School Year: **2022-23**

# 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** | Wright Charter School |
| **Address** | 4389 Price Avenue<br>Santa Rosa, CA 95407 |
| **County-District-School (CDS) Code** | 49710356052377 |
| **Principal** | Mr. Stefan Schaeffer |
| **District Name** | Wright Elementary School District |
| **SPSA Revision Date** | |
| **Schoolsite Council (SSC) Approval Date** | |
| **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

The Wright Charter School is founded on the principles of Eco-Literacy: the understanding that every living system is related to and affected by every other living system. Eco-Literacy promotes the development of social, emotional and ecological intelligence through an ever evolving understanding of the relationship between and among all living systems.

Our mission is to foster in our students the desire and capacity to live and contribute responsibly in society and to envision and achieve their goals, both in their own lives and as stewards of the planet. Our students will be educated to meet or exceed grade level expectations and mastery of core academic standards. Our students will develop an understanding of their responsibilities as global citizens and be educated to be contributing members of a larger society. We strive to identify, nurture and support the unique capabilities of every student.

Our vision is to create an equitable and encouraging environment that empowers every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem solving, encourages children to love learning, and inspires both teachers and children to pursue academic challenges. Wright Charter School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for continuous education and economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process.

# School Profile

Wright Charter School is the original of three K-6 elementary schools in the Wright School District. Beginning in the school year 2009-2010, Wright Charter School expanded its services to students in grades seven and eight. We are very proud to offer a small school environment to students grades TK-8.

Wright Charter School serves approximately 460 students who represent a diverse population. Approximately sixty-five percent of Wright Charter School students participate in the Federal Government's Free and Reduced Lunch Program. Thirty-five percent of our students are English Language Learners. The majority of our second language learners speak Spanish as their primary language.

Wright Charter School proudly offers a range of services to meet our students' diverse learning needs. Our classes include twenty regular education classes, a Resource Specialized  Program, music, PE, teacher-led electives and state-of-the-art technology. In addition, we offer students Speech and Language services, English Language Learner services, Title 1 Reading services, tutoring services, and counseling. We have a large multipurpose room, which is used for assemblies, school events, sports, music, and as a cafeteria for breakfast and lunch. Our students are fortunate to have meals prepared for them on site in our school kitchen by experienced school food service employees.

Through a partnership with CalServes, our school also offers students an after school program in which over one hundred fifty students participate in enrichment activities and receive help with homework, math and reading practice. The Extended Child Care Coalition provides before and after school care for students.

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

With other Wright Elementary School District administrators through Admin Retreats, Admin weekly meetings, and other time together, careful consultation and planning took place for this SPSA/Annual Review and Update. In addition, Wright Charter School staff was also involved through Professional Development Days, Data Meetings, staff meetings, and other times through the school year. Our parent stakeholders have been involved through ELAC meetings and PTC meetings.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| **American Indian** | 1.11% | 1.2% | 1.47% | 5 | 5 | 6 |
| **African American** | 3.33% | 3.8% | 2.69% | 15 | 16 | 11 |
| **Asian** | 5.33% | 5.9% | 4.89% | 24 | 25 | 20 |
| **Filipino** | 1.56% | 0.9% | 0.98% | 7 | 4 | 4 |
| **Hispanic/Latino** | 66% | 64.6% | 66.50% | 297 | 274 | 272 |
| **Pacific Islander** | 0% | % | 0.24% | 0 | | 1 |
| **White** | 22.44% | 22.2% | 21.03% | 101 | 94 | 86 |
| **Multiple/No Response** | 0.22% | 1.4% | 2.20% | 1 | 6 | 9 |
| | | | **Total Enrollment** | 450 | 424 | 409 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| **Kindergarten** | 50 | 32 | 58 |
| **Grade 1** | 48 | 44 | 31 |
| **Grade 2** | 45 | 50 | 42 |
| **Grade3** | 44 | 47 | 47 |
| **Grade 4** | 48 | 44 | 44 |
| **Grade 5** | 56 | 48 | 42 |
| **Grade 6** | 51 | 56 | 45 |
| **Grade 7** | 53 | 53 | 50 |
| **Grade 8** | 55 | 50 | 50 |
| **Total Enrollment** | 450 | 424 | 409 |

**Conclusions based on this data:**

1. Regrettably, student enrollment dropped at WCS. There are a number of factors: first, COVID has created chaos with families throughout Santa Rosa and the world; second, wild fires continue to plague Santa Rosa and this has created a housing shortage and a serious disruption for many of our families.
2. Santa Rosa is an expensive location to live and our families struggle with the high costs associated with living in here.

3. We went from having three Grade 6 classes to just two Grade 7 classes for a loss of 30 students in 2018-2019. In addition, we did not get the numbers for a full TK class this school year.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| **English Learners** | 170 | 151 | 150 | 37.8% | 35.60% | 36.7% |
| **Fluent English Proficient (FEP)** | 79 | 73 | 77 | 17.6% | 17.20% | 18.8% |
| **Reclassified Fluent English Proficient (RFEP)** | 34 | 18 | | 18.0% | 11.9% | |

**Conclusions based on this data:**

1. Our EL population has remained steady for the last three years and is expected to continue at near the current levels for the upcoming years.
2. Our amazing ELD Teacher, Ms. De Silva, continues to produce impressive results in supporting students to become "Reclassified Fluent English Proficient (RFEP)."

# 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 49 | 47 | 47 | 48 | 0 | 47 | 48 | 0 | 47 | 98 | 0.0 | 100.0 |
| **Grade 4** | 55 | 45 | 45 | 53 | 0 | 45 | 53 | 0 | 45 | 96.4 | 0.0 | 100.0 |
| **Grade 5** | 56 | 49 | 44 | 56 | 0 | 44 | 56 | 0 | 43 | 100 | 0.0 | 100.0 |
| **Grade 6** | 49 | 55 | 51 | 49 | 0 | 49 | 49 | 0 | 49 | 100 | 0.0 | 96.1 |
| **Grade 7** | 55 | 53 | 49 | 53 | 0 | 47 | 53 | 0 | 47 | 96.4 | 0.0 | 95.9 |
| **Grade 8** | 52 | 50 | 49 | 51 | 0 | 47 | 51 | 0 | 47 | 98.1 | 0.0 | 95.9 |
| **All Grades** | 316 | 299 | 285 | 310 | 0 | 279 | 310 | 0 | 278 | 98.1 | 0.0 | 97.9 |

