

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	J.X. Wilson Elementary School
<b>Address</b>	246 Brittain Ln. Santa Rosa, CA 95401-5810
<b>County-District-School (CDS) Code</b>	49710356096721
<b>Principal</b>	Corina Rice
<b>District Name</b>	Wright Elementary School District
<b>SPSA Revision Date</b>	October 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 2023
<b>Local Board Approval Date</b>	October 2023

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 mission of J. X. Wilson School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life.

Our vision is to create an environment that encourages every child to work to their potential, one that builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. J. X. Wilson School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for 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. The high academic standards we hold for our students are reflected in our focus on the California Common Core State Standards.

## School Profile

J.X. Wilson School is one of three K-6 elementary schools in the Wright Elementary School District located in Santa Rosa, California. It first opened its doors in the spring of 1976 and currently, it serves approximately 375 students.

Our credentialed staff includes regular education classroom teachers, teachers with Special Education credentials, a Reading Teacher, an ELD teacher, a School Counselor, Speech and Language Specialists, and a Principal. Support personnel includes an Office Manager, an Office Assistant, a Library Manager, a Bilingual Community Liaison, Custodians, an ELD Instructional Assistant, a Reading Intervention Instructional Assistant, Special Education Instructional Assistants, Classroom Instructional Assistants, and a Cook and Assistant Cook. J.X. Wilson School hosts a before and after-school daycare program, a before and after-school Boys and Girls Club, and a Cool School Program that provides afterschool care and intervention programs for students in need of academic support. We value parents as partners in the educational process and have a (Parent-Teacher) Booster Club, School Site Council, and an English Language Advisory Committee. We have been fortunate to be able to provide class size reduction to students in Transitional Kindergarten through third grade. We also provide computers in all grade levels, music, P.E., enrichment opportunities, and a variety of after-school activities.

We are very proud of our experienced and dedicated staff, our hard-working students, our strong parent support base, and the academic achievement of our students. As a staff, we hold high standards for all students. Teachers work collaboratively and creatively to provide a rich, challenging educational program that addresses our diverse range of student strengths and needs. School-wide, we focus on creating a positive, mutually respectful teaching and learning environment by consistently striving to cultivate a “caring and considerate community” that engages and supports all of its members.

## Educational Partner Involvement

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

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

The Single Plan for Student Achievement is reviewed and updated yearly with input from the School Site Council and English Language Advisory Committee.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	2.19%	2.43%	5	9	9
African American	2.1%	2.68%	2.96%	8	11	11
Asian	8.9%	8.27%	7.55%	34	34	28
Filipino	0.5%	0.24%	0%	2	1	0
Hispanic/Latino	55.4%	56.45%	56.6%	211	232	210
Pacific Islander	1.1%	0.73%	0.27%	4	3	1
White	23.6%	20.68%	21.56%	90	85	80
Multiple/No Response	7.1%	8.76%	8.63%	27	36	32
<b>Total Enrollment</b>				381	411	371

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	37	60	81
Grade 1	53	43	45
Grade 2	63	57	37
Grade 3	48	64	55
Grade 4	63	55	56
Grade 5	63	67	47
Grade 6	54	65	50
<b>Total Enrollment</b>	381	411	371

### Conclusions based on this data:

1. Enrollment has fluctuated. There are many local and economic issues that impact Sonoma County and JX Wilson families.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	131	133	127	34.40%	32.4%	34.2%
Fluent English Proficient (FEP)	38	52	37	10.00%	12.7%	10.0%
Reclassified Fluent English Proficient (RFEP)	8	5	12	6.1%	1.2 %	9.4%

### Conclusions based on this data:

1. The number of students who are reclassified as Fluent English Proficient has increased by seven students. Five students were identified in October 2022, and an additional seven students qualified for reclassification in May 2023.
2. The number of students who were reclassified as Fluent English Proficient has increased significantly from 1.2% to 9.4 %.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	60		0	58		0	58		0.0	96.7	
Grade 4	63	49		0	48		0	48		0.0	98.0	
Grade 5	63	65		0	63		0	63		0.0	96.9	
Grade 6	54	64		0	63		0	63		0.0	98.4	
All Grades	229	238		0	232		0	232		0.0	97.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2421.			13.79			34.48			31.03			20.69	
Grade 4		2456.			16.67			14.58			37.50			31.25	
Grade 5		2489.			12.70			31.75			31.75			23.81	
Grade 6		2574.			33.33			36.51			22.22			7.94	
All Grades	N/A	N/A	N/A		19.40			30.17			30.17			20.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.79			65.52			20.69	
Grade 4		14.58			64.58			20.83	
Grade 5		11.11			73.02			15.87	
Grade 6		15.87			76.19			7.94	
All Grades		13.79			70.26			15.95	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		10.53			63.16			26.32	
<b>Grade 4</b>		8.33			77.08			14.58	
<b>Grade 5</b>		14.29			66.67			19.05	
<b>Grade 6</b>		33.87			56.45			9.68	
<b>All Grades</b>		17.39			65.22			17.39	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.07			82.76			5.17	
<b>Grade 4</b>		10.42			81.25			8.33	
<b>Grade 5</b>		6.35			74.60			19.05	
<b>Grade 6</b>		15.87			82.54			1.59	
<b>All Grades</b>		11.21			80.17			8.62	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		13.79			74.14			12.07	
<b>Grade 4</b>		14.58			68.75			16.67	
<b>Grade 5</b>		12.70			74.60			12.70	
<b>Grade 6</b>		28.57			68.25			3.17	
<b>All Grades</b>		17.67			71.55			10.78	

**Conclusions based on this data:**

1. CAASPP data for the 22-23 school year has not been uploaded to DTS.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	60		0	59		0	59		0.0	98.3	
Grade 4	63	49		0	48		0	48		0.0	98.0	
Grade 5	63	64		0	62		0	62		0.0	96.9	
Grade 6	54	64		0	63		0	63		0.0	98.4	
All Grades	229	237		0	232		0	232		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2433.			18.64			35.59			16.95			28.81	
Grade 4		2438.			10.42			10.42			37.50			41.67	
Grade 5		2455.			4.84			9.68			35.48			50.00	
Grade 6		2516.			19.05			14.29			38.10			28.57	
All Grades	N/A	N/A	N/A		13.36			17.67			31.90			37.07	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34			54.24			25.42	
Grade 4		12.50			45.83			41.67	
Grade 5		1.61			50.00			48.39	
Grade 6		19.05			38.10			42.86	
All Grades		13.36			46.98			39.66	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		27.12			49.15			23.73	
<b>Grade 4</b>		10.42			47.92			41.67	
<b>Grade 5</b>		8.06			51.61			40.32	
<b>Grade 6</b>		11.11			63.49			25.40	
<b>All Grades</b>		14.22			53.45			32.33	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.95			59.32			23.73	
<b>Grade 4</b>		8.33			56.25			35.42	
<b>Grade 5</b>		4.84			62.90			32.26	
<b>Grade 6</b>		22.22			61.90			15.87	
<b>All Grades</b>		13.36			60.34			26.29	

