

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.

<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>	January 2023
<b>Schoolsite Council (SSC) Approval Date</b>	January 2023
<b>Local Board Approval Date</b>	

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 which encourages every child to work to his or her potential, one which 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 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, both academically and behaviorally. Teachers work together 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.28%	1.3%	2.19%	6	5	9
African American	2.55%	2.1%	2.68%	12	8	11
Asian	9.15%	8.9%	8.27%	43	34	34
Filipino	0.64%	0.5%	0.24%	3	2	1
Hispanic/Latino	53.19%	55.4%	56.45%	250	211	232
Pacific Islander	0.85%	1.1%	0.73%	4	4	3
White	27.02%	23.6%	20.68%	127	90	85
Multiple/No Response	5.32%	7.1%	8.76%	25	27	36
<b>Total Enrollment</b>				470	381	411

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	66	37	60
Grade 1	70	53	43
Grade 2	56	63	57
Grade3	64	48	64
Grade 4	67	63	55
Grade 5	70	63	67
Grade 6	77	54	65
<b>Total Enrollment</b>	470	381	411

### 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	151	131	133	32.1%	34.40%	32.4%
Fluent English Proficient (FEP)	53	38	52	11.3%	10.00%	12.7%
Reclassified Fluent English Proficient (RFEP)	43	8	5	23.6%	2.10%	1.2 %

### Conclusions based on this data:

1. The number of students who are reclassified as Fluent English Proficient has decreased.
2. The number of students who were reclassified as Fluent English Proficient has decreased. COVID and Distance Learning has been an impact as have the changes in the criteria for reclassification.

# 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	64	49	60	63	0	58	63	0	58	98.4	0.0	96.7
Grade 4	73	63	49	72	0	48	72	0	48	98.6	0.0	98.0
Grade 5	82	63	65	82	0	63	82	0	63	100	0.0	96.9
Grade 6	59	54	64	59	0	63	59	0	63	100	0.0	98.4
All Grades	278	229	238	276	0	232	276	0	232	99.3	0.0	97.5

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	2439.		2421.	31.75		13.79	15.87		34.48	30.16		31.03	22.22		20.69
Grade 4	2462.		2456.	12.50		16.67	29.17		14.58	36.11		37.50	22.22		31.25
Grade 5	2524.		2489.	21.95		12.70	42.68		31.75	19.51		31.75	15.85		23.81
Grade 6	2546.		2574.	10.17		33.33	55.93		36.51	23.73		22.22	10.17		7.94
All Grades	N/A	N/A	N/A	19.20		19.40	35.87		30.17	27.17		30.17	17.75		20.26

### 2019-20 Data:

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Reading 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	34.92		13.79	42.86		65.52	22.22		20.69
Grade 4	16.67		14.58	63.89		64.58	19.44		20.83
Grade 5	30.49		11.11	54.88		73.02	14.63		15.87
Grade 6	13.56		15.87	62.71		76.19	23.73		7.94
All Grades	24.28		13.79	56.16		70.26	19.57		15.95

### 2019-20 Data:

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<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>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	19.35		10.53	59.68		63.16	20.97		26.32
<b>Grade 4</b>	18.31		8.33	60.56		77.08	21.13		14.58
<b>Grade 5</b>	36.59		14.29	50.00		66.67	13.41		19.05
<b>Grade 6</b>	27.12		33.87	61.02		56.45	11.86		9.68
<b>All Grades</b>	25.91		17.39	57.30		65.22	16.79		17.39

2019-20 Data:

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<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>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	22.22		12.07	66.67		82.76	11.11		5.17
<b>Grade 4</b>	8.33		10.42	73.61		81.25	18.06		8.33
<b>Grade 5</b>	9.76		6.35	78.05		74.60	12.20		19.05
<b>Grade 6</b>	10.17		15.87	83.05		82.54	6.78		1.59
<b>All Grades</b>	12.32		11.21	75.36		80.17	12.32		8.62

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.

<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>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	26.98		13.79	49.21		74.14	23.81		12.07
<b>Grade 4</b>	8.33		14.58	75.00		68.75	16.67		16.67
<b>Grade 5</b>	30.49		12.70	53.66		74.60	15.85		12.70
<b>Grade 6</b>	32.20		28.57	57.63		68.25	10.17		3.17
<b>All Grades</b>	24.28		17.67	59.06		71.55	16.67		10.78

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. The majority of students are near, at, or above standard.
2. 97.5 % of students were tested. Students and staff were impacted by illness, including COVID during the testing window.

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3. Reading and writing are the areas of greatest need.



# 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	64	49	60	64	0	59	64	0	59	100	0.0	98.3
Grade 4	73	63	49	72	0	48	72	0	48	98.6	0.0	98.0
Grade 5	82	63	64	82	0	62	82	0	62	100	0.0	96.9
Grade 6	59	54	64	59	0	63	59	0	63	100	0.0	98.4
All Grades	278	229	237	277	0	232	277	0	232	99.6	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:

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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	2446.		2433.	26.56		18.64	26.56		35.59	25.00		16.95	21.88		28.81
Grade 4	2465.		2438.	11.11		10.42	25.00		10.42	43.06		37.50	20.83		41.67
Grade 5	2485.		2455.	6.10		4.84	19.51		9.68	50.00		35.48	24.39		50.00
Grade 6	2534.		2516.	16.95		19.05	33.90		14.29	22.03		38.10	27.12		28.57
All Grades	N/A	N/A	N/A	14.44		13.36	25.63		17.67	36.46		31.90	23.47		37.07

### 2019-20 Data:

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Concepts & Procedures 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	40.63		20.34	37.50		54.24	21.88		25.42
Grade 4	20.83		12.50	37.50		45.83	41.67		41.67
Grade 5	4.88		1.61	46.34		50.00	48.78		48.39
Grade 6	37.29		19.05	37.29		38.10	25.42		42.86
All Grades	24.19		13.36	40.07		46.98	35.74		39.66

### 2019-20 Data:

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<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>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	29.69		27.12	48.44		49.15	21.88		23.73
<b>Grade 4</b>	23.61		10.42	44.44		47.92	31.94		41.67
<b>Grade 5</b>	9.76		8.06	64.63		51.61	25.61		40.32
<b>Grade 6</b>	15.25		11.11	49.15		63.49	35.59		25.40
<b>All Grades</b>	19.13		14.22	52.35		53.45	28.52		32.33

2019-20 Data:

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<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>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	31.25		16.95	53.13		59.32	15.63		23.73
<b>Grade 4</b>	15.28		8.33	62.50		56.25	22.22		35.42
<b>Grade 5</b>	7.32		4.84	60.98		62.90	31.71		32.26
<b>Grade 6</b>	18.64		22.22	52.54		61.90	28.81		15.87
<b>All Grades</b>	17.33		13.36	57.76		60.34	24.91		26.29

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. 63% of students are at, near, or above standard in mathematics.
2. The area of greatest need is in Applying Concepts and Procedures.
3. 97.9 % of students were tested. Students and staff were impacted by illness, including COVID during the testing window.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1433.0	1427.0	1407.9	1443.4	1442.3	1427.3	1408.6	1391.0	1362.3	31	16	22
<b>1</b>	1502.6	1435.7	1443.3	1530.4	1444.6	1457.4	1474.5	1426.2	1428.8	22	13	18
<b>2</b>	1494.8	1493.1	1487.6	1503.1	1475.3	1495.8	1485.9	1510.3	1479.0	27	19	17
<b>3</b>	1491.4	1489.8	1477.4	1476.6	1490.2	1471.0	1505.6	1489.1	1483.3	14	13	17
<b>4</b>	1530.0	1506.1	1528.1	1533.1	1501.8	1534.3	1526.5	1510.1	1521.3	22	20	12
<b>5</b>	1536.0	1518.1	1541.9	1517.0	1507.8	1532.8	1554.5	1528.2	1550.4	20	13	24
<b>6</b>	*	*	1557.6	*	*	1555.6	*	*	1559.2	8	9	15
<b>All Grades</b>										144	103	125