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 2430. | | 2429. | 27.08 | | 23.40 | 18.75 | | 25.53 | 31.25 | | 34.04 | 22.92 | | 17.02 |
| **Grade 4** | 2459. | | 2450. | 22.64 | | 13.33 | 20.75 | | 22.22 | 32.08 | | 33.33 | 24.53 | | 31.11 |
| **Grade 5** | 2512. | | 2488. | 12.50 | | 18.60 | 44.64 | | 23.26 | 23.21 | | 20.93 | 19.64 | | 37.21 |
| **Grade 6** | 2526. | | 2496. | 12.24 | | 4.08 | 40.82 | | 24.49 | 22.45 | | 44.90 | 24.49 | | 26.53 |
| **Grade 7** | 2562. | | 2545. | 9.43 | | 6.38 | 50.94 | | 51.06 | 28.30 | | 25.53 | 11.32 | | 17.02 |
| **Grade 8** | 2574. | | 2573. | 15.69 | | 4.26 | 33.33 | | 59.57 | 39.22 | | 25.53 | 11.76 | | 10.64 |
| **All Grades** | N/A | N/A | N/A | 16.45 | | 11.51 | 35.16 | | 34.53 | 29.35 | | 30.94 | 19.03 | | 23.02 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 22.92 | | 14.89 | 52.08 | | 72.34 | 25.00 | | 12.77 |
| **Grade 4** | 24.53 | | 4.44 | 49.06 | | 82.22 | 26.42 | | 13.33 |
| **Grade 5** | 21.43 | | 25.58 | 62.50 | | 55.81 | 16.07 | | 18.60 |
| **Grade 6** | 14.29 | | 8.16 | 59.18 | | 59.18 | 26.53 | | 32.65 |
| **Grade 7** | 9.43 | | 6.38 | 62.26 | | 78.72 | 28.30 | | 14.89 |
| **Grade 8** | 19.61 | | 8.51 | 54.90 | | 70.21 | 25.49 | | 21.28 |
| **All Grades** | 18.71 | | 11.15 | 56.77 | | 69.78 | 24.52 | | 19.06 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 20.83 | | 10.64 | 60.42 | | 68.09 | 18.75 | | 21.28 |
| **Grade 4** | 18.87 | | 13.33 | 52.83 | | 64.44 | 28.30 | | 22.22 |
| **Grade 5** | 17.86 | | 13.95 | 67.86 | | 53.49 | 14.29 | | 32.56 |
| **Grade 6** | 16.33 | | 4.08 | 63.27 | | 65.31 | 20.41 | | 30.61 |
| **Grade 7** | 37.74 | | 29.79 | 52.83 | | 55.32 | 9.43 | | 14.89 |
| **Grade 8** | 21.57 | | 19.15 | 64.71 | | 70.21 | 13.73 | | 10.64 |
| **All Grades** | 22.26 | | 15.11 | 60.32 | | 62.95 | 17.42 | | 21.94 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 12.50 | | 17.02 | 77.08 | | 70.21 | 10.42 | | 12.77 |
| **Grade 4** | 16.98 | | 6.67 | 62.26 | | 77.78 | 20.75 | | 15.56 |
| **Grade 5** | 10.71 | | 9.30 | 73.21 | | 81.40 | 16.07 | | 9.30 |
| **Grade 6** | 18.37 | | 12.24 | 61.22 | | 79.59 | 20.41 | | 8.16 |
| **Grade 7** | 9.43 | | 12.77 | 81.13 | | 78.72 | 9.43 | | 8.51 |
| **Grade 8** | 21.57 | | 6.38 | 66.67 | | 78.72 | 11.76 | | 14.89 |
| **All Grades** | 14.84 | | 10.79 | 70.32 | | 77.70 | 14.84 | | 11.51 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 31.25 | | 19.15 | 45.83 | | 65.96 | 22.92 | | 14.89 |
| **Grade 4** | 24.53 | | 13.33 | 45.28 | | 71.11 | 30.19 | | 15.56 |
| **Grade 5** | 21.43 | | 13.95 | 58.93 | | 74.42 | 19.64 | | 11.63 |
| **Grade 6** | 22.45 | | 6.12 | 55.10 | | 73.47 | 22.45 | | 20.41 |
| **Grade 7** | 18.87 | | 14.89 | 67.92 | | 65.96 | 13.21 | | 19.15 |
| **Grade 8** | 29.41 | | 17.02 | 56.86 | | 72.34 | 13.73 | | 10.64 |
| **All Grades** | 24.52 | | 14.03 | 55.16 | | 70.50 | 20.32 | | 15.47 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Many factors contribute to student performance on this assessment, including familiarization with the technology and format of the test, accessibility of embedded accommodations, match-up between curriculum and test content, match-up between the format of the questions and the level of competence students had achieved using the format prior to the test administration. The presence of so many contributing factors makes it difficult to ascertain precisely what the test is measuring. The continued increase in percent of students above, at or near standard would seem to indicate that familiarization and comfort with the technology and format should be at least in part considerations when analyzing test results.
2. As teacher familiarization with the factors mentioned above that affect student performance increases and informs instruction we expect to see increases in the percentages of students achieving standards as measured by the CAASPP.
3. We have shown steady improvement year to year. CAASPP was not give last year 2019-2020 due to COVID pandemic.

# 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 49 | 47 | 47 | 49 | 0 | 47 | 49 | 0 | 47 | 100 | 0.0 | 100.0 |
| **Grade 4** | 55 | 45 | 45 | 53 | 0 | 45 | 53 | 0 | 45 | 96.4 | 0.0 | 100.0 |
| **Grade 5** | 56 | 49 | 44 | 56 | 0 | 43 | 56 | 0 | 43 | 100 | 0.0 | 97.7 |
| **Grade 6** | 49 | 55 | 51 | 49 | 0 | 51 | 49 | 0 | 51 | 100 | 0.0 | 100.0 |
| **Grade 7** | 55 | 53 | 49 | 53 | 0 | 47 | 53 | 0 | 47 | 96.4 | 0.0 | 95.9 |
| **Grade 8** | 52 | 50 | 49 | 51 | 0 | 47 | 51 | 0 | 47 | 98.1 | 0.0 | 95.9 |
| **All Grades** | 316 | 299 | 285 | 311 | 0 | 280 | 311 | 0 | 280 | 98.4 | 0.0 | 98.2 |