**Conclusions based on this data:**

1. CAASPP data for the 22-23 school year has not been uploaded to DTS.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1427.0	1407.9		1442.3	1427.3		1391.0	1362.3		16	22	
<b>1</b>	1435.7	1443.3		1444.6	1457.4		1426.2	1428.8		13	18	
<b>2</b>	1493.1	1487.6		1475.3	1495.8		1510.3	1479.0		19	17	
<b>3</b>	1489.8	1477.4		1490.2	1471.0		1489.1	1483.3		13	17	
<b>4</b>	1506.1	1528.1		1501.8	1534.3		1510.1	1521.3		20	12	
<b>5</b>	1518.1	1541.9		1507.8	1532.8		1528.2	1550.4		13	24	
<b>6</b>	*	1557.6		*	1555.6		*	1559.2		9	15	
<b>All Grades</b>										103	125	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.50	4.55		37.50	27.27		43.75	54.55		6.25	13.64		16	22	
<b>1</b>	0.00	0.00		30.77	33.33		53.85	50.00		15.38	16.67		13	18	
<b>2</b>	26.32	11.76		31.58	47.06		31.58	29.41		10.53	11.76		19	17	
<b>3</b>	0.00	5.88		61.54	35.29		38.46	47.06		0.00	11.76		13	17	
<b>4</b>	0.00	16.67		50.00	66.67		50.00	16.67		0.00	0.00		20	12	
<b>5</b>	0.00	29.17		53.85	50.00		38.46	20.83		7.69	0.00		13	24	
<b>6</b>	*	53.33		*	33.33		*	13.33		*	0.00		*	15	
<b>All Grades</b>	6.80	16.80		44.66	40.80		41.75	34.40		6.80	8.00		103	125	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	18.75	13.64		43.75	36.36		37.50	40.91		0.00	9.09		16	22	
<b>1</b>	7.69	16.67		53.85	33.33		15.38	44.44		23.08	5.56		13	18	
<b>2</b>	31.58	41.18		21.05	23.53		36.84	35.29		10.53	0.00		19	17	
<b>3</b>	15.38	5.88		69.23	47.06		15.38	29.41		0.00	17.65		13	17	
<b>4</b>	25.00	58.33		65.00	33.33		10.00	8.33		0.00	0.00		20	12	
<b>5</b>	23.08	37.50		61.54	54.17		15.38	8.33		0.00	0.00		13	24	
<b>6</b>	*	60.00		*	40.00		*	0.00		*	0.00		*	15	
<b>All Grades</b>	21.36	31.20		51.46	39.20		21.36	24.80		5.83	4.80		103	125	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.25	18.18		87.50	68.18		6.25	13.64		16	22	
<b>1</b>	38.46	27.78		46.15	72.22		15.38	0.00		13	18	
<b>2</b>	26.32	52.94		68.42	47.06		5.26	0.00		19	17	
<b>3</b>	38.46	17.65		53.85	70.59		7.69	11.76		13	17	
<b>4</b>	55.00	75.00		45.00	25.00		0.00	0.00		20	12	
<b>5</b>	30.77	29.17		61.54	62.50		7.69	8.33		13	24	
<b>6</b>	*	13.33		*	86.67		*	0.00		*	15	
<b>All Grades</b>	30.10	31.20		62.14	63.20		7.77	5.60		103	125	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	31.25	4.55		56.25	72.73		12.50	22.73		16	22	
<b>1</b>	7.69	5.56		69.23	83.33		23.08	11.11		13	18	
<b>2</b>	31.58	17.65		47.37	70.59		21.05	11.76		19	17	
<b>3</b>	30.77	29.41		69.23	52.94		0.00	17.65		13	17	
<b>4</b>	20.00	58.33		80.00	41.67		0.00	0.00		20	12	
<b>5</b>	53.85	79.17		46.15	20.83		0.00	0.00		13	24	
<b>6</b>	*	80.00		*	20.00		*	0.00		*	15	
<b>All Grades</b>	32.04	38.40		58.25	52.00		9.71	9.60		103	125	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00		87.50	81.82		12.50	18.18		16	22	
<b>1</b>	15.38	5.56		38.46	55.56		46.15	38.89		13	18	
<b>2</b>	36.84	11.76		52.63	70.59		10.53	17.65		19	17	
<b>3</b>	7.69	0.00		61.54	82.35		30.77	17.65		13	17	
<b>4</b>	0.00	0.00		85.00	75.00		15.00	25.00		20	12	
<b>5</b>	15.38	4.17		46.15	91.67		38.46	4.17		13	24	
<b>6</b>	*	6.67		*	80.00		*	13.33		*	15	
<b>All Grades</b>	11.65	4.00		63.11	77.60		25.24	18.40		103	125	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	18.75	4.55		56.25	63.64		25.00	31.82		16	22	
<b>1</b>	7.69	0.00		46.15	77.78		46.15	22.22		13	18	
<b>2</b>	15.79	17.65		63.16	76.47		21.05	5.88		19	17	
<b>3</b>	0.00	11.76		76.92	64.71		23.08	23.53		13	17	
<b>4</b>	10.00	25.00		75.00	75.00		15.00	0.00		20	12	
<b>5</b>	0.00	25.00		100.00	75.00		0.00	0.00		13	24	
<b>6</b>	*	53.33		*	46.67		*	0.00		*	15	
<b>All Grades</b>	11.65	18.40		68.93	68.80		19.42	12.80		103	125	

**Conclusions based on this data:**

1. ELPAC data for the 22-23 school year has not been uploaded to DTS.

# 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
<b>411</b>	<b>75.4</b>	<b>32.4</b>	<b>0.2</b>
Total Number of Students enrolled in J.X. Wilson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	133	32.4
Foster Youth	1	0.2
Homeless	4	1.0
Socioeconomically Disadvantaged	310	75.4
Students with Disabilities	45	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7
American Indian	9	2.2
Asian	34	8.3
Filipino	1	0.2
Hispanic	232	56.4
Two or More Races	36	8.8
Pacific Islander	3	0.7
White	85	20.7

**Conclusions based on this data:**

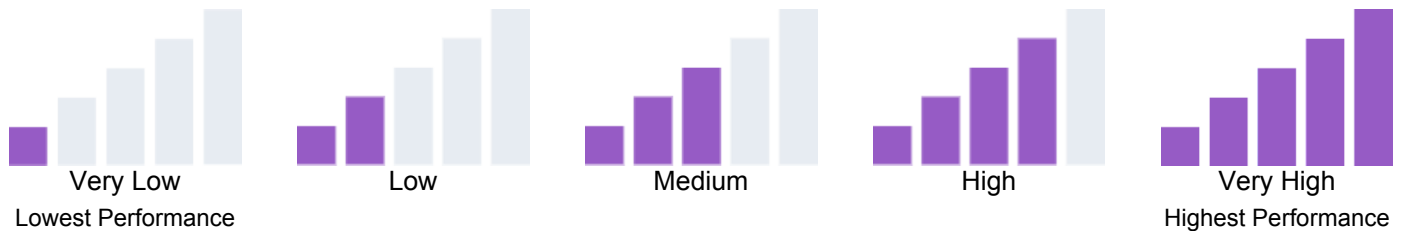
1. The school continues to serve an ethnically diverse student population with the largest group being Hispanic students.
2. Socioeconomically Disadvantaged students continue to be the largest enrollment group followed by English Learners.

# School and Student Performance Data

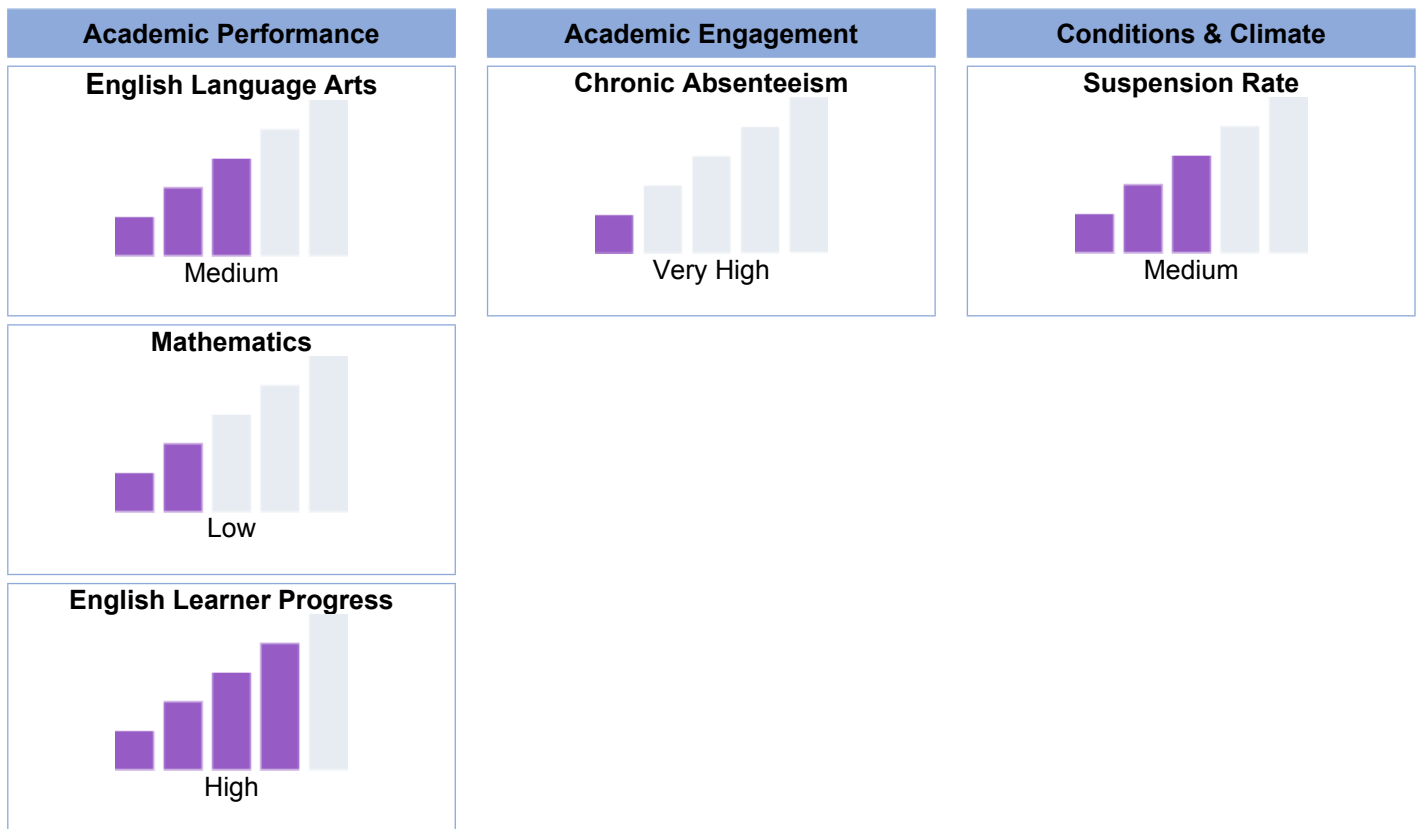
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Chronic Absenteeism is an areas of need.
2. Illness continue to be a challenge when addressing attendance issues.
3. English Language Learner progress is and area of strength.