### 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 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
<b>K</b>	16.13	12.50	4.55	32.26	37.50	27.27	35.48	43.75	54.55	16.13	6.25	13.64	31	16	22
<b>1</b>	40.91	0.00	0.00	45.45	30.77	33.33	9.09	53.85	50.00	4.55	15.38	16.67	22	13	18
<b>2</b>	18.52	26.32	11.76	66.67	31.58	47.06	7.41	31.58	29.41	7.41	10.53	11.76	27	19	17
<b>3</b>	14.29	0.00	5.88	50.00	61.54	35.29	28.57	38.46	47.06	7.14	0.00	11.76	14	13	17
<b>4</b>	22.73	0.00	16.67	63.64	50.00	66.67	13.64	50.00	16.67	0.00	0.00	0.00	22	20	12
<b>5</b>	20.00	0.00	29.17	45.00	53.85	50.00	35.00	38.46	20.83	0.00	7.69	0.00	20	13	24
<b>6</b>	*	*	53.33	*	*	33.33	*	*	13.33	*	*	0.00	*	*	15
<b>All Grades</b>	21.53	6.80	16.80	51.39	44.66	40.80	20.83	41.75	34.40	6.25	6.80	8.00	144	103	125

### 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 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
<b>K</b>	19.35	18.75	13.64	25.81	43.75	36.36	35.48	37.50	40.91	19.35	0.00	9.09	31	16	22
<b>1</b>	59.09	7.69	16.67	36.36	53.85	33.33	0.00	15.38	44.44	4.55	23.08	5.56	22	13	18
<b>2</b>	37.04	31.58	41.18	48.15	21.05	23.53	11.11	36.84	35.29	3.70	10.53	0.00	27	19	17
<b>3</b>	21.43	15.38	5.88	42.86	69.23	47.06	28.57	15.38	29.41	7.14	0.00	17.65	14	13	17
<b>4</b>	40.91	25.00	58.33	50.00	65.00	33.33	9.09	10.00	8.33	0.00	0.00	0.00	22	20	12
<b>5</b>	30.00	23.08	37.50	55.00	61.54	54.17	15.00	15.38	8.33	0.00	0.00	0.00	20	13	24
<b>6</b>	*	*	60.00	*	*	40.00	*	*	0.00	*	*	0.00	*	*	15
<b>All Grades</b>	34.72	21.36	31.20	42.36	51.46	39.20	16.67	21.36	24.80	6.25	5.83	4.80	144	103	125

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 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
<b>K</b>	32.26	6.25	18.18	64.52	87.50	68.18	3.23	6.25	13.64	31	16	22
<b>1</b>	86.36	38.46	27.78	9.09	46.15	72.22	4.55	15.38	0.00	22	13	18
<b>2</b>	44.44	26.32	52.94	48.15	68.42	47.06	7.41	5.26	0.00	27	19	17
<b>3</b>	28.57	38.46	17.65	64.29	53.85	70.59	7.14	7.69	11.76	14	13	17
<b>4</b>	36.36	55.00	75.00	59.09	45.00	25.00	4.55	0.00	0.00	22	20	12
<b>5</b>	10.00	30.77	29.17	85.00	61.54	62.50	5.00	7.69	8.33	20	13	24
<b>6</b>	*	*	13.33	*	*	86.67	*	*	0.00	*	*	15
<b>All Grades</b>	39.58	30.10	31.20	54.86	62.14	63.20	5.56	7.77	5.60	144	103	125

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 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
<b>K</b>	19.35	31.25	4.55	48.39	56.25	72.73	32.26	12.50	22.73	31	16	22
<b>1</b>	45.45	7.69	5.56	50.00	69.23	83.33	4.55	23.08	11.11	22	13	18
<b>2</b>	51.85	31.58	17.65	40.74	47.37	70.59	7.41	21.05	11.76	27	19	17
<b>3</b>	21.43	30.77	29.41	71.43	69.23	52.94	7.14	0.00	17.65	14	13	17
<b>4</b>	68.18	20.00	58.33	27.27	80.00	41.67	4.55	0.00	0.00	22	20	12
<b>5</b>	45.00	53.85	79.17	55.00	46.15	20.83	0.00	0.00	0.00	20	13	24
<b>6</b>	*	*	80.00	*	*	20.00	*	*	0.00	*	*	15
<b>All Grades</b>	43.06	32.04	38.40	46.53	58.25	52.00	10.42	9.71	9.60	144	103	125

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 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
<b>K</b>	9.68	0.00	0.00	83.87	87.50	81.82	6.45	12.50	18.18	31	16	22
<b>1</b>	45.45	15.38	5.56	50.00	38.46	55.56	4.55	46.15	38.89	22	13	18
<b>2</b>	11.11	36.84	11.76	77.78	52.63	70.59	11.11	10.53	17.65	27	19	17
<b>3</b>	7.14	7.69	0.00	78.57	61.54	82.35	14.29	30.77	17.65	14	13	17
<b>4</b>	4.55	0.00	0.00	81.82	85.00	75.00	13.64	15.00	25.00	22	20	12
<b>5</b>	25.00	15.38	4.17	70.00	46.15	91.67	5.00	38.46	4.17	20	13	24
<b>6</b>	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
<b>All Grades</b>	16.67	11.65	4.00	72.92	63.11	77.60	10.42	25.24	18.40	144	103	125

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 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
<b>K</b>	35.48	18.75	4.55	45.16	56.25	63.64	19.35	25.00	31.82	31	16	22
<b>1</b>	4.55	7.69	0.00	86.36	46.15	77.78	9.09	46.15	22.22	22	13	18
<b>2</b>	7.41	15.79	17.65	81.48	63.16	76.47	11.11	21.05	5.88	27	19	17
<b>3</b>	7.14	0.00	11.76	85.71	76.92	64.71	7.14	23.08	23.53	14	13	17
<b>4</b>	18.18	10.00	25.00	81.82	75.00	75.00	0.00	15.00	0.00	22	20	12
<b>5</b>	10.00	0.00	25.00	85.00	100.00	75.00	5.00	0.00	0.00	20	13	24
<b>6</b>	*	*	53.33	*	*	46.67	*	*	0.00	*	*	15
<b>All Grades</b>	18.06	11.65	18.40	72.92	68.93	68.80	9.03	19.42	12.80	144	103	125

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. The majority of students are in levels 2-4.
2. Students in level 1 are mainly in grades K-3.
3. The main area of need is in reading, especially in the K-4th grades.