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 2427. | | 2408. | 18.37 | | 6.38 | 30.61 | | 25.53 | 24.49 | | 31.91 | 26.53 | | 36.17 |
| **Grade 4** | 2453. | | 2458. | 9.43 | | 6.67 | 22.64 | | 26.67 | 47.17 | | 51.11 | 20.75 | | 15.56 |
| **Grade 5** | 2474. | | 2436. | 7.14 | | 2.33 | 12.50 | | 6.98 | 44.64 | | 20.93 | 35.71 | | 69.77 |
| **Grade 6** | 2500. | | 2468. | 8.16 | | 1.96 | 30.61 | | 19.61 | 24.49 | | 31.37 | 36.73 | | 47.06 |
| **Grade 7** | 2477. | | 2485. | 3.77 | | 6.38 | 7.55 | | 14.89 | 35.85 | | 27.66 | 52.83 | | 51.06 |
| **Grade 8** | 2497. | | 2491. | 5.88 | | 4.26 | 9.80 | | 10.64 | 21.57 | | 29.79 | 62.75 | | 55.32 |
| **All Grades** | N/A | N/A | N/A | 8.68 | | 4.64 | 18.65 | | 17.50 | 33.44 | | 32.14 | 39.23 | | 45.71 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 26.53 | | 10.64 | 40.82 | | 68.09 | 32.65 | | 21.28 |
| **Grade 4** | 20.75 | | 6.67 | 41.51 | | 68.89 | 37.74 | | 24.44 |
| **Grade 5** | 8.93 | | 2.33 | 32.14 | | 32.56 | 58.93 | | 65.12 |
| **Grade 6** | 16.33 | | 1.96 | 34.69 | | 50.98 | 48.98 | | 47.06 |
| **Grade 7** | 5.66 | | 4.26 | 18.87 | | 42.55 | 75.47 | | 53.19 |
| **Grade 8** | 5.88 | | 2.13 | 23.53 | | 44.68 | 70.59 | | 53.19 |
| **All Grades** | 13.83 | | 4.64 | 31.83 | | 51.43 | 54.34 | | 43.93 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 20.41 | | 10.64 | 53.06 | | 51.06 | 26.53 | | 38.30 |
| **Grade 4** | 15.09 | | 4.44 | 47.17 | | 66.67 | 37.74 | | 28.89 |
| **Grade 5** | 5.36 | | 2.33 | 50.00 | | 46.51 | 44.64 | | 51.16 |
| **Grade 6** | 8.16 | | 5.88 | 42.86 | | 49.02 | 48.98 | | 45.10 |
| **Grade 7** | 5.66 | | 6.38 | 37.74 | | 63.83 | 56.60 | | 29.79 |
| **Grade 8** | 11.76 | | 6.38 | 41.18 | | 63.83 | 47.06 | | 29.79 |
| **All Grades** | 10.93 | | 6.07 | 45.34 | | 56.79 | 43.73 | | 37.14 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 24.49 | | 4.26 | 53.06 | | 68.09 | 22.45 | | 27.66 |
| **Grade 4** | 15.09 | | 8.89 | 47.17 | | 66.67 | 37.74 | | 24.44 |
| **Grade 5** | 8.93 | | 4.65 | 50.00 | | 53.49 | 41.07 | | 41.86 |
| **Grade 6** | 10.20 | | 3.92 | 44.90 | | 58.82 | 44.90 | | 37.25 |
| **Grade 7** | 1.89 | | 6.38 | 50.94 | | 57.45 | 47.17 | | 36.17 |
| **Grade 8** | 9.80 | | 2.13 | 45.10 | | 70.21 | 45.10 | | 27.66 |
| **All Grades** | 11.58 | | 5.00 | 48.55 | | 62.50 | 39.87 | | 32.50 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Many factors contribute to student performance on this assessment, including familiarization with the technology and format of the test, accessibility of embedded accommodations, match-up between curriculum and test content, match-up between the format of the questions and the level of competence students had achieved using the format prior to the test administration. The presence of so many contributing factors makes it difficult to ascertain precisely what the test is measuring. The continued increase in percent of students above, at or near standard from would seem to indicate that familiarization and comfort with the technology and format should be at least in part considerations when analyzing test results.
2. As teacher familiarization with the factors mentioned above that affect student performance increases and informs instruction we expect to see increases in the percentages of students achieving standards as measured by the CAASPP
3. We have shown steady improvement year to year. CAASPP was not give last year 2019-2020 due to COVID pandemic.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 1436.4 | * | 1407.6 | 1447.9 | * | 1423.3 | 1409.7 | * | 1370.8 | 23 | 7 | 30 |
| 1 | 1437.9 | 1433.9 | * | 1445.0 | 1443.6 | * | 1430.2 | 1423.3 | * | 22 | 14 | 8 |
| 2 | 1501.8 | 1455.6 | 1485.7 | 1518.0 | 1456.1 | 1495.6 | 1485.2 | 1454.5 | 1475.3 | 17 | 25 | 18 |
| 3 | 1482.3 | 1476.3 | 1483.8 | 1478.6 | 1468.6 | 1479.3 | 1485.6 | 1483.7 | 1487.8 | 18 | 18 | 21 |
| 4 | 1522.2 | 1495.3 | 1532.5 | 1523.9 | 1492.8 | 1537.1 | 1520.1 | 1497.4 | 1527.3 | 25 | 13 | 18 |
| 5 | 1552.0 | 1514.6 | 1525.6 | 1535.9 | 1505.2 | 1527.2 | 1567.5 | 1523.5 | 1523.4 | 15 | 11 | 13 |
| 6 | 1538.6 | 1529.9 | 1518.3 | 1522.6 | 1526.7 | 1519.8 | 1554.1 | 1532.7 | 1516.3 | 13 | 15 | 17 |
| 7 | 1549.2 | 1542.5 | 1579.4 | 1518.8 | 1529.5 | 1581.9 | 1578.9 | 1555.2 | 1576.2 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | 8 | * | 10 |
| All Grades | | | | | | | | | | 154 | 117 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 17.39 | * | 6.67 | 26.09 | * | 40.00 | 56.52 | * | 36.67 | 0.00 | * | 16.67 | 23 | * | 30 |
| 1 | 4.55 | 0.00 | * | 36.36 | 28.57 | * | 40.91 | 42.86 | * | 18.18 | 28.57 | * | 22 | 14 | * |
| 2 | 17.65 | 8.00 | 16.67 | 52.94 | 24.00 | 50.00 | 29.41 | 36.00 | 27.78 | 0.00 | 32.00 | 5.56 | 17 | 25 | 18 |
| 3 | 5.56 | 0.00 | 0.00 | 55.56 | 44.44 | 57.14 | 16.67 | 33.33 | 23.81 | 22.22 | 22.22 | 19.05 | 18 | 18 | 21 |
| 4 | 32.00 | 0.00 | 27.78 | 40.00 | 50.00 | 55.56 | 24.00 | 41.67 | 16.67 | 4.00 | 8.33 | 0.00 | 25 | 12 | 18 |
| 5 | 40.00 | 0.00 | 30.77 | 53.33 | 45.45 | 38.46 | 6.67 | 54.55 | 23.08 | 0.00 | 0.00 | 7.69 | 15 | 11 | 13 |
| 6 | 15.38 | 6.67 | 17.65 | 61.54 | 53.33 | 47.06 | 23.08 | 40.00 | 23.53 | 0.00 | 0.00 | 11.76 | 13 | 15 | 17 |
