

School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Benjamin Franklin Elementary School Brian Grass brian.grass@desertsand.s.us	33-67058-0107961	4/25/2023	

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in beautiful La Quinta, CA, Benjamin Franklin Elementary School, an International Baccalaureate World and Title I School, serves a local socioeconomically and ethnically diverse population in grade TK-5. Our faculty and staff provide a nurturing and stimulating environment in order to help our students become engaged and successful life-long learners. Our school opened its doors in 2005 and since then has provided a rigorous academic program and involved our students in extracurricular activities. The school's Spring 2023 student enrollment was 615, of which 78% are of Hispanic descent, 15.5% are white, 1.9% are African-American, .3% are Asian, .03% are Filipino, .03% are American Indian or Alaskan Native, and 2.2% are multiracial. The school's unduplicated pupil percentage is 90.2%: 18.8% are

English Learners, 89.7 % are from low-income families eligible for free or reduced-priced meals, 1.2% are Foster Youth, and 13.1% are students with Individual Education Plans (IEPs).

Our Title I Schoolwide program includes the following; Student progress on school, district (iReady Diagnostic) assessments are monitored frequently. Students not making adequate progress are identified, interventions are prescribed and parents are invited to be an integral part of the improvement plan. The Instructional Coach and the IB Coordinator provide ongoing support to the instructional staff to ensure maximum student progress. Other student support personnel, such as a full time school counselor, intervention specialists and an attendance clerk monitor progress and communicate and educate families to increase student achievement. The first source of intervention is the classroom teacher; our belief is that the greatest resource to our children is in "first best teaching" using highly effective, research-based Tier 1 strategies that result in student success.

This year we will focus on meeting the academic needs of our English Learners, and Special Education students, as well as meeting the needs of students who are more challenged by language and/or economic barriers. Four days a week, grade levels will have set WIN "What I Need" time with intervention specialists to allow the classroom teacher to deliver Tier 1 academic strategies, as well as designated ELD instruction, and bring class sizes down for 40-50 minutes to deliver targeted instruction. We will continue our family and parental involvement strategies with Family Learning Nights, School Site Council, ELAC, PIQE parent classes, CABE conferences, and ongoing opportunities for parent and community volunteers. We will also begin defining our school context by digging into school-wide data on attendance, discipline, academics, and social emotional surveys by students, parents, and staff. This work will ultimately determine a collective 5 year vision in which all purchasing decisions will be rooted. Our certificated and classified staff is dedicated to meet the needs of every child, every day. We will continue the strength of our Professional Learning Communities (PLCs) with teachers meeting regularly with a focus on all students being engaged in a rigorous transdisciplinary curriculum. In addition to common prep time, teachers will have 3 full day collaborative days to commit and review SMART goals and continue to refine their IB planning. We strongly believe in quality staff professional development: We are part of a comprehensive MTSS implementation with a focus on Positive Behavior Intervention and Supports; all of our staff will have received training in our International Baccalaureate Programme; our training and teaching of Cognitively Guided Instruction (CGI) in math; and we are strengthening our work in Professional Learning Communities. Our goal at Franklin is to offer the highest quality education and meet the needs of the whole child.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The planned actions and strategies within our 2023-24 SPSA support grades TK-5 in efforts to increase student achievement, parent involvement, staff professional development, integration of Spanish, STEM and Art, to increase student engagement all within the International Baccalaureate (IB) Primary Years Programme (PYP) framework.

To address any ongoing learning loss, we will hire an Interventionist to assist with our WIN time. This will allow learning groups to be smaller and dedicated to what students need. Professional development will include Professional Learning Communities (PLC's). Work in PLCs will be guided and monitored by administration with the assistance of the instructional coach and IB coordinator. Our PLC work will be guided by the four questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? PLCs will be the umbrella for our work in MTSS/PBIS, the PYP IB Programme, our LPAC goals, and math CGI work. We will continue work with the International Baccalaureate PYP structure, inclusion of students with special needs, technology, and improving learning and teaching around early literacy and cognitively guided instruction, to drive our program improvement. Teachers will receive on-site and off-site professional development in these areas. We will continue to increase parent involvement with our Family Learning Nights. We will increase opportunities to engage in their students' learning with parenting classes. Student engagement will continue to be a focus with our after-school care and enrichment activities. We will also increase student engagement and voice with increased teacher leadership with our Student Leadership (ASB) and increased student-centered engagement activities (ELOP).

