LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2022

Agenda Item:

School Plan for Student Achievement

Background (Describe purpose/rationale of the agenda item):

Each school site is required to develop a School Plan for Student Achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), comprised of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annual

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- ☐ **Informational**
- ☐ **Discussion**
- ☒ **Approval**
- ☐ **Adoption**
- ☐ **Denial/Rejection**
- ☐ **Ratification**
- ☐ **Explanation:** Click here to enter text.

Originating Department/School: Educational Services

Submitted/Recommended By:

Principal/Department Head Signature

Approved for Submission to the Governing Board:

Rhonda Taylor

Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Union Alternative Education "DREAM Academy"	37 68189 6107742		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). The Lakeside Union School District (LUSD) in turn creates the LCAP to address how the students served in our district will meet the requirements defined by ESSA.

The DREAM Academy SPSA is developed by the School Site Council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the Independent Study students attending DREAM Academy. Our SPSA addresses academic, social-emotional, and innovation goals in alignment with the goals established by the LUSD Board of Trustees. We strive to empower each student to meet the 6 pillars of the student profile established by the Lakeside Union School District, while learning in an independent study setting.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This year the administration will make monthly in formal classroom visits and work with teachers as an instructional coach during the implementation of Project Based Learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our team analyzed data from CAASPP and NWEA MAP scores. It was identified that DREAM Academy has very few returning students this year that are represented in the school's CAASPP data. When looking at CAASPP Data for current students the results are very different. From this data we have identified areas of student need.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

DREAM Academy is an Independent Study program with an online curriculum in the four Core areas; Math, ELA, Science, and Social Studies. Teachers use district assessments,(NWEA MAP and DIBELS), unit assessments within the Edgenuity online program, Achieve 3000 level sets, and teacher assessments to determine modifications or needed support for our Independent Study students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are fully credentialed and highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

DREAM Academy teachers are sufficiently trained and provided relevant professional development. Teachers will be provided PD for the online learning platform and for Project Based Learning throughout the school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

DREAM Academy teachers work together as a team in Professional Learning Communities twice a month for 90 minutes and district wide PLC and Professional development days. Teachers are provided professional development opportunities throughout the year to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers work as a team to collaborate and plan. Teachers have access to a district MTSS TOSA.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the nature or our school, each teacher has a grade level span and all content areas. Due to the unique situation, teachers meet and collaborate as a school team rather than by grade level or department.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

DREAM Academy is an Independent Study program where students complete their course work at home using an online program Edgenuity. Students are provided grade level content in four courses: Math, ELA, Science, and Social Studies. The curriculum is aligned with CA state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students are on Independent Study but are required to work using the state mandated number of minutes.
Transitional Kindergarten/Kindergarten: 180 minutes
Grades 1-3: 230 minutes
Grades 4-8: 240 minutes

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The online program Edgenuity sets a pacing guide for students to move through the course to insure course completion by the end of the year. Due to the nature of the program, students work at different paces and when working for mastery, some students take longer. The parent as the learning coach and the Academy teacher work to set a reasonable pace to allow for mastery but also complete the course by the end of the year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the standards based instructional materials online using a district provided Chromebook or iPad.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum is standards aligned.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The program allows students to slow down and work at their own pace as they work towards mastery. The program has a built in system that allows students to retake or redo assignments as they work towards mastery. Teachers use assesment data within the online program to identify areas of need and put interventions and supports in place to meet the needs of underperforming students.

Evidence-based educational practices to raise student achievement

Teachers use assessment data provided from NWEA MAP, DIBELS, Achieve 3000 to identify needs and provide supports where needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Teachers at DREAM Academy work closely with parents. In this program, parents are the student's Instructional coach. The teacher provided support to the family and the student based on identified needs. Teachers have monthly conferences with parents to address any concerns. There is an open line of communication through email with parents at all times.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

DREAM Academy provided parental involvement through School Site Council and school wide family meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

DREAM Academy does not receive categorical funding.

Fiscal support (EPC)

Unrestricted Lottery funds

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 DREAM Academy has all new teachers, and the majority of the students are new to the program also. As we build a new program, we are dedicated to including all stakeholder in the process. As we move forward with our plan we have met as a team to develop goals and a plan that aligns with the district.
The School Site Council meets once a month to review the site plan, budget, and SPSA. Our School Site council consists of 3 staff members and 3 community members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

DREAM Academy only receives Lottery funds at this time. No resource inequities were identified at this time.

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	6.67%	%	1.14%	1		1
African American	0%	1.1%	3.41%	0	1	3
Asian	0%	1.1%	1.14%	0	1	1
Filipino	0%	%	4.55%	0		4
Hispanic/Latino	20%	20.2%	31.82%	3	19	28
Pacific Islander	0%	%	%	0		
White	73.33%	62.8%	40.91%	11	59	36
Multiple/No Response	0%	14.9%	17.05%	0	14	15
			Total Enrollment	15	94	88

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	1	17	9
Grade 1		22	8
Grade 2	2	13	14
Grade3	1	9	11
Grade 4	2	8	12
Grade 5	2	12	12
Grade 6	3	5	11
Grade 7	3	5	5
Grade 8	1	3	6
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	15	94	88

Conclusions based on this data:

1. Flex is growing due to families requesting distance learning as a result of the Covid-19 pandemic.

2. Flex students are predominantly white, followed by Latinx.
3. Many of our students are enrolled in the primary grade levels.

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	1	2	6	6.7%	2.10%	6.8%
Fluent English Proficient (FEP)	0	0	2	0.0%	0.00%	2.3%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. We do not have many English learners in this program.

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		8	12		0	11		0	11		0.0	91.7
Grade 4		6	8		0	8		0	8		0.0	100.0
Grade 5		15	9		0	9		0	9		0.0	100.0
Grade 6		5	14		0	13		0	13		0.0	92.9
Grade 7		4	9		0	8		0	8		0.0	88.9
Grade 8		*	8		0	8		0	8			100.0
All Grades		41	60		0	57		0	57		0.0	95.0

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			2413.			18.18			18.18			27.27			36.36
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			2518.			15.38			30.77			38.46			15.38
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A			21.05			31.58			28.07			19.30

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 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			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			19.30			64.91			15.79

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			21.05			61.40			17.54

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			10.53			80.70			8.77

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			8.77			78.95			12.28

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.

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		8	12		0	11		0	11		0.0	91.7
Grade 4		6	8		0	8		0	8		0.0	100.0
Grade 5		15	9		0	8		0	8		0.0	88.9
Grade 6		5	14		0	13		0	13		0.0	92.9
Grade 7		4	9		0	8		0	8		0.0	88.9
Grade 8		*	8		0	8		0	8			100.0
All Grades		41	60		0	56		0	56		0.0	93.3

* 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			2395.			0.00			27.27			45.45			27.27
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			2453.			0.00			0.00			53.85			46.15
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A			8.93			12.50			44.64			33.93

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

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			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			5.36			46.43			48.21

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			10.71			62.50			26.79

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			14.29			62.50			23.21

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.

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
All Grades											*	5

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
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:
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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
All Grades		*	*		*	*		*	*		*	*		*	*

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
All Grades		*	*		*	*		*	*		*	*

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
All Grades		*	*		*	*		*	*		*	*

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
All Grades		*	*		*	*		*	*		*	*

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
All Grades		*	*		*	*		*	*		*	*

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.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
94	**33.0**	**2.1**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	2.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	31	33.0
Students with Disabilities	13	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.1
American Indian or Alaska Native		
Asian	1	1.1
Filipino		
Hispanic	19	20.2
Two or More Races	14	14.9
Native Hawaiian or Pacific Islander		
White	59	62.8

Conclusions based on this data:

1. 33% of our students are identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal #1:
All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

Goal 1

By June 2023, all DREAM Academy students will:

- Show a minimum of +5 RIT points growth across the Reading strand as measured by NWEA MAP
- Show a minimum of +5 RIT points growth across the Math strand as measured by NWEA MAP

Identified Need

DREAM Academy students are participating in independent study, which means is it extremely important that we monitor progress towards grade level standards. The MAP assessments are nationally normed and given three times annually, and the measures allow us to continue to provide personalized learning for mastery of the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading	Individual intake level (fall 2021)	Increase RIT score by 5 or more points by June 2023.
NWEA MAP Math	Individual intake level (fall 2021)	Increase RIT score by 5 more points by June 2023.
DIBELS	Individual intake level (fall 2021)	Reach composite score of at or above benchmark by June 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in ELA, math, and standards based projects.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2500	Unrestricted Lottery 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	Unrestricted Lottery 4000-4999: Books And Supplies 0 because this is paid for at the district level.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be provided Smarty Ants (TK-2), Achieve 3000 (3-8), and Imagine Math or MAPS Accelorator as support and intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries 0 because this is paid for at the district level.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3100	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will engage in designated WINN time to support intervention and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	Unrestricted Lottery 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

N/A as this is a new goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A as this is a new goal

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.

N/A as this is a new goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal #2:
All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

Goal 2

DREAM Academy will increase students' social-emotional well-being by developing the knowledge, skills, and dispositions to foster healthy identities, establish and maintain meaningful relationships, and communicate effectively with other as measured by CHKS data and the SRSS.

Identified Need

Independent study can be isolating for some students. By focusing on the social-emotional well-being of our students, we can help them build confidence and forge friendships with others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will participate in daily Zoom sessions centered in SEL.	0% (this is a new goal) of students engage in daily Zoom lessons.	100% of students will engage in daily Zoom lessons.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Tk- 2 grade will use Tom & Tabby Cat Social Skills SEL curriculum for morning Zoom and 3-5 will use Sanford-Harmony, 6-8 will pilot The Core Project

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	Unrestricted Lottery 4000-4999: Books And Supplies SEL pilot is being paid for by the district

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in meaningful opportunities to connect and engage with one another.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

700	Unrestricted Lottery 2000-2999: Classified Personnel Salaries Extra Supervision
1000	Unrestricted Lottery 4000-4999: Books And Supplies Supplies for enrichment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will engage in school wide activities on campus or off campus as enrichment opportunities to build school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

700	Unrestricted Lottery 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

n/a

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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.

n/a

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal #3:
The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 3

Create and implement a positive and safe environment that empowers all students to achieve their academic and personal growth potential while learning continuously, persevering relentlessly, and caring deeply in an alternative independent study environment.

Identified Need

Traditional schooling isn't necessarily the best fit for all students. DREAM Academy provides opportunities for small group academic support, enrichment, and socialization through the virtual and flex pathways and access to LUSD schools. Additionally, DREAM Academy works in partnership with our families to create a positive and successful independent study experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will engage in Lego Education to explore the Engineering Design Process through hands on exploration and collaboration.	0% of students engage in Lego Education lessons (this is a brand new goal, so it has not been utilized yet)	100% of students will engage in a minimum of 3 Lego Education Engineering Design Projects by June 2023.
Teachers will engage in 2-way communication with families once per month to discuss student progress.	90% of families engage in 2-way communication with the teacher of record.	100% of families will engage in 2-way communication monthly with the teacher of record.
Students will have the opportunity to participate in three times-weekly in-person on campus Project Based Learning experiences.	0% (this is a brand new pathway, so it has not been utilized yet)	75% of students will participate in the Flex Path for in-person academic and social-emotional learning.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will engage in Lego Education to explore the Engineering Design Process through hands on design build lessons.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	Unrestricted Lottery 4000-4999: Books And Supplies Supplies for lessons outside of Lego sets

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have the opportunity to participate in three times-weekly in-person on campus project based learning experiences focused on science, agriculture and robotics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	Unrestricted Lottery 4000-4999: Books And Supplies Project Supplies
500	Unrestricted Lottery 2000-2999: Classified Personnel Salaries Extra Hours for Classified staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will engage in 2-way communication with families once per month to discuss student progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	Unrestricted Lottery

	1000-1999: Certificated Personnel Salaries extra hours for teachers to meet with parents outside of school hours
150	Unrestricted Lottery 4000-4999: Books And Supplies Student Binders

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

n/a

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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.

n/a

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$13,650.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Unrestricted Lottery	$13,650.00

Subtotal of state or local funds included for this school: $13,650.00

Total of federal, state, and/or local funds for this school: $13,650.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Unrestricted Lottery	$13,650	0.00

Expenditures by Funding Source

Funding Source	Amount
Unrestricted Lottery	13,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500.00
2000-2999: Classified Personnel Salaries	1,200.00
4000-4999: Books And Supplies	8,850.00
5000-5999: Services And Other Operating Expenditures	3,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	500.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	1,200.00
4000-4999: Books And Supplies	Unrestricted Lottery	8,850.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	3,100.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	7,600.00
Goal 2	2,400.00
Goal 3	3,650.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Brooke Dexheimer	Principal
Brenda Potts	Classroom Teacher
Kit Buettgenbach	Other School Staff
Jennifer Harkness	Parent or Community Member
Brenda Contreras	Parent or Community Member
Star Gloss	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

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 9/30/2022.

Attested:

Principal, Brooke Dexheimer on 9/30/22

SSC Chairperson, Jennifer Harkness on 9/30/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemon Crest Elementary School	37681896110092	10/20/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lemon Crest Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds and CSI funds). Lemon Crest's school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and Instructional Leadership team (ILT). The Lemon Crest SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Stakeholder 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

At Lemon Crest we used multiple measures to gather input from all stakeholders to develop the 2022- 2023 SPSA. On September 23, 2022, all LUSD teachers participated in a professional development day, which included a site opportunity to review school goals and analyze data. Lemon Crest Staff reviewed the previous year's Illuminate discipline data, attendance data, and literacy data. We also collaboratively completed the FIA. General Education teachers examined grade level specific data, and Special Education and support staff worked together to look through the the lens of students with disabilities. During this time we examined current systems to see what strategies were effective, and strategies that were not. Staff discussed both effective and ineffective strategies that had been put into place during the 2021-2022 school year. From those discussions, we reviewed our current goals, areas of strengths and needs, and new assessment tools to be used to measure student achievement during the 2022-2023 school year.

This year, we gave students a You Belong Survey and the SRSS to determine social-emotional needs. Last year, the CHKS was administered as a tool to measure social emotional well being on our campus. This survey is given to students so that their voice and concerns are heard. The results of this survey showed significant growth from the previous school year. Student results overwhelmingly showed that they felt safe and cared about at Lemon Crest.

In October 2022, our SSC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students.

In October 2022, our ELAC discussed the specific needs of our EL population, and brainstormed strategies to best serve our English learner population.

On September 23rd, 2022, Lemon Crest sent a needs assessment survey to all stakeholders including parents, teachers, and classified staff. At the October staff meeting, as well as SSC meeting we reviewed the responses and discussed how we could our restricted and unrestricted

funds to support the needs of our school community. Parent support, behavioral interventions, and academic support were flagged as the areas of greatest need this year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on supplies, technology, and software and much less on professional learning, support through adult interaction and intervention, and student supports.

This year, we established new goals that provided more opportunities for students to have in-person support and adult interaction. By spending our funds this way we can promote student engagement and interaction, and build systems that better directly support children, particularly those in student groups in need of more intense structures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

By June 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated
to meet the learning needs of all students, Lemon Crest Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-1 DIBELS assessment
- K-5 Imagine Learning Literacy Data
- 2nd - 5th Grade NWEA Map Reading Assessment
- 3rd-5th Grade CAASPP English Language Arts

Identified Need

School-wide, our needs assessment shows that Lemon Crest students struggle in all areas of literacy, including language development, comprehension, fluency, and vocabulary acquisition.

This year, LC will target the anchor and supporting standards outlined in our alignment and calibration frameworks. Kindergarten and First grade students will focus on phonics and phonemic awareness. Second through Fifth grade students will work towards greater fluency to impact reading comprehension. To support meeting this target, Lemon Crest will focus on school wide support programs, as well as programs targeting specific student groups. Learning Loss Mitigation teachers will provide small group intervention using research based curriculum. LC will also be purchasing novels and expository resources, in both English and Spanish, to support learning to read, and reading to learn. We will also provide teachers multiple opportunities through out the school year to attend professional development, work with grade level and vertical team members to plan ELA lessons and units targeting the skills to meet our academic goal, and work with colleagues to analyze data to drive instruction. We will also provide a personnel position which will support families who speak languages other than English in the home, as well as support for our socioeconomically disadvantaged and foster students.

Last, we will be providing Tiered Intervention for struggling students, based on DIBELS and MAP results. Levels and intensity of intervention will be specific to areas of need flagged by DIBELS and MAP data, and aligned to CCSS. Lemon Crest will target EL academic and language proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-1 DIBELS assessment	Increase the composite levels at (BOY) by 5% from: K- 50%, 1- 33%,	(EOY): K- 55% 1- 37%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5 Imagine Learning Language and Literacy Data	Increase the proficiency levels by 5% over the 2022-23 school year from: K - 86% on or above grade level , 1- 69% on on or above grade level , 2- 67% on grade level , 3- 42% on grade level , 4- 66% on grade level , 5- 60% on grade level	(EOY) K - 91% on on or above grade level , 1- 74% on grade level , 2- 72% on grade level , 3- 47% on grade level , 4- 71% on grade level , 5- 65% on grade level
CAASPP ELA 3rd-5th Grade	Increase the proficiency levels from 2021-2022 by 5% from: 3- 34% 4- 27% 5- 48%	(EOY) 3- 39% 4- 32% 5- 53%
NWEA MAP Reading	Increase the number of students who meet their growth projections from 2022-2023 (BOY) by 5% from: 2- 44% 3- 58% 4- 69% 5- 53%	(EOY) 2- 49% 3- 62% 4- 74% 5- 58%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided release time individually, as well as in grade level teams, to analyze data and plan lessons and units that align with the Alignment and Calibration frameworks adopted by LUSD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic, SED

Strategy/Activity

English Learners, struggling Hispanic, and socio-economically disadvantaged students will use the support programs Imagine Learning and Achieve 3000 to build English vocabulary development, reading comprehension, research, writing, and fluency skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I
2500	LCFF Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL, SED, Hispanic, Foster Youth

Strategy/Activity

The purchase of novels, short chapter books, and expository text sources in both English and Spanish, to support reading, citing information, and vocabulary development. These materials will be purchased so targeted student groups have access to varied reading sources to positively impact student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000	Title I
3000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education Opportunities to academically support all students, with a focus on EL students and students of low SES, as well as forge the home school partnership. These opportunities will be a combination of teacher created seminars and parent professional development, as well as outside organizations and consultants.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
923	Title I Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film,Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4976	Unrestricted Lottery
13000	Unrestricted Lottery

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The initial strategies, activities, and implementation of the goals during the 2021-20212 school year were effective. The metrics show that there is a long way to go in terms of achieving literacy proficiency. Because of this, Expeditionary Learning will expand schoolwide.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have moved from tech based academic supports, to people based supports. A generous portion of our funds have been allocated to teacher release time, so that teachers can work together as grade level teams to analyze student data and target standards and skills that children are not mastering through small group instruction and intervention.

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.

The entire goal has been shifted towards a more comprehensive tiered approach to achieving proficiency in literacy. While higher academic metrics are the expected outcome, it is imperative that the overall goal be developing and using Multi-Tiered System of Supports, in tandem with continuous monitoring of common and reliable data, to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of ALL students so they receive the support they need when they need it.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

By June, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Lemon Crest Elementary School's English Learners will show a 5% increase in reclassification rates as well as a 5% increase in proficiency on the following universal measures in English Language Arts:

- 3rd-5th Grade CAASPP English Language Arts
- ELPAC

Identified Need

In partnership with out ELAC, the data shows that our English Learners are not making the growth we would like to see in English proficiency. This goal will allow us to target a significant portion of our student population, with the goal of increasing vocabulary acquisition, literacy skills, and ultimately, reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification Data	In 2022-23, we will increase reclassification rates by 5% from 5.7% in 2021-22.	to: 10.7%
EL ELA CAASPP Data	We will increase the percentage of students meeting or exceeding grade level on CAASPP ELA by 5% from: 3- 12% 4- 24% 5- 0%	to: 3- 17% 4- 29% 5- 5%
ELPAC Data	We will increase our ELPAC scores by 5% in levels 3, and 4, showing progression in ELD from: 1- 2% 2- 29% 3- 36% 4- 33%	to: 3- 41% 4- 38%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher coverage for on site, district, and virtual professional development and coaching opportunities focusing on understand how to teach multi step problems, abstract reasoning, and expressing answers in a multitude of ways including verbally, creating a visual representation, and constructed response

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF Base

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to provide more effective designated and integrated ELD, as well as a print rich environment, we will use research based support materials to provide support for language acquisition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Unrestricted Lottery
6500	LCFF Base

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Hispanic, Low SES, Students with Disabilities

Strategy/Activity

Professional development for ongoing vocabulary development and designated ELD support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal.

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.

None

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

By June, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Lemon Crest Elementary School will show a decrease in verbal aggression, as well as overt defiance, threat and intimidation occurring in classrooms and common areas by 50% as measured by incident reports, referrals, and suspension data. This will be monitored by data analysis on targeted data weeks in November 2022, February 2023, & June 2023.

Identified Need

When we returned this school year, we found that behavior issues continue to exist in the areas of verbal aggression and overt defiance. Since returning from the pandemic, students are using more threatening and intimidating language when confronted with conflict in the classroom, cafeteria, and on the playground. After a long discussion, the staff came to the conclusion that this behavior was probably due to the lack of social interaction during the pandemic, as well as a large number of new students at LC this year. We decided that in addition to Responsive Classroom, we needed to implement a Tiered MTSS for behavior that adds in Tier II and Tier III interventions.
School-Wide Supports: Red Ribbon Week, Kindness Week
Classroom Lessons
Check in/Check Out
Mediation
Conflict Resolution
Student Self referrals
Wellness Together - Outside support services
We also found it necessary to continue to have additional campus supervisors, as well as our Peaceful Playground Coordinator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, students will decrease high level referrals and suspensions for verbal aggression, overt defiance, and threatening and intimidating behavior	by 50%	to 20 or fewer high level referrals, and 5 or fewer suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will continue to work toward developing social-emotional skills, including empathy towards others and caring deeply, through the implementation of Peaceful Playgrounds. This structured recess system, will decrease physical and verbal aggression by teaching good sportsmanship and conflict resolution skills. The implementation will include ou playground coordinator position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23332	Title I
15000	Title I
4000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will continue to work toward building a sense of significance and belonging in and outside of the classroom by continuing to following the principles of Responsive Classroom and Teaching Children to Care. These foundational skills will continue to shift the current school climate, to one that focuses on respectful interactions, meaningful connections, and caring deeply. The allocation is for materials and books to support Responsive Classroom on our campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF Base
2000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A guidance support staff will be brought on as a form of Tier 2 support for students who need additional help with empathy, self-regulation, and cooperative behaviors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8750	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have experiences outside of school, such as Junior Olympics and Saturday School, to continue connecting to school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I
2000	LCFF Base

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year, implementation of Responsive classroom and Peaceful Playgrounds continued when we returned to in person learning, although during DL teachers began their days with the morning meeting. This was geared at continued building of relationships based on caring and empathy, as well as keeping our students connected in an unprecedented time Students worked to have positive interactions based on being able to express themselves, have conversations, and be heard both online, and when they returned in person. Within the morning meeting, students worked on restorative practices and putting themselves in each other shoes. After the initial implementation of morning meeting, we moved to implementing peaceful playgrounds. This system is geared at creating opportunities for group games and structured play which students learn team work, following the rules, and good sportsmanship.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the implementation plan and the implementation process. The budgeted expenditures were spent the way that they were laid out in the SPSA, and the intended outcome of the goal was partially met. We did not meet the intended goal of 70% decrease, but there was a 52% decrease.

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.

Because of the success of this goal and the socio-emotional program Responsive Classroom, we will continue to follow the principles of the program. We will shift thew focus of the goal to address new behaviors that have manifested since returning to full time instruction. We will continue to have our Playground Coordinator position to oversee the implementation of the Peaceful Playgrounds, provide new classified staff training in Peaceful Playgrounds, and increase CSS support in areas that prove challenging, such as the lunch area and blacktop.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. Last year, Lemon Crest piloted EL Education, a program designed to provide deep, meaningful, and relevant learning experiences, as well as a mission to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world. During the 2022-2023 school year, Expeditionary Learning is being expanded to ALL classrooms, in which every student will experience the EL Education Curriculum which centers on teaching ELA standards through four deeper learning, high interest learning modules.

Identified Need

As we emerge from the pandemic, it is apparent that students need high interest, engaging instruction to successfully master missing standards, as well as successfully assimilate back into school culture. EL Education provides in-depth, high interest curriculum that sparks inquiry and critical thinking.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, using the Imagine Learning ELA assessment as a performance indicator,	First through fifth grade students will show positive academic growth from their baseline assessment score in Reading	of at least 150 points.
By June 2022, using ESGI assessments and running records as performance indictors,	Kinder students will show positive academic growth from their fall baseline scores	of at least 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided release time individually, as well as in grade level teams, to analyze data and plan EL Education modules and units

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, SED, Hispanic, Foster Youth

Strategy/Activity

Extra books and supplies in support of EL education will be purchased.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Professional Development to better understand the principle of Expeditionary Learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF Base

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year, EL Education was piloted. This year, all classrooms except 1 are using Expeditionary Learning. Initial reports show more academic growth from students who engaged in EL than those who did not. We seek to continue the momentum campus wide.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major 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.

No changes are necessary with this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$128,381.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$76,582.00
Title I Parent Involvement	$923.00

Subtotal of additional federal funds included for this school: $77,505.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base	$21,500.00
Unrestricted Lottery	$29,376.00

Subtotal of state or local funds included for this school: $50,876.00

Total of federal, state, and/or local funds for this school: $128,381.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Farms Elementary School	37681896038343	9/2022.	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lakeside Farms Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). Lakeside Farms school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees. The Lakeside Farms SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lakeside Farms we use a needs assessment survey for both teachers and parents. This survey includes understanding the role of the School Site Council, effective and ineffective strategies being implemented, barriers that impede student academic success, and a place for suggestions and information. Our school also uses the California Healthy Kids Survey and School Climate Survey which provides students and teachers the opportunity to express concerns and highlight things that work at our school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal classroom visits throughout the school year. Specifically, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15 - 30 minutes in duration. There are also opportunities for yearly formal observation, if a teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of Achieve 3000 and NEWA MAP Data
- Analysis of 2021/22 SBAC scores (continued from last two school years)
- Analysis of site developed classroom assessments
- Classroom observations of teaching (formal and informal)
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction.

Major findings from this analysis were:

A need to improve student performance in all areas, with a specific emphasis on Math and Language Arts, targeted intervention and increased collaboration time.

- Within Math, our staff determined a specific need to focus on Procedural Fluency across all grade levels (K-5).
- Within Language Arts, our staff determined a specific need to focus on Reading Comprehension across all grade levels (K-5).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MAP assessments, district adopted assessments, Achieve 3000 assessments/data, and teacher made assessments were all used to target, modify, and drive classroom instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently trained and attend professional development regularly.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each Wednesday, LUSD teachers have site based Professional Learning Community time. This 120 minute block is directed at staff development and development of content standards and data analysis. This time is spent as a whole staff, grade levels, and vertically aligned to help teachers see the big picture and positively impact student achievement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to one site based instructional coaches, peer observations and collaboration.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use PLC time, as well as site funded release time to collaborate, observe peers, as well as teachers across the district, as well as surrounding districts.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Annual Minutes
Kindergarten 36,000 Grades 1 – 3 50,400 Grades 4 – 8 54,000

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lakeside Farms follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards aligned curriculum is used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students receive language development and classroom interventions.

Evidence-based educational practices to raise student achievement

We are using Achieve 3000 and Math Transformations.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lakeside Farms provides School Smarts classes to provide the skills to support their students in school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We provide opportunities for stakeholder involvement through School Site Council, English Language Advisory Committee, and DELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Achieve 3000

Fiscal support (EPC)

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

Lakeside Farms Staff involvement included goal setting at staff meetings. The Lakeside Farms School Site Council provided input for the SPSA at a regular meeting and continues to monitor the implementation and progress of goals and strategies on a monthly basis. This SPSA was reviewed and approved in September of 2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on technology software and much less on professional learning and student supports. This year, we established new goals that provided more professional development opportunities so that we can build systems to more directly support children, particularly those in student groups in need of more intense structures.

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	0.94%	0.9%	0.72%	6	5	4
African American	8.76%	7.8%	7.00%	56	45	39
Asian	1.1%	0.9%	1.08%	7	5	6
Filipino	3.13%	3.3%	1.97%	20	19	11
Hispanic/Latino	26.45%	26.4%	25.85%	169	152	144
Pacific Islander	0.31%	0.2%	%	2	1	
White	55.87%	54.3%	57.99%	357	313	323
Multiple/No Response	3.44%	6.3%	5.39%	22	36	30
			Total Enrollment	639	576	557

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	109	100	120
Grade 1	103	94	99
Grade 2	111	102	82
Grade3	94	108	93
Grade 4	104	76	96
Grade 5	118	96	67
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	639	576	557

Conclusions based on this data:

1. The largest group of students are White.

2. The second largest group is Hispanic.

3. Grade level sizes range from 94 to 118 students.

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	28	36	26	4.4%	6.30%	4.7%
Fluent English Proficient (FEP)	20	19	20	3.1%	3.30%	3.6%
Reclassified Fluent English Proficient (RFEP)	6	0		19.4%	0.00%	

Conclusions based on this data:

1. We are seeing a slight decline in the number of English Learners at Lakeside Farms from year to year.
2. The percentage of Fluent English Proficient students increased very slightly, from 3.1% to 3.3%.
3. RFEP percentages decreased.

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	109	106	91	104	0	88	104	0	88	95.4	0.0	96.7
Grade 4	119	78	98	117	0	94	117	0	94	98.3	0.0	95.9
Grade 5	114	95	69	107	0	68	107	0	68	93.9	0.0	98.6
All Grades	342	279	258	328	0	250	328	0	250	95.9	0.0	96.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2428.		2404.	24.04		19.32	30.77		20.45	18.27		22.73	26.92		37.50
Grade 4	2480.		2440.	30.77		15.96	26.50		17.02	22.22		28.72	20.51		38.30
Grade 5	2509.		2509.	18.69		23.53	39.25		27.94	23.36		22.06	18.69		26.47
All Grades	N/A	N/A	N/A	24.70		19.20	32.01		21.20	21.34		24.80	21.95		34.80

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 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	20.19		17.05	52.88		54.55	26.92		28.41
Grade 4	31.62		11.70	47.01		62.77	21.37		25.53
Grade 5	19.63		13.24	61.68		70.59	18.69		16.18
All Grades	24.09		14.00	53.66		62.00	22.26		24.00

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00		10.23	50.96		57.95	24.04		31.82
Grade 4	18.80		10.64	61.54		63.83	19.66		25.53
Grade 5	27.10		23.53	52.34		60.29	20.56		16.18
All Grades	23.48		14.00	55.18		60.80	21.34		25.20

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.15		6.82	63.46		73.86	15.38		19.32
Grade 4	27.35		4.26	58.12		81.91	14.53		13.83
Grade 5	19.63		16.18	62.62		73.53	17.76		10.29
All Grades	22.87		8.40	61.28		76.80	15.85		14.80

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.04		10.23	52.88		64.77	23.08		25.00
Grade 4	23.93		8.51	55.56		65.96	20.51		25.53
Grade 5	26.17		20.59	52.34		57.35	21.50		22.06
All Grades	24.70		12.40	53.66		63.20	21.65		24.40

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. 3rd grade had the fewest number of students scoring below standard in listening.
2. Significantly more students met or exceeded the standards in 5th grade, than in 3rd or 4th.
3. More students met or exceeded the standards in Research/Inquiry than in Reading, listening or Writing.

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	109	106	91	104	0	89	104	0	89	95.4	0.0	97.8
Grade 4	119	78	98	117	0	94	117	0	94	98.3	0.0	95.9
Grade 5	114	95	69	107	0	68	107	0	68	93.9	0.0	98.6
All Grades	342	279	258	328	0	251	328	0	251	95.9	0.0	97.3

* 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.		2411.	23.08		13.48	35.58		23.60	18.27		29.21	23.08		33.71
Grade 4	2471.		2455.	10.26		4.26	33.33		36.17	43.59		32.98	12.82		26.60
Grade 5	2489.		2454.	15.89		8.82	17.76		16.18	33.64		23.53	32.71		51.47
All Grades	N/A	N/A	N/A	16.16		8.76	28.96		26.29	32.32		29.08	22.56		35.86

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

Concepts & Procedures 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	42.31		20.22	27.88		44.94	29.81		34.83
Grade 4	18.80		14.89	47.01		50.00	34.19		35.11
Grade 5	17.76		8.82	34.58		39.71	47.66		51.47
All Grades	25.91		15.14	36.89		45.42	37.20		39.44

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.85		15.73	50.96		55.06	20.19		29.21
Grade 4	20.51		9.57	58.12		55.32	21.37		35.11
Grade 5	22.43		11.76	48.60		45.59	28.97		42.65
All Grades	23.78		12.35	52.74		52.59	23.48		35.06

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.77		16.85	48.08		56.18	21.15		26.97
Grade 4	22.22		13.83	55.56		57.45	22.22		28.72
Grade 5	18.69		8.82	43.93		55.88	37.38		35.29
All Grades	23.78		13.55	49.39		56.57	26.83		29.88

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. Percentage of students at or near standard has risen in the area of Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.
2. Over half of the students in 5th grade scored below standard in 5th grade.
3. For the past 3 years their has been an increase in the percentage of students above standard in the area of Concepts & Procedures and Applying mathematical concepts and procedures.