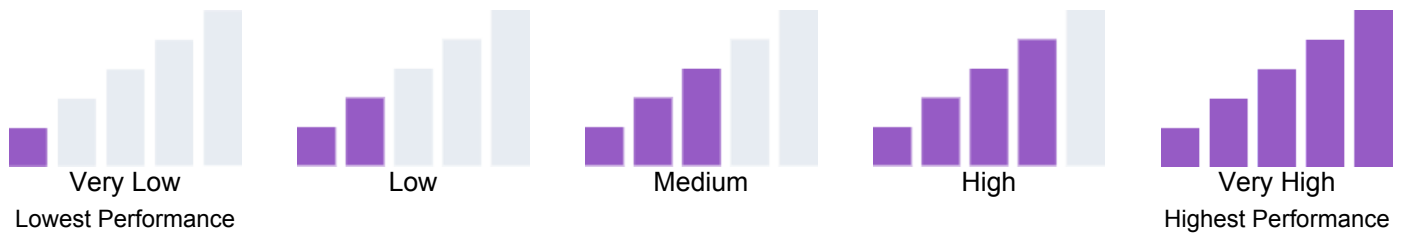


# School and Student Performance Data

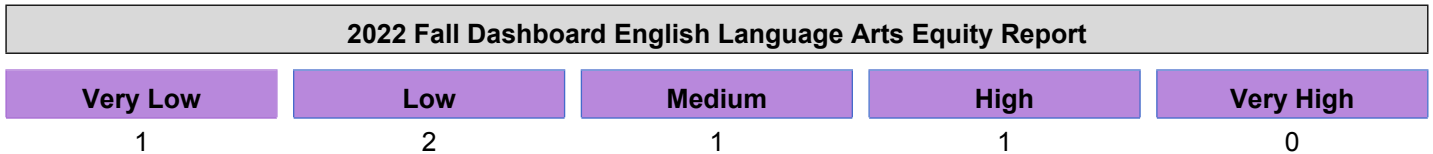
## Academic Performance English Language Arts

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](#).

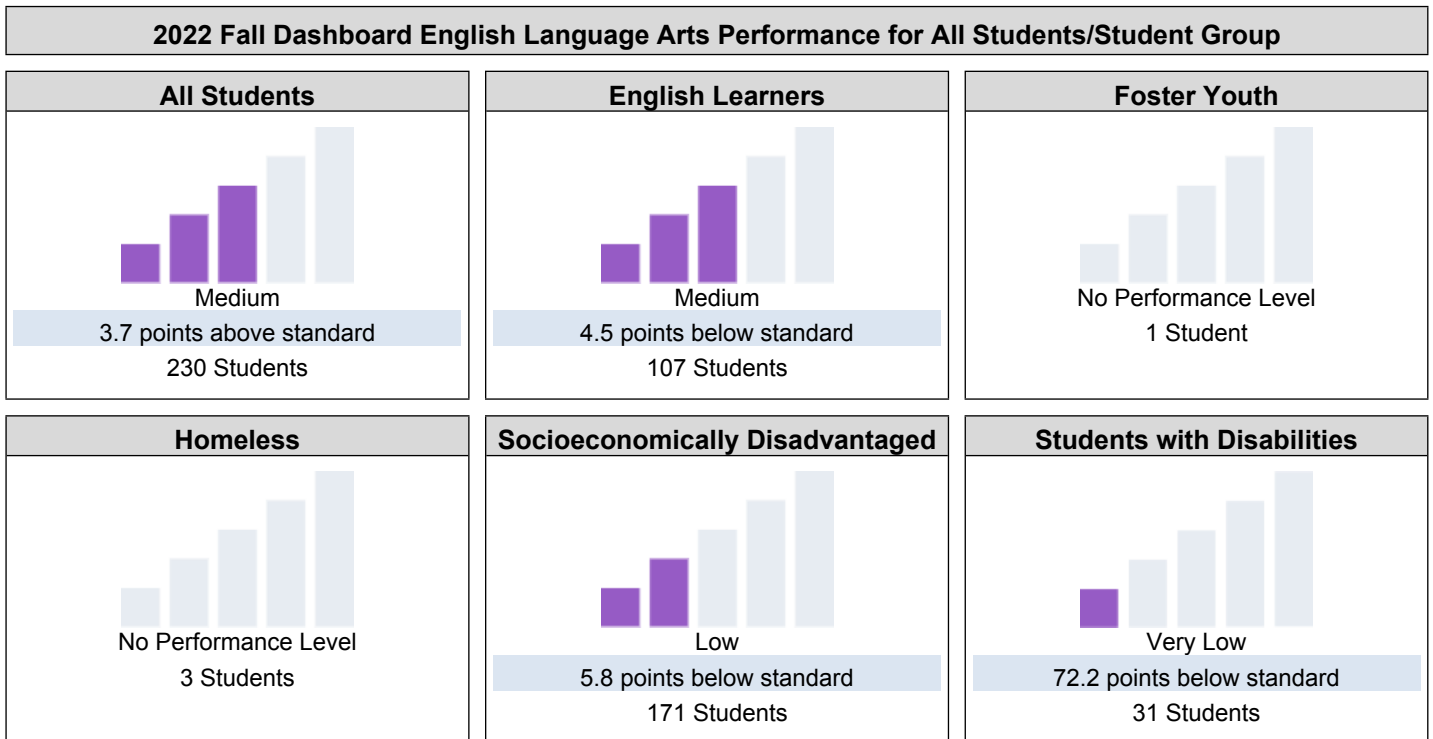
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



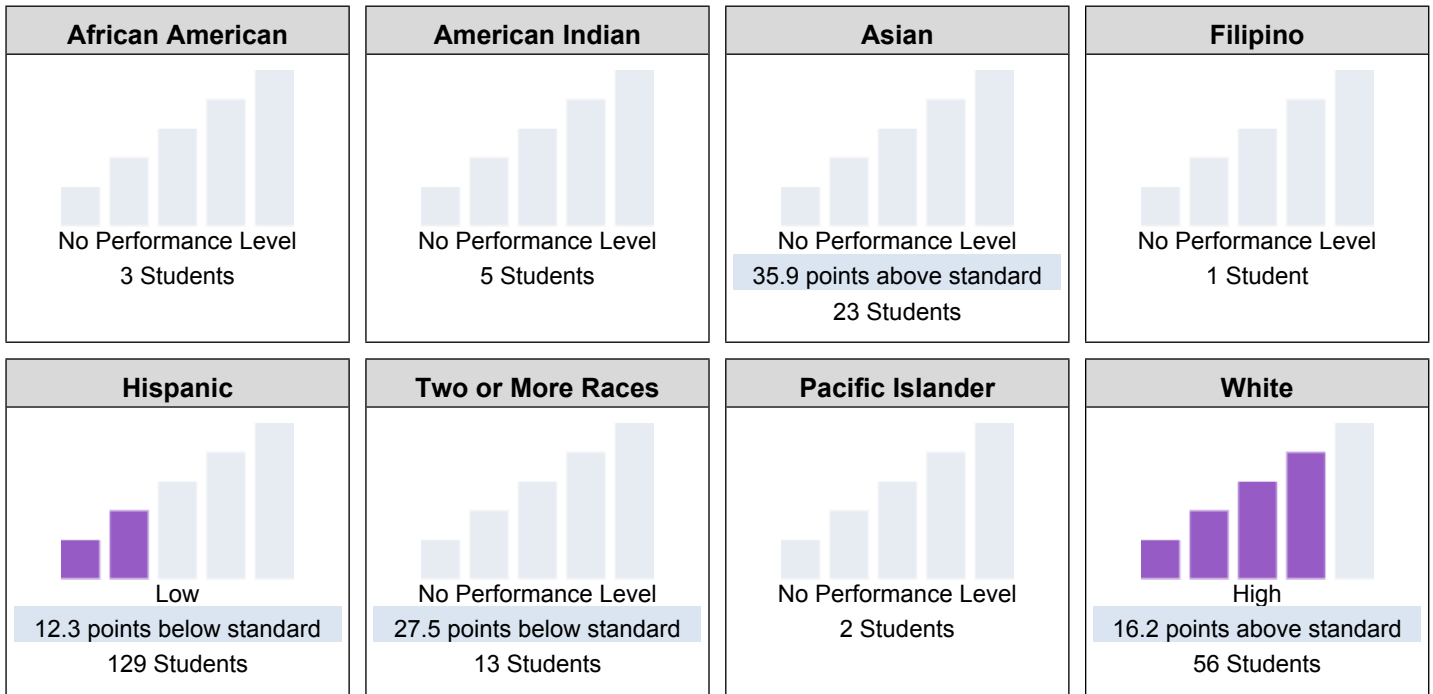
This section provides number of student groups in each level.