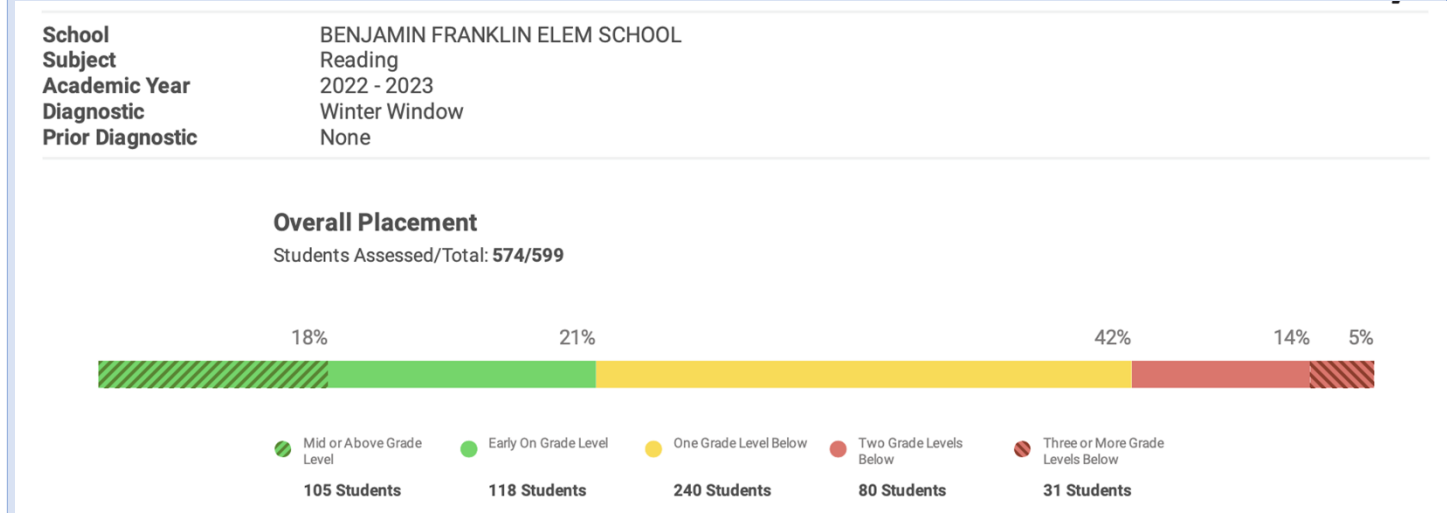
Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

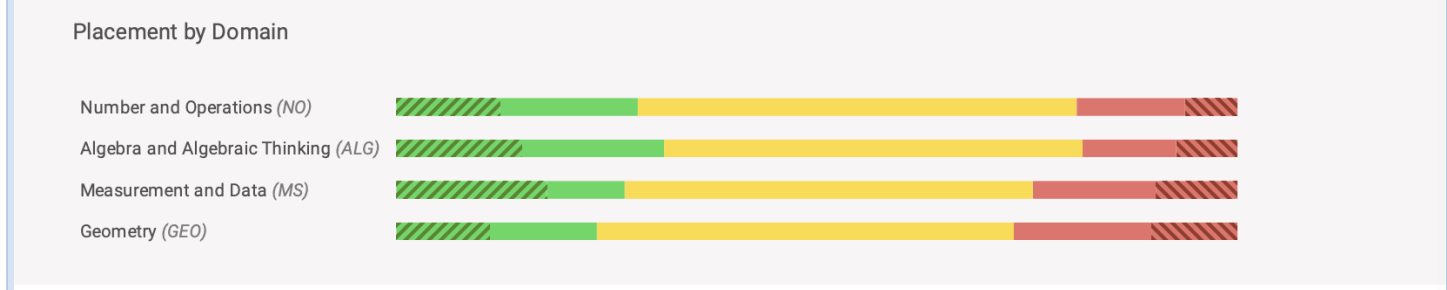
Based on our need for improvement in reading overall, we determined that a focus on vocabulary would suffice as a schoolwide goal. From iReady diagnostic results at the end of 2021-22, to our Winter Diagnostic results we decreased our overall (two grade level below) and (three grade level below) students by 1%.



Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on our iReady math diagnostic data from Winter of 2023, our overall performance in math, especially measurement and data, and geometry, show the greatest need for improvement.



Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Our students with disabilities (swd), of which there are 40. They are at a 136.4 points below standard. This group is listed at very low. We will continue to work toward a full inclusive method of joining our swd who are in a special day class, with their same age peers, in the general education classroom. We know that this increase in gen ed exposure will work to improve our swd group overall abilities.

Explore Groups By Performance

Very Low 1

Low 4

Medium 0

High 0

Students with Disabilities

Student Group

State



136.4 points below standard

Number of Students: 40

Resource Inequities

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

With respect to our swd and our goal of full inclusion, we find that our allocation of sped paraprofessionals, while at standard, is inadequate. We will work toward increasing the training and capacity of our existing sped paraprofessionals to improve their overall capacity with swd, especially during inclusion. Also, increased training for our sped and gen ed teachers at full inclusion model and swd student needs and capacity.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SSC and ELAC were separated this school year.