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
K	*	*	*	*	*	*	*	*	*	*	5	5
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	8	4	5
3	*	*	*	*	*	*	*	*	*	8	5	7
4	*	1519.4	*	*	1526.5	*	*	1511.9	*	4	13	4
5	*	*	*	*	*	*	*	*	*	8	6	7
All Grades										33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	30.77	*	*	30.77	*	*	30.77	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	17.65	12.12	36.36	20.59	42.42	18.18	32.35	21.21	15.15	29.41	24.24	33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	38.46	*	*	53.85	*	*	0.00	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.42	23.53	42.42	42.42	41.18	27.27	3.03	11.76	9.09	12.12	23.53	21.21	33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	53.85	*	*	38.46	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	29.41	18.18	51.52	50.00	48.48	12.12	20.59	33.33	33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	35.29	69.70	42.42	41.18	15.15	12.12	23.53	15.15	33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	15.38	*	*	46.15	*	*	38.46	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.15	11.76	12.12	63.64	38.24	45.45	21.21	50.00	42.42	33	34	33

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	11.76	3.03	63.64	55.88	60.61	9.09	32.35	36.36	33	34	33

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. 33 students were tested in 18-19.
2. We have a wide distribution of students for overall levels 1-4.
3. Speaking appears to be the strongest of the 4 language domains.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
576	**47.2**	**6.3**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	6.3
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	272	47.2
Students with Disabilities	125	21.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	45	7.8
American Indian or Alaska Native	5	0.9
Asian	5	0.9
Filipino	19	3.3
Hispanic	152	26.4
Two or More Races	36	6.3
Native Hawaiian or Pacific Islander	1	0.2
White	313	54.3

Conclusions based on this data:

1. Our students with disabilities group makes up nearly 20% of our population. 4.4 % of our students are English Learners.

2. About half of our students are socioeconomically disadvantaged.

3. Our largest groups of students by race/ethnicity are White (55.9%), Hispanic (23.2%) and African American (10.1%).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Lakeside Farms is in the yellow in both ELA and Math.
2. Chronic Absenteeism is in the yellow.
3. The suspension rate is in the green.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
5.5 points above standard	5.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.4 points	Increased Significantly ++20.2 points	1
308	26	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	0.5 points below standard	72.5 points below standard
	Maintained -1.7 points	Increased ++6.7 points
	127	67

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -4 points	5	4	8
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
9.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.3 points above standard
Maintained ++2.4 points	3	1	Declined -6.7 points
67			200

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	23.3 points above standard	5.5 points above standard
10	Declined -4.3 points	Declined -7.6 points
	16	279

Conclusions based on this data:

1. Students with disabilities are in the orange, and have improved one color.
2. Socioeconomically Disadvantaged are in the yellow.
3. Although ELs did not receive a color, their performance has increased by 29.2 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
15.2 points below standard	7.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.5 points	Increased ++8.4 points	1
308	26	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Orange
	15 points below standard	92.4 points below standard
	Increased ++4.3 points	Declined -9.5 points
	127	67

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
24.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.8 points	5	4	8
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
35.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.1 points below standard
Declined -8.4 points	3	1	Declined -14.8 points
67			200

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	17.9 points above standard	15.9 points below standard
10	Declined -9.7 points	Declined -13.8 points
	16	279

Conclusions based on this data:

1. Students with disabilities are in the orange scoring 92.4 points below standard.
2. White students are in the yellow, and performance declined by 14.8 points.
3. Hispanic students are in the orange and performance declined by 5.3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64 making progress towards English language proficiency
Number of EL Students: 25
Performance Level: High

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.

2019 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

Conclusions based on this data:

1. Lakeside Farms received a high performance level.
2. Many of our students progressed at least one ELPI level.
3. 4 of our students decreased by one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
5.5	14.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Increased +3.9	4
704	34	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.1	6.9
1	Increased +1.2	Increased +2
	318	160

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -4.6	8	10	Declined -5.9
75			18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
5.3	8.3	Less than 11 Students - Data Not Displayed for Privacy	5.6
Maintained -0.4	Increased +2.8	2	Increased +1.4
171	12		408

Conclusions based on this data:

1. All Students are in the Yellow, maintained.
2. EL students are in the orange, increased.
3. Socioeconomically Disadvantaged is in the orange, increased.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.7	0	Less than 11 Students - Data Not
Maintained 0	Maintained 0	4
718	34	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	0.6	1.2
1	Declined -0.3	Maintained -0.2
	323	163

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
1.3	Less than 11 Students - Data	Less than 11 Students - Data	0
Declined -3.5	8	10	Maintained 0
80			18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Yellow
0	0	Less than 11 Students - Data	1
Maintained 0	Maintained 0	2	Increased +0.5
173	12		415

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0.7

Conclusions based on this data:

1. All Students in the green, maintained.
2. Students with disabilities in the yellow, maintained.
3. Socioeconomically Disadvantaged in the green, declined.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement.

Goal 1

By June of 2023, all Learners will meet or exceed their targeted growth in Math by 5%, specifically in mathematical reasoning, as measured by the NWEA MAP assessment.

Identified Need

Students will be able to clearly support their own mathematical reasoning and critique others through the use of number talks and sentence frames and procedural fluency.

Students not receiving Special Education Services are 85% above or near standard on the communicating reasoning claim compared to 32% of students with Special Education Services above or near standard. We realize that special education needs additional scaffolds and supports to meet this goal.

64% of our EL's were below standard in communicating reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June of 2023 using the communicating reasoning claim on SBAC	Students will show positive growth from 73%	to 78%.
By June of 2023, using NWEA Map Data	Students will show positive growth	increase of 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will build Mathematical Fluency and communicating reasoning skills.

Strategy/Activity

Teachers will use of Number Talks daily and build mathematical language through conversations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

SAI Teachers and IA's will support learning in the general education setting daily.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers to provide release time for collaboration, peer observation and lesson study

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At Risk Students in the All Students Group

Strategy/Activity

Teachers will provide Tier II intervention daily for students who are at risk.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,500	Title I 1000-1999: Certificated Personnel Salaries Substitute Costs for intervention teachers to provide Tier 3 support for students who are indicated at-risk as seen with the trimester data.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Co-Teaching Training for General Education Staff and SPED Staff will occur monthly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF Base Co-Teaching Training
	LCFF Supplemental Co-Teaching Training

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Imagine Learning Program to build fluency and comprehension will occur weekly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2023, all Learners will meet or exceed their targeted growth in ELA by 5%, specifically in reading comprehension, as measured by the NWEA MAP assessment.

Identified Need

School-wide, students have struggled in all areas of ELA, with a specific need in reading comprehension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, using the NWEA MAP ELA assessment and Achieve 3000 Level Set as a performance indicator,	students will show positive growth from their baseline RIT score in Reading and Language, as well as Lexile Level increase	of at least points on RIT and 125 on Lexile level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Teachers across all grade levels will focus on Reading Comprehension daily.

Students in Grades K-2 will receive small group reading instruction throughout the week with rotations 2 to 3 times a week. .

Students in Grades 3-5 will collaborate on best practices and use new and refine instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4880	LCFF Base 4000-4999: Books And Supplies Materials and Supplies
5000	LCFF Base 0000: Unrestricted Materials, supplies (including printer supplies) for lesson delivery and development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Rounds will occur weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCFF Base 0000: Unrestricted Substitute Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Laminator, etc.) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

17000	Unrestricted Lottery 4000-4999: Books And Supplies Office Equipment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide daily Tier II intervention for students who are at risk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Title I 0000: Unrestricted
1000	LCFF Supplemental Release time for kid watch process

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Teachers will provide supplemental Instruction and Intervention for students in all grade levels and ability levels daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000	Title I 0000: Unrestricted Materials and Programs, Instructional Software (Brain Pop, Raz Kids (Learning A to Z), Imagine Learning)
2000	LCFF Base 0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Learning Environment, classrooms designs to differentiate instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	Unrestricted Lottery None Specified Materials (furniture, etc.) .

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000	Unrestricted Lottery 4000-4999: Books And Supplies Teacher Classroom Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
N/A

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.
N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well-Being

Goal 3

By June of 2023, Lakeside Farms will have 90% of students feeling connected to school (a sense of belonging) as measured on the Healthy Kids Survey and additional school-wide surveys throughout the school year. The Goal is building student connectivity on campus. All staff working on building positive relationships with all students on campus.

Identified Need

All students will feel connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023 students will feel more connected at school and safer at school	the percentage will increase	an increase in students feeling safer at school and more connected.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly, student-led whole school team building activities, with a focus on caring deeply. This also occurs weekly at our Friday assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF Supplemental None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Learning Environment improvements and modernization throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

11500	LCFF Base 0000: Unrestricted Refurbishment of Tables around school campus
829	Title I Parent Involvement None Specified Title 1 Parent Night, child care

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will receive weekly PBIS check-in lessons.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	Unrestricted Lottery 0000: Unrestricted Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground Coordinator/ Guidance Counselor will join students during the recess time and in the classroom in order to show them how to play games and activities in a positive manner and will assist with our Restorative Justice Program and PBIS Prorgram

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

28500	Title I 2000-2999: Classified Personnel Salaries Coordinator
	Restorative Justice/PBIS professional learning for Coordinator. The Coordinator helps to maintain a safe playground, specifically during recess and lunch.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extra Curricular Activities, Dance, Music and Drama throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000	LCFF Base 0001-0999: Unrestricted: Locally Defined Outside Consultants

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every Student will receive whole class lessons from a social/emotional curriculum 3 times year in a whole group setting from a school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF Supplemental 4000-4999: Books And Supplies Counselor Curriculum

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Innovation and Engagement

Goal 4

Students will have the opportunity to explore Agriculture and Gardening throughout the school year.

Identified Need

Connecting Students to learning through innovation and unique experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Monthly Garden Lessons for all grade levels via the Sage Garden Project Grant.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	Unrestricted Lottery 0000: Unrestricted
13500	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

New Goal for 2022/2023. This goal is site funded

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$138,209.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$62,000.00
Title I Parent Involvement	$829.00

Subtotal of additional federal funds included for this school: $62,829.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base	$39,380.00
LCFF Supplemental	$5,000.00
Unrestricted Lottery	$31,000.00

Subtotal of state or local funds included for this school: $75,380.00

Total of federal, state, and/or local funds for this school: $138,209.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	62914	914.00
Title I Parent Involvement	829	0.00
Unrestricted Lottery	34699	3,699.00
LCFF Base	43996	4,616.00
	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	39,380.00
LCFF Supplemental	5,000.00
Title I	62,000.00
Title I Parent Involvement	829.00
Unrestricted Lottery	31,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
0000: Unrestricted	38,500.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	28,500.00
4000-4999: Books And Supplies	26,880.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	8,829.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	1,000.00
0000: Unrestricted	LCFF Base	23,500.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	10,000.00
4000-4999: Books And Supplies	LCFF Base	4,880.00
	LCFF Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
None Specified	LCFF Supplemental	3,000.00
	Title I	13,500.00
0000: Unrestricted	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I	28,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
None Specified	Title I Parent Involvement	829.00
0000: Unrestricted	Unrestricted Lottery	5,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	21,000.00
None Specified	Unrestricted Lottery	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,000.00
Goal 2	53,880.00
Goal 3	57,829.00
Goal 4	15,500.00

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

7 Parent or Community Members

Name of Members	Role
Jim Rosa	Principal
Dean Neal	Parent or Community Member
Cathy Andrews	Classroom Teacher
Lucretia Browning	Other School Staff
Kasey Haynes	Classroom Teacher
Kendall Fletcher	Classroom Teacher
Miranda Niederle	Parent or Community Member
Cathy Brannon	Parent or Community Member
Kelly Timanius	Parent or Community Member
Stacy Kubitz	Parent or Community Member
Rebecca Shaw	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 9/21/2022.

Attested:

Principal, Jim Rosa on 9/21/2022

SSC Chairperson, Cathy Brannon on 9/21/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Middle School	37-68189-6038350	September 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LMS school site plan aligns with district board and LCAP goals in student achievement, twenty first century learning, and social emotional supports by monitoring student achievement data and social emotional data. LMS is also working with all stakeholders to monitor any achievement gaps and restructuring systems that may cause inequality for certain student groups. Data will be monitored by staff and school site council and adjustments made as deemed necessary

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The data from the California Healthy Kids survey given to students, staff and parents in January 2022 indicates a need for further social emotional supports for students.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur weekly by administration. Findings indicated instructional time is used effectively across the campus.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

Analysis of math and ELA assessments /
- Analysis of 2020-21 ELPAC
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

Teachers are using a variety of classroom assessments to monitor student progress.
Teachers are working to implement strategies that support common core instruction.
Teachers participate in a variety of professional development

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of teacher created assessments in math and ELA that align with standards and district MAPs assessments. The math assessment focuses on communicating reasoning in mathematics. In addition MAPs assessments are being used by math and ELA classes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff highly qualified as indicated by our human resources department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff receives professional development to help access instructional materials especially in the area of math (Math Transformations and CPM workshops). Science is piloting materials. ELA does not have SBE adopted materials. ELA uses EL materials and follows Orenda matices.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards, specifically communicating reasoning in mathematics and vocabulary development /listening skills in ELA.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Continued use of Math Transformation coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Ninety minutes of PLC time is provided to all teachers weekly.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers insure standards are addressed in all areas. Mathematics follows the CPM curriculum and ELA develops lessons based on Common Core Standards. Science lessons are aligned to NGSS.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students have 180 minutes per week of ELA and mathematics instruction. EL students are provided an additional 180 minute period of EL instruction per week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention classes are provided for all grade levels and students are placed in the courses based on teacher recommendation and data from MAPs assessments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CPM mathematics materials are provided to all students. ELA utilizes EL materials and teacher created materials that are aligned to common core standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

CPM Math adopted for math and interventions. History Alive is used for HSS. Science is continues piloting materials for adoption.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students provided differentiated instruction to meet individual needs.

Evidence-based educational practices to raise student achievement

All teachers meet in PLC department groups to plan instructional strategies appropriate to raise student achievement in each content area.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Underachieving students are given an academic support class that provides additional instruction in math and ELA. In addition students in these courses are provided added social emotional supports.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers used PLC time to plan and evaluate plan. School site council, parent associations and ELAC committees all involved in plan implementation and evaluation.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title one and LCFF funding used to support intervention classes by paying staff to work on prep periods.

Fiscal support (EPC)

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

School site council and staff took active part in review of data for site plan. SSC meets monthly starting in October. ELAC committee was presented information from plan. ELAC meets three times per year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After reflecting on top three expenditures no major inequities were found.
However, supports are in place for all groups of students to insure inequities do not exist.

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	1.12%	1.0%	0.98%	9	8	7
African American	5.35%	4.6%	3.23%	43	35	23
Asian	1.12%	0.9%	0.84%	9	7	6
Filipino	0.87%	1.3%	1.83%	7	10	13
Hispanic/Latino	31.01%	32.1%	34.97%	249	246	249
Pacific Islander	0.37%	0.4%	0.42%	3	3	3
White	56.54%	55.7%	53.93%	454	427	384
Multiple/No Response	3.61%	4.0%	3.65%	29	31	26
			Total Enrollment	803	767	712

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6	267	276	204
Grade 7	267	249	266
Grade 8	269	242	242
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	803	767	712

Conclusions based on this data:

1. Decreased Enrollment.

2. Subgroup numbers remain consistent.

3. Hispanic / Latino groups showing slight increase year to year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	38	48	56	4.7%	6.30%	7.9%
Fluent English Proficient (FEP)	58	58	62	7.2%	7.60%	8.7%
Reclassified Fluent English Proficient (RFEP)	4	0		11.1%	0.00%	

Conclusions based on this data:

1. Number of English Learners increasing over past three years
2. Number of Fluent English Proficient decreasing
3. RFEP remains steady.

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 6	260	269	199	251	0	193	251	0	193	96.5	0.0	97.0
Grade 7	273	249	260	262	0	244	262	0	244	96	0.0	93.8
Grade 8	283	249	237	273	0	216	273	0	216	96.5	0.0	91.1
All Grades	816	767	696	786	0	653	786	0	653	96.3	0.0	93.8

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 6	2517.		2513.	10.76		12.44	37.45		30.57	25.50		27.98	26.29		29.02
Grade 7	2554.		2542.	13.36		13.93	41.22		36.07	25.19		26.64	20.23		23.36
Grade 8	2589.		2540.	20.88		11.11	41.39		32.87	24.91		26.85	12.82		29.17
All Grades	N/A	N/A	N/A	15.14		12.56	40.08		33.38	25.19		27.11	19.59		26.95

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 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 6	17.93		15.54	45.82		59.59	36.25		24.87
Grade 7	20.69		14.34	52.49		65.98	26.82		19.67
Grade 8	28.94		13.89	49.08		57.41	21.98		28.70
All Grades	22.68		14.55	49.17		61.26	28.15		24.20

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	16.73		12.95	56.97		55.96	26.29		31.09
Grade 7	26.82		23.77	55.56		52.46	17.62		23.77
Grade 8	30.77		14.35	56.04		56.02	13.19		29.63
All Grades	24.97		17.46	56.18		54.67	18.85		27.87

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	12.35		10.36	68.92		76.17	18.73		13.47
Grade 7	13.79		13.11	72.41		79.10	13.79		7.79
Grade 8	16.48		14.35	76.19		70.37	7.33		15.28
All Grades	14.27		12.71	72.61		75.34	13.12		11.94

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	20.32		15.03	58.17		67.36	21.51		17.62
Grade 7	31.80		11.48	47.89		66.39	20.31		22.13
Grade 8	31.87		15.28	52.01		63.89	16.12		20.83
All Grades	28.15		13.78	52.61		65.85	19.24		20.37

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. Percentage of students above standard in all claims decreasing.
2. Overall percentage exceeding standards decreasing in grades 6 & 7, remains steady in grade 8
3. Percentage not meeting standard in reading showing sharp increase.

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 6	260	269	199	249	0	191	248	0	191	95.8	0.0	96.0
Grade 7	272	249	260	259	0	242	259	0	242	95.2	0.0	93.1
Grade 8	283	249	237	271	0	207	271	0	207	95.8	0.0	87.3
All Grades	815	767	696	779	0	640	778	0	640	95.6	0.0	92.0

* 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 6	2487.		2492.	8.87		7.33	17.74		19.37	32.66		35.08	40.73		38.22
Grade 7	2531.		2512.	13.90		7.02	26.25		25.62	33.59		32.64	26.25		34.71
Grade 8	2542.		2507.	16.61		9.66	18.45		13.04	28.41		28.99	36.53		48.31
All Grades	N/A	N/A	N/A	13.24		7.97	20.82		19.69	31.49		32.19	34.45		40.16

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

Concepts & Procedures 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 6	13.71		8.90	34.68		53.40	51.61		37.70
Grade 7	26.36		9.50	37.60		56.61	36.05		33.88
Grade 8	18.08		8.70	36.53		50.24	45.39		41.06
All Grades	19.43		9.06	36.29		53.59	44.27		37.34

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.68		5.24	39.92		58.64	50.40		36.13
Grade 7	16.60		9.09	51.35		68.18	32.05		22.73
Grade 8	21.03		11.59	48.71		54.59	30.26		33.82
All Grades	15.94		8.75	46.79		60.94	37.28		30.31

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.29		8.38	47.58		66.49	41.13		25.13
Grade 7	17.44		6.61	57.75		69.83	24.81		23.55
Grade 8	15.87		10.14	58.30		59.90	25.83		29.95
All Grades	14.93		8.28	54.70		65.63	30.37		26.09

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. Percentage of students above standard declining in all claims
2. Percentage at or near standard for communicating reasoning showing slight increase
3. Overall for met or exceeded reaming steady.

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
6	1511.9	1515.2	1543.5	1509.4	1514.8	1551.6	1513.9	1515.1	1534.9	19	19	13
7	*	1514.3	1527.0	*	1527.5	1526.9	*	1500.5	1526.4	7	14	24
8	1563.6	1552.1	1514.9	1560.9	1570.8	1529.5	1565.8	1532.7	1499.9	11	16	15
All Grades										37	49	52

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
6	10.53	15.79	38.46	52.63	26.32	30.77	15.79	42.11	30.77	21.05	15.79	0.00	19	19	13
7	*	28.57	20.83	*	21.43	37.50	*	28.57	20.83	*	21.43	20.83	*	14	24
8	36.36	37.50	20.00	36.36	18.75	20.00	27.27	18.75	33.33	0.00	25.00	26.67	11	16	15
All Grades	18.92	26.53	25.00	43.24	22.45	30.77	18.92	30.61	26.92	18.92	20.41	17.31	37	49	52

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
6	31.58	26.32	53.85	47.37	52.63	30.77	5.26	10.53	15.38	15.79	10.53	0.00	19	19	13
7	*	35.71	37.50	*	35.71	25.00	*	7.14	20.83	*	21.43	16.67	*	14	24
8	45.45	37.50	40.00	45.45	37.50	26.67	0.00	12.50	13.33	9.09	12.50	20.00	11	16	15
All Grades	37.84	32.65	42.31	40.54	42.86	26.92	5.41	10.20	17.31	16.22	14.29	13.46	37	49	52

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
6	10.53	5.26	15.38	68.42	73.68	69.23	21.05	21.05	15.38	19	19	13
7	*	14.29	12.50	*	57.14	58.33	*	28.57	29.17	*	14	24
8	9.09	18.75	13.33	81.82	43.75	46.67	9.09	37.50	40.00	11	16	15
All Grades	13.51	12.24	13.46	64.86	59.18	57.69	21.62	28.57	28.85	37	49	52

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
6	73.68	57.89	76.92	10.53	31.58	23.08	15.79	10.53	0.00	19	19	13
7	*	64.29	62.50	*	21.43	20.83	*	14.29	16.67	*	14	24
8	72.73	68.75	66.67	27.27	18.75	13.33	0.00	12.50	20.00	11	16	15
All Grades	72.97	63.27	67.31	16.22	24.49	19.23	10.81	12.24	13.46	37	49	52

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
6	5.26	10.53	15.38	26.32	26.32	30.77	68.42	63.16	53.85	19	19	13
7	*	0.00	16.67	*	28.57	54.17	*	71.43	29.17	*	14	24
8	36.36	25.00	6.67	45.45	25.00	20.00	18.18	50.00	73.33	11	16	15
All Grades	13.51	12.24	13.46	35.14	26.53	38.46	51.35	61.22	48.08	37	49	52

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
6	15.79	10.53	7.69	68.42	68.42	92.31	15.79	21.05	0.00	19	19	13
7	*	7.14	12.50	*	50.00	62.50	*	42.86	25.00	*	14	24
8	0.00	0.00	0.00	100.00	81.25	73.33	0.00	18.75	26.67	11	16	15
All Grades	8.11	6.12	7.69	78.38	67.35	73.08	13.51	26.53	19.23	37	49	52

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. Overall Language shows many students at level 3
2. Writing domain showing largest growth
3. Reading domain showing least growth

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
767	**42.4**	**6.3**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	48	6.3
Foster Youth	2	0.3
Homeless		
Socioeconomically Disadvantaged	325	42.4
Students with Disabilities	131	17.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	4.6
American Indian or Alaska Native	8	1.0
Asian	7	0.9
Filipino	10	1.3
Hispanic	246	32.1
Two or More Races	31	4.0
Native Hawaiian or Pacific Islander	3	0.4
White	427	55.7

Conclusions based on this data:

1. Socioeconomically disadvantaged population large

2. Hispanic population is significant percentage.

3. White population is significant percentage.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Chronic absenteeism area of concern
2. Mathematics is an area of concern
3. Suspension rates are an area of concern

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.3 points above standard	61.6 points below standard	0 Students
Declined -9 points	Declined -11.9 points	
755	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	19.6 points below standard	98.3 points below standard
2	Declined -9.8 points	Declined Significantly -20.6 points
	318	90

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	26.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18.6 points	7	11	8
31			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Yellow
3.3 points below standard	13.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	8.7 points above standard
Declined -12.4 points	Declined -12.7 points	4	Declined -6 points
242	32		420

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.4 points below standard	10.6 points below standard	8.3 points above standard
Declined -10.7 points	Increased ++4.6 points	Declined -8.1 points
28	29	665

Conclusions based on this data:

1. Area of concern are English learners
2. Students with disabilities and area of concern
3. SED students are an area of concern

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	
47.3 points below standard	123.5 points below standard	
Declined -11.5 points	Declined -10.4 points	
746	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	79.9 points below standard	165.1 points below standard
2	Declined -13.4 points	Declined Significantly -23.7 points
	313	90

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
92 points below standard	Less than 11 Students - Data Not Displayed for Privacy	15.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.4 points	7	11	8
31			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Orange
63.3 points below standard	14.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	38.3 points below standard
Declined -14.1 points	Maintained -1.8 points	4	Declined -9.7 points
237	32		416

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
166.4 points below standard	82 points below standard	40.7 points below standard
Maintained ++2.1 points	Declined -4.4 points	Declined -10 points
28	29	656

Conclusions based on this data:

1. Area of concern English Learners
2. Students with disabilities an area of concern
3. SED students an area of concern

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.6 making progress towards English language proficiency
Number of EL Students: 35
Performance Level: Medium

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.

2019 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
	31.4	5.7	42.8

Conclusions based on this data:

1. High percentage at level one
2. Significant number progressed one level
3. Significant number decreased on level

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
8.3	7.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Declined -3.4	1
848	39	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	12.4	21.9
2	Increased +2.6	Increased +7.4
	355	105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
18.2	Less than 11 Students - Data Not Displayed for Privacy	9.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +2	8	11	8
44			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Orange
8.5	5.4	Less than 11 Students - Data Not Displayed for Privacy	7.1
Increased +2	Declined -4.3	5	Increased +1
270	37		465

Conclusions based on this data:

1. All students showed increase
2. SED students showed increase
3. SWD students showed significant increase

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
5.9	4.9	Less than 11 Students - Data Not
Maintained -0.1	Declined -9	1
869	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	6.6	14.8
2	Declined -2.7	Increased +2.7
	361	108

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
4.3	Less than 11 Students - Data	0	Less than 11 Students - Data
Declined -3.5	8	13	8
46			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Orange
5.7	8.1	Less than 11 Students - Data	6.3
Declined -2.9	Increased +5	5	Increased +1.4
279	37		473

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6	5.9

Conclusions based on this data:

1. High suspension rates for all groups.
2. SWD suspension rates above average.
3. White students suspension rates increased over a few years

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement -ELA

Goal 1

Based on analysis of the spring 2022 MAPs results, eighty percent* of students not demonstrating proficiency will show at least 10% improvement in reading comprehension of informational text, measured by RIT scores as evidenced through the 2022-2023 MAPs assessments.

Identified Need

Need increased time on target areas instruction based on data from MAPs and teacher assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher generated assessments . MAPS	Students will increase scores by 10% between September and June. Scores will increase from 243 average to 257.	Individual students will increase 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will teach lessons based on teacher developed matrices twice weekly for at least 45 minutes. Teacher generated assessments will monitor growth and teachers will monitor number of weekly minutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	Title I 1000-1999: Certificated Personnel Salaries Release time
9602	LCFF Base 4000-4999: Books And Supplies Materials: software and curriculum
1000	Title I 4000-4999: Books And Supplies
	Title I 1000-1999: Certificated Personnel Salaries
	Title I None Specified
	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

The school will provide a support class of 114 minutes, 2 days per week to English learners, Students with Disabilities, Socio-economically Disadvantaged students and other students who are struggling academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4290	Title I None Specified Support supplies for EL Class
0	Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard
5000	Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal

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.

New goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement - Math

Goal 2

All students will show growth from Spring 2022 to Spring 2023 on the NWEA MAPS test.

Identified Need

Need is based on MAPS scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAPs assessment	Students will grow from a 223 average to an average of 245 on MAPs assessment.	All students will demonstrate 10% growth in the areas of Ratios & Proportional Reasoning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher developed common assessments on ratios and proportional reasoning will be given to students at least three times per year. Teachers will increse percentage of instructional time devoted on rations and proportional reasoning from 15 % of instructional time to 20% of instructional time. Teachers will track instructional time on weekly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

35000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Staff Development - Math Transformations
8265.00	Title I 1000-1999: Certificated Personnel Salaries Release time, analyze data, create assessments, staff development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Available to all students

Strategy/Activity

Support classes for students not achieving standards. Teachers will recommend students for support classes based on classroom assessments. Students will receive support classes at least one period for at least one trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	Title I 1000-1999: Certificated Personnel Salaries Support classes - teacher on prep
2659.00	LCFF Base 1000-1999: Certificated Personnel Salaries Release time to work with students not achieving standards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, socioeconomically disadvantaged students and English Learners.

Strategy/Activity

Provide programs that will support the math goal by using CPM materials in depth for struggling students. Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments. Students will receive support for one period per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000.00	Title I

	4000-4999: Books And Supplies Materials - on line programs
820.00	LCFF Base 4000-4999: Books And Supplies
0	

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Math teachers created three assessments and a rubric for measuring student growth. Each year new assessments are created based on previous year's results and student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All expenditures used for implementation of goal and providing support classes for students not achieving standard. Students showed significant growth from fall to spring assessment in 2020/2021

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.

Teacher generated assessments used for monitoring progress are used in fall, winter and spring. Teachers will meet, score assessments and plan instruction based on results.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-emotional well-being

Goal 3

Based on data from 2021 / 2022 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey as measured by school contentedness on the survey. Currently 75 % of students rate positively and our goal is 82.5% by June 2023.

Identified Need

Based on previous year's California Healthy Kids survey, there is a need for social emotional supports for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School connection indicators will show 10% improvement, from 75% to 82.5% or more by June 2022.	At least 10% improvement on key indicators

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each department will focus social emotional development by creating a department goal based on a different aspect of the student profile. Each department will create strategies to deliver goal to students at for at least ten minutes per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000.00	Title I 1000-1999: Certificated Personnel Salaries

	Release Time to develop school plan for social emotional needs (CREW)
0	LCFF Base 1000-1999: Certificated Personnel Salaries Conferences
1000.00	Title I 4000-4999: Books And Supplies Supplemental Curriculum
0	
1000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development
0	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures
0	LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies have been monitored by the California Healthy Kids survey. Survey has indicated growth each year, except dips during COVID.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures will directly align with specified goal.

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.

Adjustments will be made based on findings from California Healthy Kids survey given in November 2021.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will provide students access to varied enrichment opportunities

Goal 4

Support goal 3 from LCAP and enrichment opportunities available to all students during the school day. LMS students will have opportunities to achieve participate in after school enrichment opportunities such as music, robotics, technology, dance, and drama. Project Lead the Way and agriculture Science classes will be available to any student during the school day. The number of participants will increase by 10% from 21/22 to 22/23 as measured by course enrollment.

Identified Need

Provide multiple after school and in school opportunities in arts, science, technology, etc. to connect students to school to increase connections as determined by parent/student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student / Parent surveys	Surveys will be conducted twice a year to monitor parent and student access. Access will increase by at least 10% from 21/22 enrollment to 22/22 enrollment.	Access to all students will increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged and other subgroups.

Strategy/Activity

After / Before school enrichment such as music, dance, robotics, technology, and drama. Enrollments will increase by at least 10% over 21/22 enrollments. Classes will be offered at least once per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13993.	LCFF Base 1000-1999: Certificated Personnel Salaries Arts Enrichment - After school arts and technology programs

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Immersion programs will be available during school and before school as monitored by enrollment. Enrollment will increase 10% over 20/21 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8281.54	LCFF Base 1000-1999: Certificated Personnel Salaries Before and after school programs.
	LCFF Base 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science Enrichment - Project Lead the Way Engineering Program enrollment will increase 10% over 20/21 enrollment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500.00	LCFF Base 4000-4999: Books And Supplies PLTW program enrollment and materials
3000.00	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures

3500.00	Unrestricted Lottery Lottery science materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Strategies - Academic Interventions for all students available after or before school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500.00	LCFF Base 1000-1999: Certificated Personnel Salaries Release time to address academic interventions and enrichment
10000.46	LCFF Base 4000-4999: Books And Supplies Technology supplies, classroom budgets
41103.00	Unrestricted Lottery 4000-4999: Books And Supplies Teacher budgets

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low SES students, students with disabilities

Strategy/Activity

Additional Counseling support to low SES and EL students during June 2022 as monitored by counselor conference log. Number of conferences will increase 10% over June 2021 number.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor support
0	Unrestricted Lottery

	4000-4999: Books And Supplies
0	Unrestricted Lottery 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	LCFF Base 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	LCFF Base 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All goals implemented and effective

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures in the budget will reflect goals.

