

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Robert L. Stevens School
Address	2345 Giffen Avenue Santa Rosa, CA 95407
County-District-School (CDS) Code	49710356111868
Principal	Lori Pola Hoard
District Name	Wright Elementary District
SPSA Revision Date	September 2023
Schoolsite Council (SSC) Approval Date	September 26, 2023
Local Board Approval Date	October 19, 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 R. L. Stevens 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 love of learning, and inspires both adults and children. R.L. Stevens School provides opportunities for students 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 State and Common Core Standards.

School Profile

Opened in 1994, Robert L. Stevens School was designed in a process of collaboration with the community it serves. It attracted a dedicated group of teachers who wanted to be part of creating a special environment for learning to occur. Both the school's architecture and its educational focus are built from a strong center. Displays of student writing, artwork and academic projects welcome the visitor, dignify the learning that takes place and reflect the mission and vision of our unique and dedicated group of professionals. Robert L. Stevens was honored as a California Distinguished School in 2008 for our continued student achievement and the excellent climate for learning that our school community provides. In 2009 and 2010 R. L. Stevens received the Title 1 Academic Achievement Award.

Our school serves approximately 475 Transitional Kindergarten through sixth grade students. We are proud of our well-trained and highly experienced staff. They are exceptionally creative, embrace change, and welcome the challenge of creating a cohesive school community based on collaboration and respect. Our credentialed staff includes a total of eighteen classroom teachers, two Resource Specialist Teachers, an English Language Development Teacher, a Title One Reading Teacher, a Counselor and a Principal. The following personnel provide support: an Office Manager, an Office Assistant, a Library Manager, two Custodians, Two Special Education Instructional Assistants, an English Language Development Instructional Assistant, a Title I Reading Instructional Assistant, a bilingual Community Liaison, a nursing assistant, a part-time school nurse, ten classroom Instructional Assistants and two Universal Transitional Kindergarten Instructional Assistants.

Robert L. Stevens School hosts an after school daycare program, an English Language Development Program, a Title I Reading/Language Arts Program, an AmeriCorps tutoring and after-school program in conjunction with CalSERVES, and a Safe Routes to School program.

RLS also has an active Parent Teacher Club (PTC), a School Site Council and an English Language Advisory Council.

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 with input from the School Site Council and the English Language Learner Advisory Council. This process starts at the last SSC meeting in the spring of each year and is finalized at the first SSC meeting in the fall in order to begin working on the new goals as soon as possible in the school year.

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	%	0.22%	0.22%		1	1
African American	2.4%	2.00%	2.23%	12	9	10
Asian	7.0%	8.44%	9.82%	35	38	44
Filipino	1.4%	1.78%	1.79%	7	8	8
Hispanic/Latino	74.1%	71.56%	70.31%	369	322	315
Pacific Islander	1.2%	2.22%	1.34%	6	10	6
White	8.0%	8.00%	9.15%	40	36	41
Multiple/No Response	5.8%	5.78%	5.13%	29	26	23
Total Enrollment				498	450	448

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	69	72
Grade 1	62	53	69
Grade 2	61	55	50
Grade3	73	65	60
Grade 4	73	64	64
Grade 5	84	66	63
Grade 6	73	78	70
Total Enrollment	498	450	448

Conclusions based on this data:

1. R.L. Stevens continues to be a school of choice in the west Santa Rosa area.
2. Enrollment has decreased in the last three years, mainly due to population shifts associated with the high cost of living in Sonoma County but appears to be stabilizing.
3. The percentage of students that identify as Asian has increased. The percentage of students that identify as Hispanic or Latino has decreased, but is still the predominant ethnic group in the school

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	224	199	197	45.00%	44.2%	44.0%
Fluent English Proficient (FEP)	58	61	52	11.60%	13.6%	11.6%
Reclassified Fluent English Proficient (RFEP)	24	26	33	10.7%	7.7%	

Conclusions based on this data:

1. The number and percentage of English Language Learners continues to decrease.
2. The number and percentage of students classified as "Fluent English Proficient" continues to hold steady, despite a small decline this year.
3. The reclassification rate remains steady and increased slightly this year, despite additional 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		
	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	71	65		0	65		0	65		0.0	100.0	
Grade 4	75	60		0	60		0	60		0.0	100.0	
Grade 5	83	65		0	65		0	65		0.0	100.0	
Grade 6	75	78		0	78		0	78		0.0	100.0	
All Grades	304	268		0	268		0	268		0.0	100.0	

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		2426.			26.15			15.38			36.92			21.54	
Grade 4		2502.			40.00			28.33			11.67			20.00	
Grade 5		2505.			18.46			33.85			29.23			18.46	
Grade 6		2525.			12.82			35.90			34.62			16.67	
All Grades	N/A	N/A	N/A		23.51			28.73			28.73			19.03	

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		18.46			61.54			20.00	
Grade 4		20.00			70.00			10.00	
Grade 5		13.85			72.31			13.85	
Grade 6		17.95			61.54			20.51	
All Grades		17.54			66.04			16.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.85			63.08			23.08	
Grade 4		26.67			56.67			16.67	
Grade 5		16.92			66.15			16.92	
Grade 6		8.97			69.23			21.79	
All Grades		16.04			64.18			19.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			70.77			13.85	
Grade 4		18.33			75.00			6.67	
Grade 5		6.15			80.00			13.85	
Grade 6		19.23			74.36			6.41	
All Grades		14.93			75.00			10.07	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			70.77			13.85	
Grade 4		21.67			71.67			6.67	
Grade 5		18.46			69.23			12.31	
Grade 6		12.82			74.36			12.82	
All Grades		16.79			71.64			11.57	

Conclusions based on this data:

1. CAASPP Data for the 2022-2023 school year has not yet 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	71	65		0	65		0	65		0.0	100.0	
Grade 4	75	60		0	60		0	60		0.0	100.0	
Grade 5	83	66		0	66		0	66		0.0	100.0	
Grade 6	75	78		0	78		0	78		0.0	100.0	
All Grades	304	269		0	269		0	269		0.0	100.0	

* 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		2419.			7.69			40.00			23.08			29.23	
Grade 4		2471.			16.67			23.33			40.00			20.00	
Grade 5		2461.			6.06			13.64			34.85			45.45	
Grade 6		2525.			20.51			20.51			29.49			29.49	
All Grades	N/A	N/A	N/A		13.01			24.16			31.60			31.23	

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		10.77			67.69			21.54	
Grade 4		25.00			53.33			21.67	
Grade 5		6.06			51.52			42.42	
Grade 6		17.95			55.13			26.92	
All Grades		14.87			56.88			28.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			63.08			29.23	
Grade 4		13.33			60.00			26.67	
Grade 5		3.03			54.55			42.42	
Grade 6		14.10			55.13			30.77	
All Grades		9.67			57.99			32.34	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.31			72.31			15.38	
Grade 4		11.67			63.33			25.00	
Grade 5		0.00			71.21			28.79	
Grade 6		14.10			65.38			20.51	
All Grades		9.67			68.03			22.30	

Conclusions based on this data:

1. CAASPP Data for the 2022-2023 school year has not yet 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
K	1417.9	1422.0		1424.8	1434.0		1401.7	1393.7		30	29	
1	1444.8	1449.3		1445.9	1464.8		1443.1	1433.1		24	20	
2	1476.4	1487.5		1465.2	1490.3		1486.9	1484.0		27	24	
3	1495.4	1497.2		1493.0	1498.3		1497.5	1495.7		28	34	
4	1515.2	1527.4		1513.6	1509.9		1516.2	1544.5		41	26	
5	1533.7	1534.4		1535.8	1526.9		1531.3	1541.5		24	33	
6	1513.2	1536.1		1507.1	1536.3		1518.8	1535.4		21	21	
All Grades										195	187	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	13.79		20.69	44.83		41.38	27.59		20.69	13.79		29	29	
1	8.33	0.00		29.17	50.00		37.50	45.00		25.00	5.00		24	20	
2	0.00	16.67		62.96	54.17		33.33	20.83		3.70	8.33		27	24	
3	3.57	32.35		57.14	29.41		28.57	26.47		10.71	11.76		28	34	
4	21.95	30.77		43.90	42.31		29.27	15.38		4.88	11.54		41	26	
5	20.83	18.18		54.17	57.58		16.67	15.15		8.33	9.09		24	33	
6	4.76	14.29		52.38	61.90		33.33	23.81		9.52	0.00		21	21	
All Grades	11.86	19.25		45.36	47.59		31.44	24.06		11.34	9.09		194	187	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.79	17.24		31.03	51.72		37.93	17.24		17.24	13.79		29	29	
1	12.50	20.00		25.00	45.00		50.00	30.00		12.50	5.00		24	20	
2	7.41	33.33		51.85	45.83		33.33	16.67		7.41	4.17		27	24	
3	21.43	35.29		57.14	41.18		21.43	17.65		0.00	5.88		28	34	
4	51.22	42.31		29.27	34.62		14.63	19.23		4.88	3.85		41	26	
5	50.00	45.45		37.50	45.45		12.50	6.06		0.00	3.03		24	33	
6	14.29	42.86		57.14	57.14		23.81	0.00		4.76	0.00		21	21	
All Grades	26.29	34.22		40.21	45.45		26.80	14.97		6.70	5.35		194	187	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.34	20.69		79.31	65.52		10.34	13.79		29	29	
1	20.83	45.00		70.83	50.00		8.33	5.00		24	20	
2	14.81	25.00		74.07	70.83		11.11	4.17		27	24	
3	35.71	50.00		64.29	44.12		0.00	5.88		28	34	
4	51.22	48.00		43.90	48.00		4.88	4.00		41	25	
5	37.50	21.88		54.17	75.00		8.33	3.13		24	32	
6	4.76	28.57		80.95	71.43		14.29	0.00		21	21	
All Grades	27.32	34.05		64.95	60.54		7.73	5.41		194	185	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.59	24.14		44.83	65.52		27.59	10.34		29	29	
1	12.50	15.00		75.00	80.00		12.50	5.00		24	20	
2	7.41	37.50		85.19	58.33		7.41	4.17		27	24	
3	28.57	44.12		67.86	44.12		3.57	11.76		28	34	
4	46.34	30.77		51.22	57.69		2.44	11.54		41	26	
5	75.00	71.88		25.00	21.88		0.00	6.25		24	32	
6	66.67	57.14		28.57	42.86		4.76	0.00		21	21	
All Grades	37.11	41.40		54.64	51.08		8.25	7.53		194	186	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	6.90		55.17	72.41		27.59	20.69		29	29	
1	20.83	15.00		37.50	35.00		41.67	50.00		24	20	
2	29.63	16.67		66.67	66.67		3.70	16.67		27	24	
3	3.57	5.88		57.14	64.71		39.29	29.41		28	34	
4	12.20	15.38		58.54	69.23		29.27	15.38		41	26	
5	12.50	9.38		66.67	75.00		20.83	15.63		24	32	
6	4.76	10.53		42.86	47.37		52.38	42.11		21	19	
All Grades	14.43	10.87		55.67	63.59		29.90	25.54		194	184	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.79	24.14		65.52	51.72		20.69	24.14		29	29	
1	8.33	10.00		62.50	85.00		29.17	5.00		24	20	
2	3.70	16.67		88.89	75.00		7.41	8.33		27	24	
3	17.86	32.35		71.43	55.88		10.71	11.76		28	34	
4	7.32	50.00		78.05	41.67		14.63	8.33		41	24	
5	4.17	34.38		83.33	59.38		12.50	6.25		24	32	
6	14.29	9.52		80.95	90.48		4.76	0.00		21	21	
All Grades	9.79	26.63		75.77	63.59		14.43	9.78		194	184	

Conclusions based on this data:

1. ELPAC data for the 2022-2023 school year has not yet 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
450	73.3	44.2	0.9
Total Number of Students enrolled in Robert L. Stevens 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	199	44.2
Foster Youth	4	0.9
Homeless	5	1.1
Socioeconomically Disadvantaged	330	73.3
Students with Disabilities	47	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.0
American Indian	1	0.2
Asian	38	8.4
Filipino	8	1.8
Hispanic	322	71.6
Two or More Races	26	5.8
Pacific Islander	10	2.2
White	36	8.0

Conclusions based on this data:

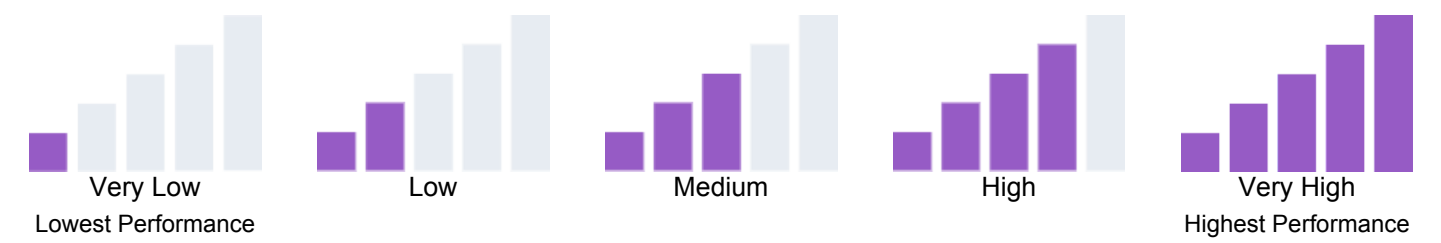
1. English Learners, Socioeconomically Disadvantaged and Hispanic students make up the three largest student groups in the school.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Medium</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

Conclusions based on this data:

- Chronic Absenteeism is an issue of high concern facing the school that must be addressed, as it can have a direct effect on all the other performance, engagement and climate categories.
- English Language Learner progress is high, and efforts need to be made to ensure that continues.

