pupil 5000.0	Per Pupil 0
		Cultural books and supplies 4000-4999: Books And Supplies Per Pupil 500.00	Per Pupil 0

Analysis

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

We had difficulty finding more cultural assemblies and had science assemblies throughout the year. At the end of the year, we had some assemblies to choose from and selected Letters to Harriet and Melody of China.

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

Our end of year LCAP survey results show that across our educational partner groups, parents and staff are seeling family culture similar to last year: (21-22) 52%-68% to (22-23) 55%-69%. Students feeling their family culture in school and academics as decreased from 52% (21-22) to 41% (22-23).

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

PTA-funded the science assemblies throughout the year and the district provided two multicultural assemblies (Letters to Harriet and Melody of China) at the end of the year. District paid assemblies from Music Center.

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

We will be looking to highlight more cultural observances and celebrations by promoting activities and lessons created by our district TOSAs and sharing them through parent communication from both the classroom and the site.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

* Increase a feeling of safety for students and parents from bullying and disrespect as well as seeing actions taken to address such behaviors as measured by EOY survey data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School connectedness survey	75% of the students and families will feel adults and other students help when bullying occurs or when told about a bullying incident.	59% of students and 67.5% of parents felt adults and other students help when bullying occurs or when told about a bullying incident.
School connectedness survey	85% or more of students and 50% of parents will respond to LCAP survey.	90% of students and 58% of parents responded to the LCAP survey.
Social Worker recommendations for services	More in-class lessons from Social Workers to reduce the number of referrals to 25 and need to continue with 10 from the 2021-2022 school year for counseling.	Social workers pushed in for Comunity Circles and pushed in for some small group support for needy students. Whole group lessons did not occur.
CA Dashboard Chronic Absenteeism Rate	Decrease chronic absenteism to 8% in 2022-2023 as reported on the California Dashboard.	Chronic absenteismis currently 13.37% as of May 2023.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Educate students and families regarding our actions regarding instances of bullying, including the use of anti-bullying contracts as needed. 2. Continued use of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and Check In, Check Out (CICO) system for 2021-2022 2. Dedicated lessons on SEL lessons and activities including the use of Sanford Harmony 3. Counselor/Social Worker Engagement	1. Educated students and families regarding our actions regarding instances of bullying, including the use of anti-bullying contracts as needed. 2. Continued use of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and Check In, Check Out (CICO) system for 2021-2022 2. Dedicated lessons on SEL lessons and activities including the use of Sanford Harmony 3. Increased Social Worker Engagement in classrooms	Quarterly sub costs for PBIS training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,400.00	Quarterly sub costs for PBIS training 2000-2999: Classified Personnel Salaries LCFF - Supplemental 978.26
		PBIS team meets to complete data, set up programs of support, prep for staff meetings, etc. (2x10, check in, check out, etc.)- extra duty/extra pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000.00	PBIS team meets to complete data, set up programs of support, prep for staff meetings, etc. (2x10, check in, check out, etc.) 0.0
		Contracting with outside services for Anti-bullying/Character	Contracting with outside services for Anti-bullying/Character

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4. Recognize student achievement with Awards Assemblies 5. Anti-bullying/Character Assemblies (virtual or in-person) 6. Parent Phonecalls, ParentSquare Messages/Posts, Home visits 7. Reinstate our Circle of Friends, game table, Student Service, Buddies, and peer mentor program which has greatly assisted in connecting our students positively to school.	4. Recognized student achievement with Awards Assemblies 5. Anti-bullying/Character Assemblies (The Ned Show) 6. Parent Phonecalls, ParentSquare Messages/Posts, Home visits 7. Reinstated our Circle of Friends, Student Service, Buddies, and peer mentor program. Purchased oversized games for recess and lunch. 8. Purchased Mountain Lions and a trophy as attendance incentives.	Assemblies (virtual or in-person) 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 1375.00	Assemblies (virtual or in-person) 0.0
		Items for student store 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 1,000.00	Items for student store 4000-4999: Books And Supplies LCFF - Supplemental 1110.00
		Supplies for Circle of Friends, Game table and student service 4000-4999: Books And Supplies Per Pupil 1,500	Supplies for Circle of Friends 0.0
			Games for recess/lunch 4000-4999: Books And Supplies LCFF - Supplemental 1513.00

Analysis

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

We have increased our PBIS team and held some all staff staff meetings so that everyone is on the same page. We reinstated our Circle of Friends, Student Service, Buddies, and peer mentor program. We purchased oversized games and have a "Game Crew" that sets up and closes down the games. These programs help with cross grade level connections among students. We committeed to a school-wide use of Harmony lessons and strategies.

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

Our end of year LCAP survey results show that across our educational partner groups, 67.5% of parents and 59% of students feel adults and other students help when bullying occurs or when told about a bullying incident. Our attendance is close to the same as last year.

