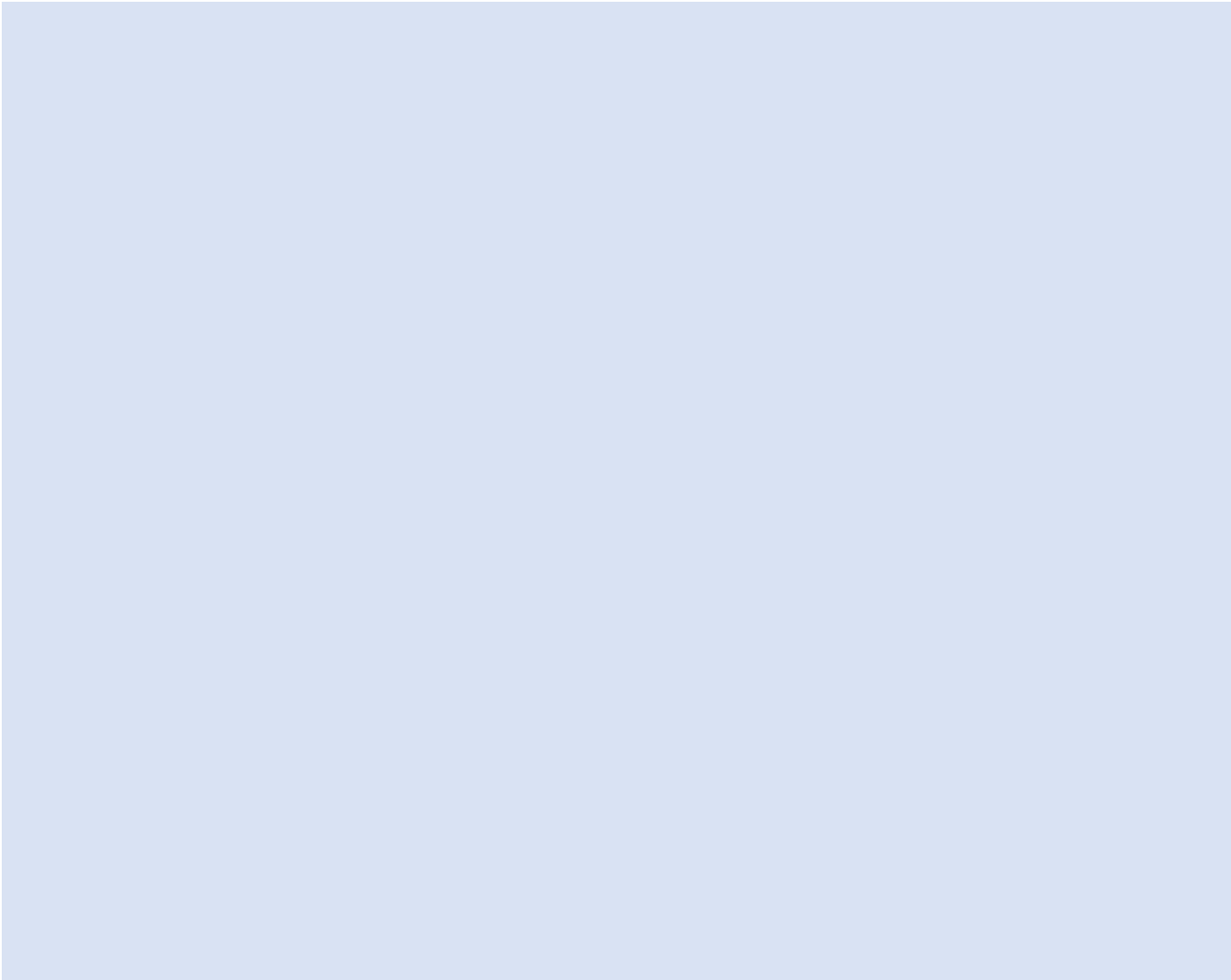


appropriately aligned t0562(Flying Hi)9gSS. L50n29han tiAJ 10ipBQrt7385se0>

Expenditures by Budget Reference and Funding Source77
Expenditures by Goal1e11PFlyin



Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On average, the Principal and Assistant Principals visit classrooms and collect qualitative data on

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meetings, release time, and Additional Planning Time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

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

Instructional Coaches and District Level Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Student Development, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Based on this data, identified needs includes teacher release time to meet with an Instructional Coach/Admin/ELF as well as with district level content facilitator to be able to meet the needs of our English Learners.