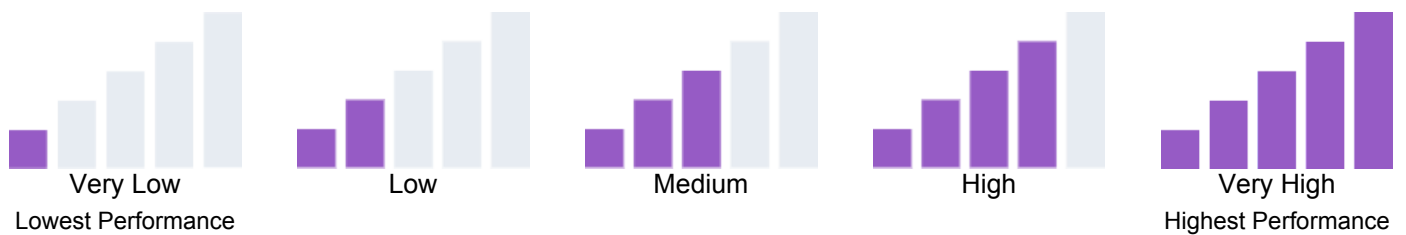
3. More alternates to suspension, as well as addressing issues that lead to suspension, should be explored.

School and Student Performance Data

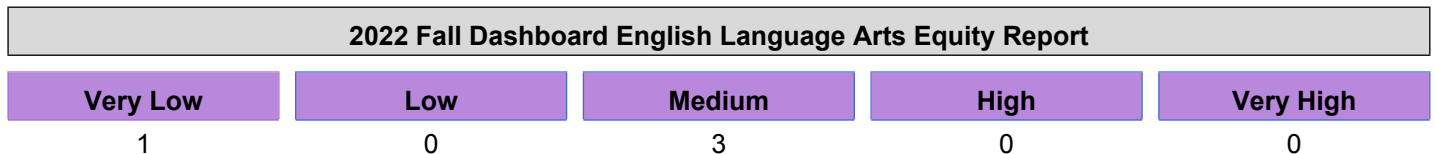
Academic Performance English Language Arts

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](#).

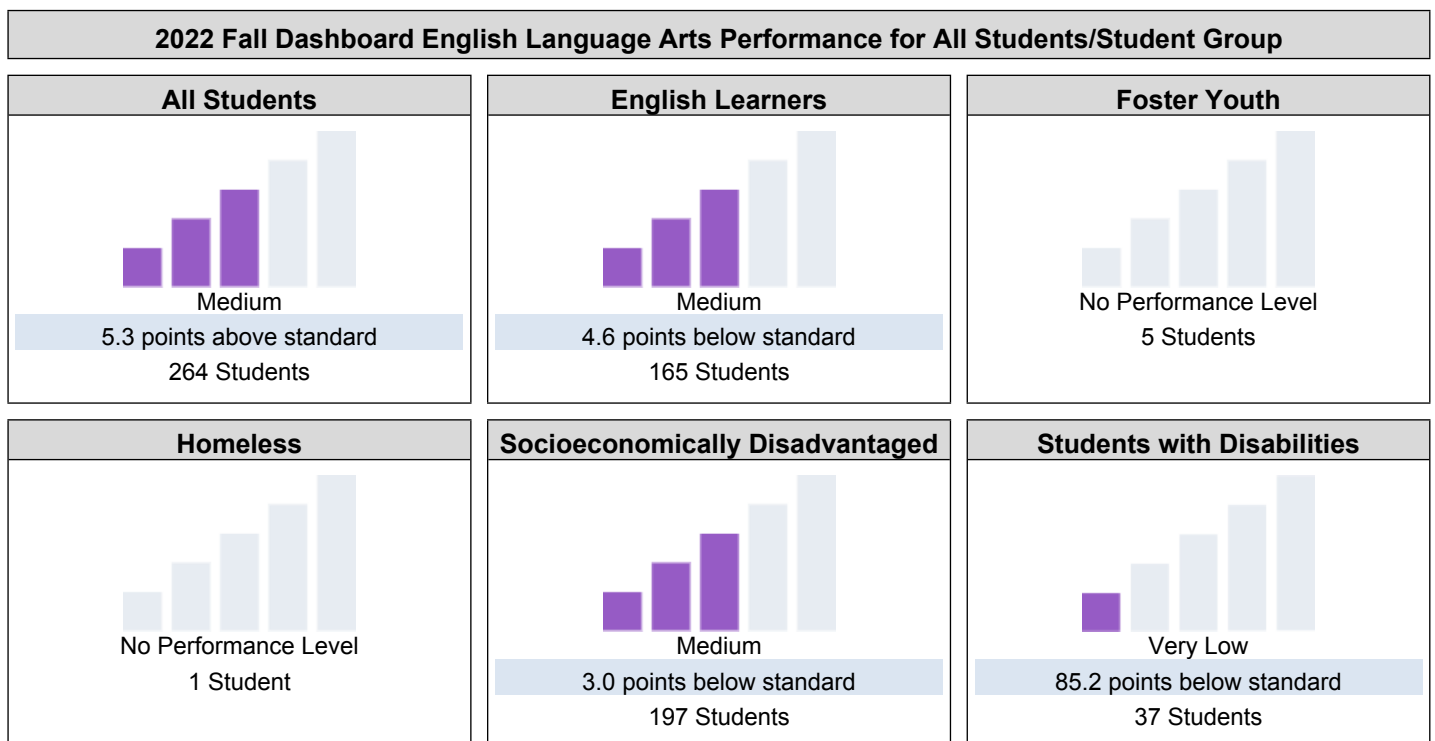
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



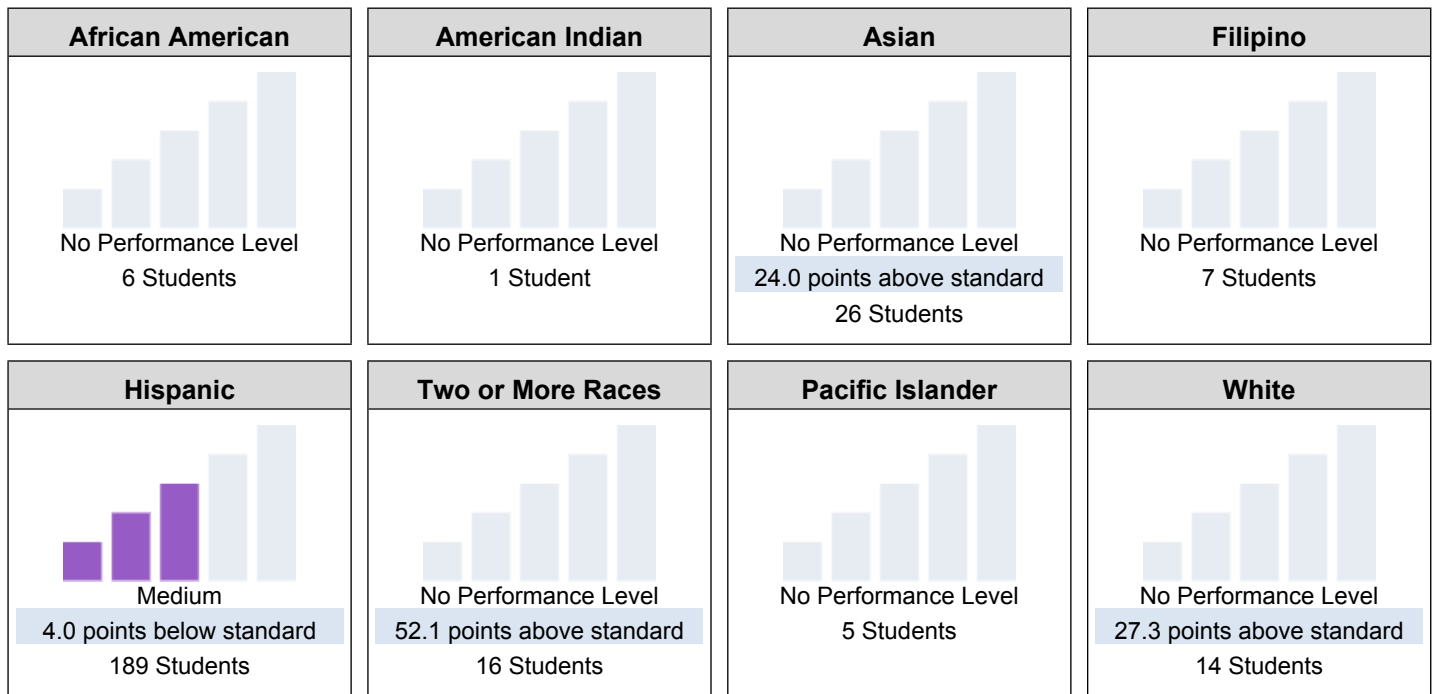
This section provides number of student groups in each level.