# 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

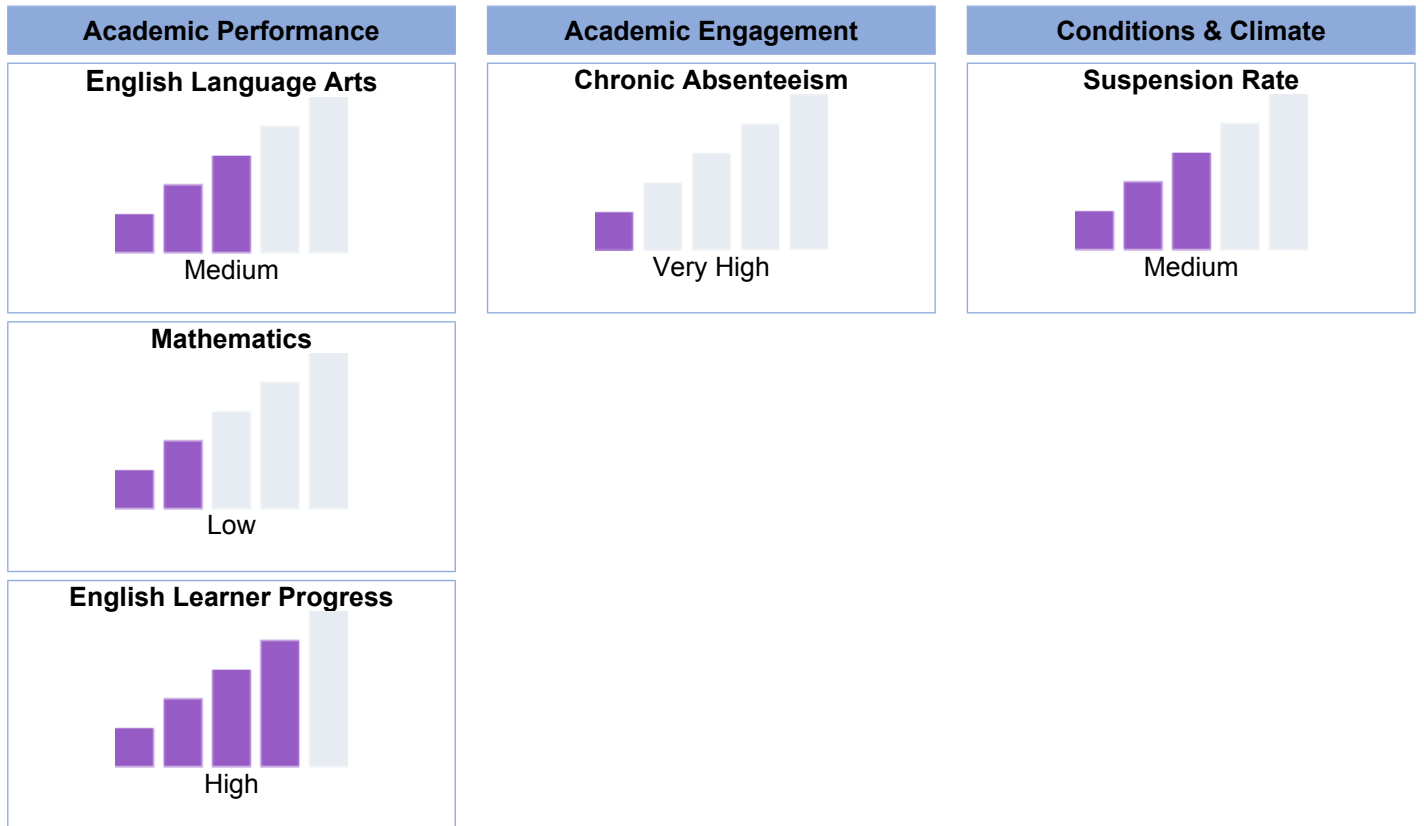
## Overall Performance

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, including COVID, continue to be a challenge when addressing attendance issues.

# School and Student Performance Data

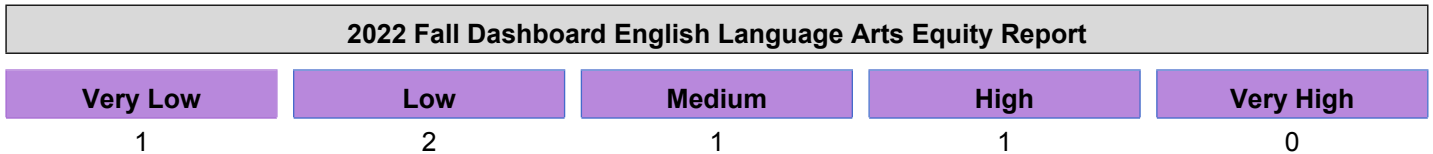
## Academic Performance English Language Arts

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](#).

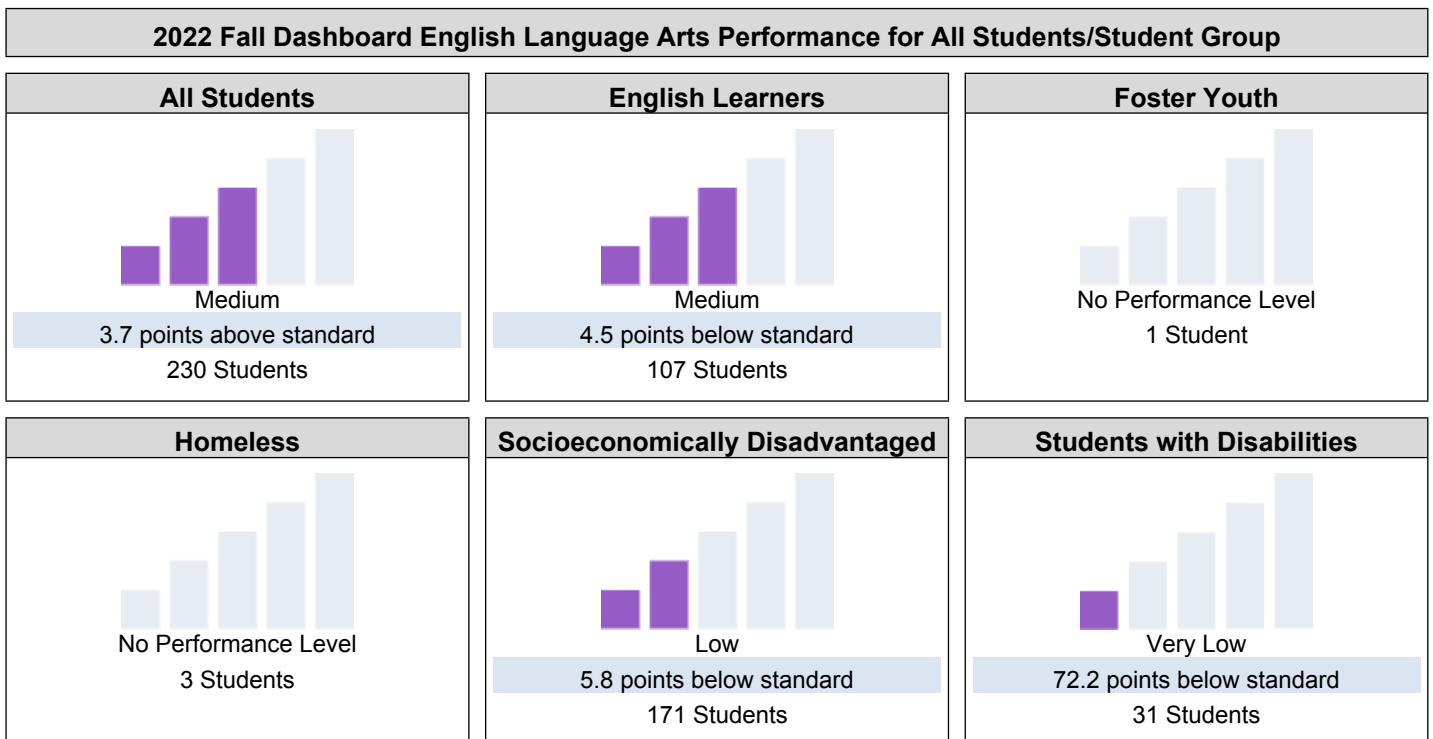
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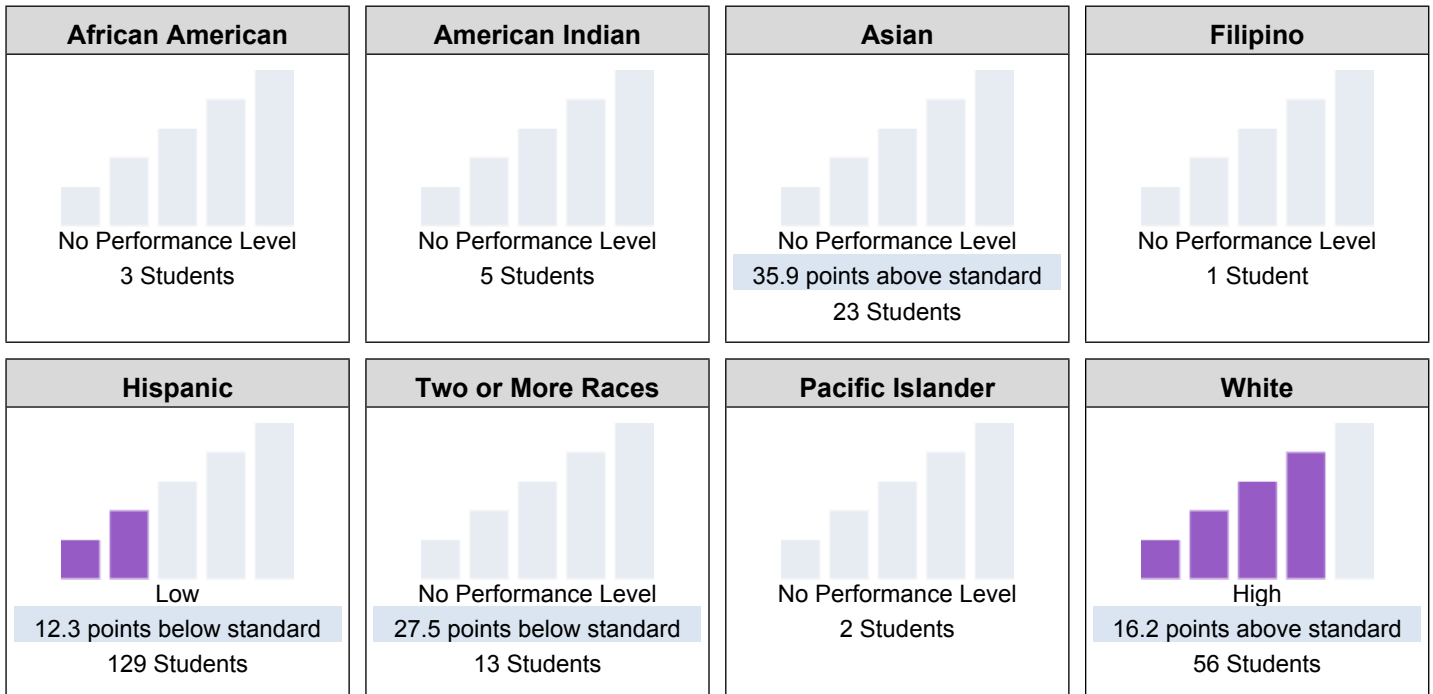
This section provides number of student groups in each level.