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

Teachers are provided an hour of grade level planning a week during our early dismissal day. One Monday a month is principal directed. The purpose of this time is to allow teachers to collaborate around data, priority standards, and common student needs. This time is also given for grade levels to meet with Admin to discuss data and plan.

Based on professional learning data, staff asked for planning time and professional learning around behavioral needs and personalized learning. Our leadership team provided weekly collaboration this past year for TK-5th grade level time to support this need. Admin will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

Teaching and Learning

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

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, Heggerty, Fountas and Pinnell Leveled Literacy Intervention, 100 Book Challenge, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated. .

With the new common assessments being implemented (Benchmark Assessment System - BAS) planning time to personalize instruction while focusing on priority standards is an identified need.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

With the full integration of 6th - 8th grades a need to create a master schedule that will account for the teaching of all content areas was revealed. We will use our computer based system for scheduling to ensure we account for all academic minutes.

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

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Barton Reading and Spelling System
Number Talks & Problem Solving

Our goal is that 70% of all students will reach "one year's growth" by the end of the year on iReady Diagnostic #3.

As of Diagnostic #2 (Feb 2023): 57% of all students are "on track" to make their "typical growth" score in Reading.

55% of all students are "on track" to make their "typical growth" score in Math.

Our Multi-Tiered System of Supports for academics continues. We have established curriculum and interventions that would be included in all three tiers as Small Group and 1:1 instruction continues to be a need. Adding materials and resources to each tier will assist us in meeting all of our student needs. Our Principal, Assistant Principals, and Counselors have met on a regular basis to review, analyze, and determine next steps with our data. Our team also met with our district team to use the Plan, Do, Study, and Act process and Thrive Cohorts Data included iReady Diagnostic assessment and ESGI results. We use the Fountas and Pinnell Benchmark Assessment System and the Level Literacy Intervention system (purchased the purple level for middle school), an intensive, small-group, supplementary literacy intervention for students who find reading difficult for our Intervention teacher to use at Tier 2. Logic of Learning was purchased to support our English Learners and Heggerty to support phonemic awareness. At Tier 3 we use CORE Program and the 6 Minute Solution that will go along with the STAR Program we already have. Our Ed specialist went through the Barton training and our utilizing it with our Tier 3 students.

Social Emotional Learning - our two counselors support this year has helped us improve students social emotional needs. Students feels connected, have an outlet to release anxiety, and feel supported. We have purchased PBIS Rewards to improve social emotional needs.

opportunities for English learners (ELs). The charge is to support our site in improving language

how school poor student attendance can affect their child's education and social emotional well being.

Based on our suspension data, we have found Students with Disabilities to have a higher suspension rate than other students. For the 23-24 school year, we will be focusing on using our new PBIS Rewards program to help motivate students to follow the school rules and the vision and code of their classroom. Our Assistant Principals and Counselors will support students social emotional needs and teach and reteach school rules.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.43%	0.41%	2	3	3
African American	5.9%	7.52%	8.67%	40	53	63
Asian	2.2%	1.99%	2.06%	15	14	15
Filipino	0.2%	%	0%	1		

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	111	120	117	16.50%	17.0%	16.1%
Fluent English Proficient (FEP)	48	43	37	7.10%	6.1%	5.1%
Reclassified Fluent English Proficient (RFEP)	10	6	12	9.0%	5.21%	11.76%

Conclusions based on this data:

1. Our English Learner enrollment went from 120 to 117. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our English Learner Facilitator and Administrators will model and provide feedback to teachers related to lesson delivery and student progress on goals.
2. We decreased 1% of our percent of Fluent English Proficient students from last year to this year.
3. The number of students who have reclassified as fluent English proficient has decreased by 6 students. This year 11.76% of students were reclassified. We will continue to focus on English Learner growth by supporting teachers in deepening their practice with instructing English Learners within all content areas.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Writing
Producing clear and purposeful 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	70		0	69		0	69		0.0	98.6	
Grade 4	75	80		0	79		0	79		0.0	98.8	
Grade 5	86	76		0	72		0	72		0.0	94.7	
Grade 6	82	79		0	76		0	76		0.0	96.2	
Grade 7	75	65		0	64		0	64		0.0	98.5	
Grade 8	37	70		0	69		0	69		0.0	98.6	
All Grades	433	440		0	429		0	429		0.0	97.5	

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

Overall Achievement for All Students					
Grade Level	Mean Scale Score	% Standard	% Standard Met	% Standard Nearly	% Standard Not
20-21	201	25	40	75	12
21-22	205	23	40	75	12
22-23	207	25	40	75	12
All Grades	204	24	40	75	12

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.59			53.62			34.78	
Grade 4		6.33			45.57			48.10	
Grade 5		12.50			44.44			43.06	
Grade 6		6.58			43.42			50.00	
Grade 7		15.63							

School and Student Performance Data

ELPAC Results

Oral Language * Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	6.67		37.50	20.00		37.50	60.00		18.75	13.33		16	15	
1	9.09	*		18.18	*		36.36	*		36.36	*		11	*	
2	27.27	20.00		36.36	33.33		27.27	26.67		9.09	20.00		11	15	
3	11.76	*		47.06	*		11.76	*		29.41	*		17	*	
4	29.41	14.29		23.53	42.86		23.53	28.57		23.53	14.29		17	14	
5	25.00	54.55		50.00	36.36		20.00	0.00		5.00	9.09		20	11	
6	27.27	52.94		54.55	29.41		0.00	17.65		18.18	0.00		11	17	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	19.64	30.11													

Conclusions based on this data:

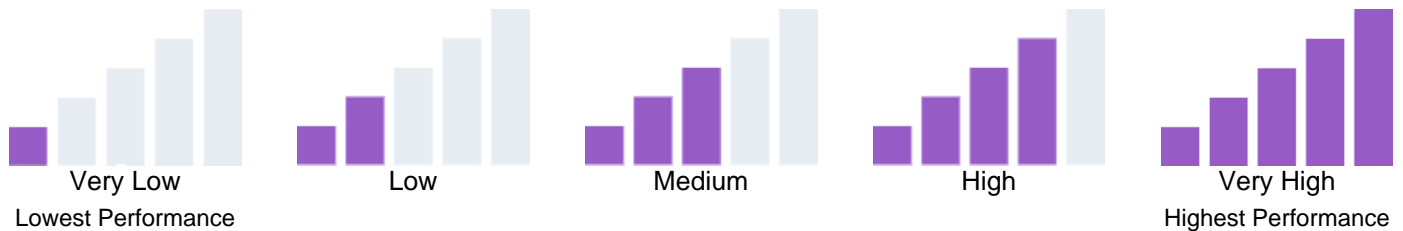
1. With the number of families identified as Socially Economically Disadvantage Child Nutrition Services provides both a Breakfast and Lunch program for our students.
2. Students with disabilities have increased from 17.3% in 2019-20 to 21.8% in 2021-22 of the total enrollment and continue to be a student group that has identified need with academic performance.