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
32.5 points below standard 111 Students	52.6 points above standard 54 Students	23.9 points above standard 94 Students

Conclusions based on this data:

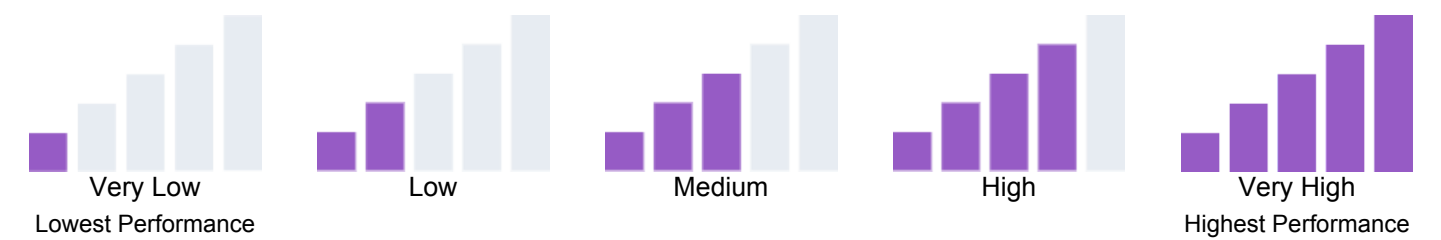
1. English Learner progress in E/LA lags significantly behind that of reclassified and English only students.
2. More should be done to help students with disabilities reach standards in E/LA.
3. All students overall are scoring slightly above standard in E/LA.

School and Student Performance Data

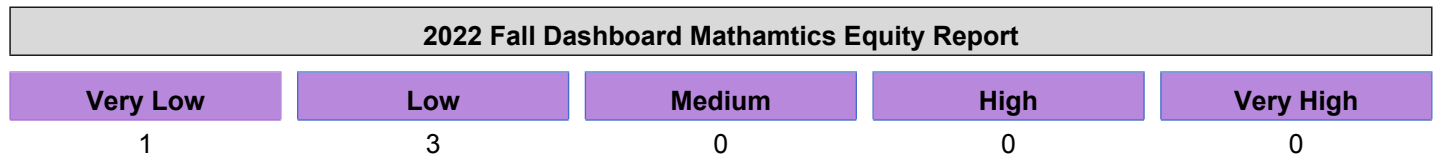
Academic Performance Mathematics

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](#).

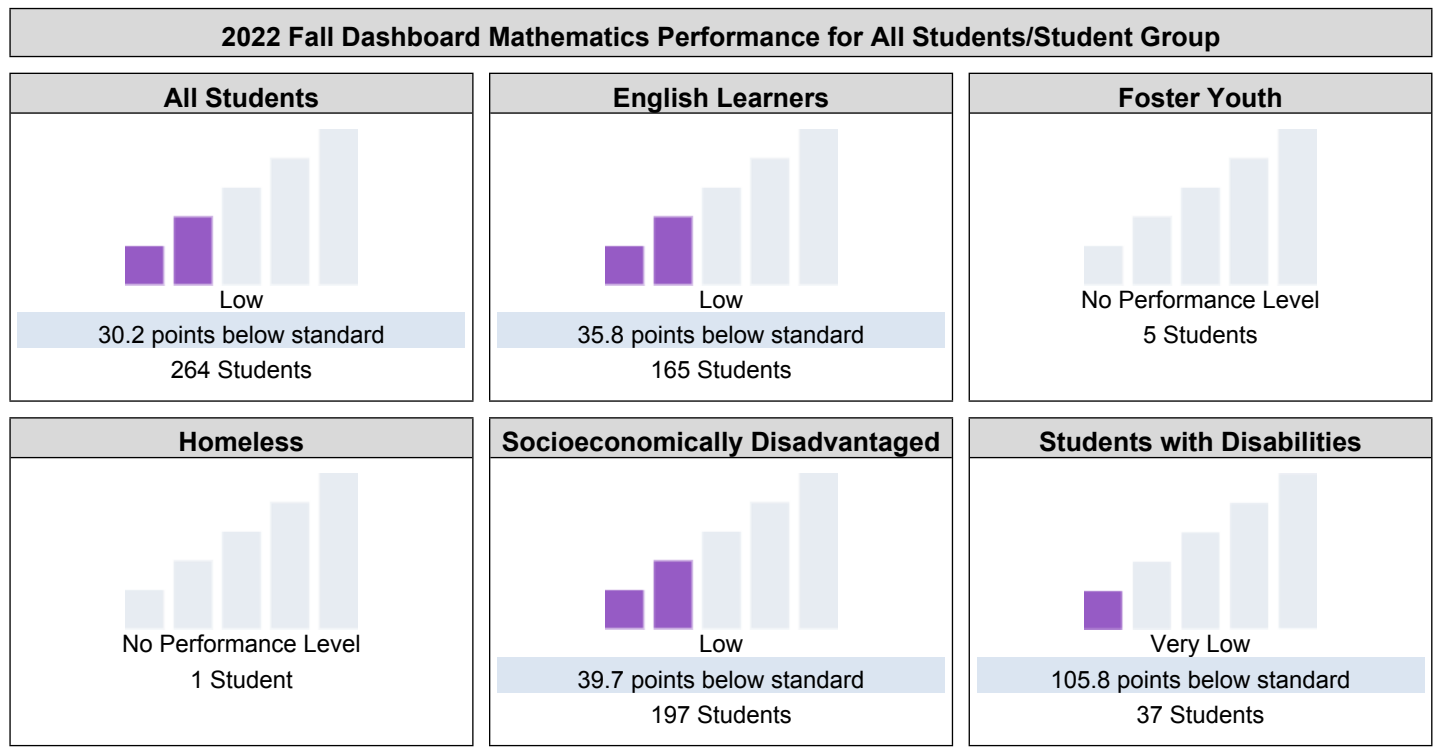
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