SSC meeting dates and topics:

8/10/22- Vote to approve 22-23 safety/disaster plan

11/08/21 election of officers, overview of ssc bylaws

12/6/22 - Evaluate progress toward meeting goals to raise student achievement for english learners

2/7/23 - Review iReady/ELPAC Data, Review SPSA Goals, Current Budget review

3/21/23 - ELAC recommendations and New Budget Discussions

4/25/23 - SPSA presentation and approval

ELAC Meeting Dates

12/15/22 - Home Language Survey, ELPAC Testing, Reclassification Procedure

1/26/23- ELPAC Timeline, iReady EL Data

2/23/23 - Discuss school sites services to EL Students, EL Data, CABE, PIQE

Tier I Leadership Meeting Dates

10/18/22 - Chronic Absenteeism, PBIS usage, ELOP Progress, PD

11/14/22 - Growth Parade, STEAM Night/Parents Night, SART, IB Planning

1/17/23 - Math Intervention, Review iReady Data, Math data, determine greatest need

2/21/23 - IB Cross curricular review, Tier I expectations, SEL Panorama review

3/21/23- Growth Parade / Assembly logistics, IB Update, Literacy Night, PBIS/Attendance Data Query

4/18/23 - Ongoing data analysis, resource allocation, staffing plans for next year, and SPSA review and staff approval.

5/16/23 - Ongoing data analysis and Fall 2023 planning. SPSA review and implementation with staff and district calendar for 2023-24

Staff Meeting on SPSA Input, review and approval

April 18, 2023

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Based on iReady Diagnostic data and evaluation of SPSA actions, SSC, ELAC and Guiding Coalition recommended increasing family learning nights (weren't able to have them this year) and intervention in primary and upper grades. They also want to see more grade level data days to work on SMART goals and improve IB planners. Lastly, staff and students want to purchase more leveled readers to support phonics and manipulatives to support math and vocabulary development.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$125,287
Total Centralized Services:	\$116,358
Total Supplemental Concentration Funds	\$175,319
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$300,606.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Franklin will use the Title 1 Funds to provide supplemental services for at-risk student to do the following: fund Professional Development opportunities to improve IB programme and instructional practices; fund before, during and after school intervention and tutoring; provide field trips and online learning experiences that support and enrich state content standards; provide family learning nights, literacy and steam events and college and career events that promote family involvement in learning to increase student achievement; fund parent outreach including parenting classes (PIQE); fund full days teacher collaboration throughout year to work on improving student learning and achievement; fund materials, supplies and technology to enrich learning.

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	0.2%	%	0%	1		0
African American	2.3%	1.76%	1.78%	13	10	11
Asian	0.4%	0.53%	0.16%	2	3	1
Filipino	0.7%	0.35%	0.32%	4	2	2
Hispanic/Latino	79.3%	77.25%	77.87%	453	438	482
Pacific Islander	0.2%	0.35%	0.32%	1	2	2
White	13.8%	16.23%	15.19%	79	92	94
Multiple/No Response	1.6%	2.12%	2.58%	9	12	16
Total Enrollment				571	567	619

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	100	104	119
Grade 1	92	92	109
Grade 2	86	94	102
Grade3	87	77	107
Grade 4	110	90	85
Grade 5	96	110	97
Total Enrollment	571	567	619

Conclusions based on this data:

1. Student enrollment saw a decline in all grade levels except 2nd and 5th.
2. All subgroups have decreased in enrollment with the exception of Asian which has increased over time by 1 student, and white students, which have increased by 13.

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	106	115	100	18.60%	20.3%	16.2%
Fluent English Proficient (FEP)	29	24	32	5.10%	4.2%	5.2%
Reclassified Fluent English Proficient (RFEP)	11	25	13	10.4%	4.6%	2.1

Conclusions based on this data:

1. At Franklin, our number of English Learners is decreasing year to year due to reclassifications in grades grades first through fifth.
2. Franklin has had an increase of FEP students also leading to a decrease in our total number of EL's.
3. On ELA iReady Diagnostic, ELL students went from 9% at or above grade level in the fall to 17% in Spring.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	75		0	75		0	75		0.0	100.0	
Grade 4	110	89		0	89		0	89		0.0	100.0	
Grade 5	94	112		0	109		0	109		0.0	97.3	
All Grades	292	276		0	273		0	273		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			6.67			21.33			25.33			46.67	
Grade 4		2435.			15.73			22.47			17.98			43.82	
Grade 5		2473.			15.60			27.52			21.10			35.78	
All Grades	N/A	N/A	N/A		13.19			24.18			21.25			41.39	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		5.33			66.67			28.00		
Grade 4		13.48			61.80			24.72		
Grade 5		15.60			57.80			26.61		
All Grades		12.09			61.54			26.37		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00			37.33			54.67	
Grade 4		7.87			57.30			34.83	
Grade 5		8.26			55.96			35.78	
All Grades		8.06			51.28			40.66	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.33			76.00			18.67	
Grade 4		6.74			71.91			21.35	
Grade 5		14.68			68.81			16.51	
All Grades		9.52			71.79			18.68	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			73.33			22.67	
Grade 4		8.99			67.42			23.60	
Grade 5		18.35			55.96			25.69	
All Grades		11.36			64.47			24.18	

Conclusions based on this data:

1. Franklin had high levels of test completion across all grade levels.
2. By Spring students across all grade levels went achieved 37.37% met and exceeded standards
3. Our students who are identified as being Socially Economically Disadvantaged showed an overall decrease in the numbers of students who were at not at grade level or nearly not at grade level. Overall they were at 62.64% nearly or not.