School and Student Performance Data

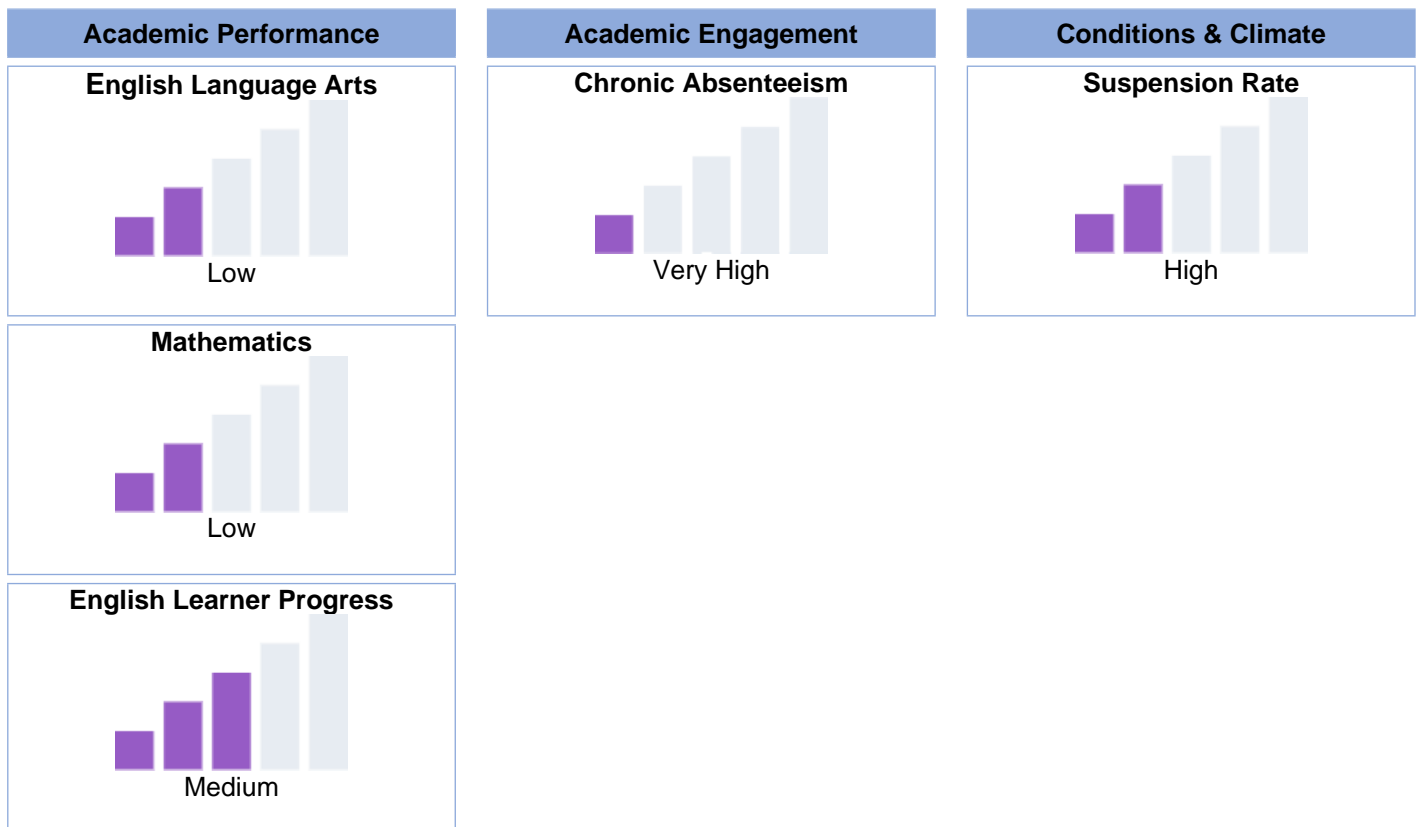
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic Absenteeism is considered at the “Very High” based on state indicators. 5 status ranges were established in 2022.
2. In the Fall 2022 dashboard, suspension rate was High based on students inappropriate behavior and lack of social interactions since the pandemic.

3.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Low 31.2 points below standard 33 Students</p>	<p align="center">No Performance Level 2 Students</p>	<p align="center">No Performance Level 8 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Low 51.5 points below standard 176 Students</p>	<p align="center">No Performance Level 69.5 points below standard 20 Students</p>	<p align="center">No Performance Level 5 Students</p>	<p align="center">Low 24.2 points below standard 154 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">92.3 points below standard 62 Students</p>	<p align="center">23.7 points above standard 25 Students</p>	<p align="center">33.5 points below standard 322 Students</p>

Conclusions based on this data:

School and Student Performance Data

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Low 54.9 points below standard 33 Students</p>	<p align="center">No Performance Level 2 Students</p>	<p align="center">No Performance Level 8 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Low 88.8 points below standard 173 Students</p>	<p align="center">No Performance Level 101.6 points below standard 20 Students</p>	<p align="center">No Performance Level 5 Students</p>	<p align="center">Low 56.9 points below standard 151 Students</p>