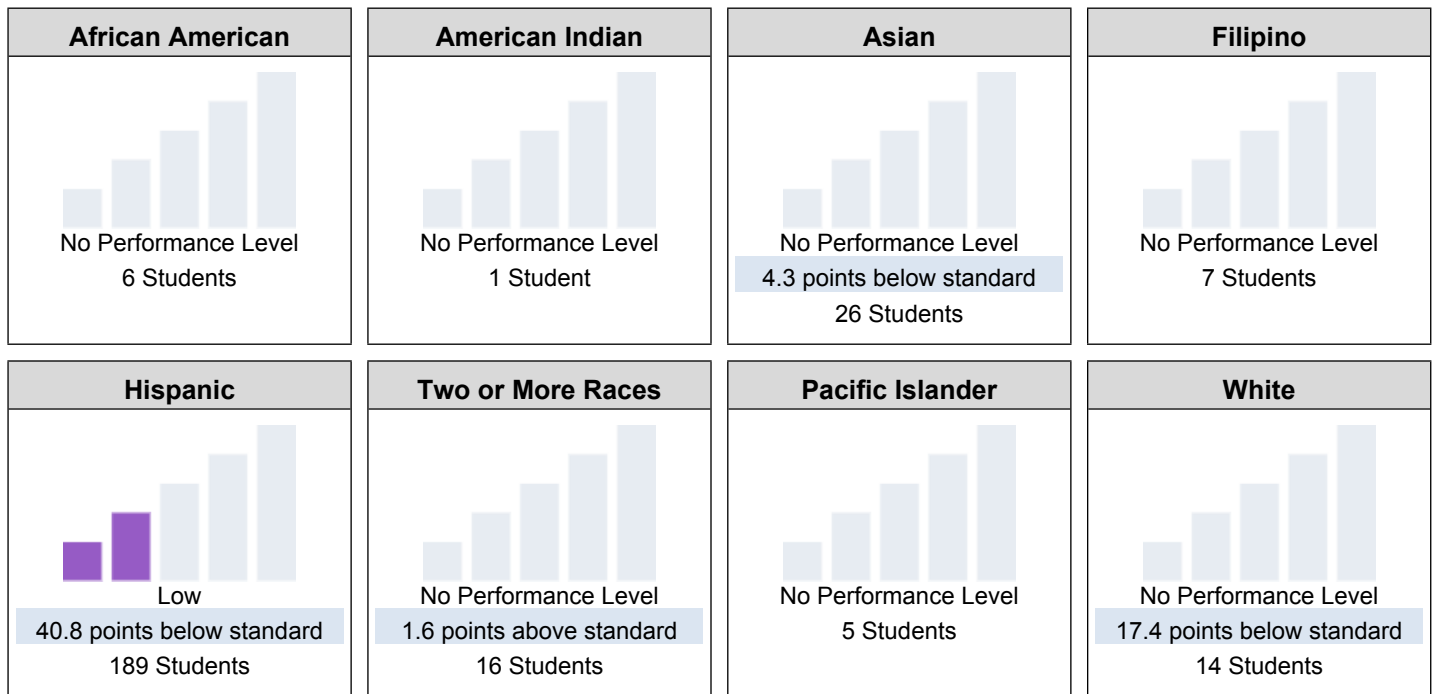
This section provides number of student groups in each level.



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
62.7 points below standard 111 Students	19.4 points above standard 54 Students	20.1 points below standard 94 Students

Conclusions based on this data:

1. Mathematics is an area of concern overall and among all subgroups.
2. Students with disabilities need the most support to reach standard in Mathematics.
3. Learning loss due to the pandemic appears to be greater in Mathematics than in E/LA.

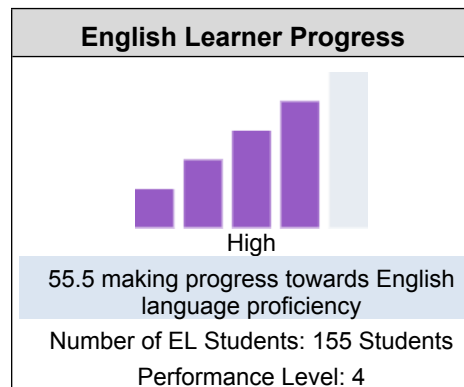
School and Student Performance Data

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
13.5%	31.0%	1.3%	54.2%

Conclusions based on this data:

1. English Language Learner progress is strong.
2. Over half of EL learners progressed at least one ELPI level.
3. Strong EL progress has yet to translate to meeting or exceeding standards for all students in E/LA and Mathematics.

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:

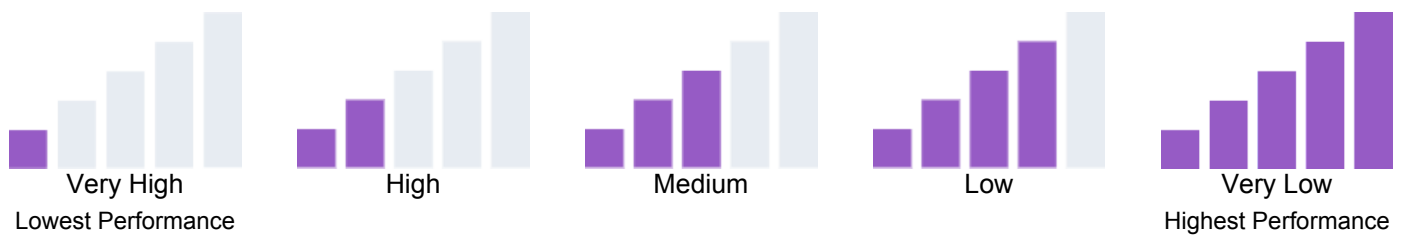
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School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