| 7 | 23.08 | 27.27 | 58.82 | 53.85 | 45.45 | 35.29 | 23.08 | 9.09 | 5.88 | 0.00 | 18.18 | 0.00 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 18.83 | 7.76 | 21.71 | 45.45 | 39.66 | 42.76 | 29.22 | 35.34 | 26.97 | 6.49 | 17.24 | 8.55 | 154 | 116 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 21.74 | * | 13.33 | 39.13 | * | 33.33 | 39.13 | * | 36.67 | 0.00 | * | 16.67 | 23 | * | 30 |
| 1 | 22.73 | 14.29 | * | 31.82 | 21.43 | * | 31.82 | 50.00 | * | 13.64 | 14.29 | * | 22 | 14 | * |
| 2 | 47.06 | 12.00 | 38.89 | 47.06 | 24.00 | 44.44 | 5.88 | 52.00 | 11.11 | 0.00 | 12.00 | 5.56 | 17 | 25 | 18 |
| 3 | 16.67 | 0.00 | 19.05 | 50.00 | 72.22 | 47.62 | 5.56 | 5.56 | 19.05 | 27.78 | 22.22 | 14.29 | 18 | 18 | 21 |
| 4 | 44.00 | 16.67 | 50.00 | 44.00 | 50.00 | 44.44 | 8.00 | 25.00 | 5.56 | 4.00 | 8.33 | 0.00 | 25 | 12 | 18 |
| 5 | 40.00 | 18.18 | 30.77 | 53.33 | 72.73 | 61.54 | 6.67 | 9.09 | 7.69 | 0.00 | 0.00 | 0.00 | 15 | 11 | 13 |
| 6 | 15.38 | 33.33 | 29.41 | 76.92 | 53.33 | 58.82 | 7.69 | 13.33 | 0.00 | 0.00 | 0.00 | 11.76 | 13 | 15 | 17 |
| 7 | 23.08 | 45.45 | 70.59 | 38.46 | 27.27 | 23.53 | 30.77 | 9.09 | 5.88 | 7.69 | 18.18 | 0.00 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 28.57 | 18.97 | 34.21 | 46.10 | 44.83 | 42.11 | 18.18 | 25.00 | 16.45 | 7.14 | 11.21 | 7.24 | 154 | 116 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 17.39 | * | 10.00 | 82.61 | * | 70.00 | 0.00 | * | 20.00 | 23 | * | 30 |
| 1 | 40.91 | 14.29 | * | 50.00 | 71.43 | * | 9.09 | 14.29 | * | 22 | 14 | * |
| 2 | 41.18 | 16.00 | 33.33 | 58.82 | 80.00 | 66.67 | 0.00 | 4.00 | 0.00 | 17 | 25 | 18 |
| 3 | 0.00 | 22.22 | 19.05 | 77.78 | 50.00 | 76.19 | 22.22 | 27.78 | 4.76 | 18 | 18 | 21 |
| 4 | 36.00 | 58.33 | 83.33 | 56.00 | 41.67 | 16.67 | 8.00 | 0.00 | 0.00 | 25 | 12 | 18 |
| 5 | 13.33 | 27.27 | 23.08 | 80.00 | 72.73 | 69.23 | 6.67 | 0.00 | 7.69 | 15 | 11 | 13 |
| 6 | 30.77 | 6.67 | 23.53 | 61.54 | 93.33 | 64.71 | 7.69 | 0.00 | 11.76 | 13 | 15 | 17 |
| 7 | 15.38 | 36.36 | 47.06 | 84.62 | 36.36 | 52.94 | 0.00 | 27.27 | 0.00 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 24.68 | 24.14 | 31.58 | 68.18 | 66.38 | 61.18 | 7.14 | 9.48 | 7.24 | 154 | 116 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 26.09 | * | 13.33 | 65.22 | * | 63.33 | 8.70 | * | 23.33 | 23 | * | 30 |
| 1 | 18.18 | 14.29 | * | 63.64 | 57.14 | * | 18.18 | 28.57 | * | 22 | 14 | * |
| 2 | 58.82 | 8.00 | 44.44 | 41.18 | 68.00 | 50.00 | 0.00 | 24.00 | 5.56 | 17 | 25 | 18 |
| 3 | 55.56 | 11.11 | 33.33 | 27.78 | 72.22 | 52.38 | 16.67 | 16.67 | 14.29 | 18 | 18 | 21 |
| 4 | 60.00 | 8.33 | 55.56 | 40.00 | 75.00 | 38.89 | 0.00 | 16.67 | 5.56 | 25 | 12 | 18 |
| 5 | 60.00 | 36.36 | 76.92 | 40.00 | 54.55 | 23.08 | 0.00 | 9.09 | 0.00 | 15 | 11 | 13 |
| 6 | 23.08 | 46.67 | 47.06 | 69.23 | 53.33 | 41.18 | 7.69 | 0.00 | 11.76 | 13 | 15 | 17 |
| 7 | 23.08 | 45.45 | 76.47 | 69.23 | 36.36 | 23.53 | 7.69 | 18.18 | 0.00 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 39.61 | 23.28 | 44.08 | 53.25 | 60.34 | 46.71 | 7.14 | 16.38 | 9.21 | 154 | 116 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 4.35 | * | 3.33 | 95.65 | * | 70.00 | 0.00 | * | 26.67 | 23 | * | 30 |
| 1 | 4.55 | 14.29 | * | 72.73 | 28.57 | * | 22.73 | 57.14 | * | 22 | 14 | * |
| 2 | 11.76 | 12.00 | 16.67 | 64.71 | 48.00 | 55.56 | 23.53 | 40.00 | 27.78 | 17 | 25 | 18 |
| 3 | 0.00 | 0.00 | 5.00 | 66.67 | 55.56 | 65.00 | 33.33 | 44.44 | 30.00 | 18 | 18 | 20 |
| 4 | 4.00 | 0.00 | 0.00 | 76.00 | 66.67 | 88.89 | 20.00 | 33.33 | 11.11 | 25 | 12 | 18 |
| 5 | 33.33 | 9.09 | 16.67 | 66.67 | 63.64 | 66.67 | 0.00 | 27.27 | 16.67 | 15 | 11 | 12 |
| 6 | 7.69 | 0.00 | 5.88 | 69.23 | 33.33 | 58.82 | 23.08 | 66.67 | 35.29 | 13 | 15 | 17 |
| 7 | 23.08 | 36.36 | 17.65 | 76.92 | 27.27 | 70.59 | 0.00 | 36.36 | 11.76 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 11.04 | 9.48 | 11.33 | 72.73 | 50.00 | 64.67 | 16.23 | 40.52 | 24.00 | 154 | 116 | 150 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 26.09 | * | 6.67 | 69.57 | * | 53.33 | 4.35 | * | 40.00 | 23 | * | 30 |
| 1 | 4.55 | 0.00 | * | 72.73 | 64.29 | * | 22.73 | 35.71 | * | 22 | 14 | * |
| 2 | 5.88 | 8.33 | 22.22 | 94.12 | 33.33 | 61.11 | 0.00 | 58.33 | 16.67 | 17 | 24 | 18 |
| 3 | 11.11 | 11.11 | 14.29 | 77.78 | 72.22 | 71.43 | 11.11 | 16.67 | 14.29 | 18 | 18 | 21 |
| 4 | 12.00 | 8.33 | 22.22 | 80.00 | 66.67 | 77.78 | 8.00 | 25.00 | 0.00 | 25 | 12 | 18 |
| 5 | 13.33 | 0.00 | 23.08 | 86.67 | 100.00 | 61.54 | 0.00 | 0.00 | 15.38 | 15 | 11 | 13 |
| 6 | 38.46 | 6.67 | 5.88 | 61.54 | 93.33 | 76.47 | 0.00 | 0.00 | 17.65 | 13 | 15 | 17 |
| 7 | 15.38 | 36.36 | 52.94 | 84.62 | 45.45 | 47.06 | 0.00 | 18.18 | 0.00 | 13 | 11 | 17 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 14.29 | 9.57 | 20.39 | 79.22 | 66.09 | 63.16 | 6.49 | 24.35 | 16.45 | 154 | 115 | 152 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We are pleased with our ELPAC Results and, with our new EL curriculum: English 3D, we look forward to greater success this year and beyond.
2. Additionally, we have renewed our emphasis on ELD throughout the school and should see better results going forward.
3. All teachers are now incorporating integrated and designated ELD (dELD) into their classrooms.