School and Student Performance Data

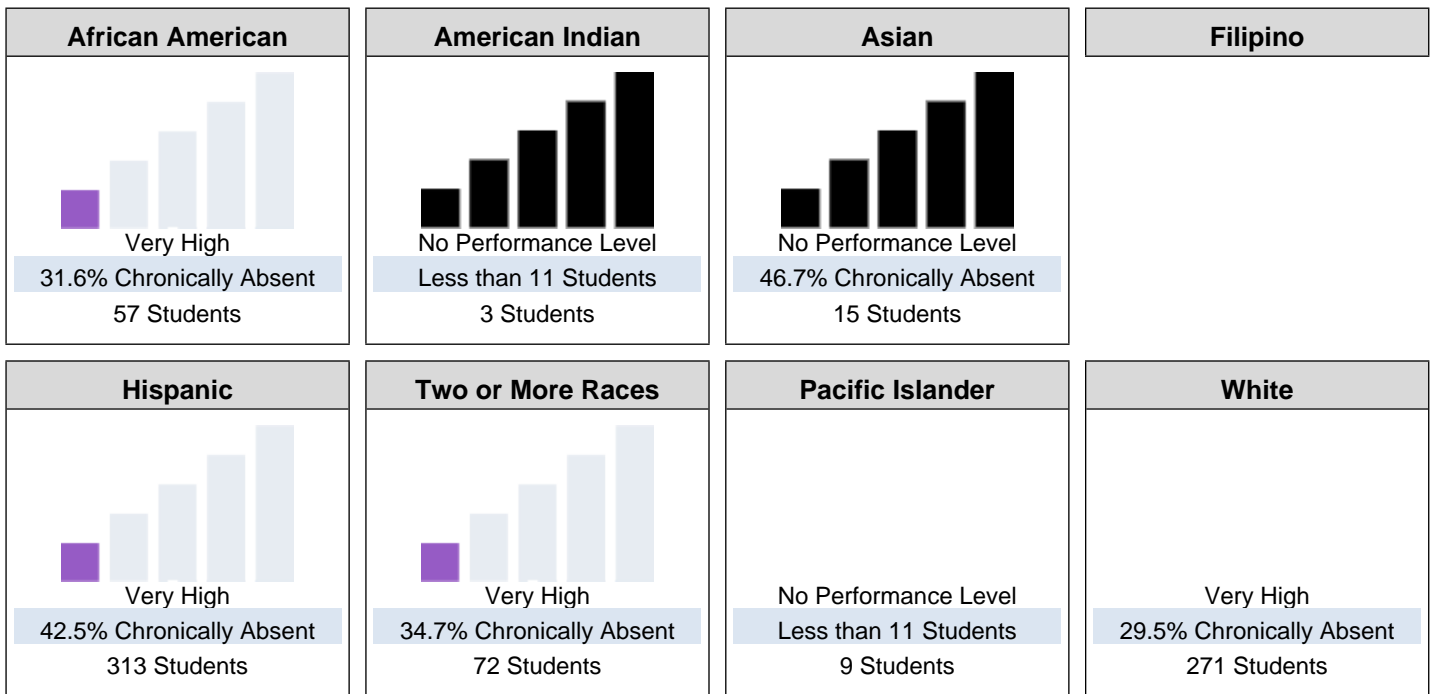
Academic Performance English Learner Progress

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. For the 2021-22 school year, we continue to see very high have seen a significant increase in chronic absenteeism across all levels.
2. For the 21-22 school year, the student group with the highest chronic absenteeism is students with disabilities, and identified need based on this data is 43.6%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Very High 6.9% suspended at least one day 58 Students</p>	<p align="center">No Performance Level Less than 11 Students 3 Students</p>	<p align="center">No Performance Level 0% suspended at least one day 15 Students</p>	
Hispanic	Two or More Races	Pacific Islander	<p align="center">High 6.9% suspended at least one day</p>
<p align="center">High 3.8% suspended at least one day 320 Students</p>	<p align="center">Medium 2.8% suspended at least one day 72 Students</p>		

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	27	39	34
Tier 3 % of students (Two or More Grade Levels Below)	26	37	30