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	88	75		0	75		0	75		0.0	100.0	
Grade 4	110	89		0	89		0	89		0.0	100.0	
Grade 5	94	112		0	109		0	109		0.0	97.3	
All Grades	292	276		0	273		0	273		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.			5.33			18.67			24.00			52.00	
Grade 4		2420.			6.74			11.24			35.96			46.07	
Grade 5		2450.			6.42			12.84			26.61			54.13	
All Grades	N/A	N/A	N/A		6.23			13.92			28.94			50.92	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		12.00			45.33			42.67		
Grade 4		7.87			38.20			53.93		
Grade 5		8.26			34.86			56.88		
All Grades		9.16			38.83			52.01		

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		8.00			44.00			48.00	
Grade 4		8.99			41.57			49.44	
Grade 5		6.42			48.62			44.95	
All Grades		7.69			45.05			47.25	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.33			65.33			29.33	
Grade 4		10.11			46.07			43.82	
Grade 5		6.42			57.80			35.78	
All Grades		7.33			56.04			36.63	

Conclusions based on this data:

1. Students who are meeting grade level or are exceeding reached 20.15%
2. Our socioeconomically disadvantaged subgroup, which is the largest, made the most growth.
3. Math number and operations is the strongest strand.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1402.8	1387.1		1414.1	1404.3		1376.6	1346.6		18	19	
1	1422.3	1421.0		1451.2	1423.5		1392.9	1418.2		20	13	
2	1485.3	1465.4		1484.2	1486.8		1485.8	1443.5		16	22	
3	1480.2	1473.3		1480.4	1476.3		1479.5	1469.9		16	11	
4	1498.9	1501.6		1498.1	1495.2		1499.1	1507.4		27	19	
5	1527.5	1514.5		1511.2	1505.4		1543.4	1523.0		20	25	
All Grades										117	109	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	5.26		22.22	21.05		50.00	47.37		16.67	26.32		18	19	
1	0.00	0.00		45.00	23.08		25.00	46.15		30.00	30.77		20	13	
2	12.50	18.18		43.75	45.45		43.75	18.18		0.00	18.18		16	22	
3	12.50	9.09		37.50	18.18		25.00	54.55		25.00	18.18		16	11	
4	14.81	21.05		55.56	26.32		18.52	42.11		11.11	10.53		27	19	
5	15.00	8.00		55.00	60.00		20.00	12.00		10.00	20.00		20	25	
All Grades	11.11	11.01		44.44	35.78		29.06	33.03		15.38	20.18		117	109	

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	16.67	15.79		33.33	21.05		33.33	36.84		16.67	26.32		18	19	
1	25.00	7.69		30.00	15.38		30.00	61.54		15.00	15.38		20	13	
2	25.00	31.82		56.25	45.45		18.75	9.09		0.00	13.64		16	22	
3	31.25	18.18		31.25	27.27		12.50	45.45		25.00	9.09		16	11	
4	29.63	26.32		55.56	42.11		11.11	21.05		3.70	10.53		27	19	
5	15.00	24.00		75.00	48.00		5.00	12.00		5.00	16.00		20	25	
All Grades	23.93	22.02		47.86	35.78		17.95	26.61		10.26	15.60		117	109	