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.

Any changes will be made through school site council.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members.

Goal 5

Increase communication to parents and community by providing weekly e-mail communications, parent nights, title one meetings. Number of meetings will increase from 21/22 school year by 10% for 22/23 as measured by number of sign-in sheets.

Identified Need

Need is expressed in parent component of healthy kids survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents sign in sheets	Number of parents attending parent nights will increase by 10% over previous year, measured by sign-in sheets.	An increase of at least 10% in parent attendance at parent events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

863.00	Title I Parent Involvement 5900: Communications Title one meeting, Parent Achieve and math meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent communication tools-planners will be distributed first week of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Weekly e-mails to parents through Jupiter Grades / on-line grade program
2873.00	LCFF Base 4000-4999: Books And Supplies Planners for every student

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implementation has been positive.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No 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.

Possibly increase number of meetings over 10%

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$165,250.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$65,555.00
Title I Parent Involvement	$863.00

Subtotal of additional federal funds included for this school: $66,418.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF Base	$54,229.00
LCFF Supplemental	$0.00
Unrestricted Lottery	$44,603.00

Subtotal of state or local funds included for this school: $98,832.00

Total of federal, state, and/or local funds for this school: $165,250.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	65555	0.00
Title I Parent Involvement	863	0.00
LCFF Base	54229	0.00
LCFF Supplemental	0	0.00
Unrestricted Lottery	44603	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	54,229.00
LCFF Supplemental	0.00
Title I	65,555.00
Title I Parent Involvement	863.00
Unrestricted Lottery	44,603.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	48,698.54
4000-4999: Books And Supplies	68,898.46
5800: Professional/Consulting Services And Operating Expenditures	39,000.00
5900: Communications	863.00
None Specified	4,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	26,433.54
4000-4999: Books And Supplies	LCFF Base	24,795.46
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Title I	22,265.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	36,000.00
None Specified	Title I	4,290.00
5900: Communications	Title I Parent Involvement	863.00
	Unrestricted Lottery	3,500.00
4000-4999: Books And Supplies	Unrestricted Lottery	41,103.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,892.00
Goal 2	47,744.00
Goal 3	3,000.00
Goal 4	87,878.00
Goal 5	3,736.00

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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Steve Mull	Principal
John Dungan	Classroom Teacher
Melissa Olson	Classroom Teacher
Jason Justeson	Classroom Teacher
Felcia Walton	Parent or Community Member
Nicole Mangum	Parent or Community Member
Cathy Brannon	Parent or Community Member
Marta Rico	Other School Staff
	Secondary Student
	Secondary Student
	Secondary Student

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
	Departmental Advisory Committee
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 10/11/21.

Attested:

Principal, Steve Mull on 10/11/21
SSC Chairperson, on 10/11/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lindo Park Elementary School	37-68189-6038376	9/26/22	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan works to support LUSD's LCAP by providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Our Schoolsite Council meets approximately six times per year. Together we:
Reviewed and analyzed state and local student achievement, attendance, and climate data
Engaged the community in providing input to identify and develop school improvement priorities
Built relationships geared toward a mutual goal of supporting the success of all students to build performance and growth
We provide:
A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student
A description of instructional and auxiliary services to meet the needs of English learners, socioeconomically disadvantaged students, students performing below grade level, high achieving students, and students with disabilities.
A description of a staff development programming for staff.
An identification of the schools' means of evaluating progress toward accomplishing its goals and an ongoing evaluation of the educational program of the school
A description of how state and federal categorical funds provided to the school will be used to improve the academic performance of all pupils to the level of state performance goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lindo Park, we used The California Healthy Kids Survey Analysis of Key Indicators of School Climate and Well-Being Survey which provides students and teachers the opportunity to express concerns and highlight things that work at your school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Percentages indicate average percent of students responding "Yes, all of the time."
School Connectedness 18-19 65%, 19-20 69% 21-22 79%
Academic Motivation 18-19 93%, 19-20 81% 21-22 88%
High Adult Expectations 18-19 87%, 19-20 93% 21-22 87%

Percentage indicates average percent of students responding "Yes, all of the time and Most of the time."
Safety 18-19 72%, 19-20 60%, 21-22 72%

In addition to the CHKS Survey, Lindo Park participated in a Discovery Study. The following information was revealed as a result of the study:

*Study found that 16.5% of Lindo Park students population have Chronically absent. (Chronic absenteeism is an area of concern)
*Study also found that six to ten teachers are absent and out of the classroom 6-10 days more for non-business/personal than for school business
* Discipline- Lindo Park Elementary had 30 student referrals recorded. (A system for recording student discipline is a need for an accurate analysis of student behaviors)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Lindo Park, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15-30 minutes in duration. There are opportunities for yearly formal observation, if teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Summary of findings is as follows:
All K-5 teachers engaged students in mathematics problem solving from one time per week to several times per week in accord with grade level agreements. All K-5 teachers engaged students in daily guided reading and word study through core and supplemental curriculum. Upon analysis of classroom anecdotal observations:
Math: Students will need to continue to understand and solve complex word problems. This was evidenced by an decrease in standardized test scores in grades 3-5.
ELA: It was found that K-5 intervention teaching/LLM teachers increased student achievement and K-2 students who worked with instructional aides, increased knowledge of sight words and phonics. When analyzing assessment evidence, it is noted that we need to accelerate student learning toward proficiency and need to aggressively target students who are below level. 37% of grade 3-5 students gained over 100 points in their lexile score.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

CAAASP , NWEA MAPS, Dibels, and End of Unit Assessments. We administered ELPAC to all English learners.
* Analysis of 2021-2022 CAASPP scores

* District Benchmarks Assessments including DIBELS, ESGI, Running Records, IRI, RI

The major findings were as follows:

1. ELA: 59.9% of our students met or exceeded standard. We increased 21 points from the previous year. Student scored as follows: Reading - 67% Above, At, Near Standard. Writing - 71% Above, At, Near Standard, Listening - 86% Above, At, Near Standard, Research/Inquiry - 75% Above, At, Near Standard

2. Math: 46.6% of our students met or exceeded standard. We increased 12 points from the previous year. Students scored as follows: Concepts and Procedures - 57% of our students were Above, At, Near Standard, Problem Solving & Modeling/Data - 49% were above, at or near standard, making it our biggest area of need. Communicating and Reasoning - 76% of out students were above, at, near standard thus making it our strongest domain.

3. Social Emotional: The number of suspensions and High Level Referrals for 3 out of 378 students have been suspended.

ELPAC- we need to continue to focus on vocabulary acquisition and language development.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following assessments yielded data used to monitor and modify instruction: ESGI, DIBELS composite scores, Wonders Running Records, Informal Reading Inventory, Lexile Comprehension Score from Read 180/System 44, Lexile Comprehension Score for Achieve 3000, and the Words Their Way Developmental Spelling Inventory and NWEA MAPS Assessment

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on campus are fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to district approved, state-adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is focused on school site goals: communicating mathematics explanations, communicating effectively using academic language through language frames in collaborative conversations, growth mindset thinking, Positive Behavior Intervention and Support (PBIS), positive behavior through classroom management.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

K-5 teachers are supported by MTSS TOSAs, Behavioral Specialists, Behavior Intervention Aides, Intervention Teachers

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use PLC time, as well as site funding release time to collaborate, observe peers, as well as teachers across the district. Teachers collaborate in PLCs 3 times per month with additional 30 mins built into their daily schedule.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lindo Park uses the adopted ELA (Wonders), Math (Everyday Math), Science (Amplify), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

**** Daily Instructional Minutes:
Grade
Annual Minutes
Kindergarten
36,000
Grades 1 – 3
50,400
Grades 4 – 8
54,000

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lindo Park follows adopted pacing guides for both ELA and MATH, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to and utilize SBE- adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RSP services, intervention blocks, and ELD are provided to help underperforming students meet standards

Evidence-based educational practices to raise student achievement

Push-in expert instruction, research-based strategies in math, ELA, SS, and NGSS, access to MTSS TOSA, and Behavior Specialists/Behavior Intervention Aides.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LUSD offers English classes to help non-English speaking parents acquire the language skills necessary to help their children in school. LUSD also offers "The Positive Parenting Program" (PPP) which is an evidence-based program that equips parents with the tools to improve common childhood behavioral issues. Parents learn strategies for managing misbehavior, improving the parent-child relationship, and reducing stress for the entire family. In addition, our school counselor serves families by providing resources and referrals to community outreach organizations.

Monthly Coffee with the Principal to discuss, ask questions and build relations and connections to the school and home.

Planned Literacy /Math Science Nights (Lindo Park created literacy support evenings)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members participate in School Site Council (SSC),English Learner Advisory Council (ELAC), District Advisory Council (DAC), and District English Learner Advisory Council (DELAC)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding to enable underperforming students to meet standards is provided through Title I and LCFF Supplemental.

Fiscal support (EPC)

Title I, Title III, LCFF Supplemental

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

School Leadership Team, School Site Council, and English Learner Advisory Committee were involved in this process.
*****Data Days
Sept 26, 2022
Nov. 14, 2022
Jan.23, 2023
Mar 20, 2023
June 5, 2023
SSC Information

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The bulk of School-wide Title I funds were utilized for a focus on student achievement through Instructional intervention, positive behavior intervention and social-emotional learning.

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	3.02%	2.8%	2.94%	14	11	12
African American	6.25%	4.4%	4.41%	29	17	18
Asian	0.65%	1.3%	0.74%	3	5	3
Filipino	1.94%	1.8%	0.74%	9	7	3
Hispanic/Latino	46.55%	45.7%	44.36%	216	177	181
Pacific Islander	1.51%	1.6%	1.72%	7	6	7
White	35.13%	36.2%	39.46%	163	140	161
Multiple/No Response	4.96%	6.2%	5.64%	23	24	23
			Total Enrollment	464	387	408

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	74	59	43
Grade 1	70	69	63
Grade 2	91	62	74
Grade3	68	76	72
Grade 4	70	64	85
Grade 5	91	57	71
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	464	387	408

Conclusions based on this data:

1. Our highest student group is of Hispanic/Latino ethnicity, followed by White ethnicity.

2. Enrollment has increased by 100 students than 20-21 school year. We are excited that an upgraded or new MPR is on the facilities plan, after a bond is sold in 2020-2021. New MPR to be ready estimated by 3/2022

3. All grade levels are close in size. The largest being Fourth grade at 74 students, and the smallest being fifth grade at 57 students.

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	69	67	67	14.9%	17.30%	16.4%
Fluent English Proficient (FEP)	43	24	14	9.3%	6.20%	3.4%
Reclassified Fluent English Proficient (RFEP)	14	0		18.9%	0.00%	

Conclusions based on this data:

1. English Learners make up 17.3% of Lindo Park's student population and has been decreasing in years.
2. Fluent English Proficiency is at 6.2% lower than the 19-20 school year
3. 1.4% of Lindo Park's ELs are RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	74	71	68	70	0	63	70	0	63	94.6	0.0	92.6
Grade 4	89	68	83	85	0	81	85	0	81	95.5	0.0	97.6
Grade 5	80	63	70	77	0	68	77	0	68	96.3	0.0	97.1
All Grades	243	202	221	232	0	212	232	0	212	95.5	0.0	95.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2412.		2387.	22.86		15.87	15.71		14.29	28.57		26.98	32.86		42.86
Grade 4	2419.		2396.	7.06		3.70	23.53		13.58	23.53		22.22	45.88		60.49
Grade 5	2489.		2444.	15.58		10.29	29.87		17.65	29.87		25.00	24.68		47.06
All Grades	N/A	N/A	N/A	14.66		9.43	23.28		15.09	27.16		24.53	34.91		50.94

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

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	24.29		12.70	41.43		58.73	34.29		28.57
Grade 4	9.41		2.47	47.06		62.96	43.53		34.57
Grade 5	24.68		11.76	42.86		60.29	32.47		27.94
All Grades	18.97		8.49	43.97		60.85	37.07		30.66

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		3.17	52.86		63.49	32.86		33.33
Grade 4	7.06		7.41	54.12		39.51	38.82		53.09
Grade 5	14.29		5.88	61.04		47.06	24.68		47.06
All Grades	11.64		5.66	56.03		49.06	32.33		45.28

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		7.94	72.86		74.60	12.86		17.46
Grade 4	5.88		3.70	65.88		77.78	28.24		18.52
Grade 5	18.18		10.29	67.53		64.71	14.29		25.00
All Grades	12.50		7.08	68.53		72.64	18.97		20.28

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.43		11.11	51.43		55.56	27.14		33.33
Grade 4	10.59		1.23	48.24		64.20	41.18		34.57
Grade 5	22.08		7.35	53.25		52.94	24.68		39.71
All Grades	17.67		6.13	50.86		58.02	31.47		35.85

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. Due to Covid-19 CAASPP were not administered

In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

The Scale Score Change for All students increased by + 6.6
SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.

2. When analyzing investigating, analyzing, and presenting information our students increased from 28.95% in 2017-2018 to 41% in 4th grade in 2018-2019
Due to Covid-19 CAASPP were not administered

3. Due to Covid-19 CAASPP were not administered
When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

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	74	71	68	69	0	65	69	0	65	93.2	0.0	95.6
Grade 4	89	68	83	86	0	81	86	0	81	96.6	0.0	97.6
Grade 5	80	63	70	77	0	69	77	0	69	96.3	0.0	98.6
All Grades	243	202	221	232	0	215	232	0	215	95.5	0.0	97.3

* 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	2393.		2366.	7.25		6.15	27.54		15.38	26.09		23.08	39.13		55.38
Grade 4	2433.		2383.	5.81		2.47	23.26		8.64	31.40		27.16	39.53		61.73
Grade 5	2489.		2433.	14.29		5.80	23.38		11.59	28.57		26.09	33.77		56.52
All Grades	N/A	N/A	N/A	9.05		4.65	24.57		11.63	28.88		25.58	37.50		58.14

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

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	20.29		6.15	28.99		33.85	50.72		60.00
Grade 4	13.95		2.47	29.07		29.63	56.98		67.90
Grade 5	20.78		7.25	42.86		40.58	36.36		52.17
All Grades	18.10		5.12	33.62		34.42	48.28		60.47

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.04		9.23	37.68		43.08	49.28		47.69
Grade 4	6.98		6.17	46.51		29.63	46.51		64.20
Grade 5	10.39		10.14	51.95		43.48	37.66		46.38
All Grades	9.91		8.37	45.69		38.14	44.40		53.49

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49		9.23	56.52		47.69	28.99		43.08
Grade 4	15.12		1.23	39.53		51.85	45.35		46.91
Grade 5	6.49		2.90	53.25		49.28	40.26		47.83
All Grades	12.07		4.19	49.14		49.77	38.79		46.05

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. Math
In 2019, 34% of all students met or exceeded standards.
NO CAASPP dat for the 2029-2020 School year due to Covid Pandemic

2. When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. We are continuing with our goal and building on student skills.

3. In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency.
In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency.
The Scale Score Change for All students was 10.6 points, SWD increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

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
K	*	1397.5	1390.0	*	1413.0	1406.9	*	1361.6	1350.5	10	13	13
1	1440.9	1434.1	1436.3	1445.8	1443.4	1445.8	1435.5	1424.1	1426.3	15	11	12
2	*	*	1466.7	*	*	1471.7	*	*	1461.3	10	7	12
3	*	1463.6	*	*	1469.4	*	*	1457.4	*	8	16	7
4	1537.7	1492.6	1518.4	1544.3	1496.1	1533.9	1530.6	1488.7	1502.5	19	12	16
5	1511.6	1501.8	1506.5	1513.8	1515.4	1515.4	1508.6	1487.6	1497.1	14	12	13
All Grades										76	71	73

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
K	*	0.00	0.00	*	23.08	53.85	*	61.54	23.08	*	15.38	23.08	*	13	13
1	13.33	0.00	8.33	26.67	18.18	41.67	40.00	72.73	16.67	20.00	9.09	33.33	15	11	12
2	*	*	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12
3	*	18.75	*	*	25.00	*	*	25.00	*	*	31.25	*	*	16	*
4	42.11	0.00	25.00	26.32	41.67	37.50	15.79	41.67	37.50	15.79	16.67	0.00	19	12	16
5	35.71	8.33	15.38	14.29	41.67	38.46	35.71	25.00	15.38	14.29	25.00	30.77	14	12	13
All Grades	22.37	7.04	9.59	28.95	29.58	43.84	32.89	43.66	26.03	15.79	19.72	20.55	76	71	73

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
K	*	0.00	15.38	*	61.54	46.15	*	7.69	23.08	*	30.77	15.38	*	13	13
1	33.33	9.09	58.33	20.00	54.55	8.33	26.67	18.18	0.00	20.00	18.18	33.33	15	11	12
2	*	*	33.33	*	*	25.00	*	*	25.00	*	*	16.67	*	*	12
3	*	25.00	*	*	43.75	*	*	6.25	*	*	25.00	*	*	16	*
4	63.16	33.33	68.75	21.05	50.00	25.00	5.26	0.00	6.25	10.53	16.67	0.00	19	12	16
5	42.86	41.67	53.85	28.57	33.33	23.08	14.29	16.67	0.00	14.29	8.33	23.08	14	12	13
All Grades	35.53	22.54	45.21	30.26	47.89	27.40	21.05	11.27	9.59	13.16	18.31	17.81	76	71	73

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
K	*	15.38	30.77	*	61.54	46.15	*	23.08	23.08	*	13	13
1	46.67	36.36	58.33	40.00	54.55	16.67	13.33	9.09	25.00	15	11	12
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
3	*	25.00	*	*	50.00	*	*	25.00	*	*	16	*
4	52.63	25.00	56.25	31.58	50.00	31.25	15.79	25.00	12.50	19	12	16
5	7.14	16.67	7.69	64.29	75.00	61.54	28.57	8.33	30.77	14	12	13
All Grades	30.26	22.54	31.51	52.63	60.56	42.47	17.11	16.90	26.03	76	71	73

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
K	*	0.00	7.69	*	69.23	69.23	*	30.77	23.08	*	13	13
1	26.67	9.09	16.67	53.33	54.55	50.00	20.00	36.36	33.33	15	11	12
2	*	*	50.00	*	*	33.33	*	*	16.67	*	*	12
3	*	62.50	*	*	25.00	*	*	12.50	*	*	16	*
4	73.68	58.33	100.00	15.79	33.33	0.00	10.53	8.33	0.00	19	12	16
5	78.57	58.33	76.92	7.14	25.00	0.00	14.29	16.67	23.08	14	12	13
All Grades	48.68	39.44	54.79	38.16	42.25	26.03	13.16	18.31	19.18	76	71	73

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
K	*	0.00	0.00	*	76.92	76.92	*	23.08	23.08	*	13	13
1	13.33	0.00	8.33	40.00	36.36	8.33	46.67	63.64	83.33	15	11	12
2	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12
3	*	0.00	*	*	56.25	*	*	43.75	*	*	16	*
4	31.58	0.00	0.00	36.84	58.33	75.00	31.58	41.67	25.00	19	12	16
5	7.14	0.00	15.38	50.00	58.33	46.15	42.86	41.67	38.46	14	12	13
All Grades	11.84	1.41	4.11	53.95	54.93	52.05	34.21	43.66	43.84	76	71	73

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
K	*	0.00	7.69	*	69.23	61.54	*	30.77	30.77	*	13	13
1	13.33	0.00	8.33	53.33	90.91	66.67	33.33	9.09	25.00	15	11	12
2	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
3	*	6.25	*	*	43.75	*	*	50.00	*	*	16	*
4	15.79	0.00	12.50	78.95	75.00	68.75	5.26	25.00	18.75	19	12	16
5	21.43	0.00	0.00	57.14	66.67	69.23	21.43	33.33	30.77	14	12	13
All Grades	17.11	4.23	6.85	63.16	61.97	67.12	19.74	33.80	26.03	76	71	73

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. 2017-2018 ELPAC
Overall Average, Level 3, Scale Score 1474
Listening 35% well developed
Speaking 46%
Reading 15%
Writing 16%

2. 2018-2019 ELPAC
Overall Average, Level 3, Scale Score 1482
Listening 31% well developed
Speaking 49%
Reading 12%
Writing 18%

3. When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
387	**82.9**	**17.3**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	17.3
Foster Youth	2	0.5
Homeless	4	1.0
Socioeconomically Disadvantaged	321	82.9
Students with Disabilities	103	26.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.4
American Indian or Alaska Native	11	2.8
Asian	5	1.3
Filipino	7	1.8
Hispanic	177	45.7
Two or More Races	24	6.2
Native Hawaiian or Pacific Islander	6	1.6
White	140	36.2

Conclusions based on this data:

1. We have created alternate learning environments for student innovation, learning, inquiry, and healthy lifestyles: two community gardens, two Ga Ga Pits, a MakerSpace, and an outdoor classroom. These environments add to

	our positive attendance program where we celebrate and incentivize students who are on time, and at school all day.
2.	We connect students to school through school funded after-school opportunities for all students once the restrictions are lifted: after-school sports, grades 2-5 dance clubs, grade 5 dance club, Spanish club, and science clubs. Otherwise, students' families would not be able to afford these opportunities.
3.	We celebrate our diverse student population through culturally proficient projects

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
27.9 points below standard	39.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.4 points	Increased ++13.3 points	5
215	56	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	28.7 points below standard	76.1 points below standard
	Maintained ++1.8 points	Increased Significantly ++23.5 points
	174	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	6	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
36 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13 points below standard
Increased ++13.2 points	9	3	Maintained -2.6 points
115			71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.9 points below standard	9 points above standard	26.3 points below standard
Declined -11.8 points	Declined Significantly -24.5 points	Maintained -1.5 points
25	31	152

Conclusions based on this data:

1. ELA
In 2015, 27% of all students met or exceeded standards.
In 2016, 34% of all students met or exceeded standards.
In 2017, 41.25% of all students met or exceeded standards.
In 2018, 38.0 % of all students met or exceeded standards.
In 2019, 38.0% of all students met or exceeded standards.

2. In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

The Scale Score Change for All students increased by + 6.6
SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.

3. When analyzing claims, the strongest areas of achievement in 2017- 2018, were exhibited in reading at 16.73% and research/inquiry at 15.14%. In comparison, 2018-2019 achievement, was at 18.97% and 17.67%. When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
42.2 points below standard	44.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.2 points	Increased Significantly ++29 points	5
214	56	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	42.8 points below standard	97 points below standard
	Increased ++10.6 points	Increased ++9.7 points
	173	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	6	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
51.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.1 points below standard
Increased Significantly ++17.4 points	9	3	Increased ++11 points
114			71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.9 points below standard	6.3 points above standard	43.5 points below standard
Declined -6.7 points	Increased ++13.7 points	Maintained ++2.6 points
25	31	151

Conclusions based on this data:

1. Math
In 2015, 14% of all students met or exceeded standards.
In 2016, 25% of all students met or exceeded standards
In 2017, 31% of all students met or exceeded standards.
In 2018, 24% of all students met or exceeded standards.
In 2019, 34% of all students met or exceeded standards.

2. When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. When noting student groups, we can see that ELs and SWDs will benefit greatly from teaching students how to analyze complex math tasks, how to solve them, and how to explain reasoning.

   We are continuing with our goal and building on student skills of communicating effectively through explanations to complex math tasks.

3. In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency.
In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency.
The positive scale score change for all students was 10.6 points, SWDs increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
62.9 making progress towards English language proficiency
Number of EL Students: 62
Performance Level: High

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.

2019 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
16.1	20.9	4.8	58.0

Conclusions based on this data:

1. In 2017-2018, on the ELPAC, 35% of students had well-developed listening skills, while 52% had somewhat developed listening skills.
In 2018-2019, on the ELPAC, 31% of students had well-developed listening skills, while 54% had somewhat developed listening skills.

2. In 2017-2018, on the ELPAC, 46% of students had well-developed speaking skills, while 33% had somewhat developed speaking skills.
In 2018-2019, on the ELPAC, 49% of students had well-developed speaking skills, while 38% had somewhat developed speaking skills.

3. In 2017-2018, on the ELPAC Oral Language Average, 39% of students were at a Level 4, while 29% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1475.

In 2018-2019, on the ELPAC Oral Language Average, 35% of students were at a Level 4, while 32% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1486.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. No data for comparison

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
16.5	7.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Declined -9.7	10
552	79	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	15.2	17.9
1	Declined Significantly -3.2	Increased Significantly +5.1
	408	151

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20	31.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.6	Increased +1.3	1	7
35	16		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
14.8	23.1	Less than 11 Students - Data Not Displayed for Privacy	15.2
Declined Significantly -3	Increased +1.9	7	Increased +0.5
243	26		217

Conclusions based on this data:

1. Lindo Park has a positive incentive program for attendance. Students are incentivized and celebrated for on time, all day, everyday attendance.
2. Our counselor, truancy officer, and District Support Services Department regularly work with families exhibiting these issues.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
2.5	0	Less than 11 Students - Data Not
Declined -0.3	Declined -3.7	10
566	79	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not	2.4	2.6
1	Maintained -0.1	Declined Significantly -1.1
	417	153

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	6.3	Less than 11 Students - Data 1	Less than 11 Students - Data 7
Declined -3.4	Increased +1.3		
35	16		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Orange
0.4	15.4	Less than 11 Students - Data 7	3.6
Declined Significantly -1.7	Increased +6.6		Increased +1.4
249	26		225

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	2.5

Conclusions based on this data:

1. Cannot compare information yet. We have many students from challenging circumstances who come to school escalated. We are exploring a social-emotional screener to better identify students with externalizing and internalizing behaviors.
2. In Tier I of the Multi-Tiered System of Supports (MTSS), students are supported through Positive Behavior Intervention and Support (PBIS) lessons, classroom counseling lessons, Restorative Practice Behavior Slips, and Buddy Classrooms.
3. In Tier II of the Multi-Tiered System of Supports, students are supported through group counseling groups, ABA trained Behavior Specialists, Behavior Intervention Aides, and an MTSS Teacher on Special Assignment who coaches teachers on best practices.

   In Tier III of the Multi-Tiered System of Supports, we have minimal resources to address needs. They include: ABA trained Behavior Specialists, Behavior Intervention Aides, access to San Diego Center for Children for families with Medi-Cal, and Vista Hill for Students with Disabilities who qualify for education related mental health services in their Individual Education Plans. The need far exceeds the resource in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2023, every students will meet or exceed expected growth target by 5% in ELA across the Reading strand as measured by NWEA MAP.

Identified Need

An in-depth analysis of our 2021-2022 CAASPP Data indicates that school wide,
3rd grade: 30% of student Met or Exceeded Standards. 70% of student did not meet or exceed standards
4th grade: 18% of student Met or Exceeded Standards. 82% of student did not meet or exceed standards
5rd grade: 28% of student Met or Exceeded Standards. 72% of student did not meet or exceed standards

Claim #1 (Reading) has been identified as the area of greatest need.To support this goal, students in grades K-2 will:
* Have access to guided reading instruction at least 2 times per week
* Access to Imagine Learning and Literacy to deliver the very best early-reading instruction. A personalized learning progression for each child.
*Learning Loss Mitigation Teacher (LLM) to meet with students for targeted intervention support

Students in grades 3-5 will:
* Practice leveled reading passages from our Wonders curriculum 2 times per week
* Have access to targeted intervention 2 days a week while on campus
* Complete one Achieve 3000 article per month with an emphasis on close reading.
* Student will have access to Imagine Learning in Reading 3x a week for 20-30 mins

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, using the NWEA MAP ELA assessment as a performance indicator.	Students from 1-5 will show positive academic growth from their baseline RIT score in Reading	To meet or exceed growth target by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students, Homeless and Foster Youth.

Strategy/Activity

Students will use Imagine Learning in grades (K-5) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as targeted specific student groups.
Learning Loss Intervention Teacher will meet with ALL students on targeted intervention in ELA/Math 4 days a week.Teachers will use Achieve 3000 along with System 44 and Read 180 to target our EL and at promise students. Intervention supports k-3 using our Learning Academy teachers daily Intervention universal access for grades 4-5 daily
Imagine Learning and System 44 Program to be used 2/3 times a week for 30 mins 1-5th grade to work in Reading Fluency and comprehension
Achieve 3000- Students will use Achieve 3000 once weekly for 30-45 mins to work on reading comprehension and reading fluency

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Title I 1000-1999: Certificated Personnel Salaries
6268.41	Title I 4000-4999: Books And Supplies Read 180/System 44

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

K-5 teachers will receive coaching and PD in GLAD interventions strategies for instruction for at-risk students.
Action: Teachers will be trained in using GLAD strategies for ALL students in the classroom daily

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Title I 1000-1999: Certificated Personnel Salaries GLAD ON SITE TRAINING
2000	Title I 4000-4999: Books And Supplies Literacy (equity) $300 per grade level Class Library

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

English Learners will use the program Imagine Learning to build English vocabulary development, reading comprehension, writing and fluency skills. This program will provide language acquisition development to close the achievement gaps for EL students.
Students will also use Starfall help kids learn spelling and improve vocabulary and grammar skills.
Create grade level sight words to wrap around the building to re-enforce reading, vocabulary and sight words for EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

140	LCFF Base 4000-4999: Books And Supplies GO FORMATIVE
355.00	LCFF Base 4000-4999: Books And Supplies Starfall

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

.
Actions: k-5 teachers will engage in Collaboration-Lesson Study Analysis of Instruction and Student Work to plan instruction and implement intervention for all students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Redesigned Fluent English Proficient Students

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase student's speaking and listening skills, which will impact reading and writing.

Evaluation:
K-2 Teachers will evaluate students progress by noting running record, DIBELS score growth, and student to student interaction opportunities.
3-5 Teachers will evaluate progress by monitoring students Lexile growth through Achieve 3000, System 44, read 180, and/or MAPS growth score, and student to student interaction opportunities.

Teachers will participate in Professional Development in the PLC process: Looking at data and analyzing our next steps towards academic success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000	Title I 1000-1999: Certificated Personnel Salaries 2 Data Analysis Days per teacher (24x390)
	Title I None Specified

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2022-2023 Goal we stated that every student will be instructed to reach their appropriate grade level. To meet this, every student scoring below grade level standard, will make more than one year's growth, on district literacy assessments. Every student meeting or exceeding the grade level will make at least one year's growth, on district literacy assessments.

When analyzing the implementation in ELA: student goal-setting, intervention, facilitated collaboration, analysis of data for instruction, and many SST meetings with parents for student support were invaluable and effective. To achieve the articulated goal, we are focusing on tightening targets for proficiency, targeted intervention, agreed-upon strategies, access to core curriculum for all students, and a major focus on academic language through collaborative conversation. We know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning,

listening, and speaking, which will impact reading and writing achievement. Because of our analysis, there is a change in our 2019-2020 goal.

Due to no CAASPP scores last year NWEA Map data was used:

When examining evidence on NWEA MAPS Data:
In 2019-2020
40.1% of students did not meet or exceed standards in the English Language Arts Standards grades 2-5
27.3% of students nearly met the English Language Arts Standards in grades 2-5
32.6% of students met or exceeded the English Language Arts Standards in grades 2-5

In addition, on district literacy assessments:
In 2017-2018, 36% of grade 3-5 students grew over 100 lexile points. In 2018-2019, 37% of grade 3-5 students grew over 100 lexile points.
In 2018-2019:
58% of kinder students were at grade level on the running record assessment.
55% of first grade students were at grade level on the running record assessment.
59% at second grade students were at grade level on the running record assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

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.

When analyzing K-5 investment in academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2023, every students will meet or exceed expected growth target in MATH across the Numbers and Operations overall by 5% strand as measured by NWEA MAP.