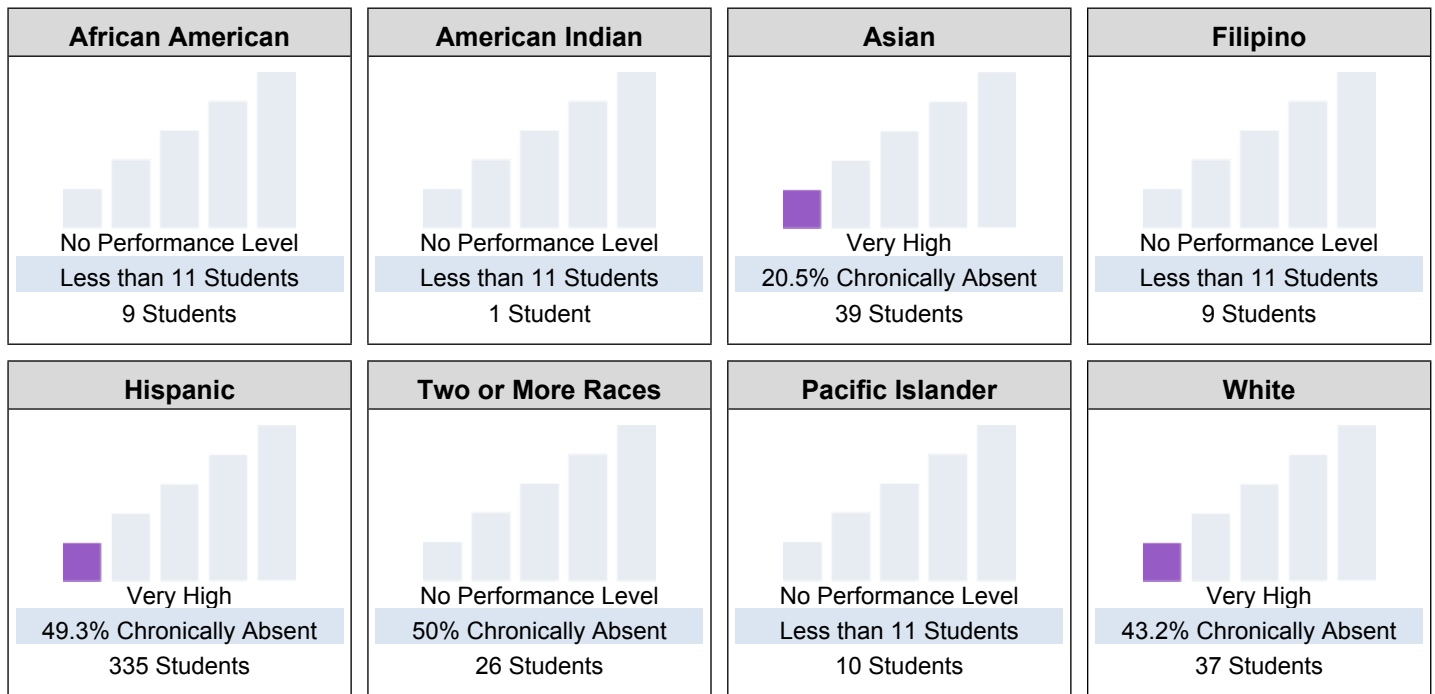
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>45.9% Chronically Absent</p> <p>466 Students</p>	<p>Very High</p> <p>45.9% Chronically Absent</p> <p>205 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Very High</p> <p>48.6% Chronically Absent</p> <p>352 Students</p>	<p>Very High</p> <p>52.6% Chronically Absent</p> <p>57 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism is a large concern among all subgroups.
2. While some absenteeism can still be related to the pandemic illness, too many students are missing too much school for too many reasons.
3. Chronic absenteeism can be correlated with poor student progress in E/LA and Math.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

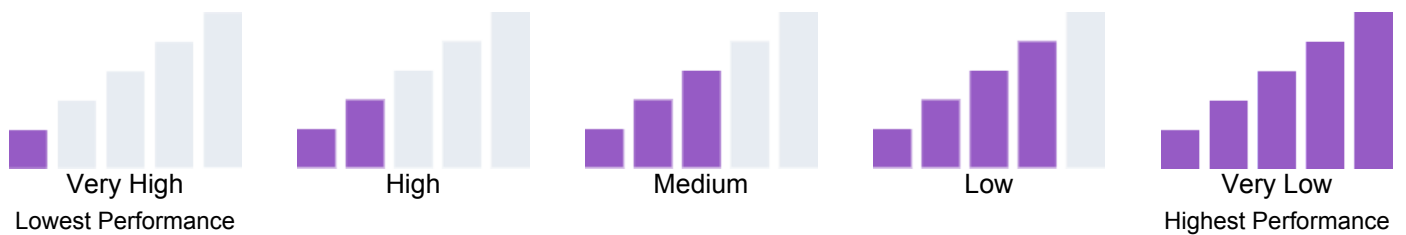
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School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



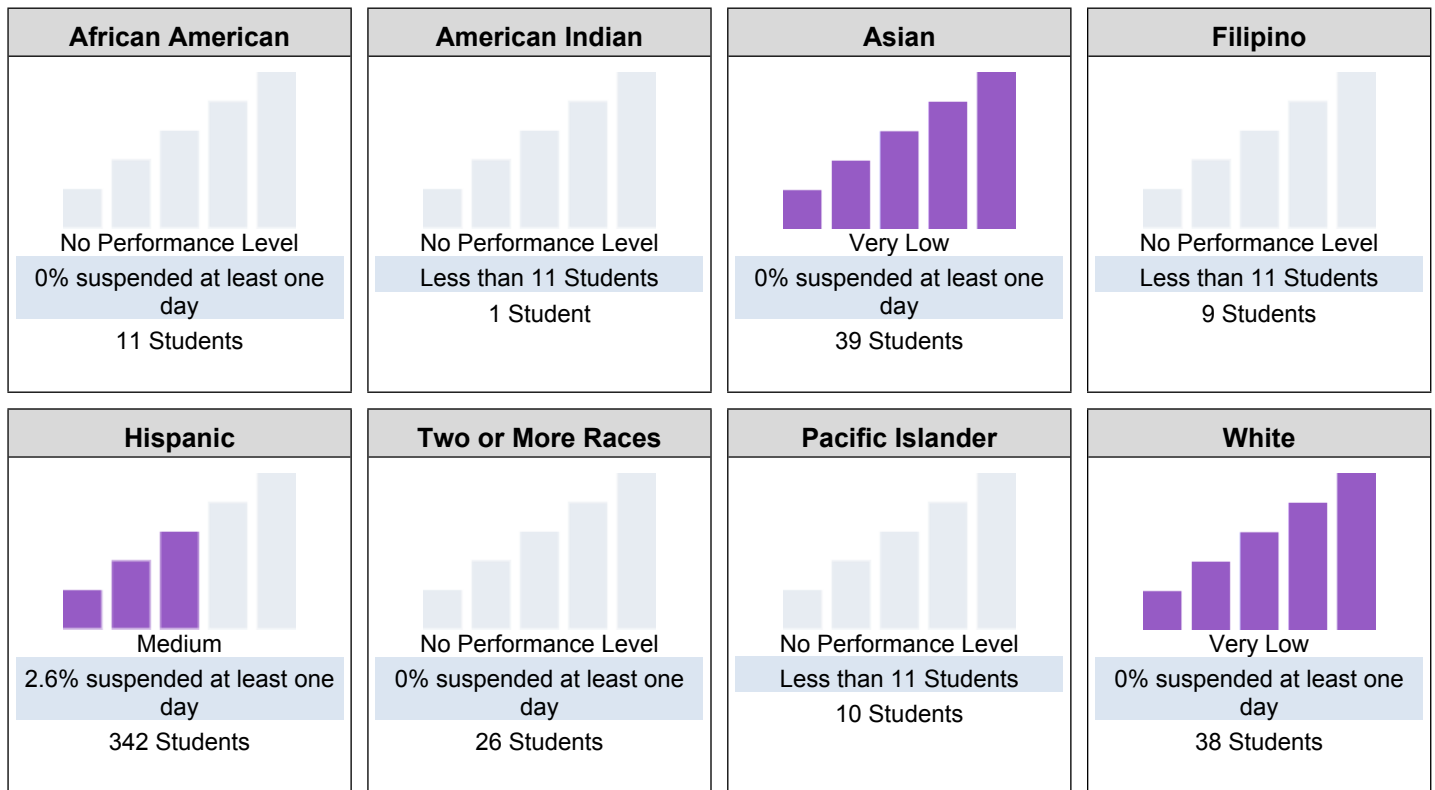
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	4	0	2