Written 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	16.67	0.00		22.22	21.05		44.44	42.11		16.67	36.84		18	19	
1	0.00	0.00		20.00	15.38		40.00	46.15		40.00	38.46		20	13	
2	12.50	0.00		43.75	40.91		18.75	27.27		25.00	31.82		16	22	
3	6.25	0.00		25.00	9.09		31.25	54.55		37.50	36.36		16	11	
4	11.11	10.53		22.22	21.05		44.44	31.58		22.22	36.84		27	19	
5	15.00	4.00		15.00	20.00		50.00	52.00		20.00	24.00		20	25	
All Grades	10.26	2.75		23.93	22.94		39.32	41.28		26.50	33.03		117	109	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	26.32		55.56	47.37		16.67	26.32		18	19	
1	55.00	15.38		30.00	69.23		15.00	15.38		20	13	
2	31.25	45.45		68.75	40.91		0.00	13.64		16	22	
3	43.75	27.27		43.75	45.45		12.50	27.27		16	11	
4	48.15	52.63		44.44	47.37		7.41	0.00		27	19	
5	25.00	20.00		75.00	76.00		0.00	4.00		20	25	
All Grades	39.32	32.11		52.14	55.05		8.55	12.84		117	109	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	5.26		55.56	57.89		38.89	36.84		18	19	
1	10.00	7.69		60.00	76.92		30.00	15.38		20	13	
2	18.75	36.36		81.25	45.45		0.00	18.18		16	22	
3	31.25	27.27		43.75	63.64		25.00	9.09		16	11	
4	37.04	26.32		55.56	63.16		7.41	10.53		27	19	
5	60.00	40.00		35.00	32.00		5.00	28.00		20	25	
All Grades	28.21	25.69		54.70	53.21		17.09	21.10		117	109	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	0.00		77.78	68.42		16.67	31.58		18	19	
1	15.00	15.38		50.00	38.46		35.00	46.15		20	13	
2	25.00	4.55		62.50	63.64		12.50	31.82		16	22	
3	18.75	9.09		31.25	36.36		50.00	54.55		16	11	
4	14.81	10.53		59.26	42.11		25.93	47.37		27	19	
5	30.00	12.00		55.00	64.00		15.00	24.00		20	25	
All Grades	17.95	8.26		56.41	55.05		25.64	36.70		117	109	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	21.05		44.44	36.84		27.78	42.11		18	19	
1	0.00	0.00		60.00	69.23		40.00	30.77		20	13	
2	12.50	9.09		50.00	63.64		37.50	27.27		16	22	
3	6.25	0.00		56.25	81.82		37.50	18.18		16	11	
4	7.41	21.05		74.07	52.63		18.52	26.32		27	19	
5	10.00	8.00		70.00	76.00		20.00	16.00		20	25	
All Grades	10.26	11.01		60.68	62.39		29.06	26.61		117	109	

Conclusions based on this data:

1. Across the grades the strengths were oral language level 3 averaging 35%. This is due to continued efforts in both designated and integrated ELD across the grade levels. Daily opportunities for collaborative conversations and engagement with peers and teachers.
2. The area of need for Franklin is in the domain of reading with an average of all grades at 8.2% well developed. Taking into account Kindergarten and first grade still acquiring this skill. 55% were somewhat/moderately developed and 36% of the population at beginning proficiency. This is an ongoing focus for all teachers and student populations.
3. Of our 109 students who took the Summative ELPAC in 21-22, 46.79% are a level 3 and 4 overall.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
567	86.6	20.3	1.1
Total Number of Students enrolled in Benjamin Franklin Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	20.3
Foster Youth	6	1.1
Homeless	3	0.5
Socioeconomically Disadvantaged	491	86.6
Students with Disabilities	62	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8
American Indian		
Asian	3	0.5
Filipino	2	0.4
Hispanic	438	77.2
Two or More Races	12	2.1
Pacific Islander	2	0.4
White	92	16.2

Conclusions based on this data:

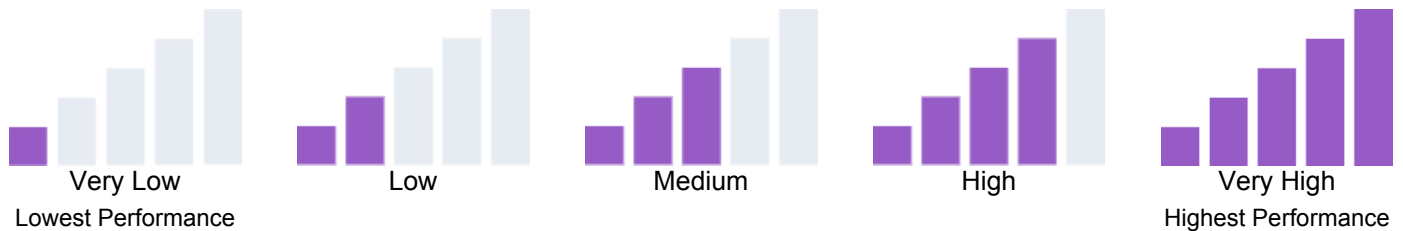
1. Franklin's highest student group is Hispanic at 77.2%.
2. While 77.2% are Hispanic, only 20.3% are English Learners.
3. Over 3/4 of the student population is socioeconomically disadvantaged with a percentage of 86.6%.