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 style="background-color: #e1ecf4;">32.9 points below standard</p> <p>62 Students</p>	<p style="background-color: #e1ecf4;">34.6 points above standard</p> <p>45 Students</p>	<p style="background-color: #e1ecf4;">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

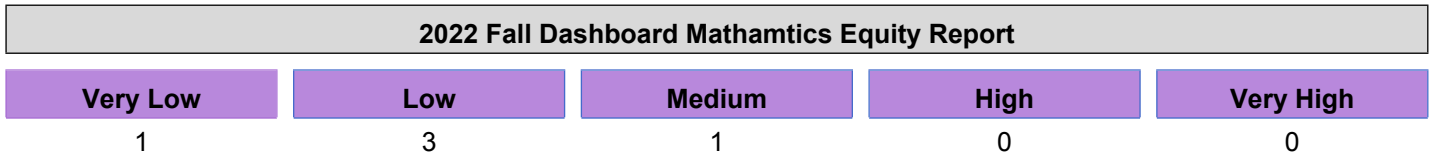
## Academic Performance Mathematics

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](#).

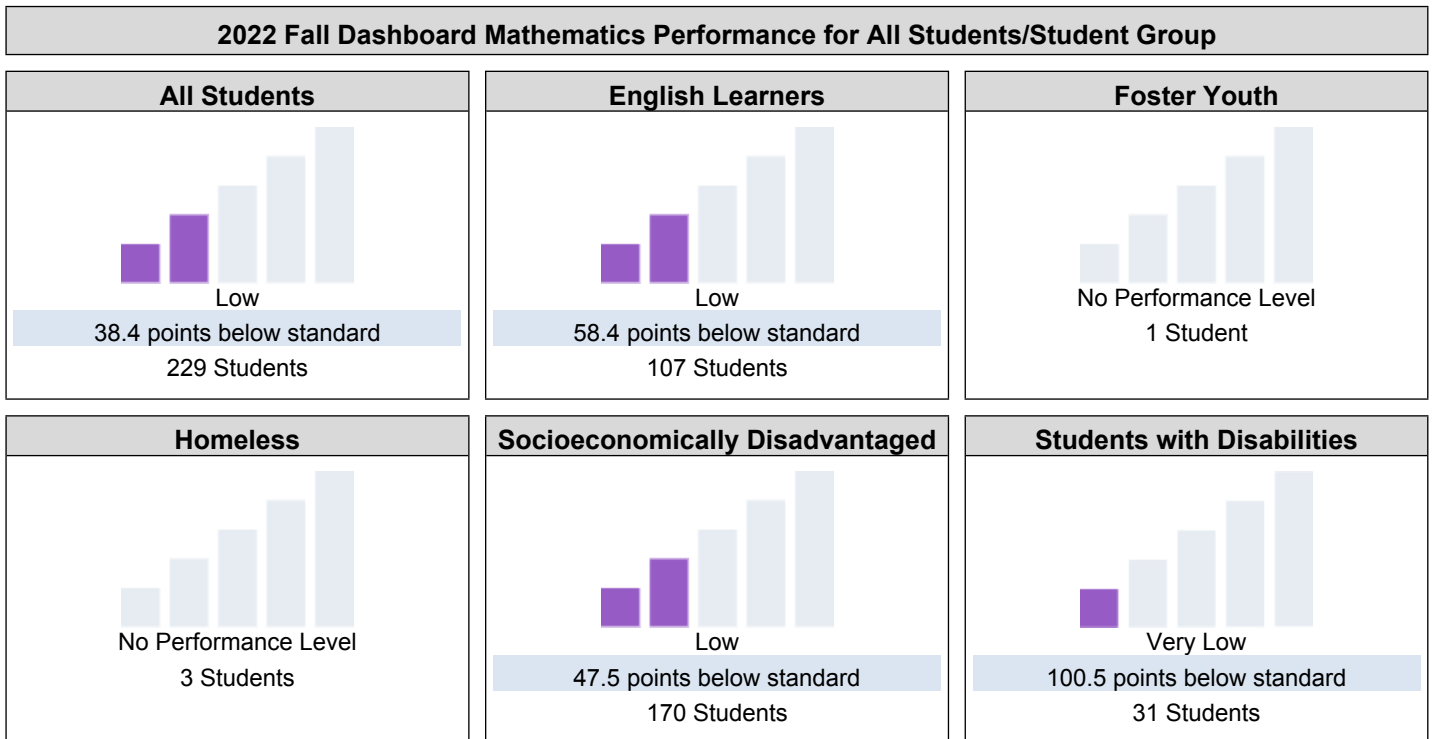
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