# 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** |
| **409** | **76.5** | **36.7** | **0.2** |
| Total Number of Students enrolled in Wright Charter 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** | 150 | 36.7 |
| **Foster Youth** | 1 | 0.2 |
| **Homeless** | 2 | 0.5 |
| **Socioeconomically Disadvantaged** | 313 | 76.5 |
| **Students with Disabilities** | 52 | 12.7 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 11 | 2.7 |
| **American Indian** | 6 | 1.5 |
| **Asian** | 20 | 4.9 |
| **Filipino** | 4 | 1.0 |
| **Hispanic** | 272 | 66.5 |
| **Two or More Races** | 9 | 2.2 |
| **Pacific Islander** | 1 | 0.2 |
| **White** | 86 | 21.0 |

**Conclusions based on this data:**

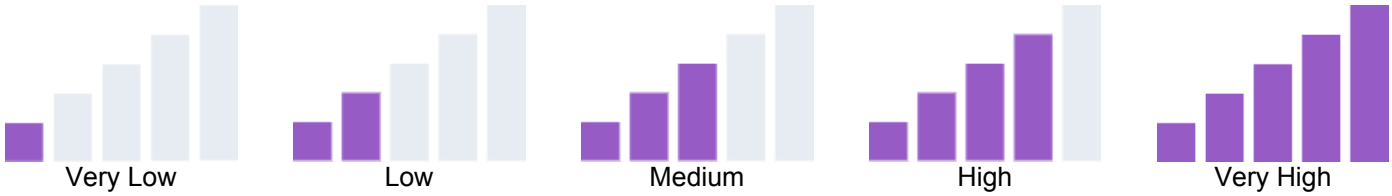
1. The data clearly shows that we have a very diverse student population that needs a safe and secure place to come to each day to receive many support services: academic, social-emotional, health, and nutrition.
2. We provide many services to support our students so that they can learn each day.

# 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: Low | Chronic Absenteeism: Very High | Suspension Rate: Medium |
| Mathematics: Low | | |
| English Learner Progress: Very High | | |

**Conclusions based on this data:**

1. According to the most recent CA School Performance Data Dashboard, (2019), our WCS performance remained steady. ELA showed the greatest improvement. The suspension rate went up, due to two very unusual student issues and should not be an issue in the future. Many of our student subgroups were in the Green and Blue performance indicator areas. We had ZERO student suspensions in 2019-2020 or in 2020-2021.

2. Our most recent STAR 360 assessments in both Reading and Math are showing improvement as well; however, CAASPP was not given in 2019-2020 or 2020-2021 due to COVID pandemic.

3. Our Bilingual Community Liaison has helped identify, track, and monitor the absences of students with Chronic Absenteeism. Thus far, we have made improvements in their attendance through contact with families and purposeful intervention at school.

# 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.

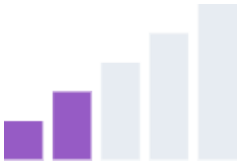
| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 1 | 3 | 1 | 0 | 0 |

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 |
|---|---|---|
| Low | Low | No Performance Level |
| 12.1 points below standard | 19.2 points below standard | 1 Student |
| 265 Students | 147 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | Very Low |
| 0 Students | 20.2 points below standard | 95.7 points below standard |
| | 206 Students | 42 Students |

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>9 Students |  No Performance Level<br>4 Students |  No Performance Level<br>40.1 points above standard<br>14 Students |  No Performance Level<br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Low<br>20.6 points below standard<br>178 Students |  No Performance Level<br>5 Students | | Medium<br>4.2 points below standard<br>52 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** |
| 40.3 points below standard<br>85 Students | 9.8 points above standard<br>62 Students | 7.6 points below standard<br>104 Students |

**Conclusions based on this data:**

1. We will continue the implementation of the ELA/ELD program Benchmark Advance with its integrated and designated ELD component that will enable EL students to access CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency. A new ELD curriculum, English 3D, has been purchased for use by the ELD teachers with EL students to acquire academic language and writing skills.
2. We are working on an articulated TK-8 writing program.
3. We believe that a district-wide standard-based K-8 report card will help focus and articulate our ELA curriculum.

# 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.

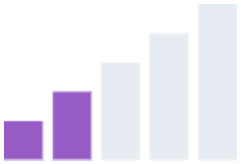
| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 1 | 4 | 0 | 0 | 0 |

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 |
|---|---|---|
| Low | Low | No Performance Level |
| 66.0 points below standard | 79.1 points below standard | 1 Student |
| 264 Students | 147 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | Very Low |
| 0 Students | 74.4 points below standard | 127.9 points below standard |
| | 205 Students | 42 Students |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>9 Students |  No Performance Level<br>4 Students |  No Performance Level<br>56.4 points below standard<br>14 Students |  No Performance Level<br>4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Low<br>73.6 points below standard<br>178 Students |  No Performance Level<br>5 Students | | Low<br>54.4 points below standard<br>51 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** |
| 82.8 points below standard<br>85 Students | 74.1 points below standard<br>62 Students | 52.5 points below standard<br>103 Students |

**Conclusions based on this data:**

1. The District also adopted a new CC-aligned math K-8 math program: My Math (K-Grades 5) and California Math (Grades 6-8). We are rigorously looking at data to best use this program and improve our students' CAASPP performance.
2. In our third year using My Math and California Math, we continue to look for opportunities to better align our efforts and have the benchmarks reflect growth through the school year and inform teaching.
3. We believe that a district-wide standard-based K-8 report card will help focus and articulate our Math curriculum.

# 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**

Very High

68.4 making progress towards English language proficiency

Number of EL Students: 114 Students

Performance Level: 5

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 |
|---|---|---|---|
| 7.0% | 24.6% | 2.6% | 65.8% |

**Conclusions based on this data:**

1. We will continue the implementation of the ELA/ELD program Benchmark Advance with its integrated and designated ELD component that will enable EL students to access CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency. A new ELD curriculum, English 3D, has been purchased for use by the ELD teachers with EL students to acquire academic language and writing skills.
2. All K-8 teachers have designated ELD instruction as part of their regular program.