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 by Race/Ethnicity**



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
<p>32.9 points below standard</p> <p>62 Students</p>	<p>34.6 points above standard</p> <p>45 Students</p>	<p>13.1 points above standard</p> <p>118 Students</p>

**Conclusions based on this data:**

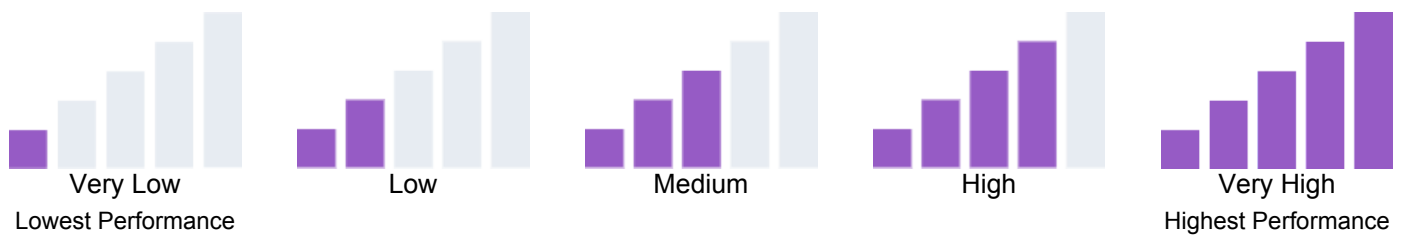
1. Scores for all groups increased in ELA.
2. Students reclassified as English Fluent are maintaining above standard scores.
3. Scores for students with disabilities and English learners are an area of need.

# School and Student Performance Data

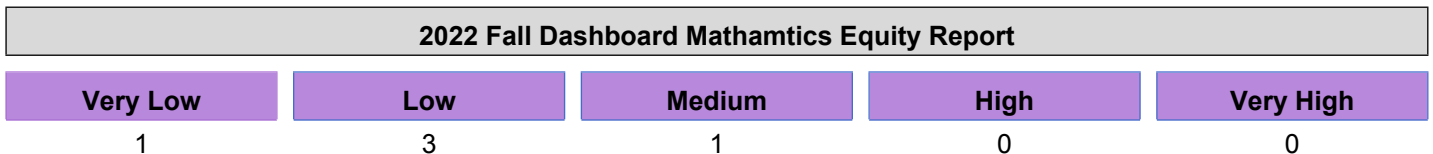
## Academic Performance Mathematics

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](#).

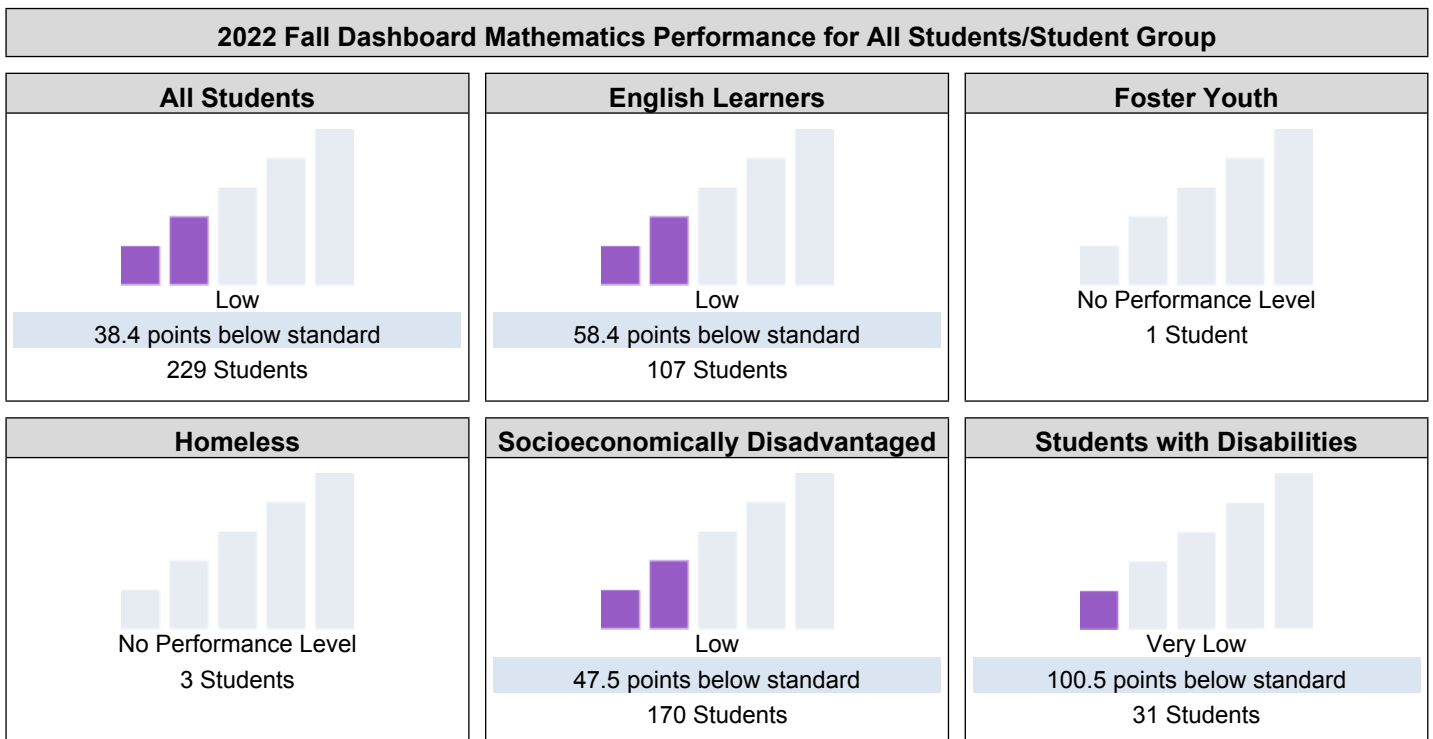
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



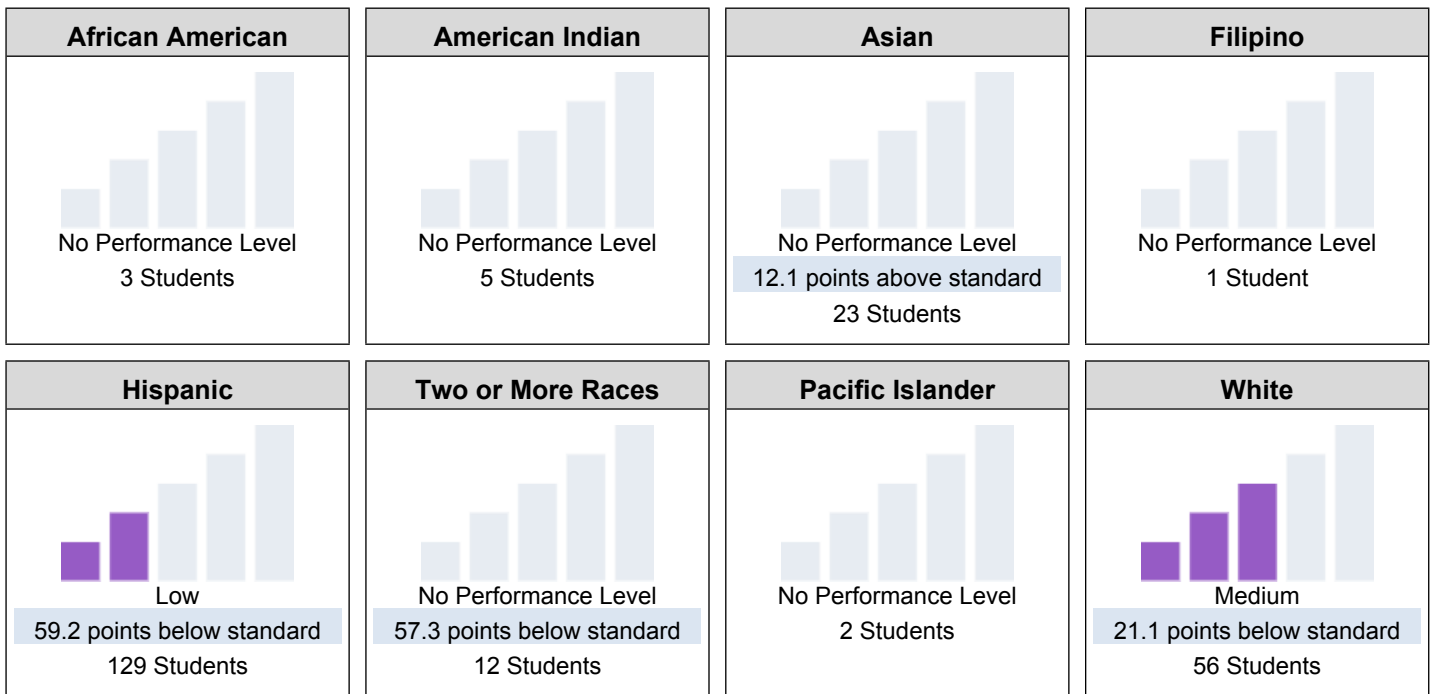
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
83.0 points below standard 62 Students	24.4 points below standard 45 Students	21.1 points below standard 117 Students