Identified Need

An in-depth analysis of our 2021-2022 CAASPP Data indicates that school wide in Math

3rd grade: 21% of student Met or Exceeded Standards. 79% of student did not meet or exceed standards
4th grade: 11% of student Met or Exceeded Standards. 89% of student did not meet or exceed standards
5rd grade: 18% of student Met or Exceeded Standards. 82% of student did not meet or exceed standards

To support this goal:
Students in grades K-2 will:
* Have access to District Wide Everyday Math Curriculum at least 3 times per week
* Student will use Starfall as an intervention to help support academic in math facts
*Math Fluency students will use Reflex Math program 2-3 times a week grades 1-5th
* Access to Imagine Math Facts

Students in grades 3-5 will:
* Participate in targeted intervention 2 days a week while on campus during WIN time
* Every student will have access to District Wide Everyday Math Curriculum at least 2-3 times per week
* Access to Imagine MathFacts for problem solving skills
*Math Fluency students will use Reflex Math program 2/3 times a week
*Grades 4-5 Students will have Math exit tickets to refine their skills as mastered

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, using the NWEA MAP Math assessment as a performance indicator.	Students from 2-5 will show positive academic growth from their baseline RIT score in Math	To meet or exceed growth target by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Reflex Math Program to be used 2/3 times a week for 30 mins 1-5th grade to work in Numbers and operations Math Fluency for over 3 years

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3225.08	LCFF Base 4000-4999: Books And Supplies Reflex Math Program
3000	LCFF Base 4000-4999: Books And Supplies Math/Science $500 Grade level

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Intervention Teacher grades 3/4/5
Math rotations to help support students with the foundational skills in math facts and operations skills.
Exit tickets will be given 2 times a week to check for understanding over a unit of study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

30000	Title I 1000-1999: Certificated Personnel Salaries

	Intervention Support grade 4/5

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Teachers will examine grade level materials and standards to determine needed supplemental instruction to match standards:
Evaluation: Teachers will use benchmark data from EDM and Interim assessment data from CDE to note growth:

Grade level supplemental materials and PD to match math standards: $500 per level $3000 LCFF Base
Kinder: Systematic Scope and Sequence
First: Systematic Scope and Sequence, Supplements in decomposing numbers and visuals
Second: For first grade materials add- fluency w numbers 1-10,
For Second grade supplement: Word Problems, Measurement, Time, Money, Addition/Subtraction Fluency
Third: For second grade materials add- solid understanding of place value, fluently adding/subtracting within 100, understanding of needed math vocabulary (sum/difference. etc.)
For Third Grade supplement: multiplication fluency, adding/subtracting numbers w regrouping, measurement, time, fractions, area, rounding,
Fourth/Fifth: For third grade materials add- Addition/subtraction/multiplication fact fluency, solid understanding of place value, regrouping, measurement
For Fourth/Fifth grade supplement: Operation Repetition, Measurement Conversion, Multiplication/Division Fact practice, Understanding of Basic Fractions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500	LCFF Base 2000-2999: Classified Personnel Salaries Grade Level Math intervention support/Specials/Makerspace

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

When analyzing our Math data it was evident that the foundational skills in Numbers and Operations is were our students decreased the most. With using math facts and fluency this will increase our scores by 5%.
Using our CAASPP scores last year NWEA Map data was used:

When examining evidence on NWEA MAPS Data:
In 2019-2020
53.3% of students did not meet or exceed standards in the Math Standards grades 2-5
23.5% of students nearly met the Math Standards in grades 2-5
23.1% of students met or exceeded the Math Standards in grades 2-5

When examining evidence on the California Assessment of Student Performance and progress (CAASPP):
In 2018, 24% of all students met or exceeded proficiency, and their scale score was an average of 56 points from proficiency.
In 2019, 34% of all students met or exceeded proficiency, and their scale score was an average of 45 points from proficiency.
The scale score changes are as follows: All students +10.6 SWD +2.9 SED +8.8 EL - 30.7 Cauc +9.9 Hispanic + 14.7

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between our intended implementation and budgeted expenditures to meet the articulated goal.

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.

K-5 grade levels are expected to increase and show positive academic growth from their baseline RIT score in Math. See annual measurable outcomes within Planned Improvements got Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Well-Being

Goal 3

Develop a baseline through a consistent and clear discipline referral system and structure in the classroom and on the playground to promote positive interactions at Lindo Park Elementary.

Identified Need

Student behavior is escalated in unstructured areas. This spills over and affects classroom behavior. Need for consistent procedures, re-envisioned routines, and staff training to complement PBIS is indicated. Additionally, staff will continue discussion to develop classroom calming structures and strategies for students with challenging behavior.
Analysis of Office Discipline Referrals:
Lack of documentation and consistency on student behavior communication to staff.

We will implement a positive school climate that ensure the safety of all Lindo Park students and staff.
Positive referrals to acknowledge students positive behavior and LSUD student profile goals.

2018-2019 65
Most issues stemmed from aggressive, escalated behavior in unstructured areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase positive behavior in unstructured areas	In June 2021 60 Positive referrals	By June 2023 75 positive referrals

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Each teacher will teach a weekly, 20 minute PBIS lesson. One lesson a month will integrate a component of Growth Mindset. Use of school planners

Evaluation: With counselor support teachers will commit to one PBIS lesson a month

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	Unrestricted Lottery 4000-4999: Books And Supplies Books, Materials, Supplies
2,123.25	LCFF Base 4000-4999: Books And Supplies School Planners

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Unstructured Areas will be systematized with structures and routines for calm, constructive behavior. Behavior Assemblies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

12000	LCFF Base 4000-4999: Books And Supplies Supplies for Playground,/After-school Activities
15000	Title I 2000-2999: Classified Personnel Salaries Positive Behavior Intervention Supports
1000	LCFF Base 4000-4999: Books And Supplies Materials for training Playground Leaders

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Principal, MTSS TOSA, and Teachers will create positive behavioral interventions and assess student growth in academic and behavior through "Kidwatch, " through Staff Training for common areas, and consultation with experts regarding classroom strategies.

Evaluation: Staff will monitor, attendance, SST referrals, Classroom Behavior Slips, ODRs, Suspensions Social-Emotional Therapeutic referrals, Referrals for SPED Testing, and individual/ group lessons with counselor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	Title I 1000-1999: Certificated Personnel Salaries Release time for Kidwatch Meetings (Oct/March), PD Responsive Classroom 1 teacher 2 times each
500	LCFF Base 2000-2999: Classified Personnel Salaries Staff Training for Campus Supervisors Common Areas
1000	Unrestricted Lottery 4000-4999: Books And Supplies Supplies for Cafeteria/Playground Routines

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions: Staff will establish school-wide recognition in academics and behavior focused on individual, group, class and/or grade level success. Individual/Group will earn positive privilege/incentive acknowledging positive behavior.
Positive Referrals for students to be recognized

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF Base

	4000-4999: Books And Supplies Positive Message Banners, Incentives, Intent Bracelets

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2021-22, our Social-Emotional Goal was that Grade 5 students will increase academic motivation and perseverance from 63% in 2021 to 90% in 2020 as measured by the California Healthy Kids Survey. K-4 students will increase academic motivation and perseverance from 80% in November 2018 to 90% in 2019 as measured by the California Healthy Kids Survey questions. When examining evidence, Grade 5 students increased their academic motivation score by 33 percentage points, from 63% to 93%. Grade 3 and 4 students increased academic motivation and perseverance from 82.48 % in November 2018 to 83.7% in 2019 as measured by the California Healthy Kids Survey questions with Google forms. Grades K-2 results were found to be invalid. Students told researchers what they wanted to hear.
We felt that the implementation was effective, however, a rise in aggressive, escalated behavior in unstructured areas in the playground and cafeteria necessitated a change in focus.

When examining evidence through discipline referral data:
In 2021-2022, we had 65 office discipline referrals

In 2022-2023, our Social-Emotional Goal is in process: Develop and implement a consistent and clear system for discipline and structure in the classroom as well as on the playground to promote positive interactions, and a positive school climate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and or budgeted expenditures to implement the strategies to meet the articulated goal.

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.

As a result of analysis, we will continue growth mindset. However, a rise in aggressive, escalated behavior necessitates a focus on developing a consistent and clear system for discipline and structure on the playground to promote positive interactions. Those changes can be seen in

Planning Instruction for Goal 3. Implement a clear and precise system for teachers and staff to document behavioral incidents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Connect school and home parent involvement

Identified Need

Lindo Park would like to engage parents and students to be more involved using school wide parent engagement nights. Literacy/Math/Science

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Unrestricted Lottery None Specified
	Unrestricted Lottery None Specified
	Unrestricted Lottery None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Unrestricted Lottery None Specified
	LCFF Base None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF Base None Specified

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$94,611.74

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$66,268.41

Subtotal of additional federal funds included for this school: $66,268.41

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base	$26,843.33
Unrestricted Lottery	$1,500.00

Subtotal of state or local funds included for this school: $28,343.33

Total of federal, state, and/or local funds for this school: $94,611.74

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	73480	7,211.59
Title I Parent Involvement	968	968.00
Unrestricted Lottery	25134	23,634.00
LCFF Base	31868	5,024.67
LCFF Supplemental	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	26,843.33
Title I	66,268.41
Unrestricted Lottery	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	43,000.00
2000-2999: Classified Personnel Salaries	19,000.00
4000-4999: Books And Supplies	32,611.74

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Base	4,000.00
4000-4999: Books And Supplies	LCFF Base	22,843.33
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	15,000.00

4000-4999: Books And Supplies	Title I	8,268.41
4000-4999: Books And Supplies	Unrestricted Lottery	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,763.41
Goal 2	39,725.08
Goal 3	36,123.25

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

5 Parent or Community Members

Name of Members	Role
Tessa Green	Principal
Hannah Weiher	Classroom Teacher
Sheila Florey	Other School Staff
Lyndsay Burd	Classroom Teacher
Rachelle Rivers	Other School Staff
Sheila Florey	Other School Staff
	Parent or Community Member
Miriam Hernandez	Parent or Community Member
Becky Hill	Parent or Community Member
	Parent or Community Member
Kathi Bradshaw	Parent or Community Member
	Parent or Community Member
	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 9/26/22.

Attested:

	Principal, Tessa Green on 9/26/22
	SSC Chairperson, Becky Hill on 9/26/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Elementary School	37681896038368		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lakeview Elementary's School Site Council (SSC) meets five times/year as part of a continuous cycle of improvement to review data, monitor progress and update the school plan. Lakeview's site goals are collectively created with stakeholder input after a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the California Schools Dashboard. Other district and school data including site and district benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor progress throughout the school year. Site goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Although Lakeview does not receive Title I funds, our SPSA outlines how LCFF funding will be allocated to improve the academic performance as well as attendance and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. 80% report a feeling of Connectedness to school, which is a drop from 88% in the previous year's survey. This data reveals "Connectedness" as an area of need. The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Every attempt is made for the site administrator to visit every classroom (including the RSP and intervention rooms) at Lakeview'. Informal classroom visits are conducted for the purpose of monitoring student learning, observing the delivery of instruction, supporting teachers in their professional growth, and checking in with students who need extra support. Teachers who are in their evaluation cycle also have the opportunity to participate in formal observations with feedback.

Summary of findings:
* Students with Disabilities receive both pull-out instruction around their targeted learning goals. As a result, many students receiving RSP services are lacking exposure to their grade level curriculum.
* Lakeview's English Language Learners are underperforming compared to their grade level peers. This achievement gap needs to be addressed.
* Lakeview currently does not have an EL aide to provide push-in support
* Students in grades 3-5 have access to Achieve 3000. Teachers are utilizing the program in different ways. Those who have implemented Achieve 3000 with fidelity are seeing significant growth in students' reading lexiles. Teachers would benefit from additional training in Achieve 3000 implementation to ensure that we are utilizing the program with fidelity.
* Teachers need opportunities for collaboration and vertical articulation in the area of math, specifically around explaining mathematical reasoning.
* Teachers would benefit from professional development in the areas of small group and differentiated instruction.
* Struggling learners would benefit from additional support and academic interventions.
* Students with challenging behaviors are in need of additional support around self-regulation strategies, calming strategies and behavior management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to the CAASPP data, we are using local measures which include NWEA MAP, End of Unit Assessments, DiBELS, and EDL2 to monitor progress. We also administered the ELPAC assessment to all English Learners.

Our school conducted an assessment to identify areas of student needs in an effort to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of NWEA MAP Data
- Analysis of 2021-2022 ELPAC scores
- District Benchmark Assessments including DIBELS, ESGI, Running Records, IRI, & RI

Major findings from this analysis were: School-wide, 56% of Lakeview students met or exceeded the standard in Overall English Language Arts on the MAPS assessment. For general ed students, 63% met or exceeded grade-level standards, and for students with disabilities it was 29% and for English learners, it was 27%. Likewise, school-wide, 66% of Lakeview students met or exceeded the standard in Overall Math on the MAPS assessment. For general ed students, 72% met or exceeded grade-level standards, and for students with disabilities it was 40% and for English learners, it was 17%.

We did not use the CAASPP data for creating our site goals, but analysis of the 2021-2022 CAASPP Math results indicate by grade: 66% of 3rd graders, 47% of 4th graders, and 38% of 5th graders met or exceeded the standard in Math. Likewise, the 2021-2022 CAASPP ELA results indicate by grade: 66% of 3rd graders, 53% of 4th graders, and 48% of 5th graders met or exceeded the standard in Math. The CAASPP data matched the data from the other assessments, and thus, confirmed that our site plan was indeed prudent.

ELPAC: We need to continue focusing on vocabulary acquisition and language development.

BELOW NEEDS TO BE EDITED
Analysis of student demographics data shows that Lakeview had 20 English Learners school wide. Our most recent CAASPP data indicates that our English Learners scored 2.7 points below standard in English Language Arts and 31.4 points below standard in Math. 47.8% of Lakeview's English Learners are making progress toward English Language Proficiency.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lakeview utilizes district benchmark assessments (NWEA MAP, DIBELS, IRI, RI,) chapter and unit assessments embedded in district adopted curriculum, Achieve 3000 assessments/data, SBAC interim assessments and teacher created assessments to target, drive, and modify classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lakeview has 31 classroom teachers that are fully credentialed. 1 of those is a learning loss teacher, and 3 of those teachers are fully credentialed SAI teachers. We also have 1 credentialed SLP and 1 credentialed Counselor.There are no mis-assigned teachers at Lakeview Elementary School.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently trained.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

LUSD teachers participate in weekly site based Professional Learning Communities every Wednesday for 90 minutes and district-wide Professional Learning Communities twice/year. This time is utilized for professional growth, grade level articulation around data-analysis, data-driven short and long term lesson planning, or best teaching practices. In addition, teachers participate in district-wide Professional Growth Days twice/year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to the following instructional assistance

* 1 Multi-Tiered Systems of Support Teacher on Special Assignment (shared with multiple sites)
* 1 Learning Loss Mitigation Teacher who provides additional support in the area of reading decoding and fluency for under-performing students

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use weekly PLC time as well as site-funded release time to collaborate and participate in classroom observations (on site, across the district and/or in neighboring districts.) Spanish Immersion teachers participate annually in 3 district-wide PLCs for the purpose of horizontal and vertical articulation with other immersion teachers in the district.

The aforementioned PLCs are broken up in three ways, with the first 45 minutes being the entire grade-level working together (immersion and English only), and the second 45 minutes being one of the follwoing:

- dual immersion teachers and English only teachers of the same grade
- cross-grade collaboration: K-1, 2-3, 4-5
- cross-grade collaboration: 1-2, 3-4, and K & 5 simply continue their PLC from the first 45 minutes

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lakeview Elementary uses the district adopted ELA (Wonders), Math (Everyday Math), Science (Amplify), and Social Studies curriculum. These curriculum adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

LUSD is following the state mandated minimum number of instructional minutes which are as follows:

Daily Instructional Minutes:
Kindergarten: 180 minutes
Grades 1-3: 230 minutes
Grades 4-5: 240 minutes

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lakeview Elementary follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, district benchmark assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district adopted instructional materials including Wonders (ELA), Maravillas (Spanish Immersion LA), Everyday Math (Math), Social Studies and Science. Site licenses for technology programs and software are used for instructional support and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All adopted curriculum and instructional materials are aligned to the Common Core State Standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Resource Specialist services (for students with an IEP) Reading Intervention (30 minutes twice/week,) and ELD embedded support are provided to help underperforming students meet standards.

Evidence-based educational practices to raise student achievement

Lakeview is utilizing Achieve 3000, Read 180, data procured from MAPs Assessments, Math Transformations, and CGI to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LUSD offers English classes to help non-English speaking parents acquire the language skills necessary to help their children in school. LUSD also offers "The Positive Parenting Program" (PPP) which is an evidence-based program that equips parents with the tools to improve common childhood behavioral issues. Parents learn strategies for managing misbehavior, improving the parent-child relationship, and reducing stress for the entire family. In addition, our school counselor serves families by providing resources and referrals to community outreach organizations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lakeview Elementary provides opportunities for stakeholder involvement through School Site Council, English Learner Advisory Committee (ELAC,) and the District English Learner Advisory Committee (DELAC.)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Lakeview does not receive categorical funding.

Fiscal support (EPC)

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 development of Lakeview Elementary's 2022-2023 SPSA included multiple data measures for the purpose of gathering input from all stakeholders.

On May 25th, 2022, Lakeview teachers participated in a data-analysis day. Lakeview Staff reviewed previous assessment data, current MAP data, district benchmark assessment data, grade level site

developed assessments, California Healthy Kids Survey results, and Achieve 3000 data. During this time, we re-examined our site goals to determine what lead measures were/were not effective. Grade levels worked in teams to create charts that flagged both effective and ineffective strategies that had been put into place during the 2021-2022 school year and reported out their results. From this information, our staff identified effective strategies and drafted our 2022-2023 areas of focus.

Lakeview also utilized results from the 2022 California Healthy Kids Survey (CHKS) as a tool to measure social emotional well being on our campus. The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Our goal for the 2021-2022 school year was to increase our "connectedness". Alas, the report found that only 80% reported a feeling of Connectedness to school (down from 88%). The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Taking a "deep dive" into the MAPs data displayed that two subgroups, English Language Learners and Students With Disabilities, are underperforming in comparison to their grade level counterparts.

On May 25th, 2021, Lakeview teachers participated in a Goal Setting Day, during which we engaged in discussion to review all data, revisit goals, and worked in grade level teams to identify both Lag and Lead Measures. Teachers also collaborated to determine what resources need to be funded in order to achieve these goals. We completed a needs assessment for the current school year, and addressed the barriers to providing equitable educational opportunities for all students, with particular focus on English Language Learners and Students with Disabilities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We analyzed the data to determine if all student groups were being served equitably with our expenditures. Having a Learning Loss Mitigation teacher allows us to provide one additional hour of intensive reading instruction weekly to our struggling readers. Achieve 3000 uses leveled, nonfiction reading passages to target close reading, reading comprehension, vocabulary, and writing skills. Because the text complexity is automatically individualized to each student's reading lexile, students' can access the information and practice these skills at their individual level(s). Both Achieve 3000 and Imagine Learning are research-based programs and therefore, staff feels that this is a beneficial expenditure. Further analysis of our expenditures revealed that we are not specifically targeting our English Learners or Students with Disabilities.

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	0.99%	0.8%	0.46%	7	5	3
African American	0.99%	0.8%	0.31%	7	5	2
Asian	0.28%	0.5%	0.31%	2	3	2
Filipino	0.7%	0.8%	0.61%	5	5	4
Hispanic/Latino	25.35%	27.2%	30.73%	180	178	201
Pacific Islander	0.42%	0.5%	0.31%	3	3	2
White	68.73%	67.0%	63.30%	488	439	414
Multiple/No Response	2.54%	2.6%	3.98%	18	17	26
			Total Enrollment	710	655	654

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	132	92	118
Grade 1	106	126	95
Grade 2	118	95	125
Grade3	121	116	89
Grade 4	119	116	111
Grade 5	114	110	116
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	710	655	654

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 63%

2. The second largest student group at Lakeview, the Hispanic/Latino subgroup, has grown from 27% to 31%

3. Lakeview has a very small population of the following student groups: Asian, Pacific Islander, American Indian, African American and Filipino.

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	21	20	27	3.0%	3.10%	4.1%
Fluent English Proficient (FEP)	14	10	11	2.0%	1.50%	1.7%
Reclassified Fluent English Proficient (RFEP)	4	0		15.4%	0.00%	

Conclusions based on this data:

1. The percentage of English Learners at Lakeview has essentially the same from 3.0% to 3.1% in 2020-2021.
2. The number of Fluent English Proficient students has decreased from 14 in 2019-2020 to 10 in 2020-2021
3. The number of students reclassified to Fluent English Proficient significantly decreased from 4 students in 2020 to 0 students in 2021.

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	128	119	87	120	0	84	120	0	84	93.8	0.0	96.6
Grade 4	109	118	110	107	0	109	107	0	109	98.2	0.0	99.1
Grade 5	121	109	118	118	0	117	118	0	117	97.5	0.0	99.2
All Grades	358	346	315	345	0	310	345	0	310	96.4	0.0	98.4

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	2461.		2454.	35.83		29.76	30.00		35.71	24.17		21.43	10.00		13.10
Grade 4	2481.		2472.	31.78		23.85	26.17		29.36	20.56		19.27	21.50		27.52
Grade 5	2543.		2493.	35.59		20.51	33.90		27.35	20.34		23.93	10.17		28.21
All Grades	N/A	N/A	N/A	34.49		24.19	30.14		30.32	21.74		21.61	13.62		23.87

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 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	34.17		32.14	48.33		55.95	17.50		11.90
Grade 4	28.97		14.68	50.47		68.81	20.56		16.51
Grade 5	38.14		17.09	52.54		65.81	9.32		17.09
All Grades	33.91		20.32	50.43		64.19	15.65		15.48

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.83		20.24	60.00		65.48	14.17		14.29
Grade 4	17.76		13.76	60.75		63.30	21.50		22.94
Grade 5	26.27		13.68	58.47		62.39	15.25		23.93
All Grades	23.48		15.48	59.71		63.55	16.81		20.97

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.67		17.86	60.83		72.62	7.50		9.52
Grade 4	19.63		16.51	69.16		73.39	11.21		10.09
Grade 5	27.12		11.97	66.95		77.78	5.93		10.26
All Grades	26.38		15.16	65.51		74.84	8.12		10.00

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50		19.05	54.17		69.05	8.33		11.90
Grade 4	28.97		16.51	54.21		66.97	16.82		16.51
Grade 5	40.68		17.09	51.69		64.10	7.63		18.80
All Grades	35.94		17.42	53.33		66.45	10.72		16.13

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. 65% of our students met or exceeded the achievement standard for English Language Arts.
2. Our Average Distance from Standard (DFS) increased from +15 in 2018 to +26 in 2019.
3. Reading & Writing represent the claims with the most students scoring below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	128	119	87	120	0	84	120	0	84	93.8	0.0	96.6
Grade 4	109	118	110	107	0	109	107	0	109	98.2	0.0	99.1
Grade 5	121	109	118	118	0	117	118	0	117	97.5	0.0	99.2
All Grades	358	346	315	345	0	310	345	0	310	96.4	0.0	98.4

* 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	2465.		2460.	32.50		27.38	32.50		38.10	21.67		21.43	13.33		13.10
Grade 4	2492.		2470.	23.36		16.51	34.58		30.28	28.04		36.70	14.02		16.51
Grade 5	2520.		2499.	26.27		18.80	25.42		19.66	22.03		30.77	26.27		30.77
All Grades	N/A	N/A	N/A	27.54		20.32	30.72		28.39	23.77		30.32	17.97		20.97

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

Concepts & Procedures 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	46.67		36.90	30.00		51.19	23.33		11.90
Grade 4	32.71		17.43	44.86		59.63	22.43		22.94
Grade 5	33.05		23.08	33.90		46.15	33.05		30.77
All Grades	37.68		24.84	35.94		52.26	26.38		22.90

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.83		28.57	40.00		55.95	14.17		15.48
Grade 4	29.91		15.60	51.40		62.39	18.69		22.02
Grade 5	27.12		17.09	48.31		60.68	24.58		22.22
All Grades	34.49		19.68	46.38		60.00	19.13		20.32

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.33		30.95	45.00		59.52	11.67		9.52
Grade 4	30.84		22.94	49.53		50.46	19.63		26.61
Grade 5	22.88		9.40	53.39		71.79	23.73		18.80
All Grades	32.46		20.00	49.28		60.97	18.26		19.03

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. 60% of our students met or exceeded the achievement standards for Math.
2. Our Average DFS increased from +5 in 2018 to +13 in 2019.
3. The areas of Communicating Mathematical Reasoning represents the claim with the highest percentage of students scoring below standard.

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
K	*	*	*	*	*	*	*	*	*	*	*	5
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	6	*	*
3	*	*	*	*	*	*	*	*	*	5	4	*
4	*	*		*	*		*	*		*	4	
5	*	*	*	*	*	*	*	*	*	8	4	8
All Grades										27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	23.81	33.33	48.15	33.33	29.17	29.63	23.81	12.50	3.70	19.05	25.00	27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.85	42.86	41.67	25.93	28.57	33.33	18.52	9.52	4.17	3.70	19.05	20.83	27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	33.33	37.50	70.37	52.38	33.33	7.41	14.29	29.17	27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.26	47.62	54.17	37.04	38.10	29.17	3.70	14.29	16.67	27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	4.76	8.33	66.67	76.19	50.00	22.22	19.05	41.67	27	21	24

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	9.52	8.33	77.78	52.38	58.33	7.41	38.10	33.33	27	21	24

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. 27 students took the ELPAC in 18-19.
2. Most of our students scored an overall level 3.
3. The largest number of students scoring "well developed" was in the speaking domain.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
655	**34.4**	**3.1**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	20	3.1
Foster Youth	2	0.3
Homeless		
Socioeconomically Disadvantaged	225	34.4
Students with Disabilities	129	19.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8
American Indian or Alaska Native	5	0.8
Asian	3	0.5
Filipino	5	0.8
Hispanic	178	27.2
Two or More Races	17	2.6
Native Hawaiian or Pacific Islander	3	0.5
White	439	67.0

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 68.7%

2. 32.5% of Lakeview's student population is Socioeconomically Disadvantaged.

3. Students with Disabilities make up 18.6% of Lakeview's student population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. Lakeview Elementary scored in the green in English Language Arts.
2. Lakeview Elementary scored in the green for both Mathematics and Chronic Absenteeism.
3. Lakeview's suspension rate is in the green.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
25.6 points above standard	2.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10 points	Declined -9 points	1
341	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0 Students	6.9 points above standard	41.1 points below standard
	Increased ++13.9 points	Increased ++13.8 points
	115	75

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	4	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
15.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	29 points above standard
Increased ++9.7 points	5	1	Increased ++10.9 points
81			242

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.2 points below standard	37.3 points above standard	27.3 points above standard
11	12	Increased ++11.6 points
		314

Conclusions based on this data:

1. Hispanic students (81 students) scored 15.3 points above standard which was an increase of 9.7 points.
2. Socioeconomically Disadvantaged (115 students) scored 6.9 points above standard which was an increase of 13.9 points.
3. Students with Disabilities (75 students) scored 41.1 points below standard which was an increase of 13.8 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
9.9 points above standard	31.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.8 points	Declined Significantly -26.6 points	1
340	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	11 points below standard	61.4 points below standard
	Maintained ++2.2 points	Maintained -0.6 points
	115	74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	4	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
3.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13 points above standard
Maintained ++2.7 points	5	1	Maintained ++2.1 points
81			241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64 points below standard	1.5 points below standard	12.5 points above standard
11	12	Increased ++6.4 points
		313

Conclusions based on this data:

1. Hispanic students (81 students) scored 3.5 points below standard which was an increase of 2.7 points.
2. Socioeconomically Disadvantaged (115 students) scored 11 points below standard which was an increase of 2.2 points.
3. Students with Disabilities (74 students) scored 61.4 points below standard which was a decrease of .6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.8 making progress towards English language proficiency
Number of EL Students: 23
Performance Level: Medium

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.

2019 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
17.3	34.7	4.3	43.4

Conclusions based on this data:

1. 43.4% of Lakeview's English Learners progressed at lease one ELPI level.
2. Lakeview's overall performance level is "Medium".
3. 47.8% of our students are making progress toward English language proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
4.4	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Declined -14.3	1
730	26	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.1	5.6
0	Declined -1.1	Increased +3.2
	230	143

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	6	2	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
3.7	0	Less than 11 Students - Data Not Displayed for Privacy	4.7
Declined -1	11	2	Increased +0.8
187			507

Conclusions based on this data:

1. Overall chronic absenteeism levels were maintained in the green.
2. Chronic absenteeism declined for Hispanic students.
3. Chronic absenteeism increased for students in the White subgroup and students with disabilities but maintained or declined for all other subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. No data available

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.7	3.7	Less than 11 Students - Data Not
Maintained 0	Increased +3.7	1
736	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	1.7	3.5
	Increased +0.6	Increased +1.1
	232	143

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
7	7	2	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
1.1	0	Less than 11 Students - Data	0.6
Maintained 0	13	2	Maintained 0
188			509

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0.7

Conclusions based on this data:

1. We maintained our current level of suspensions, placing us in the green band.
2. There was a 1.1% increase in suspensions for Students with Disabilities, putting us in the orange band.
3. There was a 1.7% increase in suspensions for Socioeconomically disadvantaged students, putting us in the orange band.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2023, every student will make significant growth in one (or more) of the following areas (grade-level dependent):

- number of sight-words read
- fluency
- lexile score
- MAPs score
- CAASPP score

Identified Need

From our data-analysis, we found: school-wide, 56% of Lakeview students met or exceeded the standard in Overall English Language Arts on the MAPS assessment. For general ed students, 63% met or exceeded grade-level standards, and for students with disabilities it was 29% and for English learners, it was 27%. Likewise, the 2021-2022 CAASPP ELA results indicate by grade: 66% of 3rd graders, 53% of 4th graders, and 48% of 5th graders met or exceeded the standard in ELA.

To support this goal, students in grades K-2 will
* Participate in small, targeted reading intervention groups 2 times per week for 30 minutes each
* Access Imagine Learning, Heggerty, and Reading Naturally
* Have access to Guided Reading instruction at least 2 times per week
* Struggling students will receive 30 minutes of targeted reading intervention twice/week

Students in grades 3-5 will
* Practice leveled reading passages from our Wonders curriculum 2 times per week
* Have access to explicitly taught direct instruction fluency lessons bi-weekly
* Complete one Achieve 3000 article per month with an emphasis on close reading
* Imagine Language lessons
* Novel studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, using the NWEA MAP ELA Assessment as a performance indicator,	students in grades 1-5 will show positive academic growth from their baseline RIT score in Reading	to a mean RIT of at least +5 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use research based support programs Imagine Learning (grades K-2) and Achieve 3000 (grades 3-5) three times per week to target academic deficits in Reading Fluency and Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as specific targeted student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	The district provided funding for Imagine Learning and Achieve 3000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	LUSD has provided funding for this resource for the 2022-2023 academic year.
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers in Grades TK-5 will monitor student's' oral reading fluency/rate to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	4000-4999: Books And Supplies LUSD has provided funding for this resource for the 2022-2023 academic year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will utilize various instructional items (e.g. headphones) to practice writing fluency and sight word recognition/practice. This allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1950	Unrestricted Lottery 4000-4999: Books And Supplies Special items, such as headphones

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

12000	LCFF Base 1000-1999: Certificated Personnel Salaries Teacher Release Time for Assessments/Data Collection

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Kindergarten teachers will administer a pre-assessment of the kindergarten students before school begins.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1200	LCFF Base 1000-1999: Certificated Personnel Salaries Kindergarten assessment day

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in English & Spanish Language Arts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCFF Base 4000-4999: Books And Supplies Supplemental Instructional Materials (other half is in Goal #2)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4800	Unrestricted Lottery 4000-4999: Books And Supplies Office Supplies, Equipment & Maintenance (other half is in Goal #2)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners / Hispanic

Strategy/Activity

English Learners will utilize the research-based application Imagine Learning for at least 15 minutes, three times per week, to build English language vocabulary , increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development to close achievement gaps for EL and Hispanic Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	4000-4999: Books And Supplies Imagine Learning - Language & Literacy. *LUSD has provided funding for this resource for the 2022-2023 academic year.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

Spanish Immersion Students will utilize the research-based application Imagine Español at least 3 times per week to build English language vocabulary , increase reading fluency and

comprehension, and strengthen writing skills. This program will provide language acquisition development and close the achievement gap for our Spanish Immersion students as a result of limited exposure to the target language during the Covid-19 pandemic.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	4000-4999: Books And Supplies Imagine Español *LUSD has provided funding for this resource for the 2022-2023 academic year.

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will purchase class sets of novels and small group instruction books. Each grade level will receive $1000 for the purchase of class set or small group sets of novels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000	Unrestricted Lottery 4000-4999: Books And Supplies Class sets and small group sets of books/novels/chapter books

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All / SWD

Strategy/Activity

Learning Loss Mitigation Teachers will provide students with targeted, small group intervention in phonics, decoding and reading fluency for 30 minutes, twice per week. This intervention will close the achievement gap resulting from the Covid-19 pandemic for our struggling learners. The Dibels Assessment will be conducted on K-2 students every six weeks for the purpose of monitoring progress on students' academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	1000-1999: Certificated Personnel Salaries 1 Learning Loss Mitigation Teacher (LUSD has provided funding for this resource for the 2022-2023 academic year)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will receive innovative instruction, such as: TPT, Heggerty, Explode the Code, Rooted in Reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	Unrestricted Lottery 4000-4999: Books And Supplies Innovative instructional materials from TPT, Heggerty, Explode the Code, Rooted in Reading.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All First through Fourth Grade Students

Strategy/Activity

Students will use specialized booklets (e.g. Quick Books) to help improve their writing and sight word recognition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	Unrestricted Lottery 4000-4999: Books And Supplies Quick Books

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Subs will be provided so that the teachers will have four half-days to plan for language arts (specifically for the performance task) and for the new science adoption. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	1000-1999: Certificated Personnel Salaries District is providing funding for these days.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

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.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 2

By June 2023, all students (K-5) will increase their ability to communicate mathematical reasoning by one band on a site developed assessment rubric.