# 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:**

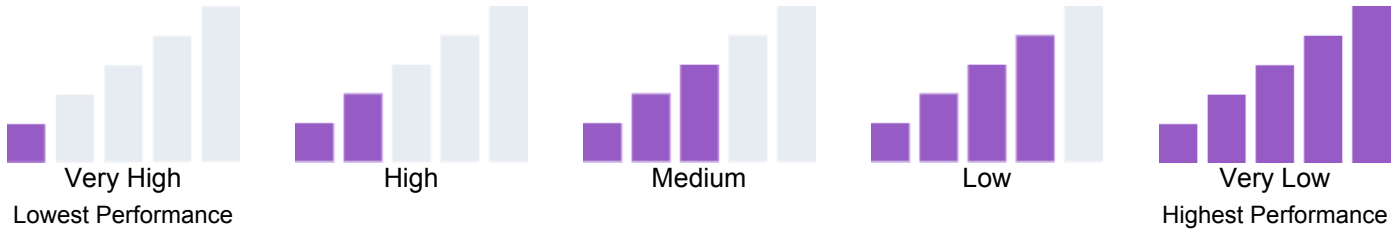
1. n/a

# 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).

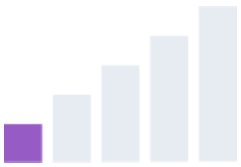
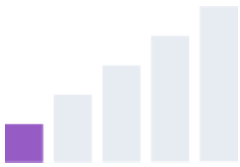



This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Very High | High | Medium | Low | Very Low |
| 5 | 0 | 0 | 0 | 0 |

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

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | Very High | No Performance Level |
| 43.3% Chronically Absent | 41.1% Chronically Absent | Less than 11 Students |
| 434 Students | 158 Students | 4 Students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | Very High | Very High |
| Less than 11 Students | 47.8% Chronically Absent | 54.7% Chronically Absent |
| 5 Students | 337 Students | 64 Students |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  |  |  |  |
| No Performance Level | No Performance Level | No Performance Level | No Performance Level |
| 30.8% Chronically Absent | Less than 11 Students | 47.6% Chronically Absent | Less than 11 Students |
| 13 Students | 6 Students | 21 Students | 4 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  |  |  |  |
| Very High | No Performance Level | No Performance Level | Very High |
| 45.1% Chronically Absent | 63.6% Chronically Absent | Less than 11 Students | 37% Chronically Absent |
| 286 Students | 11 Students | 1 Student | 92 Students |

**Conclusions based on this data:**

1. We will continue our social-emotional programs: Toolbox, BEST, and Restorative Practices. And, collectively, we will work on our student absenteeism; however, COVID and Distance Learning created challenges to provide the best social-emotional support that we are known for.

2. Our Bilingual Community Liaison helped identify, track, and monitor the absences of students with Chronic Absenteeism and we have made improvement in their attendance through contact with families and purposeful intervention at school. We have continued these efforts this school year; however, our BCL left in October and our new BCL arrived end of January and is just getting up to speed with tracking student attendance.

   Our bilingual community liaison (BCL), administration, teachers, and counselor will continue to support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, and accessing government agencies.

3. WCS is a safe and warm environment for each of our students. We are their home away from home: we are student-centered family-like school and on our most recent 2019-2020 CA Healthy Kids Survey 97% of the students said that they feel school is a safe place.

# 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. n/a

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

This section provides number of student groups in each level.

**2022 Fall Dashboard Suspension Rate Equity Report**

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| 1 | 0 | 3 | 1 | 0 |

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 |
|---|---|---|
| Medium | Medium | No Performance Level |
| 1.1% suspended at least one day | 1.3% suspended at least one day | Less than 11 Students |
| 447 Students | 159 Students | 5 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Medium | Very High |
| Less than 11 Students | 1.5% suspended at least one day | 7.1% suspended at least one day |
| 6 Students | 344 Students | 70 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  |  |  |  |
| No Performance Level | No Performance Level | No Performance Level | No Performance Level |
| 0% suspended at least one day | Less than 11 Students | 0% suspended at least one day | Less than 11 Students |
| 13 Students | 6 Students | 21 Students | 4 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| |  |  | |
| Medium | No Performance Level | No Performance Level | Low |
| 1.4% suspended at least one day | 0% suspended at least one day | Less than 11 Students | 1% suspended at least one day |
| 293 Students | 13 Students | 1 Student | 96 Students |

**Conclusions based on this data:**

1. We will continue our social-emotional programs: Toolbox, BEST, and Restorative Practices to continue to work on our goal of zero suspensions.
2. WCS is a safe and warm environment for each of our students. We are their home away from home: we are student-centered family-like school.
3. We had ZERO student suspensions in 2019-2020 or in 2020-2021.

# Goals, Strategies, & Proposed Expenditures

# Goal 1

## Subject

Equity in Math and ELA Literacy

## Goal Statement

Increase the percentage of students  in all subgroups meeting and/or exceeding standards in English Language Arts and math as evidenced by DIBELS, STAR 360, and CAASPP ELA and math results.

## LCAP Goal

Provide a high-quality education that embraces and meets the needs of all students' ethnicities, cultures, and languages, especially students of color, English learners and Students with Disabilities.

## Basis for this Goal

DIBELS, STAR 360, and CAASPP

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| DIBELS, STAR 360 and CAASPP (2023) results | Fall 2022 DIBELS and STAR 360, and 2022 CAASPP results | Improve 5% annually across all student groups |

## Planned Strategies/Activities

## Strategy/Activity 1

Fully implement Designated and Integrated ELD

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, principal and teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 38,850.00 |
| **Source** | General Fund |

| | |
|---|---|
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |
| **Amount** | 19,672.00 |
| **Source** | General Fund |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

## Strategy/Activity 2

Monitor student achievement and academic progress in both ELA and Math, administering DIBELS, and STAR 360 3 times per year to all students

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

Principal and Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 667.00 |
| **Source** | General Fund |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | 1/3 of District budgeted expenditures |
| **Amount** | 134.00 |
| **Source** | General Fund |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | DIBELS Testing - 1/3 of District budgeted expenditures |
| **Amount** | 743.00 |
| **Source** | General Fund |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | DIBELS Testing - 1/3 of District budgeted expenditures |

## Strategy/Activity 3

Provide 6 hour ELD assistant to each site for continued support of English learners.

### Students to be Served by this Strategy/Activity

English learners

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District and principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 42,295.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Salary - 1/3 of District budgeted expenditures |
| **Amount** | 168.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits - 1/3 of District budgeted expenditures |

## Strategy/Activity 4

Continue to implement My Math and CA Math programs

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

Superintendent, Director of Curriculum and Instruction, Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 311.00 |
| **Source** | Lottery: Instructional Materials |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Materials - 1/3 of District budgeted expenditures |

## Strategy/Activity 5

Continue to support IXL as an instructional supplement for extra math support

### Students to be Served by this Strategy/Activity

All Students

## Timeline

Aug 2022-June 2023

## Person(s) Responsible

Superintendent, Director of Curriculum and Instruction, Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2,467.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Materials - 1/3 of District budgeted expenditures |

# Goals, Strategies, & Proposed Expenditures

# Goal 2

## Subject

Student Support

## Goal Statement

Students not meeting standards and those with behavioral or social/emotional challenges will receive appropriate intervention.

## LCAP Goal

Accelerate learning to meet the needs of students via providing additional multi-tiered systems of support.

## Basis for this Goal

The analysis of student performance data including scores from DIBELS, STAR ELA and Math, CAASPP, and district assessments as well as CHKS, discipline referrals, and teacher observation.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| CAASPP results, ELPAC scores and Redesignation rate, and CHKS | 2021 results | Improve 5% over 2021 results |

## Planned Strategies/Activities

## Strategy/Activity 1

Full-time counselor will be maintained, with an additional 0.5 FTE counselor for middle school support

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 123898.00 |
| **Source** | LCFF |

| | |
|---|---|
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |
| **Amount** | 58785.00 |
| **Source** | LCFF |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

## Strategy/Activity 2

The charter will continue to provide full time Reading teacher

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022 - June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 93,021.00 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |
| **Amount** | 35,862.00 |
| **Source** | Title I |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

## Strategy/Activity 3

The charter will continue to provide intensive intervention for low income, EL, foster youth and others through site determined programs.