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

We used less funding in this area as teacher substitutes were hard to come by at the beginning of the year but did use extra duty pay for Classified Staff to be a part of PBIS all staff meetings. PBIS team meetings were held in the mornings once the staff workday began but before instruction began, thus funds were not used here. We had an anti-bullying assembly, The Ned Show, which was funded through district funding instead of site funding. The rest of the funding was utilized on incentives for attendance and the PBIS student store.

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

We will get our PBIS student store opened and available more regularly with parent volunteers starting at the beginning of the year. This took us some time to get established. Our increased participation on our PBIS team will carry into next year as well. We will look at putting additional funding into attendance incentives which will include our Friday Fun-Run Club and extend it to Mondays as well. Mondays and Fridays are our lowest attendance days. We need to find more anti-bullying and "Upstander" assemblies to help improve student behavior in this area as well.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

* Increase the number of students making at least one level of growth in proficiency from 52% to 60% as measured by the ELPAC
* Increase the reclassification rate of our at risk LTEL(s) and LTEL(s) to 50% as measured by the reclassification rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC results	Increase reclassification rate to 15%	Reclassified 9% of our current EL students.
ELPAC results	Increase reclassification rate to reduce number of students as at risk LTEL(s) AND LTEL(s) to 50%.	Reclassified rate 2 of 13 at risk LTEL(s) AND 1 of 7 LTEL(s) for a total of 15%.
ELPAC results	Increase the percentage of EL students making at least one level of growth in proficiency to 60%	Not all summative scores have been received. We will add this data in once all EL student data has been received.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Development (ELD): 1- ELD cluster teachers receive release time/extra duty, extra pay for refresher training for ELPAC and daily instruction (lessons are 30 minutes daily) 2- ELD cluster teachers receive release time/extra duty, extra pay for analyzing student data, reviewing TOSA El lessons and planning upcoming designated EL lessons (lessons are 30 minutes daily) 3- Purchase supplies and materials to support the ELD program	1- ELD cluster teachers received release time/extra duty, extra pay for refresher training for ELPAC 2- ELD cluster teachers received release time for ELPAC testing 3- Purchased supplies and materials to support the ELD program	Teachers meet with other EL teachers to analyze data, review TOSA created EL lessons, and create designated EL lessons 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000.0	Teacher subs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,347.00
		Books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 500.00	Books and supplies 4000-4999: Books And Supplies 75.00

Analysis

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

Teachers did receive extra duty pay for calibrating for ELPAC testing and sub release time to give the ELPAC, though we struggled to get sub time early in the year for planning.

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

Our EL population has continued to grow, especially being an open-enrollment school. This may attribute to fewer students reclassifying as they were getting acclimated to a new school as well. Additionally, we need to make a more focused approach to designated EL time being posted on the master schedule and followed by all teachers with EL students. This is a priority and walk-thru data did not support daily 30-minute lessons in each classroom with EL students. This will be considered as a part of our formal classroom observations as well as walk-thru data collection.

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

We utilized substitutes to release teachers for ELPAC testing later in the year, but did not have substitutes availble much in the beginning of the year for planning time. ELD books and supplies were mostly provided and funded through district funds. With both general education and special day class students who needed an Alternative Assessment, this took a long time to complete.

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

We will plan to have primary cluster teachers and upper grade cluster teachers share subs 3 times annually to help with planning in addition to budgeting for ELPAC testing. We will also be meeting with EL cluster teachers to discuss student goal setting with their EL students. We also need to ensure that our EL students in our SDC program are provided the same targetted intervention since they have both a second language and a significant learning disability, often impacting language as well.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

* Decrease the achievement gap in ELA for SWD and SED groups by 10 points as measured by the CAASPP and/or i-Ready for 2022-2023.
* Decrease the achievement gap in Math for SED students by 10 points as measured by the CAASPP and/or i-Ready for 2022-2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostics in ELA	Increase each grade level's On/Above grade level scores by 5% in ELA by the 3rd diagnostic over 2021-2022. Mid-Above Grade level percentages: Kinder: 68% 1st: 50% 2nd: 59% 3rd: 75% 4th: 61% 5th: 64% 6th: 70%	3rd diagnostic in 2021-2022. At-Above Grade level percentages: Kinder: 84% (+16) 1st: 72% (+22) 2nd: 78% (+19) 3rd: 77% (+2) 4th: 79% (+18) 5th: 69% (+5) 6th: 74% (+4)
iReady Diagnostics in Math	Increase each grade level's On/Above grade level scores by 5% in Math by the 3rd diagnostic over 2021-2022. Mid-Above Grade level percentages: Kinder: 52% 1st: 41% 2nd:40% 3rd: 42% 4th: 38% 5th: 51% 6th: 71%	Math by the 3rd diagnostic over 2021-2022. Mid-Above Grade level percentages: Kinder: 71% (+19) 1st: 58% (+17) 2nd:65% (+25) 3rd: 62% (+20) 4th: 69% (+31) 5th: 73% (+22) 6th: 76% (+5)