Identified Need

From our data-analysis, we found: school-wide, 66% of Lakeview students met or exceeded the standard in Overall Math on the MAPS assessment. For general ed students, 72% met or exceeded grade-level standards, and for students with disabilities it was 40% and for English learners, it was 17%.Likewise, the 2021-2022 CAASPP Math results indicated by grade: 66% of 3rd graders, 47% of 4th graders, and 38% of 5th graders met or exceeded the standard in Math. Claim #3 (Communicating Reasoning) has been identified as the area of greatest need.

To support this goal, the following actions and strategic will be utilized:

* Teachers in grades K-5 will explicitly teach how to communicate mathematical reasoning while solving word problems once/week.
* Teachers will develop a common rubric which measures a student's ability to communicate mathematical reasoning and will utilize this tool to monitor students' progress biweekly.
* Students in grades K-2 practice word problems using the "Part/Part/Whole" template at least once/week.
* Students will be presented with weekly equations embedded in word problems, teachers will specifically teach the strategies for analyzing a word problem, how to recognize key vocabulary, how to use part/part/whole to understand the relationship between addition and subtraction and how to make a number story and explain their strategy for solving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, using a site-developed rubric as a performance indicator,	students will increase from their individually assessed baseline and	increase their ability to communicate mathematical reasoning by one full band.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

KidWatch Meetings. Three times per year, teachers will receive 20-30 minutes of release time to review assessment data, set goals and discuss targeted interventions for struggling students. This practice will provide remediation and strategic planning for the purpose of closing the achievement gaps for all students, as well as targeted specific student groups

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries KidWatch. Provide substitutes for teachers to meet with MTSS TOSA, counselor, and principal to review assessment data, set goals and collaborate on targeted interventions for struggling students.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in Math..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCFF Base 4000-4999: Books And Supplies Supplemental Instructional Materials (Other half allocated in Goal #1)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4800	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Office Supplies, Equipment & Maintenance (Other half allocated in Goal #1)

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a CGI books (cognitive guided instruction), instructional materials, and workshops. This will foster class discussions and deeper understanding of math concepts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4500	LCFF Base 4000-4999: Books And Supplies CGI Books

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers in grades 1-5 will use norm-referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	4000-4999: Books And Supplies

	*LUSD has provided funding for this resource for the 2022-2023 academic year
0	

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will use the California ELD Standards Companion as a resource for providing access to the Common Core State Standards in Math. Teachers will utilize this resource during weekly PLC planning meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	California ELD Standards Companion purchased in 20-21

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Learners will utilize the research-based application "Imagine Math" 3 times per week to build problem-solving skills and conceptual understanding in Math. Imagine Math provides language support for English learners while building their academic vocabulary in Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	4000-4999: Books And Supplies *LUSD has provided funding for this resource for the 2022-2023 academic year

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will receive innovative instruction, such as: Magic of Math, Generation Genius, Math Antics, Exemplars Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	Unrestricted Lottery 4000-4999: Books And Supplies Innovative instructional materials, such as: Magic of Math, Generation Genius, Math Antics, Exemplars Math

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, SWD

Strategy/Activity

Students will utilize various instructional items (e.g. base-10 blocks) to improve mathematical reasoning. This allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1950	Unrestricted Lottery 4000-4999: Books And Supplies Specialized items, such as base-10 blocks, unifix cubes, flashcards.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

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.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well Being

Goal 3

By June 2023, Lakeview will increase School Connectedness from 80% to 85% as measured by the California Healthy Kids Survey.

Identified Need

After an in-depth analysis of the 2021-2022 School Climate Report Card from the California Healthy Kids Survey (CHKS), Lakeview staff identified school-connectedness and caring relationships as an area of need. In the CHKS Student Report Indicators, we dropped from 88% of students and parents reported that they feel like they are a part of the school down to 80%.

We will work towards this goal by:
* Recommitment to PBIS
* Conducting daily morning meetings / community circles / exit activities
* Intentionally engaging students in 1:1 conversations
* Encouraging parent involvement through consistent communication through a variety of platforms

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, the level of school connectedness will increase	from 80% in 2022	to 85% in 2023 as measured by the School Connectedness Category in the California Healthy Kids Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Additional playground coverage will be provided daily for Kindergarten students for the purpose of increasing student safety, and assisting students with self-regulation strategies and conflict resolution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	LCFF Base 2000-2999: Classified Personnel Salaries Kindergarten Playground Coverage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground Coordinator (extra hours) will assist students with and provide PD for staff in the utilization of self management and conflict resolution strategies. Playground Coordinator will conduct monthly meetings with Campus Student Supervisors for the purpose of ongoing professional development and identification of "hot spots" on the playground, reviewing protocols, discussing positive behavior interventions & supports and strategies for dealing with playground issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13000	LCFF Base 2000-2999: Classified Personnel Salaries Playground Coordinator Additional Hours
2000	LCFF Base 2000-2999: Classified Personnel Salaries Playground supervisors- monthly meetings, high heat days, extra coverage

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS TOSA will provide PD on community circles and restorative practices 3 times per year. She will also support teachers as needed with implementing multi-tiered systems of support for the purpose of providing both academic and social-emotional support for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	1000-1999: Certificated Personnel Salaries MTSSA TOSA to provide support, resources and PD for staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The School Counselor will run social skills groups with students 3-4 times/week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

400	Unrestricted Lottery 4000-4999: Books And Supplies Materials and Supplies for Counselor-Run Social Skills Groups

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will utilize "Orange Folders" as a tool for communicating with families and to aid in the exchange of materials and important documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1200	Unrestricted Lottery 0000: Unrestricted Orange Communication Folders

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers in grades 3-5 will utilize Student Planners as a means of enhancing home/school communication, reinforcing student responsibility and teaching essential organizational skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1200	Unrestricted Lottery 4000-4999: Books And Supplies Student Planners

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Lakeview will send out weekly parent communications in an effort to increase school connectedness. The purpose of weekly newsletters is to inform parents of evolving policies and procedures, communicating important events and sending out reminders.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students need to be engaged in physical activity for better mental health, and connectedness with classmates. Likewise, being engaged (and having their teachers as coaches) at the Junior Olympics creates a connectedness to the school. Lastly, the Festival of the Arts is another endeavor that creates connectedness between the students, the families, and the school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	Unrestricted Lottery 4000-4999: Books And Supplies PE equipment, Teachers at Junior Olympics, Festival of the Arts

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

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.

New Goal

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$82,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF Base	$44,700.00
Unrestricted Lottery	$37,800.00

Subtotal of state or local funds included for this school: $82,500.00

Total of federal, state, and/or local funds for this school: $82,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Parent Involvement		
Unrestricted Lottery	37872	72.00
LCFF Base	44720	20.00
LCFF Supplemental	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	44,700.00
Unrestricted Lottery	37,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,200.00
1000-1999: Certificated Personnel Salaries	14,700.00
2000-2999: Classified Personnel Salaries	17,000.00
4000-4999: Books And Supplies	44,800.00
5000-5999: Services And Other Operating Expenditures	4,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	13,200.00
2000-2999: Classified Personnel Salaries	LCFF Base	17,000.00
4000-4999: Books And Supplies	LCFF Base	14,500.00
0000: Unrestricted	Unrestricted Lottery	1,200.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,500.00
4000-4999: Books And Supplies	Unrestricted Lottery	30,300.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	4,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,950.00
Goal 2	22,750.00
Goal 3	22,800.00

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

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tiger Rowan	Principal
Jackie Siragusa	Other School Staff
Lorran Garrison	Classroom Teacher
Amanda Elson	Classroom Teacher
Tamara Drake-Connolly	Classroom Teacher
Julie Alon	Parent or Community Member
Janette Anderson	Parent or Community Member
Kristin Caudillo	Parent or Community Member
Kaleigh Shea	Parent or Community Member
Mike Spadafino	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
	Other: Instructional Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 10/13/2022.

Attested:

Principal, Tiger Rowan on 10/13/2022
SSC Chairperson, Julie Alon on 10/13/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Elementary School	37-68189-6038384	6/8/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month, while being developed in order to receive feedback and make needed adjustments. SPSA are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2021-22 Riverview CHKS Data of 5th grade students

90% of students - Perceived Safety Walking to and from School
80% of students - Perceived Safety at School
76% of students - School Connectedness Scale (In-school Only)
75% of students - Anti-bullying Climate Scale
63% of students - Caring Adult Relationships Scale

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Riverview, the principal visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

(1) All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through customized unit lessons using LUSD Curriculum Framework. ELA and Spanish curriculum used are Wonders & Maravillas. Mandarin and Spanish teachers use target language curriculum to align lessons with LUSD Curriculum Framework and World Language Standards. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the Common Core Math Standards using Everyday Math. Teachers often integrate language arts with social studies and science content learning. Well-planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.

(2) Teachers use the NGSS Science Framework to provide the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(2) All Riverview staff use Positive Behavioral Intervention and Supports (PBIS) and SEL framework in classrooms and playgrounds. Students watch weekly wisdom messages, through YouTube LIVE Stream to help students understand, care about, and act upon core ethical values. Students with good character are caring, just, and responsible. The centerpiece of the program is a series of thought-provoking, inspirational messages that are narrated over our by student influencers/leaders. In just one minute a day, we can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

(3) Riverview's counselor does whole group push-in lessons. School offers Tier 2 intervention pull-out support. Teachers who volunteer for push-in services have a higher number of students with IEPs. Support staff offer push-in to address the academic and social/emotional needs of a group of targeted students as well as the rest of the class. The benefit to the teacher is students receive Tier 2 support for all students regardless of need.

(4) Immersion teaching strategies:

- Teachers use visuals, gestures, body language, expressions, modeling, and movement to complement verbal cues. For students to learn a new language in meaningful contexts, teachers must use every instructional strategy available to them, including the use of actual objects (realia), pictures, videos, and gestures to express meaning. This will allow students to develop comprehension without direct explanation.
- Teachers motivate students to stay in the target language. Students who are still new to the target language are encouraged to respond to teacher prompts and questions using sentence frames. As students progress toward higher levels of proficiency, they are encouraged to use on target language as much as possible.

- Teachers ask open-ended questions. Teachers challenge students' thinking, nudging their higher-order cognitive skills and giving them ample time to articulate each response. In immersion classrooms, it is especially important that teachers encourage students to give longer and more varied replies.
- Teachers regularly assess students' comprehension and skill development. Teachers monitor students' understanding through questioning techniques and formative assessments. They are consistently pushing students to use new words and expressions, more complex language structures, and more culturally appropriate language in their interactions and responses. Teachers also encourage students to use more specific vocabulary, as opposed to generic expressions, as they develop their skills.
- Teachers strategically plan various types of student interactions to promote a dynamic learning environment. Teachers mix the following types of interactions: teacher-students, student-student, whole group, and small groups. In small-group and project-based settings, teachers carefully evaluate the makeup of the various groups. Each student works with various students in the class and provides opportunities for long-term and ongoing student interactions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Riverview teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Grades 3-5 students take the Smarter Balanced Assessment (SBAC) and all English Language Learners take English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the IDEL, DIBELS, NWEA MAP, DRA, EDL2, Wonder's IRI, LUSD performance tasks along with other district-adopted assessments.

The assessment information is gathered and shared in spreadsheets and printouts at the staff goal-setting day. Assessment results are analyzed and used to determine which group of students needs additional instruction and support and how and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialist, and Special Education Staff. Additionally, teachers meet in PIC teams to analyze student work and assessments in order to better meet the needs of our students.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2021-2022 NWEA MAPS
- Analysis of 2021-2022 English Learners' progress
- Analysis of performance tasks
- Classroom observations of teaching
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

- All grade levels that participated in the 2021-2022 NWEA MAP have shown growth in all three areas: English Reading, Spanish Reading and Math.
- Create an early reading intervention program to address student-specific needs based on DIBELS and IDEL assessments
- Given our flat SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 language proficiencies with California World Language Framework Benchmark

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, grade-level performance tasks, Everyday math unit assessments, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during Fearless Leader, staff and PLC meetings and instruction is differentiated to meet student needs. Based on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in ten PLC cycles a school year during which each grade level team analyzes students' progress, sets SMART goals for our students who are not yet meeting standards, and create action plans and provides instruction to support those students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Riverview are fully credentialed and highly qualified. In addition, all immersion staff obtain Bilingual Authorization to teach in immersion classroom setting.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Riverview Elementary works with our district’s Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth-producing feedback to teachers to support their growth in their profession. All Riverview teachers are fully credentialed. Teacher Induction Program (BTSA) support is available to first and second-year teachers. All teachers participate in several professional developments aligns with school goals and district-wide PLC sessions throughout the school year at both the District and site level.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers use district adopted curricular materials and engage in standards-based staff development in the content area. District professional development sessions are provided in NGSS, Math Transformation and immersion related topics.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Riverview utilizes in-house experts to conduct trainings. Riverview has the Teacher on Special Assignment (TOSA) serves as part of the school's leadership team, providing job-imbedded and ongoing professional development for teachers. The TOSA provides support to the principal and teachers through data analysis and professional development including modeling lessons and other strategies to improve instructional practices. Overall, the job of the TOSA is to build the capacity of the school and its teachers to meet the learning needs of all students. In addition, the TOSA acts as the admin designee at both campuses when the principal is not present..The role of the TOSA is separate and apart from the evaluative role of the principal or supervisor of the teacher. The coach advocates for, facilitates, and supports the work of the teacher, but never performs supervision or evaluation.

Grade level teams collaborate with each other to to identify student needs and instructional intervention strategies. District also offers Spanish TOSA support to the Spanish Immersion program. The coaches meet individually with teachers, with small teams, and the teaching staff as a whole to provide information about research based strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade-level teams on Wednesday for grade-level planning and PLCs

The grade-level planning/PLC time is spent on teaching and learning. Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

The grade-level planning PLC time is focused. The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver the first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

Our PLC collaboration is based on examining data together. We continue to grow in examining data and then we allow the data to guide and focus our instruction. To stay focused and make the best use of teachers' time, teachers employ effective meeting strategies such as establishing shared norms, starting and ending meetings on time, using agendas and taking notes, assigning roles during meetings, learning about group processes and periodically reflecting on how well they are operating as a team and accomplishing their goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the LUSD grade-level Curriculum Framework and use district adopted curriculum and assessments. Classroom instruction is aligned to CCSS and California World Language Standards. Teachers use grade level content, student learning intentions and success criteria to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The class schedule includes whole group and small group instruction for language arts in the target language, English, math, and PE. science (NGSS), social studies, designated ELD, and Tier 2 support. Additional 3rd language and student leadership opportunities are scheduled as well. Teachers cycle subject areas such as social studies and science (NGSS) and teach integrated units that address multiple subject areas to maximize the use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum map, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based texts in English/Spanish and other subject areas for each grade level. All students have access to these materials. One area where we are currently lacking resources is standard-based Mandarin instructional materials in math, science, and social studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Mandarin, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teachers use Learning Headquarters tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teachers provide instruction in the target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess students on a regular basis and use information gained to tailor instruction to students' needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instructional time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in the target language. Specialized Academic Instructors support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night and Open House, Moving-up Meetings. These events encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletters keep families informed. The school regularly interacts with family and community members around the school’s vision and goals and organizes multiple opportunities for parents to assume leadership within the school community. We establish regular opportunities for family and community education that are organized and aligned to the school’s vision and goals; allocates time and resources accordingly. Family and community members provide input into the content and structure of these educational opportunities. We use available technology to collaboratively establish or regularly maintain systems for communication between the school and family or community members. Communication methods are reviewed regularly and adjusted as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are heard and valued. We use available technology to collaboratively collect and analyze family and community data to identify trends.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Riverview does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student. Funding is supplemented by PTSA.

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

TK-5 Riverview understands the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. The school conducted a comprehensive analysis of student performance in conjunction with district-level administration and identified areas of need and growth for the school programs.

Based on this assessment, the Riverview principal and staff team developed site goals and a budget plan which aligned with district areas of focus. The SPSA was then shared and discussed with the site leadership team to ensure that the plan is aligned with the site leadership objectives. The plan was submitted to the School Site Council with opportunities to ask questions and provide input and feedback. The School Site Council (SSC) was established through an election process in early September and is comprised of parents, teachers, the principal and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports, and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend meetings and fully participate in the development and oversight process. The School Site Council reviews and approves the SPSA on June, 2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Riverview does not qualify to receive Title I funding. While we have a lower percentage of students who are identified as living in poverty, we continue to have a substantial number of students who need additional support to meet grade-level standards. Without any additional funds, it's very

challenging to meet the intervention needs of the students at our school. We also continue to have a number of students with behavior and academic needs. Providing adequate support for those students and their classroom teachers is an ongoing challenge.

Additionally, lack of funding to provide additional student support in ELD and adequate teacher collaboration time (vertical and horizontal), budget to create a more comprehensive intervention plan, budget for teacher training and professional development.

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	1.12%	1.4%	1.31%	7	8	7
African American	2.88%	2.2%	2.05%	18	13	11
Asian	4.15%	3.8%	3.73%	26	22	20
Filipino	1.28%	1.2%	0.56%	8	7	3
Hispanic/Latino	29.07%	33.4%	38.62%	182	195	207
Pacific Islander	0.64%	0.9%	0.37%	4	5	2
White	57.35%	52.9%	47.76%	359	309	256
Multiple/No Response	3.51%	4.3%	5.60%	22	25	30
			Total Enrollment	626	584	536

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2	175	153	143
Grade3	157	153	137
Grade 4	149	142	134
Grade 5	145	136	122
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	626	584	536

Conclusions based on this data:

1. The two primary subgroup of students at Riverview are Hispanic/Latino and White.

2. Our overall 2-5 Grade enrollment has been declining since 19-20

3. Student subgroup percentages have remained stable over the last three years.

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	11	21	25	1.8%	3.60%	4.7%
Fluent English Proficient (FEP)	25	23	27	4.0%	3.90%	5.0%
Reclassified Fluent English Proficient (RFEP)	2	0		20.0%	0.00%	

Conclusions based on this data:

1. Although there's a growth in English Learners at Riverview. The total number of English Learners is less than 4% of the student population.
2. The number of Fluent English Proficient has remained fairly consistent over time.
3. The number of RFEP has remained fairly consistent over time. However, for the year 20-21, due to COVID, we did not have any RFEP students.

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	156	150	135	155	0	133	155	0	133	99.4	0.0	98.5
Grade 4	151	136	133	147	0	133	147	0	133	97.4	0.0	100.0
Grade 5	131	132	119	127	0	115	127	0	115	96.9	0.0	96.6
All Grades	438	418	387	429	0	381	429	0	381	97.9	0.0	98.4

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	2464.		2420.	38.06		23.31	30.97		24.06	18.71		27.07	12.26		25.56
Grade 4	2491.		2479.	35.37		26.32	24.49		30.08	21.09		24.81	19.05		18.80
Grade 5	2532.		2522.	29.92		17.39	37.80		40.87	16.54		30.43	15.75		11.30
All Grades	N/A	N/A	N/A	34.73		22.57	30.77		31.23	18.88		27.30	15.62		18.90

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 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	40.00		15.79	46.45		63.16	13.55		21.05
Grade 4	32.65		18.05	48.98		72.18	18.37		9.77
Grade 5	37.01		22.61	46.46		70.43	16.54		6.96
All Grades	36.60		18.64	47.32		68.50	16.08		12.86

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.19		18.05	50.32		55.64	15.48		26.32
Grade 4	25.17		19.55	54.42		64.66	20.41		15.79
Grade 5	27.56		13.04	55.91		80.00	16.54		6.96
All Grades	29.14		17.06	53.38		66.14	17.48		16.80

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.45		12.78	67.10		77.44	6.45		9.77
Grade 4	23.13		11.28	63.27		78.20	13.61		10.53
Grade 5	30.71		13.04	62.99		80.87	6.30		6.09
All Grades	26.57		12.34	64.57		78.74	8.86		8.92

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.61		17.29	55.48		65.41	12.90		17.29
Grade 4	31.97		15.04	54.42		74.44	13.61		10.53
Grade 5	31.50		17.39	51.18		73.91	17.32		8.70
All Grades	31.70		16.54	53.85		71.13	14.45		12.34

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. There is a slight decreased in % of students who met or exceeded the standard in overall ELA performance from last year (18-19)
2. English reading and writing need the most support and are top priorities for RIA through grade level goal setting around communication.
3. Overall percentage of students scoring 'above standard' in the reading claim increased over the previous 2 years.

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	156	150	135	155	0	133	155	0	133	99.4	0.0	98.5
Grade 4	151	136	133	146	0	133	146	0	133	96.7	0.0	100.0
Grade 5	131	132	119	128	0	115	128	0	115	97.7	0.0	96.6
All Grades	438	418	387	429	0	381	429	0	381	97.9	0.0	98.4

* 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	2504.		2445.	56.77		22.56	23.23		35.34	16.77		23.31	3.23		18.80
Grade 4	2508.		2491.	34.93		20.30	26.03		34.59	33.56		32.33	5.48		12.78
Grade 5	2558.		2509.	39.84		13.91	28.13		26.09	22.66		39.13	9.38		20.87
All Grades	N/A	N/A	N/A	44.29		19.16	25.64		32.28	24.24		31.23	5.83		17.32

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

Concepts & Procedures 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	70.32		25.56	21.94		54.14	7.74		20.30
Grade 4	43.15		29.32	34.93		52.63	21.92		18.05
Grade 5	53.91		18.26	26.56		60.00	19.53		21.74
All Grades	56.18		24.67	27.74		55.38	16.08		19.95

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58.71		35.34	34.19		47.37	7.10		17.29
Grade 4	39.73		22.56	48.63		66.92	11.64		10.53
Grade 5	35.94		16.52	50.78		64.35	13.28		19.13
All Grades	45.45		25.20	44.06		59.32	10.49		15.49

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58.71		20.30	35.48		62.41	5.81		17.29
Grade 4	36.30		23.31	50.00		64.66	13.70		12.03
Grade 5	33.59		14.78	52.34		68.70	14.06		16.52
All Grades	43.59		19.69	45.45		65.09	10.96		15.22

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. Grade 3 shows great growth in overall Math performance.
2. All three claim areas decreased in numbers of students scoring below standard in Grade 3 & Grade 5.
3. The number of students who met or exceeded standards in their overall math scores increased this year from 65.9% last year to 69.83%

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
2	*	*	*	*	*	*	*	*	*	7	10	7
3	*	*	*	*	*	*	*	*	*	*	*	7
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										10	17	17

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
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	41.18	5.88	*	47.06	41.18	*	11.76	52.94	*	0.00	0.00	*	17	17

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
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	76.47	52.94	*	17.65	47.06	*	5.88	0.00	*	0.00	0.00	*	17	17

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
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	52.94	23.53	*	47.06	70.59	*	0.00	5.88	*	17	17

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
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	76.47	81.25	*	23.53	18.75	*	0.00	0.00	*	17	16

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
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	29.41	5.88	*	64.71	70.59	*	5.88	23.53	*	17	17

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
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	5.88	0.00	*	88.24	70.59	*	5.88	29.41	*	17	17

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. Data not available.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
584	**26.4**	**3.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	3.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	154	26.4
Students with Disabilities	46	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.2
American Indian or Alaska Native	8	1.4
Asian	22	3.8
Filipino	7	1.2
Hispanic	195	33.4
Two or More Races	25	4.3
Native Hawaiian or Pacific Islander	5	0.9
White	309	52.9

Conclusions based on this data:

1. 2021-2022, our total enrollment remains fairly constant at about 580+ students.

2. About 1/4 of our students are socioeconomically disadvantaged.
3. Our largest subgroup of students is White students at 57%, followed by Hispanic students 29%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Yellow
Mathematics Blue		

Conclusions based on this data:

1. We are in the green zone in ELA and blue zone in Math. all academic areas demonstrating that we are maintaining the gains we have made.
2. We are in the blue zone in chronic absenteeism. We have worked very hard to intervene in the case of chronic truancy and have made a very good gains this year.
3. Our suspension data is currently in the yellow zone indicating that we need to focus a bit more on PBIS and SEL prevention lessons.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
27.4 points above standard	37.7 points above standard	0 Students
Declined -3.1 points	Maintained -2.9 points	
428	15	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
0 Students	3.8 points above standard	39.2 points below standard
	Increased ++5.2 points	Declined -11.7 points
	105	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	79.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	Increased ++6.4 points	3
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
0.5 points below standard	34.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	37.2 points above standard
Maintained -2.4 points	Declined -8.8 points	5	Maintained -2.1 points
114	18		266

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	49.5 points above standard	27.6 points above standard
2	Declined -5 points	Maintained -2.5 points
	13	408

Conclusions based on this data:

1. There is a 3.1 pt. decrease in ELA Performance for All Students/Student Group, but overall still stayed in the Green Zone.
2. Our students with disabilities experienced a decline of 11.7 pts in ELA Performance.
3. Our Socioeconomically Disadvantaged students are in the Green Zone. They experienced a growth in the overall ELA performance.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
42 points above standard	54.6 points above standard	
Increased ++12 points	Maintained -0.3 points	
428	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Orange
	24.4 points above standard	33.1 points below standard
	Increased Significantly ++17.2 points	Declined -13.6 points
	106	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	109.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	Increased Significantly ++39.8 points	3
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
15.3 points above standard	47 points above standard	Less than 11 Students - Data Not Displayed for Privacy	49.7 points above standard
Increased ++10.6 points	Declined -10.6 points	5	Increased ++12.3 points
115	18		265

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	65.5 points above standard	41.3 points above standard
2	Increased ++3.8 points	Increased ++11.6 points
	13	408

Conclusions based on this data:

1. All students experienced high growth in Math .
2. Students of Socioeconomically Disadvantaged group experiences a good solid growth in Math.
3. Students with Disabilities all experienced a decrease in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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.

2019 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

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
1.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	10	3
609		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
Less than 11 Students - Data Not Displayed for Privacy	2.6	0
0	Declined -1.9	Declined -1.9
	153	47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
11	5	Maintained 0	5
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.6	0	Less than 11 Students - Data Not Displayed for Privacy	2.5
Declined -1.8	Maintained 0	6	Maintained +0.3
173	21		367

Conclusions based on this data:

1. We experienced a decline in overall Chronic Absenteeism.
2. We need to continue to monitor students on a monthly basis and persist in calling parents in for SART meetings.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
0.8	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +0.3	10	3
611		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	1.3	2.1
	Increased +1.3	Increased +2.1
	153	47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
11	5	Maintained 0	5
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
0.6	0	Less than 11 Students - Data	1.1
Increased +0.6	Maintained 0	6	Increased +0.3
174	22		367

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.8

Conclusions based on this data:

1. We have very small numbers of students who are suspended from school. However, depending on unsafe student behaviors, students are occasionally suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

By Spring 2023, all RIA students, particularly our Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) and English Learner (EL) student populations, will demonstrate measurable growth in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. At least 60% of students will meet or exceed the projected school growth using NWEA MAP ELA data. (Current average growth is 54.75%)

Identified Need

The first step to ensuring student success is to maintain a high-quality classroom environment and curriculum supplement. Through tiered instruction and assessment, we support the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The goal of Tier 2 is to remediate academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support. Teachers need opportunities for collaboration in order to plan, pace, and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will require extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide NWEA MAP ELA student data will be used to evaluate progress mad with this goal school-wide.	Winter 2022 Mean ELA RIT Score 191	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
Socioeconomic Disadvantaged Students (SED)	Winter 2022 Mean ELA RIT Score --	Meet or exceed the national normed growth rates at each

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP ELA student data will be used to evaluate progress made towards this goal.		grade measured from Winter to Winter
Students with Disabilities (SWD) NWEA MAP ELA student data will be used to evaluate progress made towards this goal.	Winter 2022 Mean ELA RIT Score 194	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
English Learners (EL) NWEA MAP ELA student data will be used to evaluate progress made towards this goal.	Winter 2022 Mean ELA RIT Score 183	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
Grade 1 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 166.4 Winter 2022, 39% of 1st Grade students perform High Average or High on the NWEA MAP ELA section District 1st Grade-Level Mean RIT 161.8	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 1st Grade students perform High Average or High on the NWEA MAP Math section
Grade 2 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 180.9 Winter 2022, 40% of 2nd Grade students perform High Average or High on the NWEA MAP ELA section District 2nd Grade-Level Mean RIT 176.5	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 2nd Grade students perform High Average or High on the NWEA MAP Math section
Grade 3 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 195 Winter 2022, 50% of 3rd Grade students perform High Average or High on the NWEA MAP ELA section	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	District 3rd Grade-Level Mean RIT 192.9	of 3rd Grade students perform High Average or High on the NWEA MAP Math section
Grade 4 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 204.2 Winter 2022, 44% of 4th Grade students perform High Average or High on the NWEA MAP ELA section District 4th Grade-Level Mean RIT 197.8	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 4th Grade students perform High Average or High on the NWEA MAP Math section
Grade 5 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 210 Spring 2021, 45% of 5th Grade students perform High Average or High on the NWEA MAP ELA section District 5th Grade-Level Mean RIT 204.8	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 5th Grade students perform High Average or High on the NWEA MAP Math section

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students SWD, SED and EL

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1250	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students with SWD, SED and EL

Strategy/Activity
Planning Instructional Unit Matrices: Designing learning experiences for students is an important aspect of every teachers' job. There are many strategies that might work to improve students' learning. Our teachers use the following strategies to build in their unit designs:

Grade K:
*Literacy - teachers will commit to practicing high-frequency words (100 words) 3 times per week. One unit at a time, 2 units per trimester.
*Writing - Kindergarten teachers will commit to writing pattern sentences three times a week.

Grade 1:
*Literacy - Twice a week students will be able to retell orally using one Maravilla level reader and small passages.
*Writing - Students will write at least one complete thought in their journal on a daily basis on a given topic related to daily teaching/unit/themes.

Grade 2:
*Literacy - Students will read a new story once a week for fluency practice. Reading of the same story will occur daily. Practice the main idea and key details (verbal and written).
*Writing - Modeled Writing, Graphic organizers, writing conferences with students at least once per trimester with each student.

Grade 3:
*Literacy - teachers will commit to leading guided reading groups 4x a week (every student will receive small group reading instruction at least 1/week)
*Writing - teachers will commit to 10 minutes of modeled/demonstrated (thought process/metacognition) writing daily across content areas.

Grade 4:
*Literacy - teachers will focus on a fluency passage per week with comprehension questions. Students will have a check-in with the teacher at least once a month.
*Writing - Teachers will use Learning Headquarters organizers to develop a multi-paragraph essay including intro, body paragraphs, and conclusion once per trimester.

Grade 5:
*Literacy - Each teacher will use the DOC Icons and a consistent grade level Reading/Color Coded Annotation Key in the area of reading in Spanish/English. When reading grade-level texts (narrative, informative, opinion) students will be practicing annotation of key items with teacher scaffolding, via this color coding and use of corresponding symbols (Depth and Complexity Icons, etc.). We would begin doing this for at least once a month explicitly. (Introducing/focusing on one additional icon per month for T1-T2. T3 would be a review/making use of T1-T2 icons.)
*Writing - Each teacher will use the DOC Icons in supporting students with their writing in Spanish/English. Students will use Depth and Complexity Icons to plan their responses to varied prompts (narrative, informative, opinion). In order to support students in substantiating their thoughts with sufficient evidence, we will also work on creating student-friendly rubrics, sentence frames, outlines (Learning Headquarter Rubric in a student-friendly format, RACES, CUPS, etc.). We would be working on at least one of the above at least once a month explicitly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2950	LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION (1/3)
2850	LCFF Base 1000-1999: Certificated Personnel Salaries DATA ANALYSIS RELEASE TIME (1/3)

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Feedback & Assessments: Formative and summative evaluation play an essential role in signaling learning progress to students, especially when they are actively engaged in viewing data, making strategic decisions, and taking action on the next steps. These evaluation processes market the high-information feedback provided to students.
* tailor feedback procedures to in-person or distance learning environment

* Identify formative evaluation techniques to check for understanding in both in-person and virtual settings

* Formative evaluations include
* Exit slips
* Retelling
* Polling to respond to questions
* Practice tests
* Unit assessments data

* Summative evaluations include
* NWEA MAP
* CAASSP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2303	Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reading-Writing Connection through content areas:

NGSS Lessons - Students who are exposed to science-based informational texts are very likely to transfer these rich experiences to their own writing. In order for writing in science to impact student learning, it must be more than just recording notes and/or data collected. The information must be

personalized in some way. Students must be expected to include reflections, questions, predictions, claims linked to evidence and/or conclusions when they write. By making these personal connections, students begin to challenge prior misconceptions they may still harbor and start to develop a conceptual understanding of the scientific phenomena they are exploring in their studies.