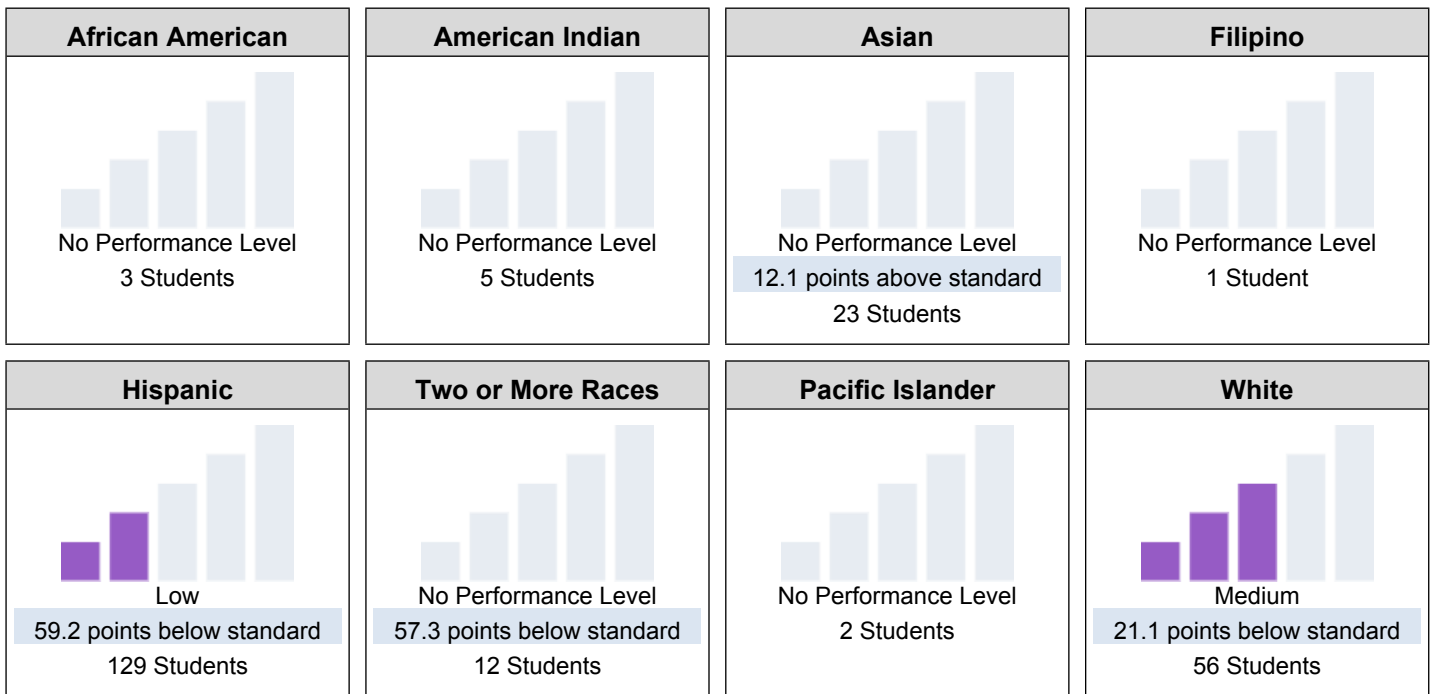
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff;">83.0 points below standard</p> <p>62 Students</p>	<p style="background-color: #e6f2ff;">24.4 points below standard</p> <p>45 Students</p>	<p style="background-color: #e6f2ff;">21.1 points below standard</p> <p>117 Students</p>

**Conclusions based on this data:**

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

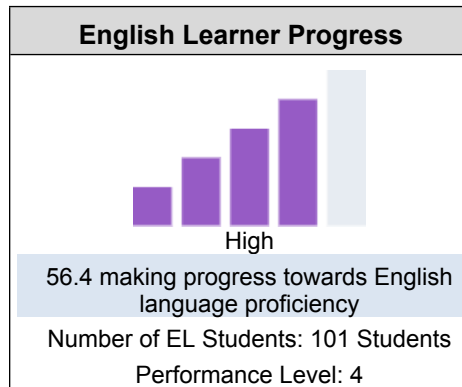
# School and Student Performance Data

## 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:

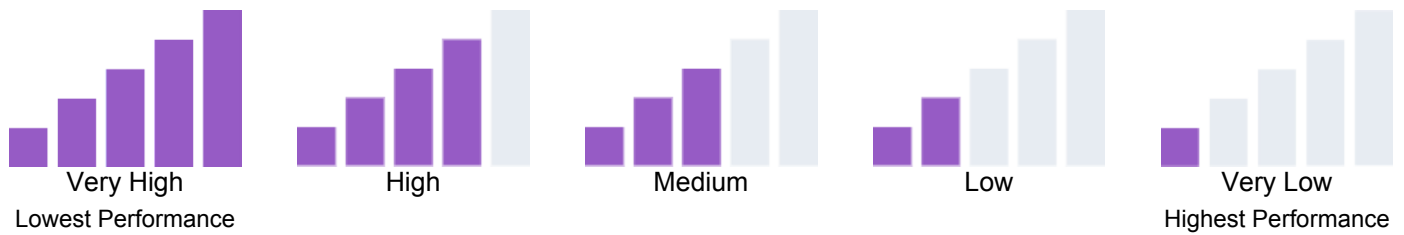
- Two thirds of the students maintained or progressed, while one third decreased.
- Supporting English Language Learners is an area of need.

# School and Student Performance Data

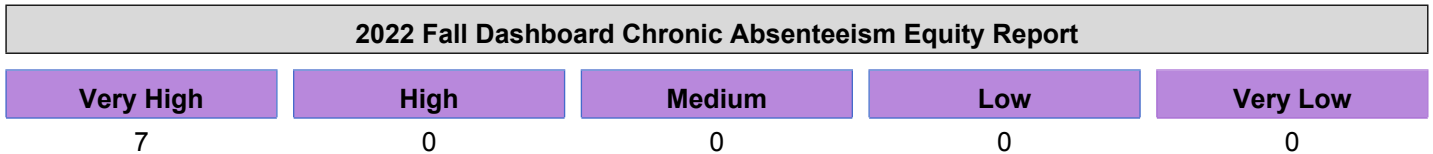
## Academic Engagement Chronic Absenteeism

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](#).

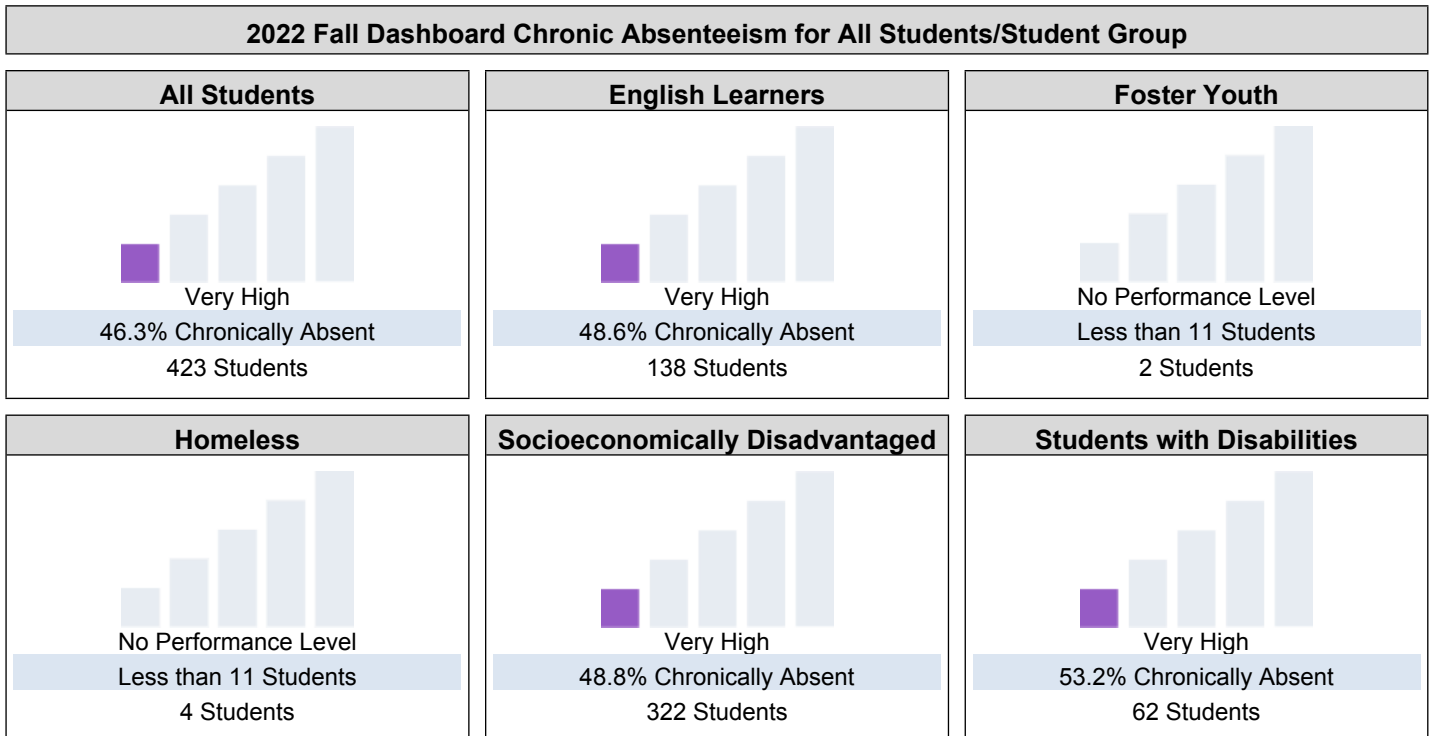
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