#### Conclusions based on this data:

1. Math is an area of need for all students, especially students with disabilities and students learning English.

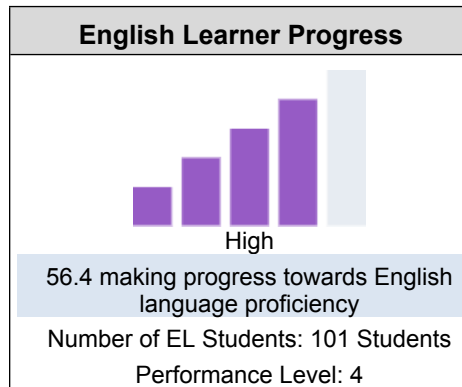
# School and Student Performance Data

## 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



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
14.9%	28.7%	1.0%	55.4%

#### Conclusions based on this data:

- 85.1% of English Language Learners maintained or progressed in English Language acquisition.
- Supporting students learning English continues to be a district and school site focus.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.

# School and Student Performance Data

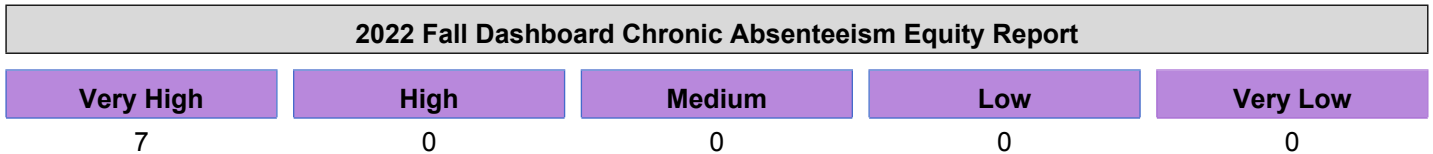
## Academic Engagement Chronic Absenteeism

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

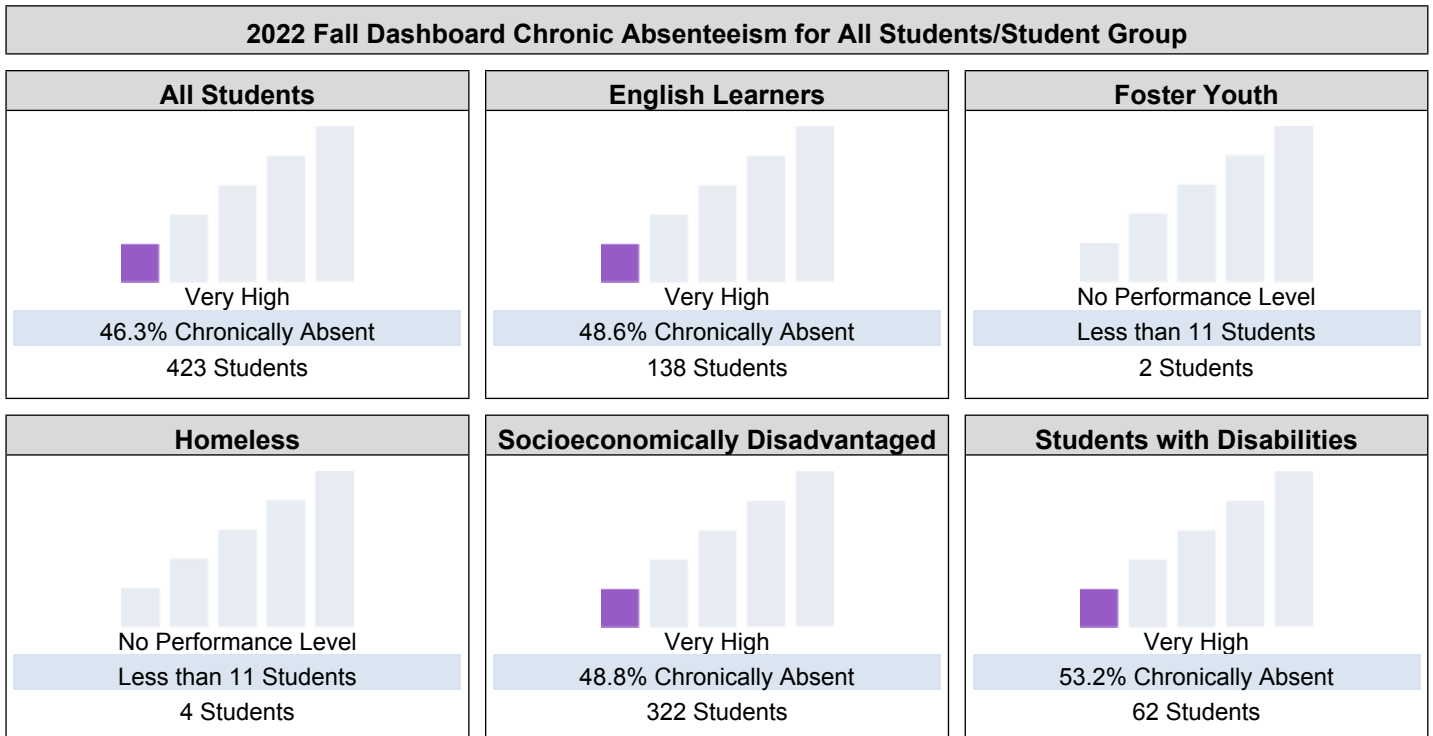
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

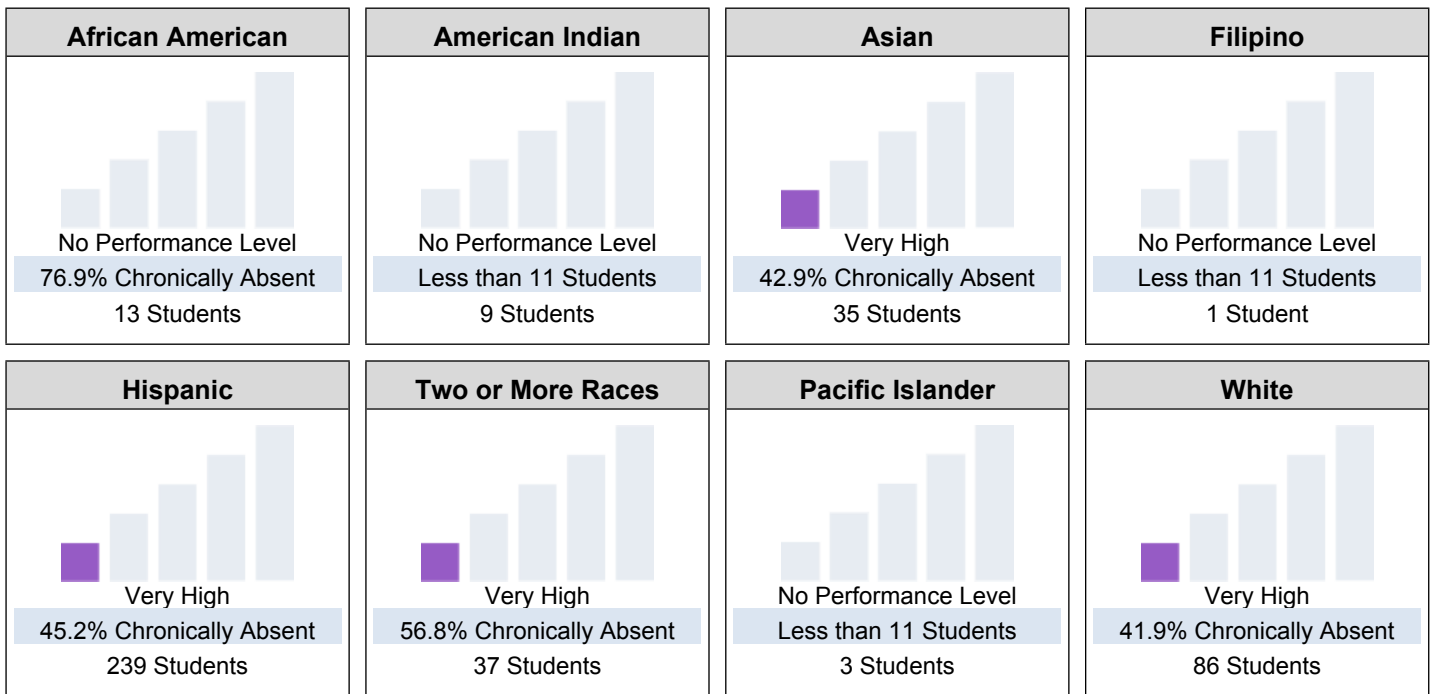


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Illness continues to have a large impact on attendance in all groups.
2. The rate of Chronically Absent students continues to be an area of concern across all student groups.