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>1.9% suspended at least one day</p> <p>476 Students</p>	English Learners <p>Medium</p> <p>1.4% suspended at least one day</p> <p>207 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>1.4% suspended at least one day</p> <p>359 Students</p>	Students with Disabilities <p>Medium</p> <p>1.7% suspended at least one day</p> <p>59 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Asian and White students make up a small percentage of the overall student population, and those groups have a very low rate of suspension (this has changed for the white subgroup over the years).
2. Data does not show which students were suspended multiple times, or for what offenses.
3. Alternatives to suspension should continue to be used, when appropriate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Literacy/Accelerate Learning

Goal Statement

There will be a 10% increase in the number of students in grades K-2 scoring “Core” or above in DIBELS/Acadience and a 10% increase in the number of students in grades 3-6 scoring at or above grade level on STAR 360 E/LA as measured by comparing beginning and end of the year scores (2023-2024).

LCAP Goal

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

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

Basis for this Goal

According to 2022-2023 DIBELS and STAR 360 results, some reading scores are increasing, but there is still a significant number of students who are not meeting grade level standards. Research has shown that more minutes of direct, whole group instruction in phonics, reading, writing and discourse with carefully planned small group and individualized supports 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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of the year DIBELS, and STAR 360 E/LA Scores	Beginning of the year DIBELS and STAR 360 E/LA Scores.	There will be a 10% increase in the number of students in grades K-2 scoring “Core” or above in DIBELS/Acadience and a 10% increase in the number of students in grades 3-6 scoring at or above grade level on STAR 360 E/LA as measured by comparing beginning and end of the year scores

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement curriculum to address the identified weakness in foundational skills the District's adopted Benchmark Reading Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District, Teachers

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum Materials

Strategy/Activity 2

The District will continue to provide one, full-time reading teacher per site.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Budget captured in LCAP Goal #3, action #2

Strategy/Activity 3

The District will provide one, full-time RIPA (reading assistant) per site

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Budget captured in LCAP Goal #2, action #3

Strategy/Activity 4

Accelerated Learning Block Time will continue to be implemented three-four times a week to address specific learning needs.

Students to be Served by this Strategy/Activity

All students, grades 1-6

Timeline

Aug. 2023– May 2024

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023- May 2024

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023- May 2024

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Strategy/Activity 7

The District will provide after school homework help for students in need.

Students to be Served by this Strategy/Activity

Students of need

Timeline

Aug. 2023-May 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Budget captured in LCAP Goal #1, action #11

Strategy/Activity 8

Special activities will be planned that have a literacy/reading focus (Reading with Friends, challenges during breaks, summer reading suggestions, access to technology such as Lexia etc...)

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safety and Belonging

Goal Statement

There will be a 3% increase in positive response rate from 23% in 2023 to 26% 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

The District will 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?"

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student response rate on the Youth Truth Survey.	23% positive student response to the questions, "Do you feel an important part of your school?"	26% positive student response to the questions, "Do you feel an important part of your school?"

Planned Strategies/Activities

Strategy/Activity 1

The District will continue to provide one, full-time counselor per site. The District will continue to recruit counseling interns, with a special emphasis on those that are also bilingual.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Budget captured in LCAP Goal #2, action #9
Amount	30000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits

Strategy/Activity 2

The District will continue to provide one, full-time Bilingual Community Liaison to improve communication and outreach to families.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Budget captured in LCAP Goal #1, action #2

Strategy/Activity 3

The site will continue to provide a behavior support system through weekly assemblies where ways of belonging are highlighted.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2022– May 2023

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

The district and site will provide parent education on topics such as school safety and bully prevention.

Students to be Served by this Strategy/Activity

All students and families

Timeline

Aug. 2023– May 2024

Person(s) Responsible

Principal, Counselor, Bilingual Community Liaison

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Students who are identified as high need will be targeted for small group and individual counseling.

Students to be Served by this Strategy/Activity

Students of need

Timeline

Aug. 2023– May 2024

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

The school will field girls and boys basketball after school teams, as well as a coed volleyball team.

Students to be Served by this Strategy/Activity

Students in grades 4, 5 and 6.

Timeline

Aug. 2023-May 2024

Person(s) Responsible

Principal, Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

Students in grades 4, 5 and 6.

Timeline

Aug. 2022– May 2023

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Strategy/Activity 8

The school will look for enrichment opportunities to develop student interests and talents in new areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Strategy/Activity 9

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 Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Description

Budget captured in LCAP Goal #3, action #2

Strategy/Activity 10

The District will begin implementation of The Power of Being Seen Program

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 11**

The school will bring back and add more community building activities (Co-ed volleyball, PTC Movie Nights, food at whole school events etc...)

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 12**

Consider the creation of a Suggestion Box where students have the opportunity to let the school know their thoughts and ideas.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Attendance

Goal Statement

There will be a 3% decrease in the chronic absenteeism rate from 45.9% in 2022-2023 to 42.9% in 2023-2024 as evidenced by the Chronic Absenteeism Indicator on the California Dashboard.

LCAP Goal

The District will 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

Student attendance has not returned to pre-pandemic rates. Data from the 2023 SBAC exam, DIBELS and STAR progress monitoring and Youth Truth survey shows that high absence rates last year negatively impacted student academic and social achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic absenteeism Indicator on the California Dashboard	42.9% chronic absenteeism rate.	45.9% chronic absenteeism rate.

Planned Strategies/Activities

Strategy/Activity 1

Student attendance will be tracked through reinstatement of the SARB process and will include sending letters monthly, SART meetings with parents, principle and BCL and when needed SARB meetings with the superintendent. Students on Inter-district transfers will have their transfers put on hold pending improved attendance when they reach a letter #2.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2022– May 2024

Person(s) Responsible

District, Principal, Teachers, Bilingual Community Liaisons, Parents.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Send regular messages educating parents about the importance of good attendance and the corresponding effects on academic and social achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District, Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Send regular messages educating parents about the requirements of Independent Study.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

District, Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue to schedule special events that build school community and encourage positive attendance, such as Friday Dolphin assemblies, school spirit days, Culture Day, Career Day, Pasta Dinner etc...

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Offer Learning Loss Recovery time/intervention beyond school hours to students who need extra support with making up missed school time.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023– May 2024

Person(s) Responsible

Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Strategy/Activity 6

Continue to offer Cool School and mentoring to students who need extra support.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

District, Principal, CalSERVES Site Supervisor

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

Budget captured in LCAP Goal #2, action #2

Strategy/Activity 7

Offer learning extension/enrichment opportunities before and/or after school that are of high interest to students (art, sports etc...)