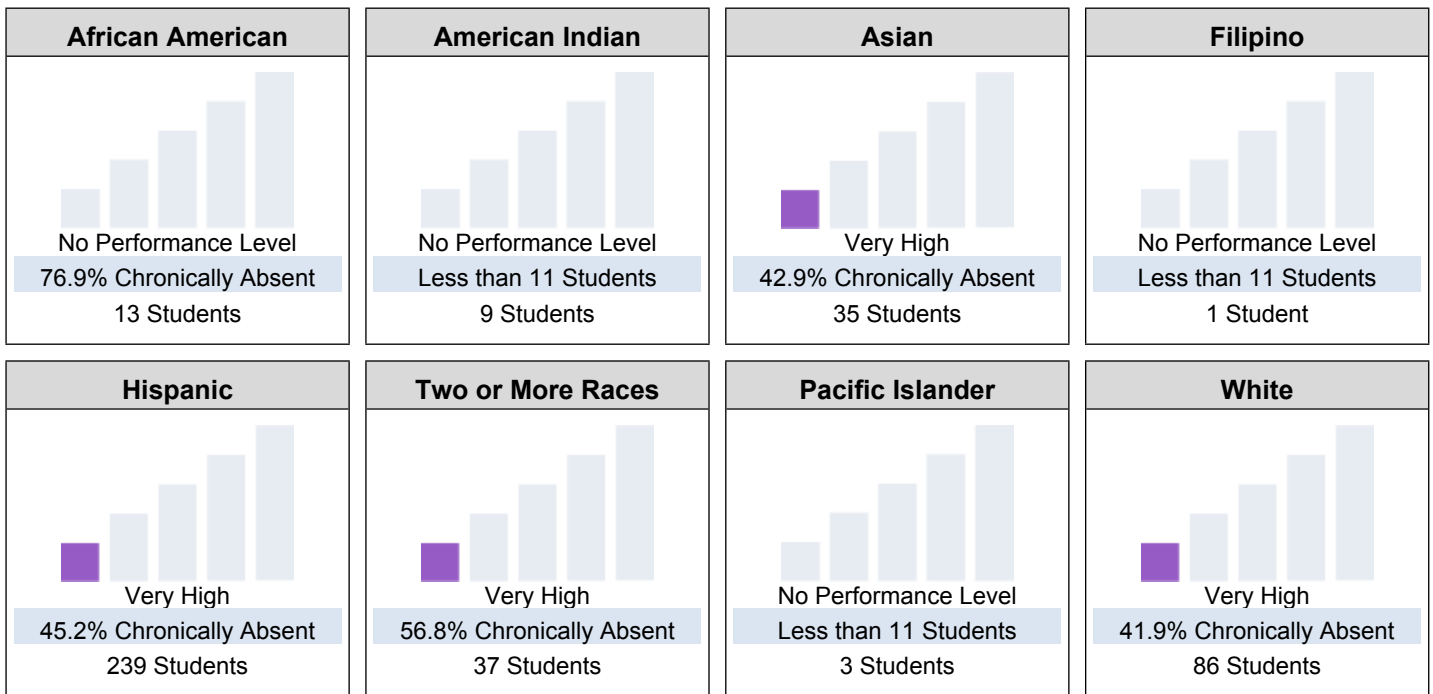
This section provides number of student groups in each level.



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, including COVID-19 had a large impact on attendance in all groups.

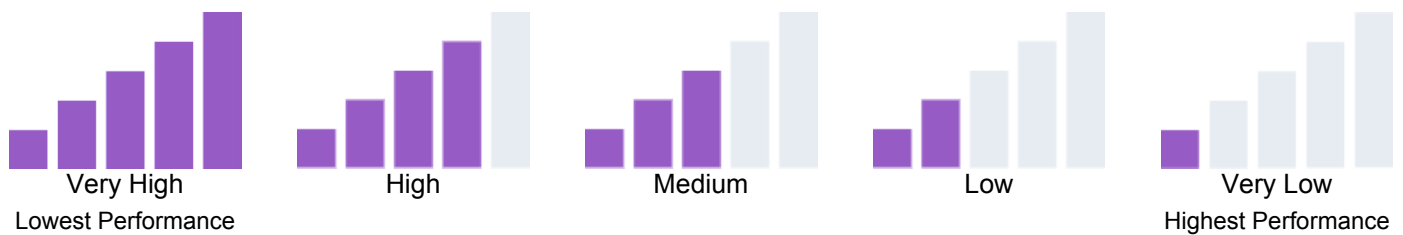


# School and Student Performance Data

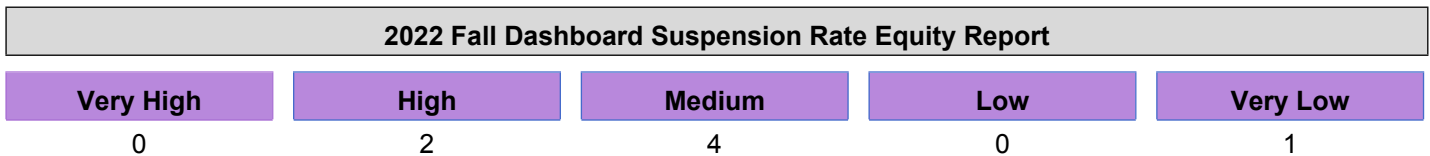
## Conditions & Climate Suspension Rate

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](#).