School and Student Performance Data

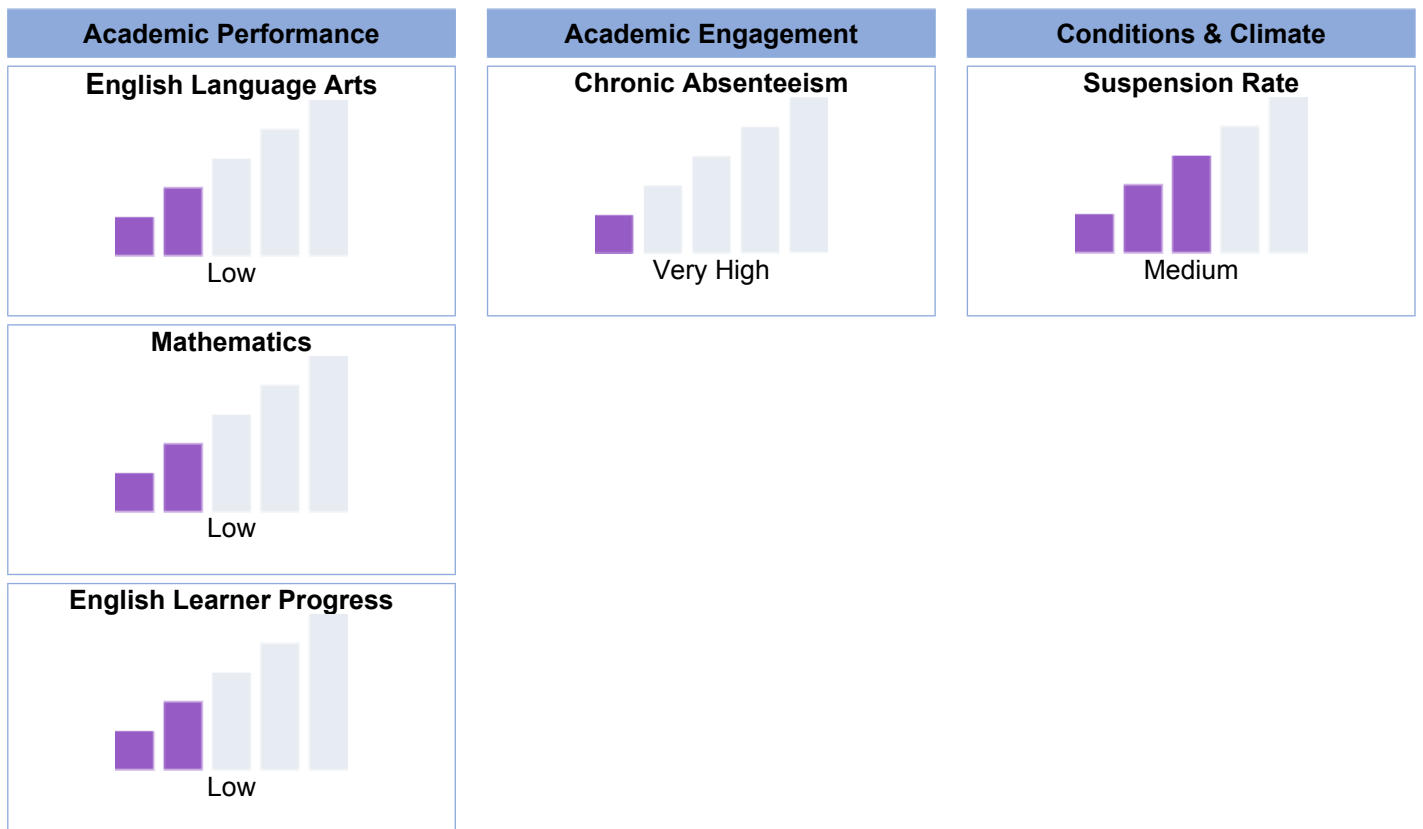
Overall Performance

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:

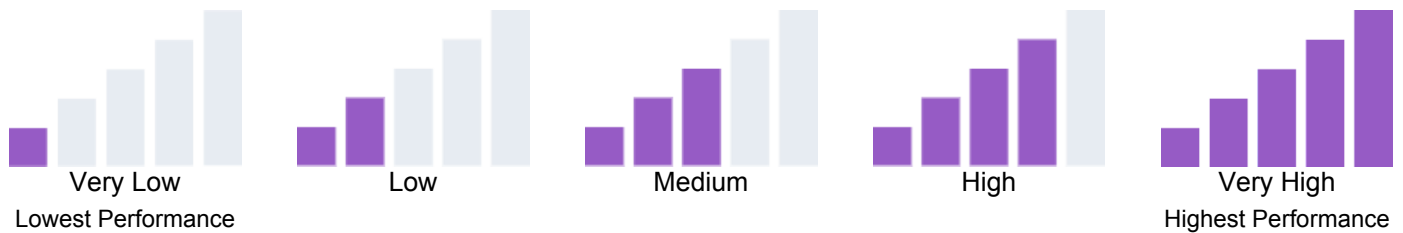
1. Academic Performance data shows Franklin ranked low, for both ELA and Math.
2. Suspension rates are ranked as medium.
3. Absenteeism is poor. Chronic absenteeism is listed as very high.