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	20	29
Tier 3 % of students (Two or More Grade Levels Below)	46	72	60

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	30	42	34
Tier 3 % of students (Two or More Grade Levels Below)	30	37	34

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	24	29

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	55	69	62

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	29	40	34
	Tier 3 % of students (Two or More Grade Levels Below)	20	33	25

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students		
% of Students On Track to Meet Typical Growth Goal	49	58
English Learner		
% of Students On Track to Meet Typical Growth Goal	35	55
Socioeconomically Disadvantaged		
% of Students On Track to Meet Typical Growth Goal	47	60
Students with Disabilities		
% of Students On Track to Meet Typical Growth Goal		

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	38	46	47
Tier 3 % of students (Two or More Grade Levels Below)	24	41	32

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	39	33	37
Tier 3 % of students (Two or More Grade Levels Below)	39	66	

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	39	50	51
	Tier 3 % of students (Two or More Grade Levels Below)	20	36	27

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021) 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	42	55
English Learner % of Students On Track to Meet Typical Growth Goal	39	63
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	40	56
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	42	62

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022) 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	43	63
Asian % of Students On Track to Meet Typical Growth Goal	45	59
Black or African American % of Students On Track to Meet Typical Growth Goal	44	54
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	39
White % of Students On Track to Meet Typical Growth Goal	42	53

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 45% which is 5% below the goal of 50%. Our goal for diagnostic #3 is to reach 75%.
2. Our student group with the highest growth was our Socioeconomically Disadvantaged group that made 46% which is 4% below the expected growth of 50%. Based on this data, an identified need is to assist our students to meet the goal of 75% growth on diagnostic 3 by purchasing intervention materials and supporting an intervention teacher.
3. Our student group with the lowest growth was Students with Disabilities that only made 35% above/below 50%. Based on this data, an identified need is to use intervention strategies to increase growth for diagnostic 3..

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	38	52	10
19-20 Parent Survey	42	52	5
20-21 Parent Survey	43	49	8
21-22 Parent Survey	42	47	11

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.33	87	13
I feel proud to be a parent at my child's school.	4.52	89	11
This school is perfect for my child.	4.31	84	16

Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 38% to 42%. Based on this data, an identified need is to continue to involve parents in their students education.
- 2.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	80	13	7
19-20 Student Survey	68	21	11
20-21 Student Survey	57	26	17
21-22 Student Survey	57	28	16



Goals, Strategies, & Proposed Expenditures

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

All Students with an emphasis on English Learners, Students with Disabilities, Chronic Absenteeism. and Students with 2 or More Races

	Music Teacher
35,000.00	Title I 1000-1999: Certificated Personnel Salaries Arts Facilitator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, English Learners, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity

Additional experiences for our students with an emphasis on Modern Curriculum and the 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.

Amount(s)	Source(s)
9,000.00	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions (bussing) - \$1,000 per grade level
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures Offset Field Trip Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, English Learners, Students with Disabilities

Strategy/Activity

In order to support Modern Curriculum implementation into the classroom staff will be provided with Instructional Materials and Professional Learning. Materials are needed to implement Goal 1, Strategy 1 to support students pathways including EL.

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)
9,000.00	Title I 4000-4999: Books And Supplies Print Shop

12,385.00

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, English Learners

Strategy/Activity

Integrating the World of Work and our Arts Speciality we will provide students with equipment for performances, a student led video team, collaboration for staff.

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)

15,000.00

S/C
4000-4999: Books And Supplies
Performing Arts Resources to enhance our arts
program

1,500.00

Title I
5000-5999: Services And Other Operating
Expenditures
Adobe Yearly Subscriptions and Teachers Pay
Teacher 100 additional licenses

3,500.00

Title I
1000-1999: Certificated Personnel Salaries
Collaboration

15,000.00

Title I
4000-4999: Books And Supplies
Performing Arts Resources to enhance our arts
program

500.00

Title I
5000-5999: Services And Other Operating
Expenditures
Teachers Pay Teachers 100 Additional Licenses