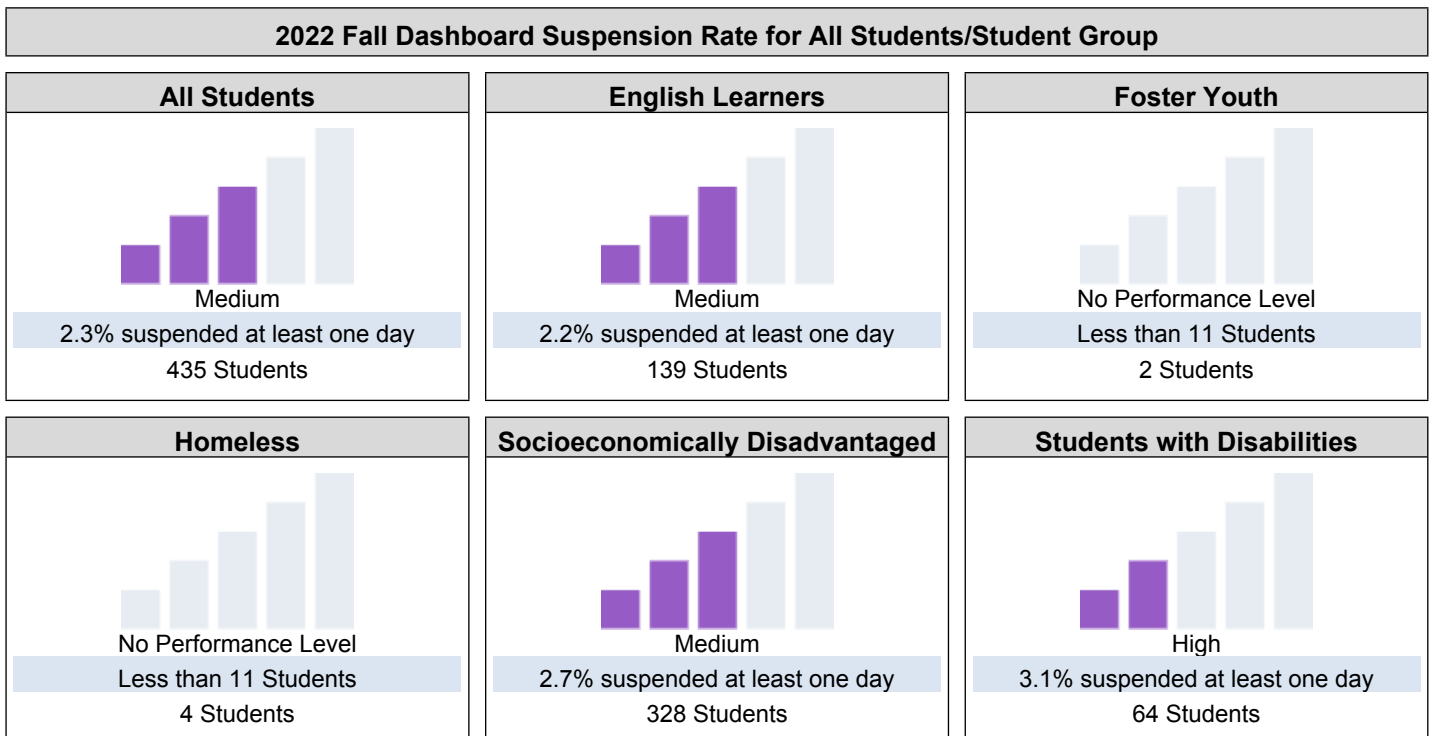
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



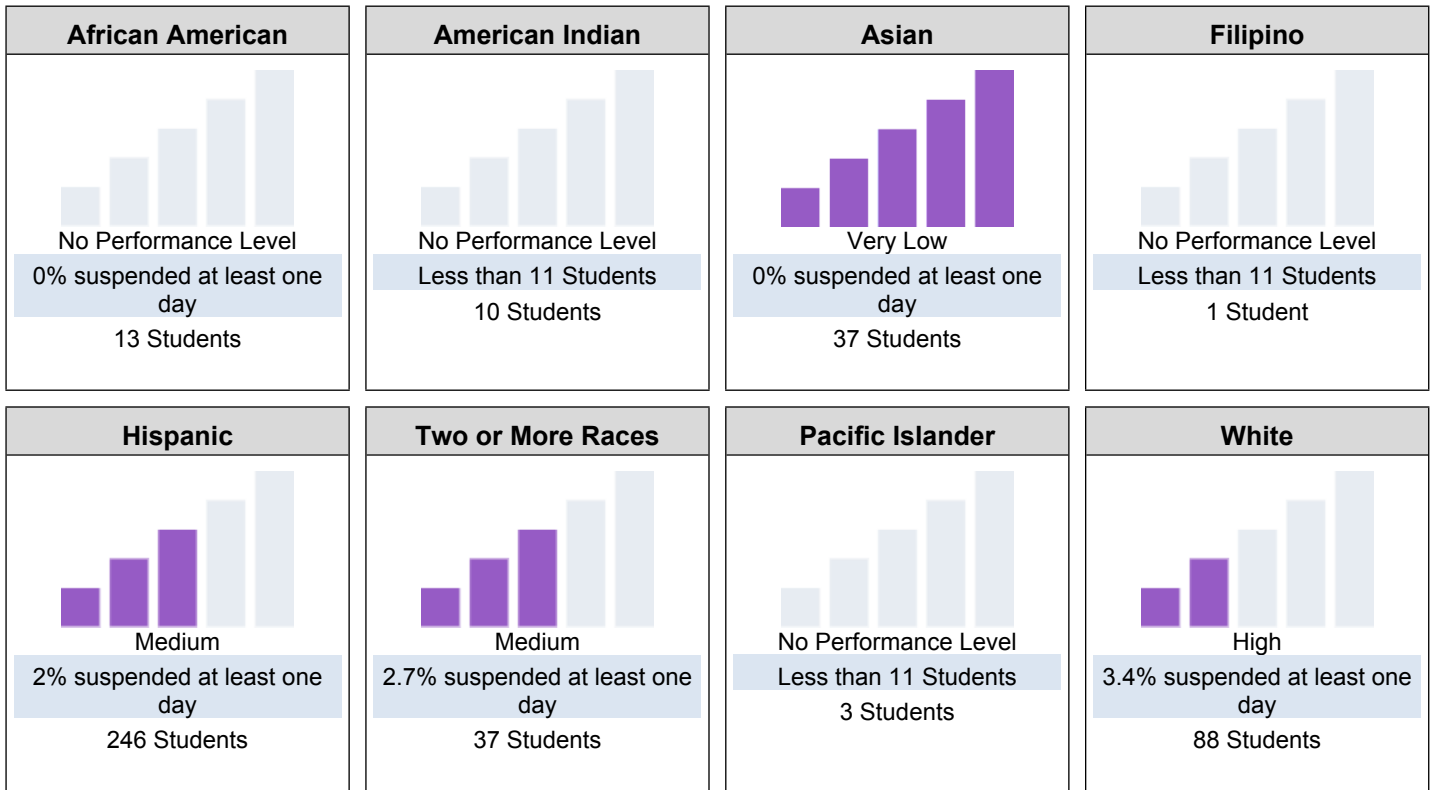
This section provides number of student groups in each level.



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

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.

### LCAP Goal

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

### Basis for this Goal

Students grades in 1- 3 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 teacher per site.

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

All Students

#### Timeline

2022-23 School Year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

Amount

80000

Source

General Fund

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salaries
<b>Amount</b>	20000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

## Strategy/Activity 2

Continue to implement Benchmark Advance Reading Program.

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

All

### Timeline

2022-23 School Year

### Person(s) Responsible

District, Director of Student Services, Principal, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	531.00
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials

## 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

2022-23 School Year

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	40000
<b>Source</b>	LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries
<b>Amount</b>	20000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### Strategy/Activity 4

Accelerated Learning Time block will focus on second, third and fourth grade students to address specific needs.

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

2nd, 3rd and 4th grade students

#### Timeline

2022-23 School Year

#### Person(s) Responsible

Staff

#### Proposed Expenditures for this Strategy/Activity

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

### 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

2022-23 School Year

#### Person(s) Responsible

District, Principal , Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000.00
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary

<b>Amount</b>	360.00
<b>Source</b>	General Fund
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

**Strategy/Activity 6**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 7**

.

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Support

### Goal Statement

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.

### LCAP Goal

The district will provide a high quality education that meets the needs of all students, including students of color, with special attention to English language learners.

### Basis for this Goal

This is a continuation of last year's goal but with a focus on analyzing and decreasing problematic behaviors that have developed with the return to in-person learning.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number and type of interventions available at the end of the year.	The number and type of interventions available at the beginning of the year.	The number and type of interventions and supports added will reflect the student needs.

### Planned Strategies/Activities

#### Strategy/Activity 1

Retain an English Language Development Teacher to provide small group instruction to qualified students and to help model instruction in classrooms.