Strategies:
* Journaling - A Science Notebook is a record of student inquiry learning experiences over a period of time. The notebook can be used exclusively for inquiry investigations or it can be used to include reflections from reading or class discussions. It is more than a collection of observations, data collected, facts learned and procedures conducted. The notebook also documents student reflections, questions, predictions, and conclusions.
* Quick Write - Quick Writing asks students to independently record everything they can think of in 3- 5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher’s purpose. This strategy can be used before, during or after learning.
* Essay Writing - An essay is a non-fiction piece of writing, usually written from an author's point of view. It includes writing that uses thesis statements and support for them. Essays conform to all rules of grammar and punctuation.
* Research Report - A research report is an informational text produced to summarize a body of scientific work. The report must be based on documented, credible sources and should follow appropriate formats

Reading-Writing Connection through Social-Science Lessons: The reading-writing connection is a strong one. Suitable Social-Science reading material, when used creatively, can enhance the writing curriculum. Students who are exposed to social-science based informational text are very likely to transfer these rich experiences to their own writing.

Strategies:
* Quick Write - Quick Writing asks students to independently record everything they can think of in 3- 5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher’s purpose. This strategy can be used before, during or after learning. It should not be a high risk, “graded” activity. Quick Write provides the teacher with information about students’ prior knowledge about a subject. Also helps students self-assess their own pool of information, as well as monitor their own understanding.
* Jig-Saw - A cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic
* Reading Response Journal - Journals help students think about and reflect on what they read. They assist students in discovering what they know, in asking questions, in confidently sharing their observations and opinions, and in clarifying their understanding. Journal entries provide the teacher with an opportunity to assess students' comprehension and critical-thinking abilities.
* Summarizing - Requiring students to restate the main idea(s) in “their own language” builds understanding and surfaces misunderstandings and misconceptions. It also helps students make their own connections, and raise questions about the reading or learning experience.
* Essay Writing - Essay writing provides opportunities for students to develop their ideas about a topic, express a point of view, or persuade the reader to accept their thesis. To write an essay, a student must use skills of analysis, synthesis, summary, and evaluation.

Reading-Writing Connection through Math Lessons. Learning mathematics is much more complex than memorizing sets of facts and examples. Students must be given the opportunity to process

their ideas before, during, and after new learning takes place. This can be done orally, mentally, or in writing. Teachers at Riverview use a number of writing strategies that students can use to surface their currently-held ideas and then process them in relation to new mathematical information.

Strategies:
* Response Journaling - Students write comments and questions about what they have read (or solve a problem alone) before engaging in small-group discussions. Following a whole-group discussion, the teacher may assign a related writing assignment
* Quick Write - Quick writing asks students to independently record everything that they can think of in 3-5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during, or after learning.
* Write Your Own Problem - Students write their own word problems based on the mathematics they are studying. Students choose a situation from their own experiences and write a problem for peers to solve. The problem must have complete information and clear, specific instructions.
* Math Word Wall - Math Word walls are an organized collection of words displayed in large letters on a wall. It helps students remember words because of the frequency of interaction with the words and their meaning.

Writing Block Time. The Writing Block includes a mini-lesson that provides children with a model of what writers do. During the block, students engage in various writing activities from starting a new piece, finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece.

Strategies:
* RACES Writing Strategies: Restate the question/Answer the question/Cite evidence to support answers/Expand/Explain/Sum it up
* Emphasize Constructive response criteria.
* Use evidence to support answers.
* Explicit instruction and for writing strategies across content areas (math, reading, science, social studies)
* Hold students accountable to meet grade-level expectations using Learning Headquarters' Scoring Snapshot rubrics. (In Spanish)
* Performance Task assessments each trimester
* Take away graphic organizer tools in phases as the year goes on.
* Use Learning Headquarters Common Core Rubric System
* Grade Level CCSS aligned essay organizer from LHQ

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who qualified for additional Tier 2 instruction

Strategy/Activity

Tier 2 Intervention Support. Tier 2
Aims to Increase Student Reading Outcomes / Supports Classroom Instruction / Targets Needs with Intensity

1 Learning Academy Teacher for both K-5 RIA

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the COVID-19 pandemic, SBAC was suspended. We use NWEA MAP as measurable data to record progress or make comparisons between 2020-21 and 2021-22.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 19-20 to meet the overall goal. While we kept all the best instructional practices in place, we didn't have our usual SBAC data to measure effectiveness. Riverview continues the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Due to learning loss from the long-term hybrid learning in 2021-2022, the district pays for one learning loss teacher to provide Tier 2 Early Reading Intervention for our students. We will also be investing our budget in professional development opportunities for our teachers.

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 year, we have a new long-term focus. Instead of only focusing on instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

2020-2021 was the first year Riverview piloted NWEA MAP. The NWEA MAP assessment data was incomplete. 2022-2023, we should have complete NWEA MAP ELA test data from Grades 1-5 to measure student growth. We will also be using LUSD grade-level performance tasks at every trimester.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

By Spring 2023, all RIA students, particularly our Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED), and English Learner (EL) student populations will demonstrate measurable growth in math as measured by NWEA MAP, CAASPP, and other curriculum assessments. At least 60% of students will meet or exceed the projected school growth using student projected growth from NWEA MAP Math Data. (Current average growth is 53%)

Identified Need

Continuing the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. Using the MTSS Kidwatch system, We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide NWEA MAP Math student data will be used to evaluate progress made towards this goal school-wide.	Winter 2022 Math RIT Score 200	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
Socioeconomic Disadvantaged Students (SED) NWEA MAP Math student data will be used to evaluate progress made towards this goal.	Winter 2022 Math RIT Score --	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students with Disabilities (SWD) NWEA MAP Math student data will be used to evaluate progress made towards this goal.	Winter 2022 Math RIT Score 194	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
English Learners (EL) NWEA MAP Math student data will be used to evaluate progress made towards this goal.	Winter 2022 Math RIT Score 183	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
Grade 1 NWEA MAP Math Data	Winter 2022 Math RIT Score 171.5 Spring 2021, 42% of 1st Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 167.7	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 1st Grade students perform High Average or High on the NWEA MAP Math section
Grade 2 NWEA MAP Math Data	Winter 2022 Math RIT Score 186.6 Winter 2022, 53% of 2nd Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 180.9	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 2nd Grade students perform High Average or High on the NWEA MAP Math section
Grade 3 NWEA MAP Math Data	Winter 2022 Math RIT Score 195.3 Winter 2022, 42% of 3rd Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 192.4	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 3rd Grade students perform High Average or High on the NWEA MAP Math section

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 4 NWEA MAP Math Data	Winter 2022 Math RIT Score 207 Winter 2022, 38% of 4th Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 200.7	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 4th Grade students perform High Average or High on the NWEA MAP Math section
Grade 5 NWEA MAP Math Data	Winter 2021 Math RIT Score 215.7 Spring 2021, 35% of 5th Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 209.4	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 5th Grade students perform High Average or High on the NWEA MAP Math section

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning

* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1250	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Grade K - Teachers will commit to studying number sense 3 times per week.

Grade 1 - Students will be able to orally/written explain their mathematical reasoning. Using the problem of the day (math concept of the day, math strategy, etc.) based on the current unit this will happen on a daily basis.

Grade 2 - Students will decompose a number of the day daily. Includes daily practice of an addition, subtraction problem, place value, telling time and solving a problem with an explanation including various learned strategies.

Grade 3 - Teachers will commit to 1x a week word problems using depth and complexity icons.

Grade 4 - Teachers will provide whole-class review of multidigit addition and subtraction (trimester 1), multiplication (trimester 2), division (trimester 3) three timer per week

Grade 5 - Each teacher will use the depth and complicity icons across varied subject areas, including mathematics in order to have students practice providing their reasoning for their responses and strengthening both their procedural/conceptual understanding of grade-level content. We would begin using this strategy at least once a month explicitly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION (1/3)
2850	LCFF Base 1000-1999: Certificated Personnel Salaries DATA ANALYSIS RELEASE TIME (1/3)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with SWD, SED and EL

Strategy/Activity

The Imagine Learning supplemental math programs provide adaptive, age-appropriate learning environments for students in PreK–8.
*Grades K–2: Offers engaging, effective math instruction designed to help early-learners learn and love math
*Grades3-5: Builds conceptual understanding and problem-solving skills with the support of a live teacher

Khan Academy's MAP Recommended Practice allows teachers to enter their students' NWEA MAP Growth test scores to generate a customized playlist of math skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2550	Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)
2900	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the COVID-19 pandemic, SBAC was suspended. We use NWEA MAP as measurable data to record progress or make comparisons between 2020-21 and 2021-22.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 2021-22 to meet the overall goal. While we keep all the best instructional practices in place, we don't have our usual SBAC data to measure effectiveness. Riverview continues the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

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 year, we have a new long-term focus. Instead of only focusing on instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

2020-2021 is the first year Riverview piloted NWEA MAP. The NWEA MAP assessment data was incomplete. 2021-2022, we should have complete NWEA MAP Math test data from Grades 1-5 to measure student growth. We will also be using LUSD grade-level performance tasks at every trimester.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

By Spring 2023, 92% of RIA students will be "Low Risk" in the overall risk area of SEL including external and internal behaviors using the Spring 2023 SRSS report, (Low-Moderate-High) (Currently, 90% of RIA students are at Low Risk)

Identified Need

Our multi-tiered framework (MTSS) continues to be critical to making our school more effective places for all students. The school counselor and PBIS are part of the MTSS system. They are key factors to establish the social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2021-22 California Healthy Kids Survey Result	Improved 2022-23 California Healthy Kids Survey results
Attendance Records	2021-22 Attendance Data	Improved 2022-23 attendance data
Data from SRSS	2021-22, 90% of RIA students are at low risk of anti-social behavior patterns	Improved 2022-23 SRSS Grant Data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with SWD, SED and EL

Strategy/Activity

Counseling services for students (Tier 1, 2 & 3) @ RV 4 days a week

Tier 1: the whole classroom in-person or virtual lessons. This year RV is doing bullying prevention lessons.
Tier 2: small group support

Tier 3: students in crisis and/or threat assessment, self-harm, violent behavior. Students who have had disciplinary action can also be categorized in Tier 3. The counselor supports teaching students replacement behaviors after disciplinary actions.

Clarity for Learning (Tiers I, II, III)
Schoolwide SEL Framework, PBIS, & Communication System (Tiers I, II, III)
Second Step SEL Curriculum Implementation
Peaceful Playgrounds Implementation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1250	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly LIVE Broadcast:

The centerpiece of this program is a series of thought-provoking inspirational messages that are narrated over our school youtube LIVE Stream channel. In just 15 minutes a day, the Principal can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	LCFF Base 4000-4999: Books And Supplies PBIS Rewards
3500	LCFF Base 4000-4999: Books And Supplies PBIS & SEL Supplemental Resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide positive behavior intervention and supports (SW-PBIS) Targeted Lesson to support positive behavior in order to maximize academic achievement for all students PBIS implementation

SW-PBIS is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:
(1) Customized practices to support student behavior, such as defining and teaching appropriate behavior
(2) Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
(3) Data-based decision making, which is the cornerstone of the behavior problem-solving process
(4) The combination of these to enable school-wide outcomes, which promote social proficiency and academic success

School-wide means that educators support appropriate behavior in the classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success. An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2303	Unrestricted Lottery 4000-4999: Books And Supplies

	STUDENT SUPPLIES (1/5)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will use the 2nd Step Social-Emotional Learning curriculum this year to address our students' social-emotional learning needs. By utilizing this curriculum and multi-tiered support, we are connecting our students' social-emotional learning with what's happening in our county, district, school, and community.

Monthly SEL Assemblies & Awards (Tier I)
Monthly Counseling SEL Classroom Lessons (Tier I)
Monthly SEL Story Spotlight Community Reads (Tier I)

Weekly Live Broadcasts (Tier I)
Weekly Counseling Support Groups (Tier II)
Weekly Counselor Student Check Ins (Tier III)
Weekly Classroom SEL Lessons (Tier I)

Daily Classroom Morning Meetings (Tier I-4 days/week)
Daily Classroom & Playground Restorative Practices (Tiers II and III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The school-wide PBIS was implemented in the 2021-2022 school year. We did see a reduction in the number of referrals sent to the office for behavior. Informal data based on student, parent feedback through online surveys and virtual parent meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Riverview did see a reduction of suspensions, and a marked reduction in the number of referrals. This could be in part due to the implementation of the Positive Behavior Intervention and Support (PBIS) program and multiple tiered support in place

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.

In 2022-2023, we are using 2nd Step as our basic instructional SEL curriculum to address our students' social-emotional learning needs. We are keeping this framework simple and fundamental. By following these foundational principles, we are proactively connecting our students' social-emotional learning with what's happening in our county, district, school, and community. Goals will be met through creative and innovative practices to reach out to and support students utilizing various learning platforms.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 4

All RIA K-5 students will receive enrichment opportunities in a third language. Additionally, students will have the opportunity to develop student leadership skills, participate in multi-cultural events and engage in community outreach as measured by student participation data.

Identified Need

Continue to encourage our students to pursue their interests and try different things. A well-rounded enrichment program offers our students the opportunity to experience new things, as well as explore recent interests. This gives them a chance to branch out and explore things they may never have considered before. Additionally, in a traditional classroom, soft skills are often overlooked. Providing students with leadership opportunities and challenges in a relaxed, un-graded, and supportive environment can be equally successful in building their confidence and ability more rapidly and with less stress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Riverview Student Leadership Opportunities

One of the primary focuses of our district and school goal this year is to close the achievement gap and ensure equity for all students. Since we are a public school, we strongly believe that all students should have access to the most rigorous education possible. However, besides academic excellence, opportunities for student leadership are a crucial part of the student experience at Riverview International Academy.

Several student leadership positions are available: school ambassadors and student influencers for the school's YouTube channel.

Projects involving service learning and community engagement - a teaching and learning method for integrating meaningful community service with instruction and reflection in order to enhance learning experiences, promote civic responsibility, and strengthen communities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF Base 4000-4999: Books And Supplies Depths & Complexity Tools PBIS & Traffic Posters Assessment Tools
1000	LCFF Base 4000-4999: Books And Supplies Other Instructional Resources
1800	LCFF Base 5000-5999: Services And Other Operating Expenditures Community Outreach
200	LCFF Base 5000-5999: Services And Other Operating Expenditures Smore Newsletter for school-wide communication

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Mandarin Immersion Students

Strategy/Activity

Third Language Spanish Foreign Language Experience Program (FLEX Program) for Mandarin Immersion students; taught by a Spanish instructor

Grade 2-5: 1 to 2 sessions a week (30 mins/session)

In the Spanish FLEX program, a purpose has been defined: students will be introduced to the Spanish language and culture, and will be encouraged to pursue further study of the language. These classes will usually be conducted in Spanish and some English. It is not an objective for the K-5 Spanish FLEX program to have fluency in Spanish. Riverview offers Spanish FLEX instruction since kindergarten. The Spanish FLEX program is useful for creating enthusiasm for language learning in general. In addition, it helps students build a foundation for learning Spanish in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:
- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Spanish alphabetic).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

22000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation Part-time Spanish Enrichment Teacher
2303	LCFF Base 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

3rd Language Mandarin Foreign Language Experience Program (FLEX Program) for Spanish Immersion students; provided by Confucius Institute Teachers.

Grade 2-5: 1 to 2 sessions a week (30 mins/session)

In the Mandarin FLEX program, a purpose has been defined: students will be introduced to the Mandarin language and culture, and will be encouraged to pursue further study of the language. These classes will usually be conducted in Mandarin and some English. It is not an objective for the

K-5 Mandarin FLEX program to have fluency in Mandarin. Riverview offers Mandarin FLEX instruction since kindergarten. The Mandarin FLEX program is useful for creating enthusiasm for language learning in general. In addition, it helps students build a foundation for learning Mandarin in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Chinese Characters).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation Mandarin Enrichment (CI teachers x 1)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Other Special Program Learning Opportunities

Multicultural Learning Through International Fair: The objective of the international fair is to provide students with the opportunity to research their respective countries and present the results of their research in class by celebrating different cultures around the world. In each class, students study the geography of an assigned country, as well as the country's popular cuisine, holidays, festivals, clothing, education, sports, and languages. Students make reference books and use teacher-selected websites to gain information that they can use to create reports or projects. In class, students utilize Internet resources and library books to gather information on the countries they've been assigned

K - North America
1 - Africa
2 - Central America/Caribbean
3 - Asia
4 - Europe
5 - South America

Junior Olympics (36 hours) - Junior Olympics is an annual event in the LUSD, which brings together students from elementary, middle and high schools from across the district to compete in a day of sports activities.

School Promotion - School brochures; social media; orientation events; community outreach.

RV Sponsored Events - 5th Grade Award; other celebrations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures School Promotion (Parent meeting after school teacher pay)
1000	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries RV Sponsored Events
2000	Unrestricted Lottery 4000-4999: Books And Supplies NGSS Supplemental Resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Other Enrichment Learning Opportunities for students.

TK-4 Music lessons: Students receive a progressive series of music lessons from TK through 4th grade, taught both online by a talented and engaging music teacher from City Heights Musical School!

K - 1st graders - Travel around the world in our World Music class, exploring rhythms, songs, and even dance!
2nd graders - Learn the basics of notes and rhythms on the recorder!
3rd graders - Grab a pair of drumsticks to exercise mind and body!
4th graders - Ukuleles in selected schools!

Bi-Weekly STEAM Classroom Access

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000	LCFF Base 5000-5999: Services And Other Operating Expenditures Music Learning: Grades 2-4 Online Instructors
3000	LCFF Base 4000-4999: Books And Supplies Music Learning: Grades 2-4 Music instruments
2000	Unrestricted Lottery 4000-4999: Books And Supplies NGSS Supplemental & STEAM Room materials and supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

2020-2021 was the first year that the school offer Weekly LIVE Broadcast and music lesson for our students. The feedback were very positive, we will continue offer these opportunities for our students in 2022-2023.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2020-2021, Riverview Elementary School received a grant for music lessons, which made lessons for Riverview students very affordable. In 2021-2022, the cost of music increased significantly due to the lack of grant funding. RIA students have enjoyed the music lessons very much. The school will continue to partner with City Heights Music School in 2022-2023.

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.

RV students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

The Board continues to support LUSD signature programs that build Student Profile competencies:
Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 5

By Spring 2023, 70% of 5th-grade students will meet the California World Language Framework expectation of grade-level target language proficiency targets across three modes of communication (Interpersonal, interpretive, and presentational) as measured by the ACTFL Assessment o Performance toward Proficiency of Languages (AAPPL).

Identified Need

All L2 Immersion students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kinder Spanish California World Language Framework proficiency targets	Interpretive: Novice Low - Mid Interpersonal: Novice Low - Mid Presentational: Novice Low	Interpretive: Novice Low - Novice Mid Interpersonal: Novice Low - Novice Mid Presentational: Novice Low
1st Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
2nd Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid
3rd Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
4th Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low	Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low
5th Grade Spanish	Interpretive: Intermediate Low	Interpretive: Intermediate Low

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California World Language Framework proficiency targets	Interpersonal: Intermediate Low Presentational: Intermediate Low	Interpersonal: Intermediate Low Presentational: Intermediate Low
Kinder Mandarin California World Language Framework proficiency targets	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low
1st Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low
2nd Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid	Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid
3rd Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid
4th Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
5th Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low	Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All L2 immersion students

Strategy/Activity

Spanish & Mandarin Immersion Language Can-Do Statements

Teachers use the NCSSFL-ACTFL Can-Do Statements when planning students' performance-based learning. Discuss with the students and ask them to set their own goals. Reference the can-do statements when necessary. At the end of every language lesson, assignment or task, have students self assess their progress towards these goals. Sample work that meets these goals can be used to demonstrate progress. Teachers remind students that their performance levels may not be consistent when communicating in different modes of communication. Depending on individual learning experiences, reading comprehension (interpretive reading) may be higher than personal conversations (interpersonal) or presentational writing may be higher or lower than presentational speaking.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2850	LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION (1/3)
2850	LCFF Base 1000-1999: Certificated Personnel Salaries DATA ANALYSIS RELEASE TIME (1/3)
2303	Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)
1250	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2021-2022, we administered the AAPPL language test for the 5th grade at the end of the school year. We will use this information to determine whether our students are on track with their language development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no significant differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities that support the articulated goal.

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

We use the California World Language Framework to guide our immersion program. We use the AAPPL Performance Scale to align our immersion program to the benchmark of the California World Language Framework. To assess the effectiveness of our immersion program, students are expected to communicate in three different ways using the scoring guide according to the Interpretive, Interpersonal, and Presentational Modes of Communication described in the California World Language Standards. These comprehensive sets of detailed score descriptions and strategies assist us in planning our own curriculum goals and strategies. We will share with our teachers the descriptions of each sub level of the AAPPL Performance Scale (for each separate skill) in order to ensure our students can consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework.

• Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
• Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

https://www.languagetesting.com/aappl-scores

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$98,224.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base	$64,778.00
Unrestricted Lottery	$33,446.00

Subtotal of state or local funds included for this school: $98,224.00

Total of federal, state, and/or local funds for this school: $98,224.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	61804	-2,974.00
LCFF Supplemental	0.00	0.00
Unrestricted Lottery	28906	-4,540.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	64,778.00
Unrestricted Lottery	33,446.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,350.00
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	26,762.00
5000-5999: Services And Other Operating Expenditures	20,612.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	17,350.00
2000-2999: Classified Personnel Salaries	LCFF Base	24,000.00
4000-4999: Books And Supplies	LCFF Base	13,303.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	8,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,125.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	13,459.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	12,612.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery	6,375.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,531.00
Goal 2	13,425.00
Goal 3	10,731.00
Goal 4	49,106.00
Goal 5	12,431.00

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

2 Other School Staff

8 Parent or Community Members

Name of Members	Role
Grace Cox (RV & WG)	Principal
Carolyn Hood (RV & WG)	Other School Staff
Marisa Robertson	Other School Staff
Cecilia Ochoa (RV)	Classroom Teacher
Adrianna Huffine (RV)	Classroom Teacher
Miriam Mitlich-Penunuri (WG)	Classroom Teacher
Maria Llamas (RV)	Classroom Teacher
Jerika Soule (RV)	Parent or Community Member
Autumn Ellenson (RV)	Parent or Community Member
Nicole Mangum (RV)	Parent or Community Member
Kristin Beattie (WG)	Parent or Community Member
Cheryl Shitabata (RV)	Parent or Community Member
Brian Leonard (RV)	Parent or Community Member
Deanie Marin-Lucchesi (RV)	Parent or Community Member
Chancey Maglaras-Alexander (RV)	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 6/8/2022.

Attested:

	Principal, Grace Cox on 6/8/2022
	SSC Chairperson, Nicole Pedone on 6/8/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

SUN DEVILS
Tierra del Sol
MIDDLE SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra del Sol Middle School	37-68189-6085047		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Tierra del Sol Middle School is working diligently to improve student achievement by closely analyzing our academic achievement and social-emotional data, then creating a systemic plan that aligns with our LCAP and board goals. We are also working with all stakeholders to close the achievement gaps we have on campus by analyzing and restructuring systems that may be inequitable for certain students. TdS will share our data and our site plan with our School Site Council. Together we will create a schoolwide plan that ensures every student at Tierra del Sol Middle School will get the best education and middle school experience in San Diego County.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2021-2022 CHKS Survey: The CHKS survey provides data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. According to the data, 60% of our 7th grade students felt connected to school and felt they had caring adult relationships on campus, compared to 65% in the 2020-2021 school year. 60% of our 7th grade students felt they had motivation to do well in their academics, which was a decrease of 3%. There was a 5% decrease in students feeling like they had caring adult relationships, from 59% to 54%. 56% of our 7th grade students felt felt safe on campus, compared to 66% in 2021.

2021-2022 Spring Student Summit: Students shared concerns regarding school and social emotional learning. Racial and homophobic slurs, bullying and students being "mean", and inappropriate bathroom behavior were the top three concerns from students. During the student summit, a student from each CREW met with administration to develop possible solutions to these issues.

2021-2022 Staff Shared Vision Meeting: Staff members provided input on the academic and SEL vision for TdS. A new bell schedule was also created to support the academic and SEL vision of the staff. Staff input for academics includes: smaller class sizes, teachers at each grade level having similar grading standards, providing opportunities for students to be challenged if they'd like to be, as well as tutoring and academic support classes for students who need extra support. Teachers also discussed a focus on celebrating academics, reestablishing a culture of learning, and providing access through UDL and PBL.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The following classroom observations are completed throughout the year: Non-evaluative classroom observations (at least 2-3 times a week), Evaluative classroom observations (at least 3-4 times per year)Teacher classroom observations used to improve practice (1-2 times a month).

Summary of Findings: Teachers are spending more time working with discipline issues, as students acclimate back to class. This year, students are more hands-on with each other, which has become a challenge in and outside of the classroom. Teachers are trying to go back to working in groups, but students are struggling a bit. Students are struggling with work production and work stamina, while teachers are struggling with providing valuable feedback for students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2021-2022 ELPAC scores
- Analysis of 2021-2022 Suspension Rates
- Analysis of 2021-2022 Chronic Absenteeism
- Analysis of 2021-2022 MAPS data
- Analysis of site developed assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas

Major findings from this analysis were:

English Language Learners:

We can identify enrollment for English Language Learners consistently below 10% of the total enrollment each year. Enrollment for this group has stayed relatively stable over the past three academic school years. Although a somewhat low percentage of the student population are English Language Learners (. % in the 2021-2022 school year), both White and Hispanic or Latino populations compose the majority of the school enrollment with 34.07 and 24.5 respectively, the trends I found in the subsequent data points, I am noticing an equity gap when compared to other subgroups.

Chronic Absenteeism for English Language Learners and has remained above 10% for the exception of the 2017-2018 school year. Students not attending school can have a significant loss of progress and could be adding to the equity gap for English Learner progress. Additionally, this group was within the highest percentages of chronic absenteeism in comparison to other larger groups of students. For example, the subgroup of students in the Socioeconomically Disadvantaged group has a higher enrollment at my site, yet when compared with the students in the ELL subgroup, Socioeconomically Disadvantaged subgroup had less chronic absenteeism than the ELL subgroup. Thus, further confirming my selection in analyzing data for English Learner progress.

We analyzed MAPS ELA and Math data for the 2021-2022 school year for 6th through 8th grade, and these data points sustain my findings of an equity gap due to a pattern of low percentage of students meeting grade level standards. Consistently, students in the English Language Learners subgroup do not meet the grade level standards. Spring MAPS data showed 163 students increased their ELA MAPS score from Fall to Spring. Less than 3% of this student population met the Math Grade Level Standards and in English Language Arts there was a sharp decrease in students meeting grade level standards. This disparity led to review other indicators with the goal of examining other possible gaps within this state indicator.

I noticed a pattern of increase in suspension rates for English Language Learners. The increase is significant in the three year comparison with an increase from 0% in the 2016-2017 school year to 12.1% in the 2018-2019 school year. One additional data reviewed was table 6, where I analyzed the ELPAC Summative overall performance. Although there was a discrepancy in the most recent school year by having less than half of students tested than the previous two year, there was still a trend of less students scoring at the Proficiency Levels 4 and 3 on the ELPAC summative assessment.

There needs to be a clear understanding of what standards are being taught, when and how to assess them, and a common understanding of how assessments are being analyzed to ensure teachers know what is being mastered and what standards need more instruction.

Writing:

- Writing is a major focus for instruction in the 2019-2020 school year. Writing has had a consistent and steady decline of above proficient students over the course of the last three years. In the writing standard, more students moved from Above Proficient, and Below Proficient to At or Near Standard.

There was a decrease in students scoring above standard in 6th and 7th grade, but an increase in 8th. There was a decrease in the mount of students who scored below standard from 17-18 to 18-19. This shows more students moved in the at or near standard realm. This means more students are moving out of 1′s, but at the same time, more students are moving out of 4′s.

Our 18-19 8th grade cohort had a huge increase in writing during 7th grade, then once again a huge drop in 8th. This is important to see what the difference is in teaching writing. Our 19-20 8th grade students had an 8% increase in Above

Standard, a 10% gain in at or near (probably near from the percentage drop in below), and a 17% decrease in below standard. Compared to 6t grades, this cohort experienced huge gains in writing during their 7th grade year.

We had to complete a deep analysis of how writing standards differed from 6th-8th, what writing strategies were successful in the 7th grade, and how could we implement that school wide. There also needed to be more time that teachers could work together to develop a comprehensive writing plan and clear alignment from 6th to 8th to ensure student success in high school.

Listening:
There was a 3% increase in 6th grade above standard and an 8% increase in below standard from 16-17 to 18-19,but in looking at our 18-19 grade cohort, there was a 9% increase in students who were below grade level. There was a 5% decrease in the current 8th grade cohort.

Research/Inquiry:

There was a 24% increase in below standard from 7th grade to 8th grade for our 18-19 8th grade cohort. There was increase in the current 8th grade cohort in the above standard domain, but scores also increased in the below standard as well.

Recommendations:

Now that we have identified specific standards that are being taught throughout the year, we now have to transition into completing our design thinking units, so students can learn these skills/standards, while still learning the LUSD profile characteristics that will allow our students to practice these skills and standards in other classes and outside of school as well. Experiences need to be more equitable in nature and relatable to our students so there can be more buy in and enjoyment.

We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

Math:

MAPS data from Fall 2019 and Fall 2020 shows a slight increase in Math scores, grades 6-8, but not as much as the grade-level norms projected growth.

We are seeing the same three year trend in Math that we saw in English. More students who are SM (Standard Met) are improving to SE (Standard Exceeded). However, a percentage of students who are in the Nearly Met category are moving to Not Met. We can conclude that we are doing a great job at improving students who are already proficient, but we are struggling with improving the scores of students who are nearly proficient, thus creating a gap right in the middle of our population. This is where we have to focus because these students are entering high school, and their success- especially in their first two years- is crucial in them ultimately graduating and earning their diploma. Although there was a huge increase in Above Standard (+9 from 15/16 to 17/18), there was a huge decrease in the percentages of Standard Met from that same time frame (-8%) and in Standard Below (+10 %).

Concepts and Procedures: There was an increase Above Standard from 6th to 8th grade in this particular strand (+4%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 5%.

Problem Solving and Modeling/ Data Analysis: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 8%.

Communicating Reasoning: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and no decrease or increase from 6th to 7th grade. Also there was no increase or decrease in the Below Standard category and 6th to 7th grade decreasing by 9%.

This year our Math team is spending time understanding what skills in each of these strands look like, not only in Math,

but in other subject areas. The cross-curricular work we are focusing on is not just for ELA; it is for Math and Science skills as well. The more students can practice these skills outside of their particular courses, the more they will understand how to transfer those skills in and out of school.

- We continue to work towards preparing our students for the level of rigor on the SBAC assessment. Teachers collaborate on this process, and more collaboration is needed.
- The goal of each meeting is to improve student achievement by focusing on the following 4 areas: 1) What do we want our students to know and be able to do? 2) How will we know when they've achieved this desired outcome? 3) How do we progress the learning for those students who've mastered the skill? 4) How do we provide interventions and supports for those students who hadn't yet mastered the skill? Continual evaluations of our PLC's indicate teachers progressing in their collaboration, thus leading to greater student achievement.

In an effort to increase connection to career and college opportunities in Middle School, we wanted to get feedback from our community to understand what is needed most on our campus. Student, Parent and Teacher surveys showed more students wanted access to STEAM and Engineering opportunities, but could not afford those opportunities outside of school. Our survey showed an increase in student involvement in Project Lead the Way (PLTW) and Robotics electives, which means we had to dedicate a amount of resources to ensure teachers are trained and we could increase classes in our master schedule. Our Low SES and at-risk students especially had an overwhelming interest in PLTW Medical Detective and App Creator electives and identified these hands-on project-based electives as a specific reason for trying harder and excelling at school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Each month, teachers meet a minimum of four times: Week #1: Staff Meeting Week #2: Subject Level Meeting Week #3: Grade level Meeting Week 4: WIG Meeting (Teachers meet as a staff for 30 minutes, giving examples of how they worked on the particular school wide goal for the month. We need to have an overhaul of PLC work in the 2022-2023 school year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers on campus are fully credentialed. There are two teachers on campus who are currently working on their BTSA requirements. All new Science teachers were NGSS trained, either during the summer, or as a part of professional development during this school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers not only use PLC time to complete this area, but subject level teams also get pull-out days (half or full, depending on what they need) to discuss assessment and curriculum data, assess student performance, and align the cross-curricular work with the standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have our 21st Century Coaches, Math Transformation coach, Math Coach, Grace Dearborn training, Loss Mitigation Teachers

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Subject Level meetings allow teachers to discuss articulation between 6-8 grades. We are currently working to set up an articulation meeting with El Capitan's ELA department, to ensure backwards planning is being done grades 6-12.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Science classes are aligned to teaching NGSS standards through OpenSci Ed curriculum. Math classes are currently using CPM grades 6-8. English classes are currently working with EL curriculum and teacher-written curriculum grades 6-8.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

TDS is currently on a rotating schedule. Classes are 64 minutes, 3 days a week. Students also have 1.5 Social Emotional class per week, and one hour of Tier 1 intervention a week with WINN class.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have a master schedule that allows for core academic instruction, as well as acceleration and intervention opportunities. Our master schedule also allows for social/emotional intervention opportunities as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of materials are available per Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

TdS offers Tier I intervention to all students with WINN class and Tier 2 and 3 intervention with our Loss Mitigation teachers and with KIDSWATCH conversations in subject and grade level meetings.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We currently have our loss mitigation teachers who are working with students who are far below in ELA and Math

Evidence-based educational practices to raise student achievement

Students with Disabilities are mainstreamed in the least-restrictive environment. Formative and summative assessments are given to ensure data leads instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TdS offersWellness Together to work directly with students who need mental and emotional health needs; we offer family and principal time to discuss student, family, and community needs and issues.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our SSC look to see how effectively we spent our Title I funds this year, and every school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Catagorical funds provide a Student Support Service Coordinator to help with at-risk students.