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will assess and analyze data from each iReady ELA and Math diagnostic or Basic Phonics Skills Tests (BPST) to establish and update their instructional program. Additional before or after-school tutoring will be	Teachers will assess and analyze data from each iReady ELA and Math diagnostic or Basic Phonics Skills Tests (BPST) to establish and update their instructional program. Additional before or after school tutoring will be	Classroom supplies for small group cohort instruction 4000-4999: Books And Supplies LCFF - Supplemental 1000.0 Classified aide support (1) for intervention purposes and classroom	Classroom supplies for small group cohort instruction 4000-4999: Books And Supplies LCFF - Supplemental 547.00 Classified aide support (1) for intervention purposes and classroom

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
recommended to continue with learning loss mitigation.	recommended to continue with learning loss mitigation.	support 2000-2999: Classified Personnel Salaries Per Pupil 3550.00	support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2787.94
		Extra duty/extra pay for intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,000	Extra duty/extra pay for intervention 1000-1999: Certificated Personnel Salaries 0.0
Teachers provide intervention for identified struggling students at the end of daily lessons and using systematic flexible small group differentiated instruction, such as: Wonders Tier 2 intervention lessons, fluency folders, iReady My Path lessons, sight word clubs, Prowise lessons, Number Talks, fact fluency, NextGen math lessons, and quizzes.	Teachers provided intervention for identified struggling students at the end of daily lessons and using systematic flexible small group differentiated instruction, such as: Wonders Tier 2 intervention lessons, fluency folders, iReady My Path lessons, sight word clubs, Prowise lessons, Number Talks, fact fluency, NextGen math lessons, and quizzes.	Intervention Supplies 4000-4999: Books And Supplies LCFF - Supplemental 2,000.00	Intervention Supplies 4000-4999: Books And Supplies LCFF - Supplemental 772.00
Teachers utilize Assessment Interim Benchmarks and their results through the CAASPP system to drive instructional decisions	Teachers utilize Assessment Interim Benchmarks and their results through the CAASPP system to drive instructional decisions in grades 3-6	Intervention Aide assistance to allow teachers to run small group interventions and assist with benchmarking. 2000-2999: Classified Personnel Salaries Per Pupil 3000.00	Kindergarten Aide assistance to allow teachers to run small group interventions and assist with benchmarking. 2000-2999: Classified Personnel Salaries Per Pupil 5575.87
			Sub release time for grade levels to plan/prep for learning cycles and intervention groups 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,120.00
			Extra duty pay for Guiding Coalition meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 600.00

Analysis

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

Teachers increased our usage this year of iReady (both number of students and weekly minutes) while maintaining a high pass rate. We utilized a school-wide master schedule to arrange for Tier 2 classroom interventions as well as support from our TOSA intervention team for students needing support below grade level.

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

In 2021-2022, we had a high percentage pass rate but not a high number of students regularly utilizing iReady for the learning path. We increased usage at the beginning of the year and then more than doubled our usage from December to May while keeping the same high passage rate. Data from iReady has helped identify struggling students for our TOSA intervention team as well as for those teachers who provided before or after-school tutoring in 2nd, 3rd, 5th, and 6th grades.

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

Most of our funding was spent as proposed, however, extra duty pay for teachers to provide befor/after school intervention was district funded. Additional funding was spent as we developed our Guiding Coalition and met after school. In addition, grade levels were provided two full days of planning to prepare for learning cycles as well as CFAs and intervention groups to target struggling students.

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

We will analyze our CAASPP data to see the correlation of increased iReady usage to CAASPP results. We want to start the year at a higher iReady usage rate and maintain that throughout the year. We are bringing back an intervention aide to support each grade level with 30 minutes of support per grade level every day of the school year to target and provide support to struggling students in our unduplicated student groups with current grade-level materials. We will refine our Master schedule to implement a "double dose" of intervention for our targeted student groups (SWD, SED, Hispanic).

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	36,118.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	36118.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	36,118.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	21,500.00
4000-4999: Books And Supplies	5,618.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	21,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,618.00

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Katie Demsher	Principal
Sean DeCecchis	Parent or Community Member
Janine Fairall	Parent or Community Member
Samantha MacCulloch	Parent or Community Member
Catherine Parker	Parent or Community Member
Matthew Prokosch	Parent or Community Member
Andrea Bond	Classroom Teacher
Gabby Perlman	Classroom Teacher
Arian Best	Classroom Teacher
Dena Abbinanti	Other School Staff
David Stepner	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/6/2022.