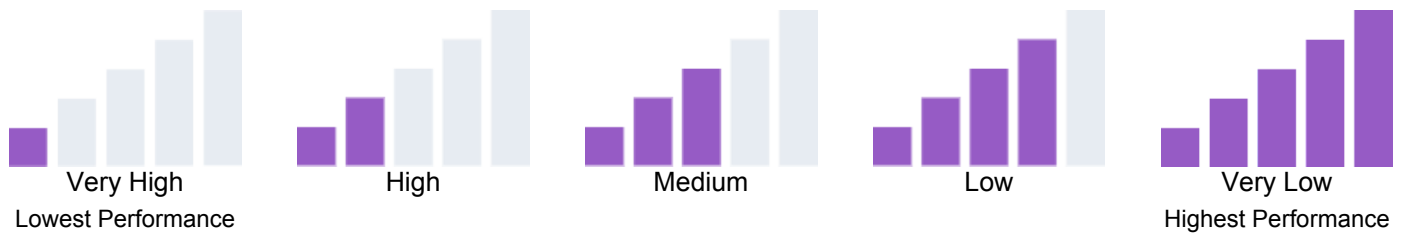


# School and Student Performance Data

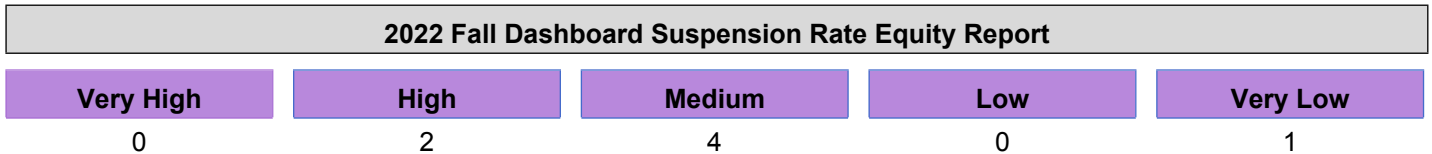
## Conditions & Climate Suspension Rate

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](#).

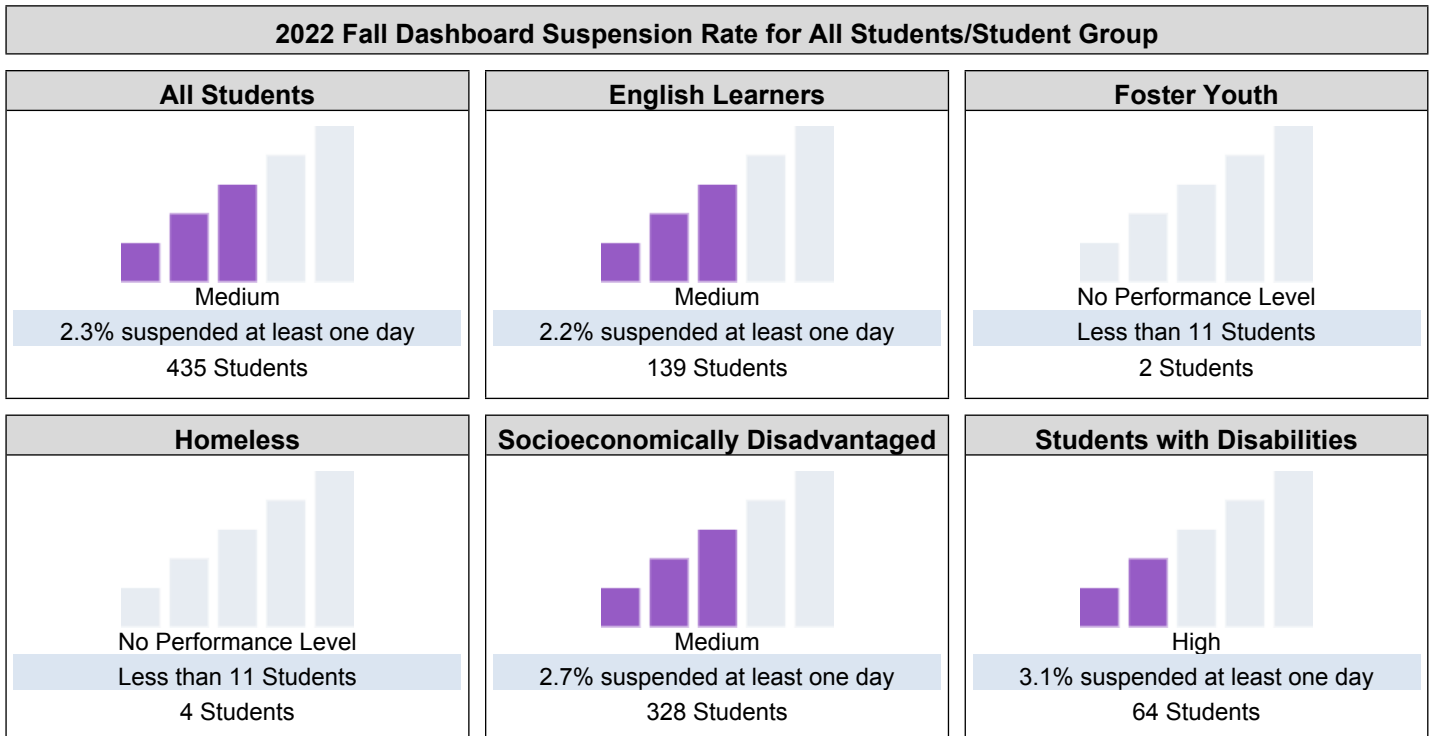
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



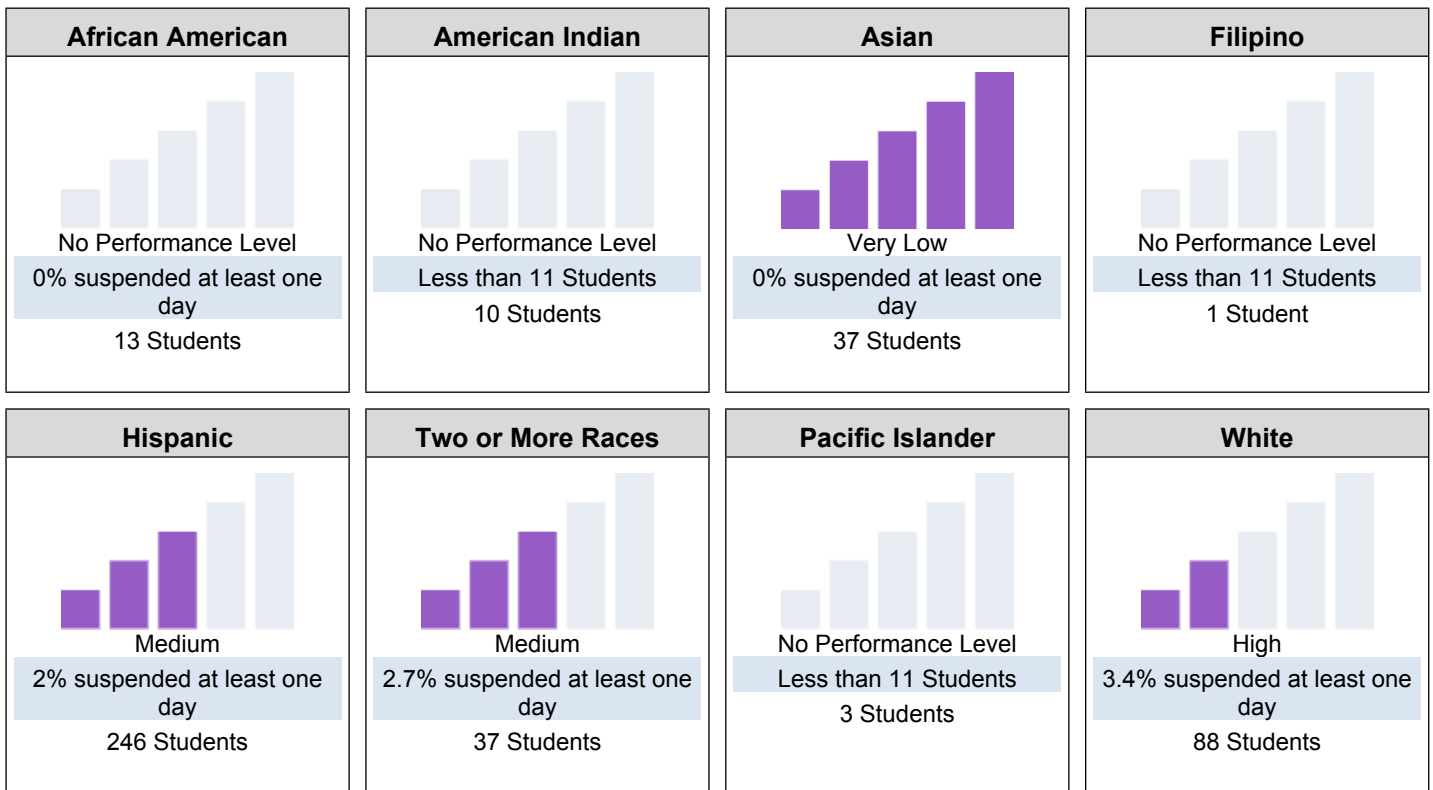
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. While positive supports and alternatives to suspension are preferred disciplinary actions, some behavior issues necessitated suspension.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Literacy