### Students to be Served by this Strategy/Activity

Low income students, EL, foster youth, and others identified by data and observation as having need

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 18,131.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |

| | |
|---|---|
| **Amount** | 3,646.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

| | |
|---|---|
| **Amount** | 18,000.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | CalServes |

## Strategy/Activity 4

The Charter will continue to provide behavior support, provided by school psychologists

### Students to be Served by this Strategy/Activity

Students with special needs

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 15,540.00 |
| **Source** | Special Education |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |

| | |
|---|---|
| **Amount** | 7,164.00 |
| **Source** | Special Education |
| **Budget Reference** | 3000-3999: Employee Benefits |

| | |
|---|---|
| **Description** | Benefits |

## Strategy/Activity 5

The charter maintained specific ELD support with a 1.0 FTE certificated ELD teacher, a full time ELD aide, and TOSA focus on ELD instructional coaching.

### Students to be Served by this Strategy/Activity

EL Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 90,197.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Salary |
| **Amount** | 57,333.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |
| **Amount** | 21,515.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Salary |
| **Amount** | 7,040.00 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

## Strategy/Activity 6

The charter will continue to provide targeted and individualized reading and math support with the digital programs "Lexia Core 5" and "IXL."

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 13,036.00 |
| **Source** | LCFF |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Software |

## Strategy/Activity 7

The Charter will continue to provide classroom aides

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 177,556.00 |
| **Source** | General Fund |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Salary |
| **Amount** | 32,880.00 |
| **Source** | General Fund |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits |

## Strategy/Activity 8

The Charter will continue to offer targeted small group social-emotional counseling services as determined by need

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| Description | See Strategy 2.1 |
| --- | --- |

# Goals, Strategies, & Proposed Expenditures

# Goal 3

## Subject

Literacy

## Goal Statement

There will be an increased focus on early literacy skills in grades TK-3.

## LCAP Goal

All students will read at grade level by the end of third grade.

## Basis for this Goal

Distance learning had a far greater negative impact on the lower than on the upper grades. Research shows a positive correlation with positive academic outcomes when a child is able to read at grade level by third grade. These two factors made Goal 3 a priority for the District

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Dibels (Local data) | 2022 Dibels, 3rd Grade, Year End: 41% at Grade Level | 10% increase each year of students scoring at grade level. |

## Planned Strategies/Activities

## Strategy/Activity 1

The District Curriculum Committee has identified foundational skills in Benchmark to be lacking. The District purchased Benchmark Phonics to supplement the adopted Benchmark ELA curriculum.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 6,667.00 |
| **Source** | LCFF - Supplemental |

| | |
|---|---|
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Benchmark Phonics |
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Description** | 1/3 of District total expenditure |

## Strategy/Activity 2

The District will provide one, full-time reading intervention teacher at the Charter. The focus will be on helping students master foundational reading skills.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District, Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0.00 |
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Description** | No additional cost: See Goal 2 |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 3

In order to increase attendance rates, the district will implement a positive attendance program.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug 2022-June 2023

### Person(s) Responsible

District and Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3,333.00 |

| | |
|---|---|
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |

# Goals, Strategies, & Proposed Expenditures

# Goal 4

## Subject

## Goal Statement

## LCAP Goal

## Basis for this Goal

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

## Planned Strategies/Activities

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

# Goal 5

## Subject

## Goal Statement

## LCAP Goal

## Basis for this Goal

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

## Planned Strategies/Activities

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 1

Increase the number of students meeting and exceeding standards in English Language Arts and math as evidenced by both STAR 360 and CAASPP ELA and math results.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| DIBELS, STAR 360 and CAASPP (2022) results | Improve 5% annually | |

## Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Retain a Part-Time District Director of Curriculum | Retain a Part-Time District Director of Curriculum | Salary 1000-1999: Certificated Personnel Salaries General Fund 38,850.00 | Salary 38,850.00 |
| | | Benefits 3000-3999: Employee Benefits General Fund 19,672.00 | Benefits 19,672.00 |
| Monitor student achievement and academic progress in both ELA and Math, administering DIBELS, and STAR 360 3 times per year to all students | Monitor student achievement and academic progress in both ELA and Math, administering DIBELS, and STAR 360 3 times per year to all students | 1/3 of District budgeted expenditures 1000-1999: Certificated Personnel Salaries General Fund 667.00 | 1/3 of District budgeted expenditures 667.00 |
| | | DIBELS Testing - 1/3 of District budgeted expenditures 3000-3999: Employee Benefits General Fund 134.00 | DIBELS Testing - 1/3 of District budgeted expenditures 134.00 |
| | | DIBELS Testing - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies General Fund 743.00 | DIBELS Testing - 1/3 of District budgeted expenditures 743.00 |
| Continue to facilitate a district Curriculum Committees made up of upper and lower grade teachers from each site | Continue to facilitate a district Curriculum Committees made up of upper and lower grade teachers from each site | Salary - 1/3 of District budgeted expenditures 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 833.00 | Salary - 1/3 of District budgeted expenditures 833.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Benefits - 1/3 of District budgeted expenditures 3000-3999: Employee Benefits LCFF - Supplemental 168.00 | Benefits - 1/3 of District budgeted expenditures 168.00 |
| Continue to implement My Math and CA Math programs | Continue to implement My Math and CA Math programs | Materials - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies Lottery: Instructional Materials 311.00 | Materials - 1/3 of District budgeted expenditures 311.00 |
| Continue to support IXL as an instructional supplement for extra math support | Continue to support IXL as an instructional supplement for extra math support | Materials - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies LCFF - Supplemental 2,467.00 | Materials - 1/3 of District budgeted expenditures 2,467.00 |

## Analysis

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

The Reading teacher was instrumental in organizing and teaching in the Accelerated Learning Blocks, and working with our Title I students in reading. Adding the Reading Aide expanded the capacity of the program. While we would have like to see more improvement in our reading scores, we must keep two factors in mind: 1) the last time many of our 3rd graders received direct, in-person, instruction they were mid-way through 1st grade; and 2) Schools were hit hard by both the Delta and then Omicron variant between October and the end of February - during this time absenteeism soared to over 30% on many days and much instruction was lost.

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

Change in CBOs during the 2021-22 school year created areas where: Budgets were not set up for some planned LCAP actions

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.

To address teacher faculty concerns about low attendance, the District will fund a "positive attendance" campaign out of one-time dollars in 2022. To accelerate progress to ward all students reading at grade level by grade three the district will add a year of school (UTK) for all 4 year olds (space allowing).