Fiscal support (EPC)

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

Tierra del Sol Middle School works with our school site council to develop and approve or School Site Plan. We regularly meet to update, edit, and improve the plan throughout the year. Or SSC meets bi-monthly during the year. Monthly Coffee with principal or other monthly opportunities for engagement with administration

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We identified the following resource inequities:

- We have a high number of students who are still disconnected from school or who are having a difficult time returning to the school setting.
- This year we have a higher number of students who are struggling with social emotional issues and who are in need of counseling and/or mental health services.
- Our EL students and SPED students are still struggling within the General Ed setting and did not meet the expected growth in the ELPAC and on MAPS assessments.

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	1.19%	1.2%	1.58%	9	9	11
African American	2.65%	1.8%	2.01%	20	13	14
Asian	1.86%	2.3%	2.01%	14	17	14
Filipino	0.8%	1.1%	0.72%	6	8	5
Hispanic/Latino	33.42%	35.5%	36.10%	252	259	252
Pacific Islander	0.93%	1.0%	0.86%	7	7	6
White	54.77%	52.7%	53.30%	413	385	372
Multiple/No Response	4.38%	4.4%	3.44%	33	32	24
			Total Enrollment	754	730	698

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6	235	238	257
Grade 7	273	223	230
Grade 8	246	269	211
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	754	730	698

Conclusions based on this data:

1. We continue to grow! Though our enrollment decreased by 20 from 2018 to 2019, we continue to see change in our demographics, which shows a shift in the neighborhood. This should lead to a closer analysis of our curricula, as well as an analysis of our programs to ensure all students feel connected to school.

2. There is a clear decrease in our enrollment, which is across the district, and there continues to be a decrease in enrollment, beginning with the 2020-2021 school year. Students are moving out of state and parents are choosing private and charter school options due to our current hybrid and DL schedule. We continue to work with stakeholders to implement a plan that will increase enrollment during this time.

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	46	46	51	6.1%	6.30%	7.3%
Fluent English Proficient (FEP)	50	56	55	6.6%	7.70%	7.9%
Reclassified Fluent English Proficient (RFEP)	5	0		9.1%	0.00%	

Conclusions based on this data:

1. There was an increase in students who redesignated during the 2019-2020 school year.This could be because of improvement on the 2018 CAASSP, as well as an effort to increase EL overall grades in ELA and Math.
2. We also had an increase in students who redesigned for the 2021-2022 year, even though the data from this year is not yet posted. Our EL coordinator spent a considerable amount of time working with General Ed teachers on increasing EL Strategies in class. She will continue this work next year.

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 6	271	232	243	265	0	236	265	0	235	97.8	0.0	97.1
Grade 7	257	219	226	242	0	222	242	0	219	94.2	0.0	98.2
Grade 8	217	252	205	208	0	195	208	0	193	95.9	0.0	95.1
All Grades	745	703	674	715	0	653	715	0	647	96	0.0	96.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2508.		2496.	14.34		10.21	27.92		28.51	27.17		26.38	30.57		34.89
Grade 7	2548.		2526.	15.70		9.59	31.40		32.42	28.51		24.20	24.38		33.79
Grade 8	2547.		2540.	13.46		6.74	31.73		34.72	21.15		33.16	33.65		25.39
All Grades	N/A	N/A	N/A	14.55		8.96	30.21		31.68	25.87		27.67	29.37		31.68

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 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 6	21.13		13.62	43.40		61.28	35.47		25.11
Grade 7	23.55		15.98	46.69		61.19	29.75		22.83
Grade 8	22.60		16.58	40.87		60.10	36.54		23.32
All Grades	22.38		15.30	43.78		60.90	33.85		23.80

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.32		5.11	56.98		50.21	31.70		44.68
Grade 7	23.14		14.29	57.02		50.69	19.83		35.02
Grade 8	23.56		7.37	47.60		51.05	28.85		41.58
All Grades	18.88		8.88	54.27		50.62	26.85		40.50

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	16.98		11.91	60.00		74.89	23.02		13.19
Grade 7	16.12		13.24	65.70		72.15	18.18		14.61
Grade 8	15.38		16.58	58.65		72.54	25.96		10.88
All Grades	16.22		13.76	61.54		73.26	22.24		12.98

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	23.02		14.89	49.81		67.23	27.17		17.87
Grade 7	26.03		16.44	47.52		63.01	26.45		20.55
Grade 8	21.63		17.10	40.87		68.91	37.50		13.99
All Grades	23.64		16.07	46.43		66.31	29.93		17.62

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.

Conclusions based on this data:

1. Now that standards alignment is in place, we need to focus our time creating curriculum, projects, and assessments that are meaningful to students.
2. Students need different opportunities to show their mastery in specific skills and standards.
3. We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

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 6	271	232	243	263	0	237	263	0	237	97	0.0	97.5
Grade 7	257	219	226	243	0	222	243	0	222	94.6	0.0	98.2
Grade 8	217	252	205	207	0	195	207	0	193	95.4	0.0	95.1
All Grades	745	703	674	713	0	654	713	0	652	95.7	0.0	97.0

* 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 6	2490.		2471.	11.79		8.02	17.49		13.08	28.14		31.22	42.59		47.68
Grade 7	2521.		2494.	17.70		9.91	14.40		14.86	32.10		32.43	35.80		42.79
Grade 8	2516.		2502.	10.14		8.81	14.49		15.03	29.95		24.87	45.41		51.30
All Grades	N/A	N/A	N/A	13.32		8.90	15.57		14.26	30.01		29.75	41.09		47.09

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

Concepts & Procedures 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 6	14.45		8.02	34.60		37.13	50.95		54.85
Grade 7	21.40		10.36	30.86		48.20	47.74		41.44
Grade 8	11.59		11.92	37.68		46.63	50.72		41.45
All Grades	15.99		9.97	34.22		43.71	49.79		46.32

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	15.59		8.86	44.11		47.26	40.30		43.88
Grade 7	18.11		8.56	47.74		52.70	34.16		38.74
Grade 8	15.46		9.33	44.93		52.85	39.61		37.82
All Grades	16.41		8.90	45.58		50.77	38.01		40.34

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	14.07		8.44	44.11		66.24	41.83		25.32
Grade 7	20.16		11.71	48.56		53.15	31.28		35.14
Grade 8	12.56		8.81	50.24		52.85	37.20		38.34
All Grades	15.71		9.66	47.41		57.82	36.89		32.52

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. Math teachers need to better understand the eight SMP's, in order to transform and impact student understanding and learning in Math.
2. Almost 50% of students are below standard in the "Concepts and Procedures" claim. Teachers need to know what parts of CPM align with the Concepts and Procedures claims (and the standards that are under those claims) and decide how they will pay extra attention to those standards on a monthly, weekly, and daily basis.
3. Students are doing better at "Communicating Reasoning" than the other two claims. I believe this has a lot to do with the work we have cone with teaching number talks in classes.

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
6	1546.9	1515.8	1515.3	1569.5	1522.8	1536.8	1523.9	1508.1	1493.2	17	15	22
7	1510.6	1506.7	1554.3	1508.6	1511.1	1564.8	1512.1	1501.9	1543.4	14	15	15
8	1556.2	1557.8	1535.7	1564.9	1567.5	1549.5	1547.1	1547.7	1521.4	22	15	17
All Grades										53	45	54

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
6	41.18	20.00	22.73	23.53	60.00	31.82	29.41	0.00	13.64	5.88	20.00	31.82	17	15	22
7	14.29	26.67	26.67	50.00	20.00	60.00	14.29	33.33	6.67	21.43	20.00	6.67	14	15	15
8	27.27	26.67	29.41	27.27	33.33	29.41	36.36	26.67	29.41	9.09	13.33	11.76	22	15	17
All Grades	28.30	24.44	25.93	32.08	37.78	38.89	28.30	20.00	16.67	11.32	17.78	18.52	53	45	54

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
6	58.82	60.00	45.45	17.65	20.00	22.73	17.65	13.33	13.64	5.88	6.67	18.18	17	15	22
7	50.00	40.00	40.00	21.43	33.33	46.67	7.14	6.67	6.67	21.43	20.00	6.67	14	15	15
8	45.45	46.67	58.82	36.36	40.00	5.88	9.09	0.00	23.53	9.09	13.33	11.76	22	15	17
All Grades	50.94	48.89	48.15	26.42	31.11	24.07	11.32	6.67	14.81	11.32	13.33	12.96	53	45	54

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
6	35.29	20.00	9.09	52.94	66.67	59.09	11.76	13.33	31.82	17	15	22
7	21.43	13.33	6.67	50.00	66.67	80.00	28.57	20.00	13.33	14	15	15
8	13.64	26.67	17.65	63.64	60.00	58.82	22.73	13.33	23.53	22	15	17
All Grades	22.64	20.00	11.11	56.60	64.44	64.81	20.75	15.56	24.07	53	45	54

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
6	70.59	64.29	63.64	17.65	28.57	18.18	11.76	7.14	18.18	17	14	22
7	64.29	73.33	86.67	21.43	6.67	6.67	14.29	20.00	6.67	14	15	15
8	68.18	66.67	70.59	22.73	26.67	11.76	9.09	6.67	17.65	22	15	17
All Grades	67.92	68.18	72.22	20.75	20.45	12.96	11.32	11.36	14.81	53	44	54

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
6	0.00	20.00	9.09	47.06	33.33	31.82	52.94	46.67	59.09	17	15	22
7	7.14	13.33	13.33	42.86	26.67	60.00	50.00	60.00	26.67	14	15	15
8	13.64	20.00	23.53	50.00	46.67	17.65	36.36	33.33	58.82	22	15	17
All Grades	7.55	17.78	14.81	47.17	35.56	35.19	45.28	46.67	50.00	53	45	54

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
6	23.53	20.00	13.64	64.71	66.67	54.55	11.76	13.33	31.82	17	15	22
7	7.14	13.33	0.00	71.43	46.67	86.67	21.43	40.00	13.33	14	15	15
8	0.00	0.00	5.88	95.45	73.33	88.24	4.55	26.67	5.88	22	15	17
All Grades	9.43	11.11	7.41	79.25	62.22	74.07	11.32	26.67	18.52	53	45	54

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. A majority of our students continue to be in the "Somewhat/Moderately" section in the Writing Domain. Students are improving each grade level, but not enough to move into the "Well Developed" section. Students are with making small incremental growth, or students who are "Well Developed in 6th grade drop to "Moderately Well" in their 7th and 8th grade years.
2. EL students are struggling in the Reading Domain. More targeted reading, writing, and listening strategies need to be implemented in all of our classrooms.
3. EL students are mastering oral language much faster than the other domains. Students have much more time to practice oral language. We need to make the other domains more accessible in every day life as well.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
730	**44.2**	**6.3**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	46	6.3
Foster Youth	3	0.4
Homeless	7	1.0
Socioeconomically Disadvantaged	323	44.2
Students with Disabilities	146	20.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.8
American Indian or Alaska Native	9	1.2
Asian	17	2.3
Filipino	8	1.1
Hispanic	259	35.5
Two or More Races	32	4.4
Native Hawaiian or Pacific Islander	7	1.0
White	385	52.7

Conclusions based on this data:

1. Our SPED student group is growing rapidly. We need schoolwide training to support teachers in using evidence-based practices in the general education classroom and in RSP and SDC classes.

2. Our demographics are changing. In the last two years, we have received more than 50 more Hispanic students on campus, we have more Pacific Islander students from three years ago, and more Native American students. However, there has been no conversation about what we are doing to make sure our Hispanic students feel validated, cared for, and/or at home on our campus. We have not taken a good look at our curriculum to make sure it shows the diversity that we have on campus, even if it is just a few students.

3. This year there has been an increase of complaints regarding racial and homophobic slurs on campus. While this data does not reflect members of the LGBTQ community, it is definitely a problem on campus that needs to be addressed.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. The suspension rate needs to be addressed with immediate need. An analysis of suspension data for 18-19 shows a huge increase in drug-related offenses from 17-18, which makes me feel like we could be looking at red again next year. We have to have some type of proactive comprehensive plan implemented as soon as possible to address this epidemic.
2. We need an overall transformation of our SPED department. We began last year with our Co-teaching workshop, and this year we have committed to co-teaching in at least one ELA class, and 2020-2021, we will add a Math class. We also need to ensure ALL students on campus will get access to grade level material.
3. Although we are yellow in chronic Absenteeism, every subgroup's percentages has declined from the previous year. This is due to the tremendous effort and work from Officer Ramirez. Still, students with disabilities has the highest percentage of chronic absenteeism, with 15.9%. We are working with Officer Ramirez to analyze the data and figure out the reason for the attendance issues. Even though we do not have enough of a population to have them count towards our overall performance, we also need to look more closely at African-American and American Indian students, who were the only tow groups whose absent rates increased over the academic year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
12.6 points below standard	79.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.5 points	Declined Significantly -22.3 points	2
697	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	43.7 points below standard	89.5 points below standard
1	Declined -13.8 points	Declined -13.4 points
	318	126

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18 points below standard	98 points below standard	51.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points	14	12	5
16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
37.3 points below standard	0.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0.6 points above standard
Declined -6.4 points	Declined Significantly -19.5 points	5	Declined -8 points
223	28		394

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108 points below standard	34.5 points below standard	7 points below standard
Declined Significantly -16.6 points	Declined Significantly -33.7 points	Declined -8.5 points
39	25	614

Conclusions based on this data:

1. Our Students w/disability group is in the red, and has declined by 13.7 points this year.
2. Our English Learner groups have declined with current English Learners, reclassified English Learners, and English only Learners.
3. Our Hispanic students are in the orange, and have declined by 7.2 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
55.4 points below standard	119.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.1 points	Declined -3.5 points	2
696	64	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	88.4 points below standard	137.8 points below standard
1	Declined -8 points	Declined -4.7 points
	317	125

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
94.2 points below standard	130.1 points below standard	26.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.6 points	14	12	5
16			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
86.7 points below standard	26.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	39.6 points below standard
Declined -6.8 points	Declined -5.9 points	5	Maintained -2.4 points
223	28		393

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
152.3 points below standard	68.6 points below standard	49.4 points below standard
Maintained ++0.4 points	Declined -12 points	Declined -6.7 points
39	25	613

Conclusions based on this data:

1. We had an increase in every field except students with disabilities. Once again I believe it is due to the lack of grade level standards being addressed in RSP and SDC classes. Teachers need help filling in the gaps and understanding they can not just teach in remediation mode. With that type of model, students will not get access to grade level standards and the gap will continue growing. Our teachers need training and RSP and SDC teachers should be either pulled in to Math Transformation or they should have a separate district-level initiative with Math Transformation and Special Ed teachers.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.1 making progress towards English language proficiency
Number of EL Students: 48
Performance Level: Medium

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.

2019 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
20.8	27.0	18.7	33.3

Conclusions based on this data:

1. 16 students progressed at least one ELPI level, while 10 students decreased one ELPI level.
2. 9 students maintained ELPI level 4.
3. 13 students maintained ELPI levels 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
9.2	17.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Increased +10.3	5
801	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	11.8	14.1
2	Declined -0.8	Declined -1.8
	380	149

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
9.5	33.3	7.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.5	Maintained 0	13	5
21	18		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
8.9	15.6	Less than 11 Students - Data Not Displayed for Privacy	7.8
Declined -0.9	Increased +9.7	7	Declined -0.6
257	32		448

Conclusions based on this data:

1. The work of Officer Ramirez and outreach continues to be imperative to our decreasing the chronic absenteeism rates. Now that she is retired, I need to set funds aside to ensure we have someone who will be dedicated to working with these issues, especially now that DL is also an issue.
2. Increased Saturday School and attendance recovery days offered throughout the year and around the grading period are needed, but with COVID, these are no longer an option. We need to find other opportunities for students to be more involved in school and have more of a connection with school so they can want to attend.
3. Native Americans, EL students, and students of two or more races have the highest percentages. Programs like CREW connect students to school. Hopefully CREW plus the combination of rich, interesting curriculum will give our students buy-in and connection to want to come to school.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
9.1	10.3	Less than 11 Students - Data Not
Maintained -0.2	Increased +1.4	5
812	58	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not	12.2	16
2	Increased +0.3	Increased +1.9
	385	150

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
23.8	27.8	15.4	Less than 11 Students - Data
Increased +15.5	Increased +20.1	13	5
21	18		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Green
9.6	12.5	Less than 11 Students - Data	7
Increased +1.2	Increased +6.9	7	Declined Significantly -3.5
260	32		456

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.4	9.1

Conclusions based on this data:

1. Increase in drugs and alcohol on campus and in community are resulting in increased suspension rates.
2. We are continuously working with our PBIS team to analyze suspension data and build/teach lessons on targeted behavior.
3. After analyzing suspension data, creating a progressive discipline plan may work in significantly decreasing the suspension rate this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 1

Meaningful Assessments that Drive Meaningful Instruction:

1a. By May 2023, 70% will meet their expected growth target, as measured by MAPS and CAASSP assessment data.

1b. Every student will have at least three data points in English and Math for teachers to analyze each trimester.

1c. By the end of each trimester, all teachers will analyze data and discuss three specific strategies to implement to improve classroom instruction.

Identified Need

We need to have multiple measures of assessments to ensure we know where students are, how much we want/need them to grow throughout the year, and determine how we are going to ensure our students have academic growth throughout the school year. We also need a clear PLC process to ensure teachers are analyzing the assessments and discussing what standards do not understand.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2021 MAPS Assessment Data Formative Assessments	Students who met growth projection in Math 2020- 6th-42%, 7th-35%, 8th-41% Students who met growth projection in Reading '20- 6th-34%, 7th-34%, 8th-30%	By May 2023, 60% of students will meet their growth projection in Math and Reading.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Tier 2 and 3 students

Strategy/Activity

ELA
Curricular Alignment, ELA Matrix: Every student will receive focused instruction on identified standards for at least 60 minutes one day per week during WINN class.
Math:
Number Sense: Students will receive 30 minutes per day, 1 day per week, using Math talks and Imagine Math Facts to learn number sense and practice fluency.
Measurement and Geometry: Students will receive 30 minutes 1 day per week of explicit and systematic instruction to work towards mastery of math concepts.
Comprehension: Students will get 20 minutes per day 1 day per week of pre-teaching grade level class content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,762.50	Title I 0001-0999: Unrestricted: Locally Defined MAPS Accelerator
4,200	Title I 0001-0999: Unrestricted: Locally Defined ListenWise
2,942.66	Unrestricted Lottery 0001-0999: Unrestricted: Locally Defined Scholastic Scope subscription for ELA, Science, and EL students
	Title I
	0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math and English teachers will teach key standards by the curriculum framework. From the performance task data, teachers will reteach identified standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7,000	LCFF Base 0001-0999: Unrestricted: Locally Defined Planning Meetings for ELA, Science, and Math teachers (for subs or summer planning)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, specifically EL students

Strategy/Activity

Every teacher will participate in a Professional Learning Communities with team members three times a month for 60 minutes each meeting to create and administer performance tasks, review assessments results and plan next steps.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	0001-0999: Unrestricted: Locally Defined
	0001-0999: Unrestricted: Locally Defined
	LCFF Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

By March 2023, all ELA, Math, and Immersion teachers with work with EL teacher to identify best practices, and teach a specific strategy per trimester to facilitate writing standards and discussion protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols. EL Curriculum purchase of MyLexia.
2000	Title I Newcomer National Geographic Engage Curriculum

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Academically at-risk students, Tier 2 and 3 students

Strategy/Activity

Students will be pulled in small groups to work with loss mitigation teachers in ELA and/or Math to work on foundational skills and fluency 183 minutes a week for six weeks.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By the end of trimester 2, ELA and Math teachers will create and administer three performance tasks for all students. Teachers will analyze data to inform instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPED Students

Strategy/Activity

Each month, RSP teachers will meet with their grade-level ELA and Math counterpart to disaggregate and discuss assessment data (MAPS (pre/post), Achieve) to discuss student progress in specified ELA and Math standards to support access to grade- level content.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each teacher will implement one specific strategy in their WINN class, as agreed upon by the and ELA team, to demonstrate improvement, as measured by an agreed-upon formative assessment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	American Mathematics Competitions and Debate Team

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year we laid the foundation of this goal, creating our WINN classes and implementing our Loss Mitigation classes.We purchased some of our curriculum halfway through the year. Now we get to purchase at the beginning of the year and we will have the entire year to concentrate on using the curriculum with fidelity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

We added more strategic goals that were tied to our huge expenditures, like Achieve 3000 and Listenwise. We had to continue to ensure we are getting the results that are moving academic achievement forward and that these expenditures are still helping us achieve our goals. There were many more lead measures added to this goal, so it can be evident to how each subject level is contributing to this goal, versus just ELA and Math. Due to budget constraints, we had to be more strategic in using PLC time to complete this work. There will be more strategies in this SPSA that does not have budget expenditures tied to them, because we are utilizing strategies and programs that we have previously purchased, and with our two loss mitigation teachers on campus, we have been able to collaborate and create more strategies that do not require money.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Growth

Goal 2

By May 2023, 90% students will demonstrate proficiency in the LUSD Profile characteristic, "Persevering Relentlessly" and "Caring Deeply", as evident by LUSD Profile Success Criteria Rubrics, CORE SEL screener, and CREW performance assessment results.

Identified Need

This year we saw an increase in behaviors that displayed touching, slurs, bullying behaviors, etc. We also saw a decrease in empathy, attitude about work completion, studying, perseverance, etc. While we work on our academic goals, it is just as important to help our students learn perseverance, executive functioning skills, and relationship building. Through CREW, we are also ensuring that every student has at least one student they are connected to on campus. This year, CREW was multi-grade. Next year, we will focus on CREW being grade-level, so we can provide specific grade-level lessons that follow a school-wide theme.
TdS continues to work on implementing a comprehensive system that supports the needs of our Tier 2 and Tier 3 students who are struggling in academics and behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CORE SEL Screener, CREW survey, LUSD Profile Success Criteria	Fall 2021 CORE SEL Screener results: 18% Moderate and High-risk Developing baseline:Profile Criteria Pre-Assessment	By May 2023, 90% students will demonstrate proficiency in the LUSD Profile characteristic, "Persevering Relentlessly" and "Caring Deeply", as evident by LUSD Profile Success Criteria Rubrics and CORE SEL screener and CREW performance assessment results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk students, students under a 2.0

Strategy/Activity

The counselor will create a success plan for 100% of students who have under a cumulative GPA of 2.0 by the end of each trimester.
The counselor will meet with students twice a month and parents once a month for the length of the trimester. Counselor will present at 100% of grade level meetings to discuss individual plans and collect feedback on students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Under the counselor's direction, all teachers will provide check in-check out opportunities twice a month, using check in check out sheet. Counselor will create videos for CREW once a month. Counselor recreated master schedule to ensure small CREW and WINN activities were available for all students.
The counselor will provide one specific monthly lesson that are consistent with the focused skill of the month for the rest of the year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5044.69	LCFF Base 0001-0999: Unrestricted: Locally Defined Yearly Extra Pay for Counselor - July-August master schedule work

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Students will participate in specific note taking strategies in WINN one time a week for 60 minutes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000.00	LCFF Base 0001-0999: Unrestricted: Locally Defined Notebooks and Supplies for students

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students and staff will participate in e-hall pass to minimize wandering on campus and hold all stakeholders accountable for monitoring students throughout the day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,500	Title I 0000: Unrestricted E-Hall Pass

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students during PE

Strategy/Activity

Each Trimester students will analyze a content related skill (which is determined by the PE Teacher), by using a provided peer assessment rubric. Each unit of study students, will report homework verbally or electronically by using academic language based on the F.I.T.T.(Frequency, Intensity, Time, & Type of exercise) Principles. Each Trimester, using academic language, students will discuss(student discourse) a content related topic as they walk the ½ mile with a pair-share partner. Students will present to the class an answer/opinion at the conclusion of their ½ mile.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk students

Strategy/Activity

Students will attend a weekend camp opportunity with teachers to teach perseverance, caring deeply, and building collaboration and communication skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000	Title I Camp fees, registration

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is our second year creating a goal that is specifically tied to our new CREW classes. WE will now have grade-level classes. We will create grade-level lessons for classes that are focused on a school-wide theme.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we had to eliminate our Social Services Coordinator position due to a decrease in Title I funds. One thing we have learned from having this position is that every middle school should have one. Middle Schools should have more than one counselor and/or counseling team on campus.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Innovation and Student Well-Being

Goal 3

75% TDS student will participate in at least one project that is connected to a cross-curricular unit or culminating task that combines proficiency in standards, UDL, STEAM, and Design Thinking by May 2023.

Identified Need

The signature program initiates at Tierra del Sol is Cross-Curricular Projects and Design Thinking. We would like to expand our cross-curricular projects to opportunities within the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross-Curricular Design Rubrics Design Thinking Rubric Immersion Portfolio Rubric	At the end of spring 2022, 28% (Immersion students) of students participate in a culminating task/presentation.	Every student will participate in a grade-level cross-curricular project by the end of 2022-2023 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Immersion Students

Strategy/Activity

All immersion students will complete the Spanish or Mandarin Portfolio Presentation by June 2023.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Femineers/PLTW/Robotics/VEX students

Strategy/Activity

Over the 2022-2023 school year, TdS will increase enrollment in Robotics, Femineers, PLTW, and VEX classes by 25%. In the 2022-2023 school year, TdS will Increase student connections in school by offering 3 more sections of Project Lead The Way course offerings to increase interest in the STEM elective.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3910.47	LCFF Base 0001-0999: Unrestricted: Locally Defined PLTW/Robotics/Vex Supplies, VEX Registration
24784.20	Unrestricted Lottery 0001-0999: Unrestricted: Locally Defined New Laptops for PLTW and Computers
5,000	Title I PLTW Training for new PLTW teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each Science class will have at least three hands-on activities each month to support high engagement opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	LCFF Base 0001-0999: Unrestricted: Locally Defined Purchase 170 Sheep Eye for students to study and disect.
500	LCFF Base 0001-0999: Unrestricted: Locally Defined Money allocated to Science materials for science activities.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and admin will work with Lakeside Chambers to solidify career internship opportunities for students that exemplify the LUSD Profile characteristics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

TDS will have our third annual college and career fair, which will include opportunities to showcase our electives, including band, percussion, dance, drama, and all levels of Art.
Increase interest in college and career readiness by having a virtual 8th grade College/Career night on campus and other signature programs that promote college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3,000	LCFF Base 0001-0999: Unrestricted: Locally Defined Supplies for the College and Career Fair
2,000	LCFF Base 0001-0999: Unrestricted: Locally Defined Create promotional videos highlighting 8th grade College/Career night, and other signature programs on campus that support college and career readiness.
500	LCFF Base 0001-0999: Unrestricted: Locally Defined College materials that promote awareness across campus

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Mandarin Immersion Students

Strategy/Activity

Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Confucius Institute for the academic school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500	LCFF Base 0001-0999: Unrestricted: Locally Defined Visa fees and processing fees to Confucius Institute for Interns

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

female students

Strategy/Activity

Increase student connections in school and college and career readiness by offering and implementing Femineers Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF Base 0001-0999: Unrestricted: Locally Defined
	LCFF Base 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF Base 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal. We are looking to provide opportunities for our students to connect to TdS on an engagement level, where students feel connected to school because of their love of our extra-curricular programs and cross-curricular projects.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

As we navigate through creating this new goal, there may be unforeseen expenditures that we may need to add to ensure our goals are met.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

Goal 4

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

Identified Need

We always have a need to increase parental support on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Offer a variety of parent evening and day events. Events will be informational, and will spotlight special talents and groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500	Title I Parent Involvement Create opportunities for our parents to volunteer and help.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By October 1,2022, offer Jupiter Grades school wide and provide login and access information to allow parents to view grades and communicate with teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,194.00	LCFF Base 0001-0999: Unrestricted: Locally Defined Cost of Jupiter Grades

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Copy machine to facilitate parent communication, instructional support, etc

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF Base 0001-0999: Unrestricted: Locally Defined Copy Lease, Rent, Repair Copy Machines

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year has been extremely difficult with parental help, considering parents are not allowed on campus.

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.

Once the restrictions lift and become more flexible, we will continue working with our parents to help them volunteer more. This may mean adding more money under this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89,838.52

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$23,462.50
Title I Parent Involvement	$1,500.00

Subtotal of additional federal funds included for this school: $24,962.50

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$6,000.00
LCFF Base	$31,149.16
Unrestricted Lottery	$27,726.86

Subtotal of state or local funds included for this school: $64,876.02

Total of federal, state, and/or local funds for this school: $89,838.52

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	69638	46,175.50
Title I Parent Involvement	917	-583.00
Unrestricted Lottery	43548	15,821.14
LCFF Base	56717	25,567.84
LCFF Supplemental	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	6,000.00
LCFF Base	31,149.16
Title I	23,462.50
Title I Parent Involvement	1,500.00
Unrestricted Lottery	27,726.86

Expenditures by Budget Reference

Budget Reference	Amount
	11,500.00
0000: Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	70,838.52

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		6,000.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	31,149.16

	Title I	5,000.00
	Title I	4,000.00
0000: Unrestricted	Title I	2,500.00
0001-0999: Unrestricted: Locally Defined	Title I	11,962.50
	Title I Parent Involvement	1,500.00
0001-0999: Unrestricted: Locally Defined	Unrestricted Lottery	27,726.86

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,905.16
Goal 2	11,544.69
Goal 3	41,694.67
Goal 4	6,694.00

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

5 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Leslie Hardiman	Principal
Dahlia Rinck	Classroom Teacher
Kim Klinko	Classroom Teacher
Danielle Lopez	Classroom Teacher
Eva Johnson	Classroom Teacher
Nicole Paukovitz	Classroom Teacher
Beverly Warford	Other School Staff
Paula Macias-Gonzalez	Other School Staff
Griselda Posada	Parent or Community Member
Kellie Fleming	Parent or Community Member
Jessica Falk-Michelli	Parent or Community Member
Karen Brown	Parent or Community Member
Isaac Tarpley	Secondary Student
Caleb Brown	Secondary Student
Aubrey Falk	Secondary Student

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
	Other: Principal Advisory Committee School Safety 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 11/4/2021.

Attested:

Principal, Dr. Leslie Hardiman on 11/04/2021

SSC Chairperson, Kellie Fleming on 11/04/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winter Gardens Elementary School	37681896038392	6/8/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month while being developed in order to receive feedback and make needed adjustments. SPSA are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2021-22 Riverview CHKS Data of 5th grade students:

90% of students - Perceived Safety Walking to and from School
80% of students - Perceived Safety at School
76% of students - School Connectedness Scale (In-school Only)
75% of students - Anti-bullying Climate Scale
63% of students - Caring Adult Relationships Scale

Riverview/Winter Gardens Thought Exchange

Survey focus: Our school has set goals aligning with LUSD Board Goals to accelerating our students' academic growth, improving their social-emotional well-being, and increasing student engagement. As an essential partner in student learning, your input is important. We would appreciate any suggestions or ideas you have for how to reach these goals on the ThoughtExchange Survey.

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the school site, and there were many other comments throughout the survey responses that will be helpful for the planning. Below are the top 5 highest-ranked inputs.

1. Communication between the school, parents, and students is the best way to ensure the growth of our children's academic futures. Seeing the "big picture" will help our children succeed.
2. Every kid is different and their goals should be personalized
3. Employ a Counselor at EVERY school supporting our children’s social-emotional development is so important, this is one easy way to help.
4. Have kids get together in groups to learn. Learning together, helps these kids realize they are not alone.
5. Keep strong language immersion in middle school. The program has proven successful.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Winter Gardens, the principal visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

(1) All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through customized unit lessons using LUSD Curriculum Framework. ELA and Spanish curriculum used are Wonders & Maravillas. Mandarin and Spanish teachers use target language curriculum to align lessons with LUSD Curriculum Framework and World Language Standards. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the Common Core Math Standards using Everyday Math. Teachers often integrate language arts with social studies and science content learning. Well-planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.