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Strategy/Activity 8

Reinstate awards for perfect attendance. Make positive calls for attendance improvement.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 9**

Send reminders about changes in Covid protocol attendance.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2023-May 2024

Person(s) Responsible

District

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
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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
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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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of the year DIBELS, and STAR 360 E/LA Scores	All students in grades TK-3 will score "Core" or above in DIBELS and/or at or above grade level on STAR 360 E/LA	This is an ambitious but worthy goal. Students showed progress, but not all students reached "Core" on DIBELS or grade level on STAR 360 E/LA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement curriculum to address the identified weakness in foundational skills in the District's adopted Benchmark Reading Program.	Partially Completed - More could be done in this area.	Curriculum Materials 4000-4999: Books And Supplies General Fund	
The District will continue to provide one, full-time reading teacher per site.	Completed	Salaries 1000-1999: Certificated Personnel Salaries LCFF 100000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
The District will provide one, full-time RIPA (reading assistant) per site	Completed	Salaries 2000-2999: Classified Personnel Salaries LCFF 20000	
		Benefits 3000-3999: Employee Benefits LCFF 20000	
Accelerated Learning Block Time will continue to be implemented in grades 1-3 (as well as 4-6) four times a week to address specific learning needs.	Completed		
The District will continue to provide and attempt to	Partially Completed - some positions remained		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
fill all allotted Instructional Assistant positions in grades TK-6.	unfilled due to a lack of candidates.		
The district will provide one FTE certificated substitute position for use when staff are absent.	Completed		

Analysis

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

All strategies/activities were completed or partially completed. More could be done to find supplemental materials that best address shortfalls in the district adopted reading program (Benchmark Advance). Staffing all allotted IA positions continued to be a challenge as there was significant turn over and a lack of qualified candidates, along with extended absences, throughout the year.

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

Accelerated Learning Block Time was very successful at addressing identified needs, with consistent implementation at all grade levels.

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.

Reading at grade level by third grade has been shown to be fundamental to academic success. This goal will be continued with a focus on more minutes of direct instruction and practice in phonics, reading, writing and discourse.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

There will be additional support provided to address unique student needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of additional behavioral supports available at the end of the year.	The number and type of supports that are added will reflect student needs.	More behavioral supports were in place at the end of the school year than at the beginning.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The District will continue to provide one, full-time counselor per site. The District will continue to recruit counseling interns, with a special emphasis on those that are also bilingual.	Completed. Two bilingual interns have been recruited for the 2023-2024 school year.	salary and benefits 1000-1999: Certificated Personnel Salaries LCFF 100000	
		benefits 3000-3999: Employee Benefits LCFF 30000	
The District will continue to provide one, full-time Bilingual Community Liaison to improve communication and outreach to families.	Completed.	salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 30000	
		benefits 3000-3999: Employee Benefits LCFF 20000	
The site will continue to provide a behavior support system through weekly assemblies where expectations are reinforced, and positive behaviors are recognized.	Completed.		
The site will provide parent education on topics such as school safety and bully prevention.	Partially Completed/More can be done - One district-wide meeting was held, but was poorly attended. Topics were presented at several ELAC meetings.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students who are identified as high need repeat offenders will be targeted for individual intervention through the SST or BITE process, as needed. Restorative practices will be used when appropriate.	Completed and Ongoing.		
Girls and Boys basketball after school teams will be reinstated.	Completed.		
The District will continue to provide and attempt to fill all allotted Instructional Assistant positions in grades TK-6.	Partially Completed. Not all open positions were filled.		
The district will provide one FTE certificated substitute position for use when staff are absent.	Completed.		
Student attendance will be tracked through reinstatement of the SARB process and encouraged through a variety of positive activities.	Partially Completed. All steps were completed up to a SARB hearing as a district panel has yet to be reconstituted.		

Analysis

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

All strategies/activities were completed or partially completed. More could be done to provide additional opportunities for parent education on important topics. While many attempts were made, not all allotted Instructional Assistant positions were filled or remained filled for the duration of the school year. While truancy notification letters were sent and SART meetings and parent meetings with the superintendent were held, official SARB panel hearings were not. More can also be done to promote and reward improved student attendance.

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

While many additional supports were provided, more targeted supports are needed, especially to address attendance, which has shown to have a strong correlation with academic achievement.

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.

Coming out of the Covid-19 pandemic, attendance continues to be a major area of challenge. This goal will be restructured to focus on increasing student attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

There will be additional support provided to mitigate the impact of a year of Distance Learning and the continuing Covid-19 pandemic experienced by some students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of opportunities for accelerated learning support available at the end of the school year. End of the year DIBELS, and STAR 360 E/LA Scores.	The number and type of opportunities for accelerated learning support will increase to reflect student needs. These opportunities will lead to an increase in the number of student who score "Core" or above in DIBELS and/or at or above grade level on STAR 360 E/LA.	Accelerated learning supports were increased, along with an increase in DIBELS and STAR 360 E/LA scores.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Assistants will be assigned to support Accelerated Learning Blocks as the schedule allows.	Partially Completed - not all positions could be filled, so IAs were used in this capacity as possible.		
Continue to create protected Acceleration Block time at each grade level where instruction can be differentiated to meet unique student needs.	Completed.		
Deploy outdated Chromebooks for use by students at home.	Partially Completed. A lack of at-home internet access sometimes made this not practical.		
Continue to schedule activities over school breaks that promote the practice of basic skills through the use of technology (ie. Winter and Spring Reflex Challenge).	Completed.		
Offer Learning Loss Recovery time beyond school hours to Special	Partially Completed. This service got a late start due to the lack of an		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Education students who need extra support.	upper grade special education SSIA for a significant part of the year.		
Offer targeted before or after school intervention to students who need extra support.	Partially Completed - interventions could start earlier in the school year and with more offerings.		
Continue to offer Cool School and mentoring to students who need extra support.	Completed.		
Track the number of teacher-led support classes and attendance in those classes by trimester.	Partially Completed - this was negatively effected by both student and teacher attendance.		

Analysis

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

All strategies/activities were completed or partially completed. Partially completed strategies led to supports being put in place that can be continued in the new year.

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

All planned strategies/activities were effective to the extent that they could be implemented. The biggest change was in the full implementation of Accelerated Learning Block time, which allowed for the maximization of instructional time.

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.

All planned strategies/activities from this goal will be continued and hopefully completed. This goal will be changed to focus on learning acceleration, with more opportunities for learning extensions/enrichment.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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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
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Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	123,952
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	30,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	30,000.00

Expenditures by Budget Reference

Budget Reference	Amount
3000-3999: Employee Benefits	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
3000-3999: Employee Benefits	LCFF	30,000.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Lori Pola Hoard	Principal
Christina Stiny	Classroom Teacher
Chris Noonan	Classroom Teacher
Margo Addison	Other School Staff
Vicky Cendejas	Other School Staff
Yvette Mendoza	Parent or Community Member
Katherine Castaneda	Parent or Community Member
Inesa Pocuite	Parent or Community Member
Marisol Arambula Becerra	Parent or Community Member
Leslie Manriquez	Other School Staff 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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special 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 January 25, 2022.

Attested:




Principal, Lori Pola Hoad on 10/6/23

SSC Chairperson, Marisol Arambula Becerra on 10/6/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual 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