Attested:

Principal, Katie Demsher on 5/31/2023

SSC Chairperson, Jeanine Fairall on 5/31/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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: **Mountainview Elementary School** **SCHOOL YEAR: 2023**

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:

- *i*Ready Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
  - Diagnostic 1- Diagnostic 2 ELA
    - At or above: 41%- 59%
    - 1 grade level below: 39%-31%
    - 2 or more grade levels below: 18%-9%
- California Dashboard 2022- Chronic Absenteeism
  - 13.3% in 2022, increased to current April 11 at 16.25% (14.85% from Colleen)
  - 13.3% chronic according to CA Dashboard, 5.83% current federalchronic
  - Student groups
    - SED- 20.8%
    - SWD- 25.3%
    - EL 20%
    - Hispanic 18.4%
    - Two or more Races 13.8%

- White 11.7%
- Asian 2.1%

- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
  - *Student Groups:*
  - ELA Students with disabilities-75.1 points below standard Math Students with disabilities-51.5 points below standard
  - ELA Socioeconomically Disadvantaged- 22 points below standard Math Socioeconomically Disadvantaged- 20.7 points below standard
  - ELA Hispanic- 8.2 points below standard Math Hispanic- 24.5 points below standard

- English Language Proficiency Assessment of California (ELPAC) Data
  - English Learner (EL) information from ELLevation 13.98% 20/21 to 15.57% proficient 21/22, increase from 8 (1.3 %) students REFEP 20/21 to 20 (%) students RFEP
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
  -
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data
  - Feeling the culture is represented (21-22) 52%-68% to (22-23) 50%-69%
  - School is welcoming to all cultures, etc. (21-22) 86%-97% to (22-23) 80%-89%
  - 47% of our families completed the survey to 58% completed

CONCLUSIONS

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

At first glance, one might feel students are meeting grade level expectations, but through further data analysis of smaller student groups, major gaps appear as listed below in our prioritized needs.

Our EL students continue to make gains and students are reclssified. Reclassified students continue to outperform most other student groups, indicating that we are reclassifying them at appropriate times.

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.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

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.

Our 4 lowest student groups (largest achievement gaps):

ELA Students with disabilities-75.1 points below standard
ELA Socioeconomically Disadvantaged- 22 points below standard
ELA Hispanic- 8.2 points below standard
ELA EL- 8.9 points below standard

Math Students with disabilities-51.5 points below standard (83 students)
Math Socioeconomically Disadvantaged- 20.7 points below standard (96 students)
Math Hispanic- 24.5 points below standard (138 students)
Students Math EL Students-12.2 points below standard (39 students)

match the same groups with chronic attendance issues:

- 13.3% chronic according to CA Dashboard, 5.83% current federal chronic
- Student groups: SED- 20.8%, SWD- 25.3%, and Hispanic 18.4%

**If we address achievement and feelings of connectedness with our students with disabilities, it is believed this would have the greatest impact on student attendance. This population of students presents as our highest need.*

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

*-**Students with Disabilities** and **Socio economically disadvantaged**- Need to improve academic performance in Reading and Math as well as attendance for these student groups.*

***Root Causes** - We have to address the mindset of staff on expectations for these population of students. We have to provide intervention at the classroom/grade level and not expect for these discrepancies to change based on outside support*

** RSP & Intervention TOSA support provided at the same time as Tier 2 intervention. Often our special education students are excluded from this time with the mentality that their needs will be addressed in these other small groups. To make gains with these students, they will need twice the intervention to reduce the gaps.*

** Tier 2 intervention is not as robust/systematic as it needs to be.*

** Differentiation during independent practice needs to be more regular, allowing for the above student groups to get additional time, attention, and resources to support student achievement.*

** We need to work on attendance plans for these families to ensure their children are present for us to address their academic needs on a regular basis.*

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

-***Hispanic Students*** *- Need to improve targeted instruction, English Language Acquisition for LTELS (5th & 6th grade students), and attendance for this population of students.*

****Root Causes*** *- Some of our Hidpanic students fall in our EL student groups as well. For these students, EL designated and integrated tools and instruction needs to be more systemic and targeted. Our staff needs more training and support in our EL program, especially at the 4-6th grade levels, to provide systematic instruction and proven strategies for this population of students, especially as they increase their language acquisition. ⅔ of our Hispanic students are English proficient, so determining targeted needs through Tier 1 and Teir 2 intervention will be crucial in helping thses students to decrease the achievement gap.*

-Feelings of Connectedness and Attendance *- Need to improve for all students but especially with students with disabilities, Hispanic, and Socio-Disadvantaged students.*

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, VERGINE VARTANIAN

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 6/6/2022.

Attested:

Principal, Katie Demsher on 5/31/2023

SSC Chairperson, Jeanine Fairall on 5/31/2023