### Goal Statement

Accelerate Learning/Literacy: There will be a 10% increase in the number of students in grades K-1 scoring "Core" or above in Acadience, and a 10% increase in the number of students in grades 2-6 scoring at or above grade level on STAR 360 E/LA as measured by comparing beginning and end of the year scores (2023-2024).

K: 34% to 37 %      3: 43% to 47%      6: 21% to 23%  
1: 33% to 36%      4: 36% to 40%  
2: 51% to 56%      5: 51% to 56%

### LCAP Goal

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

### Basis for this Goal

According to 2022-2023 Acadience and STAR 360 results, primary reading scores are increasing, but there are still a significant number of students who are not meeting grade level standards. Research has shown that more minutes of direct whole group instruction with carefully planned small group and individualized supports in phonics, reading, writing and discourse leads to increases in literacy. Reading at grade level by the end of third grade has been shown to be a strong predictor of future academic success. continue to need support to reach grade level standards. Reading at grade level has a positive correlation with positive overall academic outcomes. This goal is also a WESD goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of year Acadience and STAR 360 ELA scores	Beginning of year Acadience and STAR 360 ELA scores.	Students will score at "Core" or above in Acadience and/or at or above grade level on STAR 360 ELA

### Planned Strategies/Activities

#### Strategy/Activity 1

The district will continue to provide one full time reading intervention teacher per site.

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

All Students

#### Timeline

23-24 School Year

#### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Budget captured in LCAP Goal 3, Action 2
Source	None Specified
Budget Reference	None Specified

### Strategy/Activity 2

Continue to implement Benchmark Advance Reading Program.

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

District, Principal, Staff

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified

### Strategy/Activity 3

The district will provide one full time RIPA (reading assistant) per site.

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Budget captured in LCAP Goal 2, Action 3

<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

### Strategy/Activity 4

The District will continue to provide and attempt to fill all Instructional Assistant positions TK-6.

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

All

#### Timeline

23-24 School Year

#### Person(s) Responsible

District, Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 4, Action 6

### Strategy/Activity 5

Continue to facilitate a district Curriculum Committee made up of grade level representatives.

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

All

#### Timeline

23-24 School Year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 4, Action 5
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

### Strategy/Activity 6

Continue to support the use of technology by all students.

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Budget captured in LCAP Goal 2, Action 11
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### Strategy/Activity 7

Provide STAR ELA, STAR Math and Acadience to test and progress monitor students not meeting standards

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

District, Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

Retain an English Language Development teacher to provide intervention/instruction to qualified students and to help model instruction in classrooms.

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

EL Students

### Timeline

23-24 School Year

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
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<b>Description</b>	Budget captured in LCAP Goal 1, Action 3 and Action 4
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### Strategy/Activity 9

The District will provide one FTE certificated substitute position for use when staff are absent.



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

All

**Timeline**

23-24 School Year

**Person(s) Responsible**

District

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Support

### Goal Statement

There will be a 3% increase in positive response rate from 32% in 2023 to 33% in 2024 to the Youth Truth Student Survey question, "Do you feel like an important part of your school"? as evidenced by results from the annual Youth Truth survey.

### 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

According to site and district results of the most recent Youth Truth Survey administered in Spring, 2023, students had a low positive response to the question, "Do you feel an important part of your school?" While a majority of parents responded positively to the statement "My child is safe from bullying during school", questions persist about the difference between "bullying" and "bad behavior".

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth data focused on the student question, "Do you feel an important part of your school?"	In the 2023 survey, 32% of students responded positively to the question "Do you feel an important part of your school?"	In the 2024 student survey, there will be a 3% increase in the positive response rate to the question "Do you feel an important part of your school?"

### Planned Strategies/Activities

#### Strategy/Activity 1

The District will begin to implement the Implement the Power of Being Seen program.

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

All

#### Timeline

23-24 School Year

#### Person(s) Responsible

District, Principal, Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 1, Action 13
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

## Strategy/Activity 2

Support school wide programs such as assemblies, "Start with Hello", The Ned Show, and opportunities for family engagement.

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

Principal, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

## Strategy/Activity 3

Utilize Parent Square to communicate with families about events and resources.

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

All

### Timeline

23-24 School Year

### Person(s) Responsible

District, Principal, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 1, Action 6

**Source** None Specified

**Budget Reference** None Specified

### Strategy/Activity 4

The District will create and fund a SEL TOSA (Teacher on Special Assignment) position to focus on Social Emotional Learning.

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

All

#### Timeline

23-24 School Year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

The district will employ full time Bilingual Community Liaisons in order to support communication and outreach to families.

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

All

#### Timeline

2023-24 School Year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

**Source** District Funded

**Budget Reference** None Specified

**Description** Budget captured in LCAP Goal 1, Action 2

**Source** None Specified

**Budget Reference** None Specified

### Strategy/Activity 6

The school will offer afterschool team sports.

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

4th -6th grade students

**Timeline**

2023-24 School Year

**Person(s) Responsible**

District, Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 1, Action 11

**Strategy/Activity 7**

The school will promote a school student council overseen by a staff advisor.

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

Students in 4th-6th grades

**Timeline**

23-24 School Year

**Person(s) Responsible**

District, Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

**Strategy/Activity 8**

The school will look for enrichment activities to develop student interests and talents.

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

All

**Timeline**

23-24 School Year

**Person(s) Responsible**

District, Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
---------------	-----------------

**Description**

Budget captured in LCAP Goal 1, Action 11

**Strategy/Activity 9**

Retain a full time certificated school counselor who will support schoolwide and classroom social-emotional learning as well as provide individual and small group counseling to identified students.

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

All

**Timeline**

23-24 School Year

**Person(s) Responsible**

District, Principal

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

Budget captured in LCAP Goal 2, Action 9

**Source**

None Specified

**Budget Reference**

None Specified

**Description**

Benefits

**Strategy/Activity 10**

Support school wide positive behavior utilizing materials such as Tool Box, Zones of Regulation, and CASEL Core Competency goals

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

All

**Timeline**

23-24 School Year

**Person(s) Responsible**

District, Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Budget Reference**

None Specified

**Strategy/Activity 11**

Provide Student Study Team (SST) meetings to support student success and identify needs.

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

Identified students

**Timeline**

23-24 School Year

**Person(s) Responsible**

Principal, staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Accelerate Learning

### Goal Statement

There will be a 3% decrease in the chronic absenteeism rate from 46.3% in 2023 on the CA Dashboard to 44.9% in 2024 on the CA Dashboard as evidenced by data on the Chronic Absenteeism Indicator on the California Dashboard.

### LCAP Goal

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

### Basis for this Goal

Student attendance has not returned to pre-pandemic rates. Data from the 2023 SBAC exam shows that high absence rates last year negatively impacted student academic and social achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Data from the Chronic Absenteeism Indicator on the California Dashboard for the 2023-2024 school year.	Data from the Chronic Absenteeism Indicator on the California Dashboard for the 2022-2023 school year - 46.3%.	There will be a 3% decrease in Chronic Absenteeism as reported on the Chronic Absenteeism Indicator on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

Retain the Bilingual Community Liaison to foster communication with parents and support positive attendance.