Annual Review

SPSA Year Reviewed: 2022-23

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 use of of Modern Curriculum based off our students strengths, interests, and values has motivated the students to take part in their learning. iReady supports all of our students through an adaptive diagnostic test that places each student on their own pathway towards their goals in ELA and Math. The data shows that over 50% of our students are at or above the goal. It also supports our EL students through vocabulary development and comprehension.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	<p>Treated with Respect (School Environment): 4.13 Mean Score</p> <p>Leadership Creates a Trusting Environment: 4.32 Mean Score</p> <p>My child's school always delivers on what it promises (81% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (87% agree/strongly agree)</p> <p>This school is perfect for my child. (80% agree/strongly agree)</p>	<p>My child's school always delivers on what it promises (84% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (90% agree/strongly agree)</p> <p>This school is perfect for my child. (83% agree/strongly agree)</p>
California Dashboard: Chronic Absenteeism Indicator SIS Reports: Absences	2022-23 Overall Chronic Absenteeism Rate Very High Overall Chronic Absenteeism Rate for EL Very High	2023-24

annual Gallup surveys. By January 2024, all classrooms will implement social emotional curriculum daily for 15 minutes. Counseling, counseling materials will be provided and our counselors will use trauma-informed practices, teach coping skills, and employ strategies for success in academic and social/emotional domains.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity

Based on student health needs and safety our Health Assistant will support our students with their well being by providing medications to the students who need to take them on site and making sure all health protocols and procedures are being followed. Our health assistant will support student attendance and help us keep students in school when minor health concerns arise. By improving attendance we support student academic 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)

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

Having a full time assistance principal has definitely helped with goal #2. Our Assistant Principal helped with student behaviors, Special Education, English Learners, and our overall campus need based on the increase in the amount of staff, the additional Educational Specialist (Moderate/Severe) and an additional Educational Specialist (Mild/Moderate). Over the past three years we have become a TK-8th Grade school and staff has increased from a little less than 50 to

Our English Language learner students decreased in Reading from 17% in tier one in 2022 to 21% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 50% of our students in tier one, by June 2024.

Our Economically Disadvantaged students decreased in Math from 33% students in tier one in 2022 to 29% in in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 40% of our students in tier one, by June 2024.

Our Students with Disabilities students increased in Math from 10% in tier one in 2022 to 11% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 20% of our students in tier one, by June 2024.

Our Hispanic students decreased in Math from 32% in tier one in 2022 to 26% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 30% of our students in tier one, by June 2024.

Our English Language learner students decreased in Math from 21% in tier one in 2022 to 18% in tier one on i-Ready Reading Diagnostic #3 in 2023. Our need is to make growth toward 25% of our students in tier one, by June 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data: Percentage of students that met their typical growth Percentage of students meeting their individual stretch growth	Tier 2(One Grade Level Below): 43% Tier 3(Two or More Grade Levels Below): 24%	
iReady Diagnostic Results		

In order to supplement current board adopted curriculum, teachers will create and curate culturally relevant resources that support student academic achievement. i-Ready, Starfall, Beable, ST Math and Pear Deck will be used.

Amount(s)

3,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Collaboration / Teacher Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All, English Learners, Students with Disabilities, Chronic Absenteeism. and Students with 2 or More Races

Strategy/Activity

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary

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
S/C	106591	0.00
S/C Carryover		
Title I	304,701	0.00
Title I Parent Involvement	3324	0.00
Title I Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	106,591.00
Title I	304,701.00
Title I Parent Involvement	3,324.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,261.00
2000-2999: Classified Personnel Salaries	90,038.46
4000-4999: Books And Supplies	97,737.54
5000-5999: Services And Other Operating	

2000-2999: Classified Personnel Salaries	S/C	11,984.46
4000-4999: Books And Supplies	S/C	23,951.54
1000-1999: Certificated Personnel Salaries	Title I	113,606.00
2000-2999: Classified Personnel Salaries	Title I	78,054.00
4000-4999: Books And Supplies	Title I	73,786.00
5000-5999: Services And Other Operating Expenditures	Title I	26,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,655.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	3,324.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,526.00
Goal 2	120,872.70
Goal 3	58,217.30

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.

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

Goals, Strategies, Expenditures, & Annual Review

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.

- 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

- 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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