School and Student Performance Data

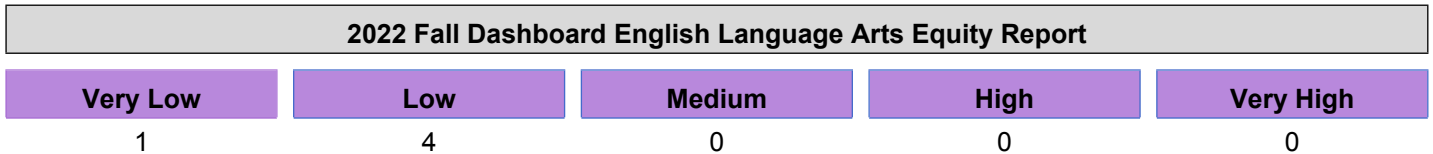
Academic Performance English Language Arts

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

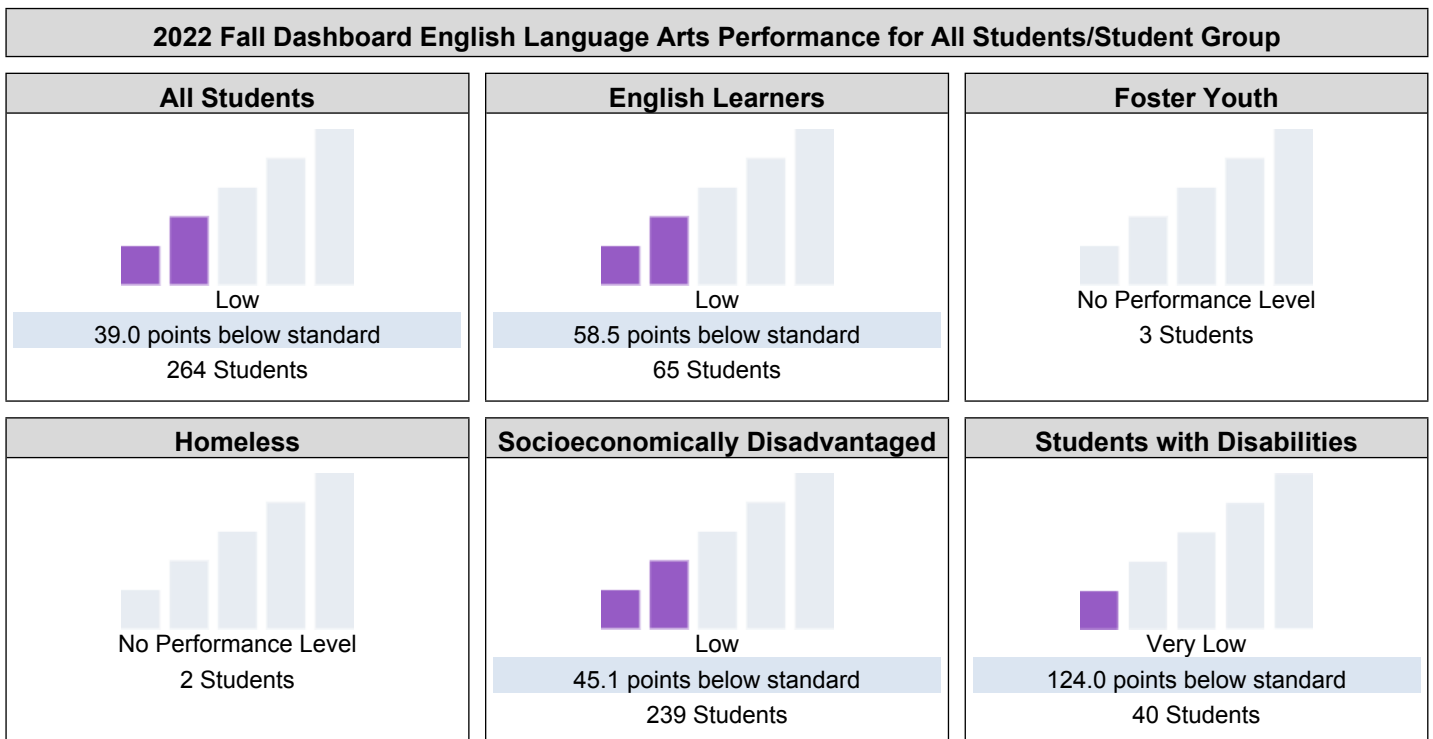
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