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 2

Students not meeting standards and those with behavioral or social/emotional challenges will receive appropriate intervention.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| CAASPP results, ELPAC scores and Redesignation rate, and CHKS | Improve 5% over 2019 results | |

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Full-time counselor will be maintained, with an additional 0.5 FTE counselor for middle school support | | Salary 1000-1999: Certificated Personnel Salaries LCFF 123898.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF 58785.00 | |
| The charter will continue to provide full time Reading teacher | | Salary 1000-1999: Certificated Personnel Salaries Title I 93,021.00 | |
| | | Benefits 3000-3999: Employee Benefits Title I 35,862.00 | |
| The charter will continue to provide intensive intervention for low income, EL, foster youth and others through site determined programs. | | Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,131.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 3,646.00 | |
| | | CalServes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 18,000.00 | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| The Charter will continue to provide behavior support, provided by school psychologists | | Salary 1000-1999: Certificated Personnel Salaries Special Education 15,540.00 | |
| | | Benefits 3000-3999: Employee Benefits Special Education 7,164.00 | |
| The charter maintained specific ELD support with a 1.0 FTE certificated ELD teacher and full time ELD aide | | Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 68,114.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 35,250.00 | |
| | | Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,515.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 7,040.00 | |
| The charter will continue to provide targeted and individualized reading and math support with the digital programs "Lexia Core 5" and "IXL." | | Software 4000-4999: Books And Supplies LCFF 13,036.00 | |
| The Charter will continue to provide classroom aides | | Salary 2000-2999: Classified Personnel Salaries General Fund 177,556.00 | |
| | | Benefits 3000-3999: Employee Benefits General Fund 32,880.00 | |
| The Charter will continue to offer targeted small group social-emotional counseling services as determined by need | | See Strategy 2.1 | |

## Analysis

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

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

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 3

More parents will become involved in PTC, ELAC, DELAC, and Site Council.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| PTC membership and meeting attendance and participation | 5% improvement | |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| The charter school will maintain a bilingual community liaison, working at least 15 hours per week | | Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,483.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 15,014.00 | |
| All written parent communication from the Charter, including student report cards, will be translated into Spanish. | | Contracted translations 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 351.00 | |
| The charter school will recruit parents for appropriate site committees such as PTC, ELAC, and Site Council. | | No additional cost; see Strategy 1 0 | |
| The charter school will continue to provide interpretation services at all parent meetings, school conferences, SSTs and I.E.P.s. | | No additional expenditures; see Strategy 1 0.00 | |

## Analysis

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

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

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 4

Students and staff will increase proficiency in utilizing technology effectively.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Student Technology Survey Results | 5% increase in student proficiency | |

## Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| A list of free online programs for keyboarding and digital literacy will be provided to teachers | | no associated costs 0.00 | |
| The district will implement an instructional plan for teaching all students the safe and productive use of instructional technology and the interned | | no cost to the Charter 0.00 | |
| The district will replace all "2nd Generation" Lenovo Chromebooks | | No cost to Charter 0.00 | |
| The district will maintain a technology assistant to support the educational use of iPads and Chromebooks. | | No cost to Charter 0 | |

## Analysis

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

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

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 5

All students have access to a broad course of study, including physical education, music and the arts.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Number of students participating in enrichment activities and classes | 10% increase in students participating in enrichment activities and classes | |

## Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| The District will maintain two full time PE teachers and two full time music teachers | | Salary - Music 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 92,517.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 38,732.00 | |
| | | Salary - PE 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 63,027 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Supplemental 34,224.00 | |
| The District will provide funding for instruments, equipment and materials for music and PE | | No cost to site 4000-4999: Books And Supplies LCFF - Supplemental 7,000.00 | |
| The District will provide funding per site to offer more after school enrichment | | No cost to site 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 10,000.00 | |
| The District will continue to provide at least 2-3 | | Coaching stipends 1000-1999: Certificated | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| after school sports at each site | | Personnel Salaries LCFF - Base 1,600.00 | |
| | | Benefits 3000-3999: Employee Benefits LCFF - Base 315.00 | |
| The district will maintain the same custodial services as in the 2015-16 school year | | Salary - custodial 1/3 of district cost 2000-2999: Classified Personnel Salaries LCFF - Base 55,085.00 | |
| | | Benefits - custodial 1/3 of district cost 3000-3999: Employee Benefits LCFF - Base 35,506.00 | |
| | | Salary - Groundskeeper 1/3 of district cost 2000-2999: Classified Personnel Salaries LCFF - Base 14,680.00 | |
| | | Benefits - groundskeeper 1/3 of district cost 3000-3999: Employee Benefits LCFF - Base 11,295.00 | |
| Recruit and retain 100% fully qualified and credentialed teachers and support staff by providing a competitive salary and benefits package | | Salary 1/3 of district cost 1000-1999: Certificated Personnel Salaries LCFF - Base 986,968.00 | |
| | | Benefits 1/3 of district cost 3000-3999: Employee Benefits LCFF - Base 401,356.00 | |

## Analysis

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | 123,210.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 888,911.00 |

## Allocations by Funding Source

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

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| General Fund | 270,502.00 |
| LCFF | 195,719.00 |
| LCFF - Supplemental | 270,792.00 |
| Lottery:  Instructional Materials | 311.00 |
| None Specified | 0.00 |
| Special Education | 22,704.00 |
| Title I | 128,883.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 380,304.00 |
| 2000-2999: Classified Personnel Salaries | 241,366.00 |
| 3000-3999: Employee Benefits | 222,684.00 |
| 4000-4999: Books And Supplies | 23,224.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,333.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 18,000.00 |
| None Specified | 0.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | General Fund | 39,517.00 |
| 2000-2999: Classified Personnel Salaries | General Fund | 177,556.00 |
| 3000-3999: Employee Benefits | General Fund | 52,686.00 |
| 4000-4999: Books And Supplies | General Fund | 743.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 123,898.00 |
| 3000-3999: Employee Benefits | LCFF | 58,785.00 |
| 4000-4999: Books And Supplies | LCFF | 13,036.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 108,328.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 63,810.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 68,187.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 9,134.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 3,333.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 18,000.00 |
| 4000-4999: Books And Supplies | Lottery:  Instructional Materials | 311.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 15,540.00 |
| 3000-3999: Employee Benefits | Special Education | 7,164.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 93,021.00 |
| 3000-3999: Employee Benefits | Title I | 35,862.00 |

# 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

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Stefan Schaeffer | Principal |
| Brian Belding | Classroom Teacher |
| Chalice Harkey | Classroom Teacher |
| Ellen Desmond | Other School Staff |
| Sandy Ramirez Cervantes | Other School Staff |
| Brandii Magliulo | Parent or Community Member |
| Emily Gaines | Parent or Community Member |
| Jolisa Denieliom | Parent or Community Member |
| Justin Phillips | Parent or Community Member |
| Mickelle Bond | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | 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 04/11/2023.

Attested:

Principal, Mr. Stefan Schaeffer on 04/11/2023

# 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

# 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

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Stefan Schaeffer | Principal |
| Brian Belding | Classroom Teacher |
| Chalice Harkey | Classroom Teacher |
| Ellen Desmond | Other School Staff |
| Sandy Ramirez Cervantes | Other School Staff |
| Brandii Magliulo | Parent or Community Member |
| Emily Gaines | Parent or Community Member |
| Jolisa Denieliom | Parent or Community Member |
| Justin Phillips | Parent or Community Member |
| Mickelle Bond | Parent or Community Member |

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