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

EL students

#### Timeline

2022-23 School Year

#### Person(s) Responsible

District, Principal, Curriculum Coordinator, ELD Teacher

#### Proposed Expenditures for this Strategy/Activity

Amount

34,709.00

<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary
<b>Amount</b>	12,239.00
<b>Source</b>	General Fund
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

## Strategy/Activity 2

Retain an English Language Development Instructional Assistant to provide individual and small group instruction to identified students

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

EL Students

### Timeline

2022-23 School Year

### Person(s) Responsible

District, Principal, Director of Student Services, ELD Teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	26,459.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary
<b>Amount</b>	15,108.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	benefits

## Strategy/Activity 3

Retain Instructional Assistants to provide reinforcement of instruction to identified students during core instructional time.

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

Identified students

### Timeline

2022-23 School Year



## Person(s) Responsible

District, Principal

## Proposed Expenditures for this Strategy/Activity

**Amount** 122,925.00

**Source** LCFF

**Budget Reference** 2000-2999: Classified Personnel Salaries

**Description** Salary

**Amount** 20,484.00

**Source** General Fund

**Budget Reference** 3000-3999: Employee Benefits

**Description** Benefits

## Strategy/Activity 4

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

2022-23 School Year

## Person(s) Responsible

District

## Proposed Expenditures for this Strategy/Activity

**Source** LCFF

**Budget Reference** 2000-2999: Classified Personnel Salaries

**Description** Expenses reported in Goal 4

**Source** LCFF

**Budget Reference** 3000-3999: Employee Benefits

## Strategy/Activity 5

## Students to be Served by this Strategy/Activity

Continue to support the use of technology by all students.

## Timeline

2022-23 School Year

### Person(s) Responsible

District, Principals, Staff, Technology Coordinator

### Proposed Expenditures for this Strategy/Activity

Amount	51,714.00
Source	CARES Act
Budget Reference	4000-4999: Books And Supplies
Description	Chrome Books

### 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

### 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

2022-23 School Year

### Person(s) Responsible

District, Principal, Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

Retain a full time certificated school counselor.

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

All

## Timeline

2022-23 School Year

## Person(s) Responsible

District, Principal

## Proposed Expenditures for this Strategy/Activity

Amount	68,242.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary
Amount	37,231.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

## Strategy/Activity 9

Support school wide positive behavior utilizing Tool Box and Zones of Regulation materials.

## Students to be Served by this Strategy/Activity

All

## Timeline

2022-23 School Year

## Person(s) Responsible

District, Principal

## Proposed Expenditures for this Strategy/Activity

Amount	449.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Training ToolBox Project

## Strategy/Activity 10

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

## Students to be Served by this Strategy/Activity

Identified students

## Timeline

2022-23 School Year

**Person(s) Responsible**

Principal, staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Accelerate Learning

### Goal Statement

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.

### LCAP Goal

The district will take steps to accelerate learning to meet the needs of students who continue to be most impacted by the year of Distance Learning.

### Basis for this Goal

This was a one year goal to bridge the gap between Distance Learning and the return to in-person instruction, but needs to be extended due to high absenteeism last year.

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Retain the Bilingual Community Liaison to foster communication with parents.

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

All

#### Timeline

2022-23 school year

#### Person(s) Responsible

District

#### Proposed Expenditures for this Strategy/Activity

Amount

19,181.00

Source

LCFF - Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

<b>Description</b>	Salary
<b>Amount</b>	17,925
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### 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

2022-23 school year

#### Person(s) Responsible

District , Principal, Staff

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 3

Send notification for all meetings though multiple channels (Parent Square, written notes, school sign).

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

All

#### Timeline

2022-23 school year

#### Person(s) Responsible

District, Principal, Staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

District and school websites will be maintained.

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

All

#### Timeline

2022-23 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**

2022-23 school year

**Person(s) Responsible**

District, Staff

**Proposed Expenditures for this Strategy/Activity**

**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**

2022-23 school year

**Person(s) Responsible**

Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 7**

Provide intervention and enrichment opportunities

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

All Students

**Timeline**

2022-23 school year

**Person(s) Responsible**

Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 8**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

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

## 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	End of year Star 360 and Acadience scores improved overall. Second grade showed the most growth with an increase of 38 points from August to May in Star 360 and an Acadience Composite score increase of 19 points.

## 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 and third grade students to address specific needs.	completed	None Specified None Specified	
Continue to facilitate a district Curriculum Committee made up of	completed	Salary 1000-1999: Certificated Personnel	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
grade level representatives.		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.

A full time reading teacher was in place, Benchmark Advance materials were used across grade levels, a RIPA (reading assistant) was in place, accelerated learning blocks were implemented in second and third grades and there was a District Curriculum Committee.

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

Positions were filled by staff in order to support students' ELA skill development. The accelerated learning block supported student progress, especially as students worked to build skills post Distance Learning. Benchmark Advance ELA materials were available and utilized as planned.

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.

All actions will continue in the upcoming school year as the pandemic continues to impact student achievement, especially in the early grades.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Additional interventions and supports will be added to reflect unique student needs.

## 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.	Over the course of the school year no less than ten interventions and support opportunities were offered to students, such as various intervention groups before, during, and after school, Cool School programming, active recess, and online programs.

## 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	
The district will increase the Bilingual Community Liaison positions to full time in order to support	completed	Expenses reported in Goal 4 2000-2999:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication and outreach to families.		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.	completed	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.	completed		

## Analysis

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

Seven out of eight planned activities were completed. Not all Instructional Assistant positions were filled due to a lack of applicants.

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

The overall effectiveness of the actions were positive. Many previous and new support opportunities were offered to students throughout the school year such as various intervention groups before, during and after school, Cool School programing, active recess, and online programs.

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.

This goal will continue with an emphasis on providing additional opportunities to support students' academic and social emotional growth in the upcoming school year.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

There will be additional support provided to mitigate the impact of a year Distance Learning experienced by some students.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## 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 (written notes, school sign, phone blasts).	completed		
District and school websites will be maintained.	completed		
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.	completed		
Continue to honor re-designated EL students at	completed		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
a District Re-Designation Celebration.			
Provide intervention and enrichment opportunities	completed		

## Analysis

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

All planned actions were completed.

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

Overall school data shows that students are making progress in meeting goals prior to Distance Learning.

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.

This was designed as a one-year goals to bridge the gap between Distance Learning and the return to in-person instruction, but it needs to be extended due to high absenteeism last year as a result of continued student illness and COVID cases.

# 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	589,557.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	51,714.00
General Fund	149,792.00
LCFF	350,414.00
LCFF - Supplemental	37,106.00
Lottery: Instructional Materials	531.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,951.00
2000-2999: Classified Personnel Salaries	208,565.00
3000-3999: Employee Benefits	143,347.00
4000-4999: Books And Supplies	52,245.00
5000-5999: Services And Other Operating Expenditures	449.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	CARES Act	51,714.00
1000-1999: Certificated Personnel Salaries	General Fund	116,709.00
3000-3999: Employee Benefits	General Fund	33,083.00
1000-1999: Certificated Personnel Salaries	LCFF	68,242.00
2000-2999: Classified Personnel Salaries	LCFF	189,384.00
3000-3999: Employee Benefits	LCFF	92,339.00
5000-5999: Services And Other Operating Expenditures	LCFF	449.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,181.00
3000-3999: Employee Benefits	LCFF - Supplemental	17,925.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	531.00

# School Site Council Membership

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

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

Name of Members	Role
Corina Rice	Principal
Isabella Whooley	Classroom Teacher
Karen Corbett	Classroom Teacher
Morgan Aramburu	Classroom Teacher
Ana Cortez	Other School Staff
Andrea Johnson	Parent or Community Member
Guadalupe Rea	Parent or Community Member
Serena Ou	Parent or Community Member
Daisy Serrano	Parent or Community Member
Crispina Gonzalez	Parent or Community Member
Kazandra Hinojosa	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 1/31/23.

Attested:



Principal, Corina Rice on 1/31/23



SSC Chairperson, Corina Rice on 1/31/23