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

All

#### Timeline

23-24 school year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

##### Source

District Funded



<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 1, Action 2
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

## Strategy/Activity 2

Provide translation in Spanish and other languages for meetings, report cards and other oral and written school communication.

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

Identified students whose families speak a language other than English.

### Timeline

23-24 school year

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Budget captured in LCAP Goal 1, Action 6

## Strategy/Activity 3

Student attendance will be tracked through the SART/SARB process and will include letters and meetings with parents. Students on Interdistrict Transfers will have their transfer agreements put on hold pending improved attendance.

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

All

### Timeline

23-24 school year

### Person(s) Responsible

District, Principal, Staff

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Participate in Attendance Awareness Month in September and send regular messages to parents through Parent Square about the importance of positive attendance throughout the school year.

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

All

**Timeline**

23-24 school year

**Person(s) Responsible**

District, Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 5**

Continue to use ELAC and DELAC meetings to provide parent education on relevant topics and to solicit input on interests and needs of the families of EL students.

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

English Learners

**Timeline**

23-24 school year

**Person(s) Responsible**

District, Staff

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Description**

Budget captured in LCAP Goal 2, Action 17

**Strategy/Activity 6**

Continue to honor re-designated EL students at a District Re-Designation Celebration.

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

English Learners

**Timeline**

23-24 school year

**Person(s) Responsible**

District, Staff

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Description**

Budget captured in LCAP Goal 2, Action 17

**Strategy/Activity 7**

Provide intervention and enrichment opportunities for students.

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

All Students

**Timeline**

23-24 school year

**Person(s) Responsible**

Staff

**Proposed Expenditures for this Strategy/Activity**

Description

Budget captured in LCAP Goal 2, Action 17 and Goal , Action 11

**Strategy/Activity 8**

Provide monthly awards to students with positive attendance.

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

all

**Timeline**

23-24 School Year

**Person(s) Responsible**

Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

# 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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1

Students in grades TK-3 will score "Core" or above in Acadience and at or above grade level on Star 360 ELA assessments by the end of the year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of year Acadience and STAR 360 ELA scores	Students will score at "Core" or above in Acadience and/or at or above grade level on STAR 360 ELA	All students did not meet this goal. Students scoring at or above the benchmark in Acadience scores were Kindergarten- 33%, 1st grade-65%, 2nd grade- 62% and 3rd grade- 59%. As per the STAR 360 Assessment, 56% of 2nd graders and 45% of 3rd graders were reading at grade level by the end of the year.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The district will continue to provide one full time reading teacher per site.	completed	Salaries 1000-1999: Certificated Personnel Salaries General Fund 80000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
Continue to implement Benchmark Advance Reading Program.	completed	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 531.00	
The district will provide one full time RIPA (reading assistant) per site.	completed	Salaries 2000-2999: Classified Personnel Salaries LCFF 40000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
Accelerated Learning Time block will focus on second, third and fourth grade students to address specific needs.	completed	None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to facilitate a district Curriculum Committee made up of grade level representatives.	completed	Salary 1000-1999: Certificated Personnel Salaries General Fund 2,000.00	
		Benefits 3000-3999: Employee Benefits General Fund 360.00	

## Analysis

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

All strategies were completed in the 2022-2023 school year.

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

The applied strategies impacted various grade levels differently. Second benefited the most as a grade level. Second grade students grew +23 percentage points over the course of the year.

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

No known differences.

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

Additional strategies will be added to the goals for the next school year.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

The number and type of supports that are added to reflect student needs will increase as measured by the from the beginning to the end of the school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number and type of interventions available at the end of the year.	The number and type of interventions and supports added will reflect the student needs.	At least seventeen additional opportunities/supports were offered over the course of the school year to support student achievement including various tech programs that were used at home and at school, enrichment, tutoring support, family and parent education opportunities, and positive attendance incentives.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain an English Language Development Teacher to provide small group instruction to qualified students and to help model instruction in classrooms.	completed	Salary 1000-1999: Certificated Personnel Salaries General Fund 34,709.00  Benefits 3000-3999: Employee Benefits General Fund 12,239.00	
Retain an English Language Development Instructional Assistant to provide individual and small group instruction to identified students	completed	Salary 2000-2999: Classified Personnel Salaries LCFF 26,459.00  benefits 3000-3999: Employee Benefits LCFF 15,108.00	
Retain Instructional Assistants to provide reinforcement of instruction to identified students during core instructional time.	partially completed	Salary 2000-2999: Classified Personnel Salaries LCFF 122,925.00  Benefits 3000-3999: Employee Benefits General Fund 20,484.00	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The district will employ full time Bilingual Community Liaisons in order to support communication and outreach to families.	completed	Expenses reported in Goal 4 2000-2999: Classified Personnel Salaries LCFF	
		3000-3999: Employee Benefits LCFF	
		Chrome Books 4000-4999: Books And Supplies CARES Act 51,714.00	
		None Specified None Specified	
		None Specified None Specified	
Provide STAR ELA, STAR Math and Acadience to test and progress monitor students not meeting standards	completed		
Retain a full time certificated school counselor.	completed	Salary 1000-1999: Certificated Personnel Salaries LCFF 68,242.00	
		Benefits 3000-3999: Employee Benefits LCFF 37,231.00	
Support school wide positive behavior utilizing Tool Box and Zones of Regulation materials.		Training ToolBox Project 5000-5999: Services And Other Operating Expenditures LCFF 449.00	
Provide Student Study Team (SST) meetings to support student success and identify needs.			

## Analysis

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

Nearly all strategies were successfully and fully implemented. Hiring and retaining enough Instructional Assistants continues to be a challenge. The position is a part time entry level position and several times throughout the school year JXW Instructional Assistants were hired to fill other openings in the district that offered more hours and higher pay.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
While the strategies in place supported student growth, additional supports are needed to help all students reach grade level goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
No known material differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.  
Staff will be offered the opportunity to provide additional academic support and tutoring before and after school. Additional enrichment opportunities will also be offered.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

The number and type of opportunities for accelerated learning support will increase as measured by the supports available from the beginning to the end of the school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of offered accelerated learning supports offered to students.	There will be an increase in the number of accelerated learning opportunities.	The Accelerated Learning Block was expanded from 2nd and 3rd grades to 2nd, 3rd and 4th grades. Americorp active recess supported students in grades 1st -6th. By the end of the year, Cool School served students in grades TK & K as well as 3rd through 6th, offering academic programming, tutoring, and enrichment.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain the Bilingual Community Liaison to foster communication with parents.	completed	Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,181.00  Benefits 3000-3999: Employee Benefits LCFF - Supplemental 17,925	
Provide translation in Spanish and other languages for meetings, report cards and other oral and written school communication.	completed	None Specified None Specified	
Send notification for all meetings through multiple channels (Parent Square, written notes, school sign).	completed		
District and school websites will be maintained.	completed		
Continue to use ELAC and DELAC meetings to	completed		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provide parent education on relevant topics and to solicit input on interests and needs of the families of EL students.			
Continue to honor re-designated EL students at a District Re-Designation Celebration.	completed		
Provide intervention and enrichment opportunities	completed		

## Analysis

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

The strategies were implemented. Intervention and enrichment was offered during the school day in classrooms and through Americorp, and after school through athletics, Boys and Girls Club, Cool School, and Extended Child Care.

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

The strategies increased the offerings of intervention and enrichment

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

No known material differences.

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

This goal was a bridge goal to help fill the gap between Distance learning and the return to in-person instruction. It was continued into the 22-23 school year due to high absenteeism and need. The need for additional enrichment and intervention opportunities continues to exist. Other sources of enrichment will and intervention will be explored.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 5

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 5

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# 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	75,972
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source

Amount



# Expenditures by Budget Reference

**Budget Reference**

**Amount**

# Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Corina Rice	Principal
Isabella Whooley	Classroom Teacher
Karen Corbett	Classroom Teacher
Laura Contreras	Classroom Teacher
Ana Cortez	Other School Staff
Scott Adams	Parent or Community Member
Kaitlyn Fleck	Parent or Community Member
Eva Salas	Parent or Community Member
Daisy Serrano	Parent or Community Member
Kathy Morris	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.

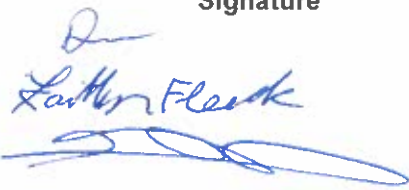
# Recommendations and Assurances

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
	Special Education Advisory Committee
	Compensatory Education 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 10/2/23.

Attested:


Principal, Corina Rice on 10/2/23
SSC Chairperson, Karen Corbett on 10/2/23

# Addendum

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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](mailto: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 measurable 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