(2) Teachers use the NGSS Science Framework to provide the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(3) All Winter Gardens staff use Positive Behavioral Intervention and Supports (PBIS) and SEL framework in classrooms and playgrounds. Students watch weekly wisdom messages, through YouTube LIVE Stream to help students understand, care about, and act upon core ethical values. Students with good character are caring, just, and

responsible. The centerpiece of the program is a series of thought-provoking, inspirational messages that are narrated over our by student influencers/leaders. In just one minute a day, we can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

(4) Winter Gardens' counselor does whole group push-in lessons. School offers Tier 2 intervention pull-out support. Teachers who volunteer for push-in services have a higher number of students with IEPs. Support staff offer push-in to address the academic and social/emotional needs of a group of targeted students as well as the rest of the class. The benefit to the teacher is students receive Tier 2 support for all students regardless of need.

(5) Immersion teaching strategies:

- Teachers use visuals, gestures, body language, expressions, modeling, and movement to complement verbal cues. For students to learn a new language in meaningful contexts, teachers must use every instructional strategy available to them, including the use of actual objects (realia), pictures, videos, and gestures to express meaning. This will allow students to develop comprehension without direct explanation.

- Teachers motivate students to stay in the target language. Students who are still new to the target language are encouraged to respond to teacher prompts and questions using sentence frames. As students progress toward higher levels of proficiency, they are encouraged to use on target language as much as possible. Teachers ask open-ended questions. Teachers challenge students′ thinking, nudging their higher-order cognitive skills and giving them ample time to articulate each response. In immersion classrooms, it is especially important that teachers encourage students to give longer and more varied replies.

- Teachers regularly assess students′ comprehension and skill development. Teachers monitor students′ understanding through questioning techniques and formative assessments. They are consistently pushing students to use new words and expressions, more complex language structures, and more culturally appropriate language in their interactions and responses. Teachers also encourage students to use more specific vocabulary, as opposed to generic expressions, as they develop their skills.

- Teachers strategically plan various types of student interactions to promote a dynamic learning environment. Teachers mix the following types of interactions: teacher-students, student-student, whole group, and small groups. In small-group and project-based settings, teachers carefully evaluate the makeup of the various groups. Each student works with various students in the class and provides opportunities for long-term and ongoing student interactions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Grades K-1 teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. All English Language Learners take English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the IDEL, DIBELS, NWEA MAP, DRA, EDL2, Wonder's IRI, LUSD performance tasks along with other district-adopted assessments.

The assessment information is gathered and shared in spreadsheets and printouts at the staff goal-setting day. Assessment results are analyzed and used to determine which group of students needs additional instruction and support and how and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialist, and Special Education Staff. Additionally, teachers meet in PIC teams to analyze student work and assessments in order to better meet the needs of our students.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2021-2022 NWEA MAPS
- Analysis of 2021-202 English Learners' progress
- Analysis of performance tasks
- Classroom observations of teaching
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

- All grade levels that participated in the 2021-2022 NWEA MAP have shown growth in all three areas: English Reading, Spanish Reading, and Math.
- To improve sister school Riverview's trajectory of district SBAC scores - align assessment tools for Target language immersion and English
- Create an Intervention program to address student-specific needs based on assessments, and EL level (intervention and/or enrichment opportunities)
- Given our flat upper grade's SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 language proficiencies with California World Language Framework Benchmark

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, grade-level performance tasks, Everyday math unit assessments, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during Fearless Leader, staff and PLC meetings and instruction is differentiated to meet student needs. Base on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in ten PLC cycles a school year during which each grade level team analyzes students' progress, sets SMART goals for our students who are not yet meeting standards, and create action plans and provides instruction to support those students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty at Winter Gardens are fully credentialed and highly qualified. All immersion faculty, 12 out of 12 teachers have a Bilingual Authorization to teach in the immersion classroom setting. Our English teachers are fully credentialed and partners with the Mandarin Immersion teachers, creating our 50/50 program, half Mandarin and half English.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Winter Gardens School works with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our site administrator receives ongoing professional development in instructional leadership and in providing vital feedback to teachers to support their growth in teaching. All Winter Gardens teachers are fully credentialed. Teacher Induction Program (TIP) support is available to first and second-year teachers. All teachers participate in grade level professional learning and school-wide professional developments and district-wide PLC sessions throughout the school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Faculty use district adopted curricular materials and engage in standards-based grade specific staff development. District professional development sessions are provided in Next Generation Science Standards, Math Transformations, and Immersion in collaboration with district and county leaders.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

WG utilizes in-house experts to conduct trainings. Riverview has the Teacher on Special Assignment (TOSA) serves as part of the school's leadership team, providing job-imbedded and ongoing professional development for teachers. The TOSA provides support to the principal and teachers through data analysis and professional development including modeling lessons and other strategies to improve instructional practices. Overall, the job of the TOSA is to build the capacity of the school and its teachers to meet the learning needs of all students. In addition, the TOSA acts as the admin designee at both campuses when the principal is not present..The role of the TOSA is separate and apart from the evaluative role of the principal or supervisor of the teacher. The coach advocates for, facilitates, and supports the work of the teacher, but never performs supervision or evaluation.

Grade level teams collaborate with each other to to identify student needs and instructional intervention strategies. District also offers Spanish TOSA support to the Spanish Immersion program. The coaches meet individually with teachers, with small teams, and the teaching staff as a whole to provide information about research based strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade-level teams on Wednesday for grade-level planning and PLCs

Our PLC time is focused
The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

Our PLC time is spent on teaching and learning
Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

Our PLC collaboration is based on examining data together. We continue to grow in examining data and then we allow the data to guide and focus our instruction. To stay focused and make the best use of teachers' time, teachers employ effective meeting strategies such as establishing shared norms, starting and ending meetings on time, using agendas and taking notes, assigning roles during meetings, learning about group processes and periodically reflecting on how well they are operating as a team and accomplishing their goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the LUSD grade-level Curriculum Framework and use district adopted curriculum and assessments. Classroom instruction is aligned to CCSS and California World Language standards. Teachers use grade level content, student learning intentions and success criteria to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Class schedule includes block of time for reading, language arts in target language, math and PE. Instruction is provided in science (NGSS) and social studies. English instruction is provided for our Mandarin Immersion students while Spanish Immersion students learn 100% in Spanish. Additional 3rd language and student leadership opportunities are scheduled as well. Teachers cycle subject areas such as social studies and science (NGSS), and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade level sin August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based texts in English/Spanish and other subject areas for each grade level. All students have access to these materials. One area where we are currently lacking resources is standard-based Mandarin instructional materials in math, science, and social studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teachers use Learning Head Quarters tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teachers provide instruction in the target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess students on a regular basis and use information gained to tailor instruction to students' needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instructional time, and scaffolded lessons to increase learning success. Teachers use research based practices when teaching guided reading, writing, and math in target language. Specialized Academic Instructors support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night, Open House, and Moving-up Meetings encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletters keep families informed. The school regularly interacts with family and community members around the school's vision and goals and organizes multiple opportunities for parents to assume leadership within the school community. We establish regular opportunities for family and community education that are organized and aligned to the school's vision and goals; allocates time and resources accordingly. Family and community members provide input into the content and structure of these educational opportunities. We use available technology to collaboratively establish or regularly maintain systems for communication between the school and family or community members. Communication methods are reviewed regularly and adjusted as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are heard and valued. We use available technology to collaboratively collect and analyze family and community data to identify trends.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Winter Gardens does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student. Funding is supplemented by PTSA.

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

TK-5 Riverview International Academy School Site Council (SSC) is comprised of both Riverview and Winter Gardens Schools. Both campuses understand the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. The school conducted a comprehensive analysis of student performance in conjunction with district-level administration and identified areas of need and growth for the school programs.

Based on this assessment, the Riverview principal and staff team developed site goals and a budget plan which aligned with district areas of focus. The SPSA was then shared and discussed with the site leadership team to ensure that the plan is aligned with the site leadership objectives. The plan was submitted to the School Site Council with opportunities to ask questions and provide input and feedback. The School Site Council (SSC) was established through an election process in early September and is comprised of parents, teachers, the principal and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports, and review the

SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend meetings and fully participate in the development and oversight process. The School Site Council reviews and approves the SPSA on June, 2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Winter Gardens does not qualify to receive Title I funding. We, however, have a growing number of students who need additional support to meet grade level standards and a growing number of socio-economically disadvantaged students and English Learners. Without any additional funds, it is very challenging to adequately meet the intervention need of the students at our school. Additionally, we continue to have a number of students with behavior and academic needs. Adequately serving and supporting our students and their classroom teachers is an ongoing challenge that our staff strive to meet.

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	0.56%	0.6%	0.70%	2	2	2
African American	1.95%	1.8%	1.74%	7	6	5
Asian	2.23%	1.5%	1.05%	8	5	3
Filipino	0.28%	0.6%	1.05%	1	2	3
Hispanic/Latino	40.95%	43.9%	44.60%	147	143	128
Pacific Islander	0.28%	%	%	1		
White	45.96%	44.5%	43.90%	165	145	126
Multiple/No Response	7.8%	7.1%	6.97%	28	23	20
			Total Enrollment	359	326	287

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	190	164	138
Grade 1	169	162	149
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	359	326	287

Conclusions based on this data:

1. The two primary subgroup of students at Riverview International Academy are Hispanic/Latino and White.

2. Winter Garden School's Latino student population increased from 34.5% to 44% in 2 years, while our white population has decreased over the past 2 years.

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	18	21	24	5.0%	6.40%	8.4%
Fluent English Proficient (FEP)	13	12	16	3.6%	3.70%	5.6%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Our EL population was only 4.7% in 2018-19 and grew to 6.4 in 19-20 school year. We need to serve this growing population, with targeted intervention.
2. The number of Fluent English Proficient has also increased in numbers.
3. Winter Gardens has not had any student reclassified Fluent English Proficient since 2020-21.

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

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
All Grades	N/A	N/A	N/A												

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 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

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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. Our K/1st site relies on our 2nd-5th sibling school's scores.

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

* 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
All Grades	N/A	N/A	N/A												

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

Concepts & Procedures 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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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. Our K/1st site relies on our 2nd-5th sibling school's scores.

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
K	1442.2	1452.0	1461.7	1457.5	1470.4	1478.7	1406.3	1409.0	1421.7	13	12	12
1	*	*	1469.7	*	*	1498.9	*	*	1439.6	5	8	12
All Grades										18	20	24

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
K	23.08	0.00	33.33	38.46	91.67	41.67	30.77	8.33	25.00	7.69	0.00	0.00	13	12	12
1	*	*	16.67	*	*	66.67	*	*	8.33	*	*	8.33	*	*	12
All Grades	27.78	15.00	25.00	38.89	65.00	54.17	22.22	20.00	16.67	11.11	0.00	4.17	18	20	24

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
K	38.46	33.33	41.67	23.08	66.67	41.67	30.77	0.00	16.67	7.69	0.00	0.00	13	12	12
1	*	*	66.67	*	*	25.00	*	*	0.00	*	*	8.33	*	*	12
All Grades	50.00	40.00	54.17	16.67	55.00	33.33	27.78	5.00	8.33	5.56	0.00	4.17	18	20	24

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
K	30.77	33.33	58.33	53.85	66.67	41.67	15.38	0.00	0.00	13	12	12
1	*	*	83.33	*	*	8.33	*	*	8.33	*	*	12
All Grades	44.44	50.00	70.83	44.44	50.00	25.00	11.11	0.00	4.17	18	20	24

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
K	46.15	8.33	33.33	46.15	91.67	58.33	7.69	0.00	8.33	13	12	12
1	*	*	50.00	*	*	41.67	*	*	8.33	*	*	12
All Grades	50.00	15.00	41.67	38.89	80.00	50.00	11.11	5.00	8.33	18	20	24

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
K	0.00	0.00	16.67	100.00	100.00	75.00	0.00	0.00	8.33	13	12	12
1	*	*	16.67	*	*	33.33	*	*	50.00	*	*	12
All Grades	11.11	10.00	16.67	83.33	75.00	54.17	5.56	15.00	29.17	18	20	24

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
K	38.46	33.33	25.00	53.85	50.00	66.67	7.69	16.67	8.33	13	12	12
1	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
All Grades	38.89	20.00	12.50	50.00	65.00	75.00	11.11	15.00	12.50	18	20	24

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

Conclusions based on this data:

1. We have a growing number of students taking the ELPAC each year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
326	**26.7**	**6.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	6.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	87	26.7
Students with Disabilities	16	4.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.8
American Indian or Alaska Native	2	0.6
Asian	5	1.5
Filipino	2	0.6
Hispanic	143	43.9
Two or More Races	23	7.1
Native Hawaiian or Pacific Islander		
White	145	44.5

Conclusions based on this data:

1. Our White and Latino population account for 87% of our student population.

2. Our socioeconomically disadvantaged population has grown to 24%.
3. Our English Learner and Students with disabilities remain at approximately 5-6% each.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. On our Kinder and 1st grade school, we show little improvement in English Language Arts and perform relatively high in mathematics.
2. Because our entire student population consist of primary grades, we are facing the challenge of emphasizing the importance of attendance vs. family trips.
3. As a Kinder and 1st grade site, suspension has not been an issue.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
7.9 points above standard	0 Students	0 Students
Declined -6.6 points		
183		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	0 Students

Conclusions based on this data:

1. Winter Gardens shows a decline in English Language Arts. We are a choice school as a 100% immersion school.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 18.6 points above standard Increased ++7.1 points 183		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Winter Gardens is relatively high is mathematics. There is always room for improvement.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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.

2019 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

Conclusions based on this data:

1. We have a small percentage of English Learners, although it is a growing number for our school.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. None, based on the fact that we serve Kinder and 1st grade.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
3	5.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Increased +5.6	0
371	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3.8	4
0	Declined -5.1	Increased +4
	104	25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	7.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7	4	Increased +7.1	5
15		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
3.6	0	Less than 11 Students - Data Not Displayed for Privacy	2.9
Maintained -0.3	17	1	Declined -1.3
140			175

Conclusions based on this data:

1. Winter Gardens shows decline in Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. We are a Kinder and 1st grade school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
0	0	
Maintained 0	Maintained 0	
374	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	No Performance Color
	0	0
	Maintained 0	Maintained 0
	105	25

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
Maintained 0	4	Maintained 0	5
16		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data	0
Maintained 0	17	1	Maintained 0
141			176

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Suspension is a non-issue at Winter Gardens School.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

ELA Goal:

By Spring 2023, 75% of Kinder students will be able to write three non-patterned sentences with proper sentence formation and writing words phonetically.

By Spring 2023, all 1st Grade students, particularly our Students with Disabilities (SWD), SocioEconomically Disadvantaged (SED) and English Learner (EL) student populations, will demonstrate measurable growth in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. At least 60% of students will meet or exceed the projected school growth using NWEA MAP ELA data.

Identified Need

All Kinder teachers will guide students to practice letter formation through various activities 5 days a week. All Kinder teachers will together create a writing rubric for students to use in TRI 2. The rubric will include a self-checklist. All 1st grade teachers will create a vocabulary list of words used most frequently to target instruction. All 1st grade teacher will teach students how to self-assess with simple rubrics and all 1st grade teachers will commit to writing across different subjects daily.

As a whole school, we will continue to focus on high-quality classroom instruction and curriculum supplement to ensure student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One on one ELA assessments percentage correct	2021-2022 ESGI assessment data	2022-2023 one on one assessment with a score of 87% or more
School-Wide NWEA MAP ELA student data will be used to evaluate progress mad with this goal school-wide.	Winter 2022 Mean ELA RIT Score 191	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each grade measured from Winter to Winter
Grade 1 NWEA MAP ELA Data	Winter 2022 Mean ELA RIT Score 166.4 Winter 2022, 39% of 1st Grade students perform High Average or High on the NWEA MAP ELA section District 1st Grade-Level Mean RIT 161.8	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 1st Grade students perform High Average or High on the NWEA MAP Math section

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students. For some data above, we do rely on our sibling school.

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards:
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning

* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified Teachers will meet in Professional Learning communities to develop effective lessons using multiple sources (including Maravillas),analyze student outcomes and improve classroom practices.
4875	LCFF Base 4000-4999: Books And Supplies School Supplies to support WIGs
4800	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Grade level teams will meet to develop best practices to support student communication/literacy (Collaboration strategies, letter/sound fluency, etc.)
2300	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures WG teachers will attend professional learning opportunities to aide in the development effective student communication/literacy
2150	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Observation, Collaboration and Reflection of instructional practices around WIGs (Teacher release)
2500	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Lesson Study for Improvement of Learning Outcomes around WIGs (Teacher release)
3800	LCFF Base 5000-5999: Services And Other Operating Expenditures Utilize online tools for advancing Literacy, etc.Raz-Kids

7000	LCFF Base 1000-1999: Certificated Personnel Salaries Teacher release for planning, assessments, report cards, parent conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with SWD, SED and EL

Strategy/Activity

Planning Instructional Unit Matrices: Design learning experiences for students is an important aspect of every teachers' job. There are many strategies that might work to improve students' learning. Our teachers use the following strategies to build in their unit designs:

Grade K:
*Literacy - teachers will commit to practicing high-frequency words (100 words) 3 times per week. One unit at a time, 2 units per trimester.
*Writing - Kindergarten teachers will commit to writing pattern sentences three times a week.

Grade 1:
*Literacy - Twice a week students will be able to retell orally using one Maravilla level reader and small passages.
*Writing - Students will write at least one complete thought in their journal on a daily basis on a given topic related to daily teaching/unit/themes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are eligible for additional Tier 2 Instructional Support

Strategy/Activity

Tier 2 Intervention Support. Tier 2
Aims to Increase Student Reading Outcomes / Supports Classroom Instruction / Targets Needs with Intensity

1 Learning Loss Mitigation Teacher

20-30 minutes/day
4-5 days/week
2-2.5 weeks/session
12 Sessions/year

Intervention plan slide deck:
https://docs.google.com/presentation/d/1S53Rq2bHUsmxDnNBDxoUxgnnAjJB8tVAnIg61WLFif0/edit?usp=sharing

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	District Paid Personnel

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

Math Goal:

By Spring 2023, 75% of Kinder students will be able to add or subtract within 5.

By Spring 2023, 1st grade students, particularly our Students with Disabilities (SWD), SocioEconomically Disadvantaged (SED), and English Learner (EL) student populations will demonstrate measurable growth in math as measured by NWEA MAP, CAASPP, and other curriculum assessments. At least 60% of students will meet or exceed the projected school growth using student projected growth from NWEA MAP Math Data.

Identified Need

Continuing the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Technology is also a high need for this year as we focus on hybrid and distance learning school models. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support, interventions, to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Everyday Math Trimester Unit Assessment	Everyday Math Trimester Unit Assessment	Expect Growth in Everyday Math Trimester Unit Assessment
School-Wide NWEA MAP Math student data will be used to evaluate progress made towards this goal school-wide.	Winter 2021 Math RIT Score 200	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		grade measured Winter to Winter
Grade 1 NWEA MAP Math Data	Winter 2022 Math RIT Score 171.5 Spring 2021, 42% of 1st Grade students perform High Average or High on the NWEA MAP Math section Winter 2022 District Grade-Level Mean RIT 167.7	Meet or exceed the national normed growth rates at each grade measured from Winter to Winter Expected growth for the Winter 2023 will be an increase of 5% of 1st Grade students perform High Average or High on the NWEA MAP Math section

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students in Kinder and all students in 1st, which is our entire school population.

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3799	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Continuous Opportunities for Interventions (Twice a week intervention Teacher to support with targeted groups)
3500	LCFF Base 4000-4999: Books And Supplies School Materials & Supplies
2500	Unrestricted Lottery 4000-4999: Books And Supplies Online support programs
0	Continuous differentiation of instruction, regular analyzing of student work, regular assessments in Mathematics (Classroom and PLCs)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in Kinder and all students in 1st, which is our entire school population.

Strategy/Activity

Grade K - teachers will commit to studying number sense 3 times per week.

Grade 1 - Students will be able to orally/written explain their mathematical reasoning. Using the problem of the day (math concept of the day, math strategy, etc.) based on the current unit this will happen on a daily basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with SWD, SED and EL

Strategy/Activity

The Imagine Learning supplemental math programs provide adaptive, age-appropriate learning environments for students in PreK–8.
*Grades K–2: Offers engaging, effective math instruction designed to help early-learners learn and love math

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the COVID-19 pandemic, SBAC was suspended. We use NWEA MAP as measurable data to record progress or make comparisons between 2020-21 and 2021-22.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As the result of COVID 19, impacted the ability to complete all planned strategies and activities in 2020-2021 to meet the overall goal. While we keep all the best instructional practices in place, we don't have our usual SBAC data to measure effectiveness. Winter Gardens continues the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

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 year, we have a new long-term focus. Instead of only focusing on instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

2020-2021 was the first year Riverview piloted NWEA MAP. The NWEA MAP assessment data was incomplete. By 2022-23, we should have complete NWEA MAP Math test data from Grades 1-5 to measure student growth. We will also be using LUSD grade-level performance tasks at every trimester.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

By Spring 2023, 92% of RIA students will be "Low Risk" in the overall risk area of SEL including external and internal behaviors using the Spring 2023 SRSS report, (Low-Moderate-High) (Currently, 90% of RIA students are at Low Risk)

Identified Need

Our multi-tiered framework (MTSS) continues to be critical to making our school more effective places for all students. The school counselor and PBIS are part of the MTSS system. They are key factors to establish the social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2021-22 California Healthy Kids Survey Result	Improved 2022-23 California Healthy Kids Survey results
Attendance Records	2021-22 attendance data	Reduction in number of absences for 2022-23 school year
Data from SRSS	2021-22 90% of RIA students are at low risk of anti-social behavior patterns	Improved 2022-2023 SRSS data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling services for students (Tier 1, 2 & 3) @ RV 4 days a week

Tier 1: the whole classroom in-person or virtual lessons. This year RV is doing bullying prevention lessons.
Tier 2: small group support

Tier 3: students in crisis and/or threat assessment, self-harm, violent behavior. Students who have had disciplinary action can also be categorized in Tier 3. The counselor supports teaching students replacement behaviors after disciplinary actions.

Clarity for Learning (Tiers I, II, III)
School-wide SEL Framework, PBIS, & Communication System (Tiers I, II, III)
Second Step SEL Curriculum Implementation
Peaceful Playgrounds Implementation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	1000-1999: Certificated Personnel Salaries Paid by the District
3825	Unrestricted Lottery 2000-2999: Classified Personnel Salaries Spanish Enrichment & Intervention (A staff member who breaks the target language and speaks English with our students as well as Spanish Enrichment)
500	LCFF Base 4000-4999: Books And Supplies School Materials & Supplies
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Weekly LIVE Broadcast:

The centerpiece of this program is a series of thought-provoking inspirational messages that are narrated over our school youtube LIVE Stream channel. In just 15 minutes a day, I can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with SWD, SED and EL

Strategy/Activity

School-wide positive behavior intervention and supports (SW-PBIS) Targeted Lesson to support positive behavior in order to maximize academic achievement for all students PBIS implementation

SW-PBIS is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:
(1) Customized practices to support student behavior, such as defining and teaching appropriate behavior
(2) Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
(3) Data-based decision making, which is the cornerstone of the behavior problem-solving process
(4) The combination of these to enable school-wide outcomes, which promote social proficiency and academic success

School-wide means that educators support appropriate behavior in the classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success. An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kinder and 1st grade students

Strategy/Activity

We will use the Second Step Social-Emotional Learning curriculum this year to address our students' social-emotional learning needs. By utilizing this curriculum and multi-tiered support, we are connecting our students' social-emotional learning with what's happening in our county, district, school, and community.

Monthly SEL Assemblies & Awards (Tier I)
Monthly Counseling SEL Classroom Lessons (Tier I)
Monthly SEL Story Spotlight Community Reads (Tier I)

Weekly Live Broadcasts (Tier I)
Weekly Counseling Support Groups (Tier II)
Weekly Counselor Student Check Ins (Tier III)
Weekly Classroom SEL Lessons (Tier I)

Daily Classroom Morning Meetings (Tier I - 4 days/week)
Daily Classroom & Playground Restorative Practices (Tiers II and III)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The school-wide PBIS was implemented for the 2021-2022 school year. We did see a reduction in the number of referrals sent to the office for behavior. Informal data based on student, parent feedback through online survey and virtual parent meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Winter Gardens is a K/1 campus. Does not have a concern for student suspension. We will continue to implement PBIS and research based SEL curriculum.

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.

In 2022-2023, we are using 2nd Steps as our basic instructional SEL curriculum to address our students' social-emotional learning needs. We are keeping this framework simple and fundamental.

By following these foundational principles, we are proactively connecting our students' social emotional learning with what's happening in our county, district, school, and community. Goals will be met through creative and innovative practices to reach out and support students utilizing various learning platforms.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 4

WG students will receive enrichment opportunities in a third language. Additionally, students will have the opportunity to develop student leadership skills, participate in multi-cultural events and engage in community outreach as measured by student participation data.

Identified Need

Continue to encourage curiosity and further learning. A well-rounded enrichment program of any kind gives our students the opportunity to try new things and explore recent interests. It gives them a chance to branch out and learn about things they may not have considered before. Additionally, in a traditional classroom, soft skills are not often emphasized. Giving students leadership opportunities and challenges in a relaxed, un-graded, and supportive environment can grow a student's confidence and ability more rapidly and with less stress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Mandarin Immersion Students

Strategy/Activity

Third Language Spanish Foreign Language Experience Program (FLEX Program) for Mandarin

Immersion students; taught by a Spanish instructor

Grade K-1: 1 to 2 sessions a week (30 mins/session)

In the Spanish FLEX program, a purpose has been defined: students will be introduced to the Spanish language and culture, and will be encouraged to pursue further study of the language. These classes will usually be conducted in Spanish and some English. It is not an objective for the K-5 Spanish FLEX program to have fluency in Spanish. Riverview offers Spanish FLEX instruction since kindergarten. The Spanish FLEX program is useful for creating enthusiasm for language learning in general. In addition, it helps students build a foundation for learning Spanish in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Spanish alphabetic).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation Part-time Spanish Enrichment Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

3rd Language Mandarin Foreign Language Experience Program (FLEX Program) for Spanish Immersion students; provided by Confucius Institute Teachers.

Grade K-1: 1 to 2 sessions a week (30 mins/session)

In the Mandarin FLEX program, a purpose has been defined: students will be introduced to the Mandarin language and culture, and will be encouraged to pursue further study of the language. These classes will usually be conducted in Mandarin and some English. It is not an objective for the K-5 Mandarin FLEX program to have fluency in Mandarin. Riverview offers Mandarin FLEX instruction since kindergarten. The Mandarin FLEX program is useful for creating enthusiasm for

language learning in general. In addition, it helps students build a foundation for learning Mandarin in middle school (LMS or TdS Middle School).

FLEX programs goals:
- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:
- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Chinese Characters).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation CI Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Kinder and 1st Grade students

Strategy/Activity

Other Enrichment Learning Opportunities for students.

TK-4 Music lessons: Students receive a progressive series of music lessons from TK through 4th grade, taught both online by a talented and engaging music teacher from City Heights Musical School!

TK - 1st graders - Travel around the world in our World Music class, exploring rhythms, songs, and even dance!

2nd graders - Learn the basics of notes and rhythms on the recorder!
3rd graders - Grab a pair of drumsticks to exercise mind and body!
4th graders - Ukuleles in selected schools!

Bi-Weekly STEAM Classroom Access

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF Base 5000-5999: Services And Other Operating Expenditures Music Learning: Grades K-1 Online Instructors
500	Unrestricted Lottery 4000-4999: Books And Supplies Music Learning: Grades K-1 Music instruments
1000	Unrestricted Lottery 4000-4999: Books And Supplies NGSS Supplemental & STEAM Room materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)

* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

2020-2021 was the first year that the school offer Weekly LIVE Broadcast and music lesson for our students. The feedback were very positive, we will continue offer these opportunities for our students in 2022-2023.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2020-2021, Riverview Elementary School received a grant for music lessons, which made lessons for Riverview students very affordable. In 2021-2022, the cost of music increased significantly due to the lack of grant funding. RIA students have enjoyed the music lessons very much. The school will continue to partner with City Heights Music School in 2022-2023.

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.

WG students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

The Board continues to support LUSD signature programs that build Student Profile competencies:
Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 5

By Spring 2023, 70% of 5th-grade students will meet the California World Language Framework expectation of grade-level target language proficiency targets across three modes of communication (Interpersonal, interpretive, and presentational) as measured by the ACTFL Assessment of Performance toward Proficiency of Languages (AAPPL).

Identified Need

All L2 Immersion students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kinder Spanish California World Language Framework proficiency targets	Interpretive: Novice Low - Mid Interpersonal: Novice Low - Mid Presentational: Novice Low	Interpretive: Novice Low - Novice Mid Interpersonal: Novice Low - Novice Mid Presentational: Novice Low
1st Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
Kinder Mandarin California World Language Framework proficiency targets	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low
1st Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All L2 immersion students

Strategy/Activity

Spanish & Mandarin Immersion Language Can-Do Statements

Teachers use the NCSSFL-ACTFL Can-Do Statements when planning students' performance-based learning. Discuss with the students and ask them to set their own goals. Reference the can-do statements when necessary. At the end of every language lesson, assignment or task, have students self assess their progress towards these goals. Sample work that meets these goals can be used to demonstrate progress. Teachers remind students that their performance levels may not be consistent when communicating in different modes of communication. Depending on individual learning experiences, reading comprehension (interpretive reading) may be higher than personal conversations (interpersonal) or presentational writing may be higher or lower than presentational speaking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Focus: Clarity for Learning

Clarity for Learning is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Clarity for Learning:
* POSTING Learning Intentions (LI) and Success Criteria (SC) for students to access at all times
* VERBALIZING Learning Intentions (LI) and Success Criteria (SC) for students

Working towards
* Crafting learning intentions and success criteria (I can statements)
* Co-constructing learning intentions and success criteria with learners
* Creating opportunities for students to respond (i.e. formative assessment)
* Providing effective feedback on and for learning
* Sharing learning and process between students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers will use the descriptions of each sub level of the AAPPL Performance Scale (for each separate skill) to ensure their students are able to consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework Benchmark.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no significant differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities that support the articulated goal.

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

We use the California World Language Framework to guide our immersion program. We use the AAPPL Performance Scale to align our immersion program to the benchmark of the California World Language Framework. To assess the effectiveness of our immersion program, students are expected to communicate in three different ways using the scoring guide according to the Interpretive, Interpersonal, and Presentational Modes of Communication described in the California World Language Standards. These comprehensive sets of detailed score descriptions and strategies assist us in planning our own curriculum goals and strategies. We will share with our teachers the descriptions of each sub level of the AAPPL Performance Scale (for each separate skill) in order to ensure our students can consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework.

• Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
• Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

https://www.languagetesting.com/aappl-scores

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$58,049.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF Base	$39,475.00
Unrestricted Lottery	$18,574.00

Subtotal of state or local funds included for this school: $58,049.00

Total of federal, state, and/or local funds for this school: $58,049.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	35428	-4,047.00
LCFF Supplemental	0.00	0.00
Unrestricted Lottery	18115	-459.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	39,475.00
Unrestricted Lottery	18,574.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,749.00
2000-2999: Classified Personnel Salaries	15,825.00
4000-4999: Books And Supplies	12,875.00
5000-5999: Services And Other Operating Expenditures	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	4,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00

1000-1999: Certificated Personnel Salaries	LCFF Base	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	12,000.00
4000-4999: Books And Supplies	LCFF Base	8,875.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	4,800.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	10,749.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	3,825.00
4000-4999: Books And Supplies	Unrestricted Lottery	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,425.00
Goal 2	9,799.00
Goal 3	4,325.00
Goal 4	16,500.00

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

2 Other School Staff

8 Parent or Community Members

Name of Members	Role
Grace Cox (RV & WG)	Principal
Carolyn Hood (RV & WG)	Other School Staff
Marisa Robertson	Other School Staff
Cecilia Ochoa (RV)	Classroom Teacher
Adrianna Huffine (RV)	Classroom Teacher
Miriam Mitlich-Penunuri (WG)	Classroom Teacher
Maria Llamas (RV)	Classroom Teacher
Jerika Soule (RV)	Parent or Community Member
Nicole Mangum (RV)	Parent or Community Member
Kristin Beattie (WG)	Parent or Community Member
Cheryl Shitabata (RV)	Parent or Community Member
Brian Leonard (RV)	Parent or Community Member
Deanie Marin-Lucchesi (RV)	Parent or Community Member
Chancey Maglaras-Alexander	Parent or Community Member
Autumn Ellenson (RV)	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 6/8/2022.

Attested:

	Principal, Grace Cox on 6/8/2022
	SSC Chairperson, Nicole Pedone on 6/8/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019