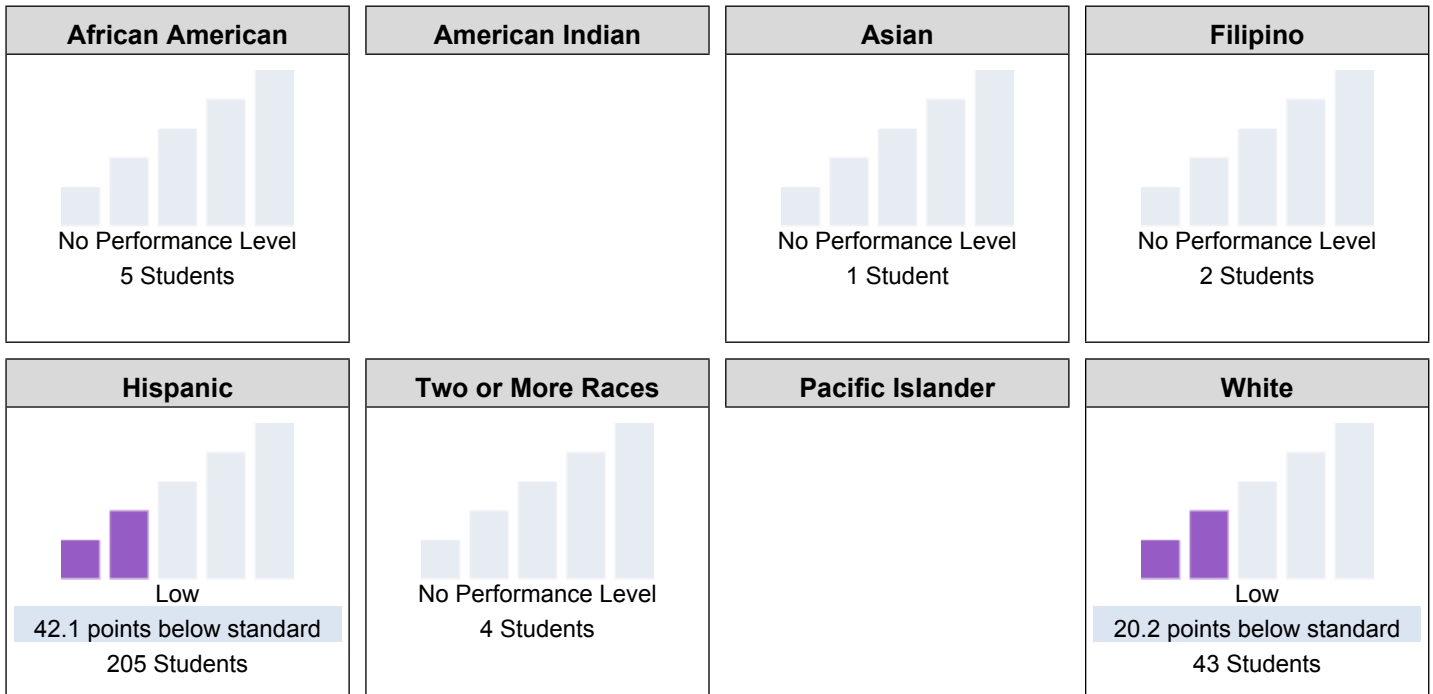
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.2 points below standard 50 Students	43.9 points above standard 15 Students	35.5 points below standard 190 Students

Conclusions based on this data:

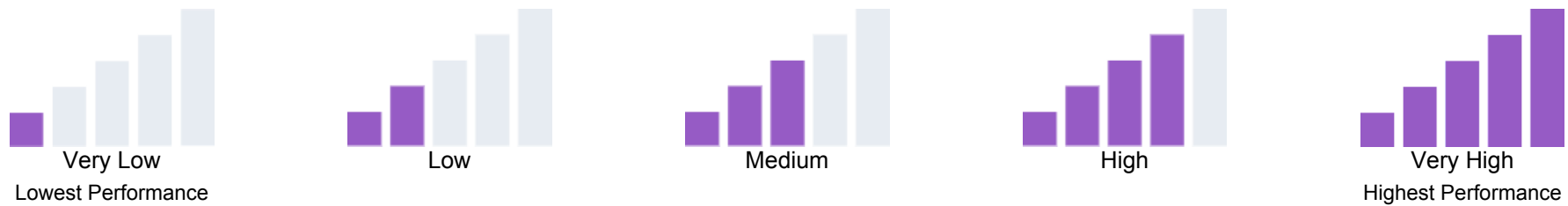
1. In ELA, White students are our best performing group, at only 20 points below standard
2. Hispanics, our largest population, is listed as 42 points below standard
3. Students with Disabilities are listed as very low, at 124 points below standard

School and Student Performance Data

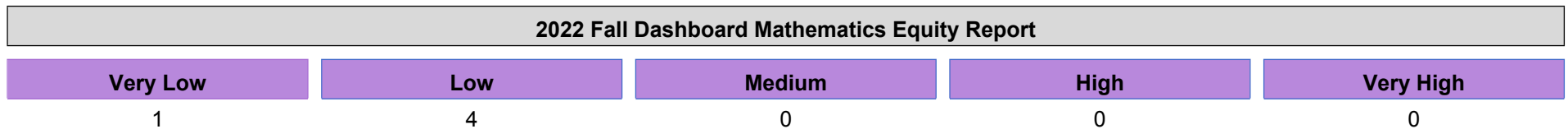
Academic Performance Mathematics

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

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

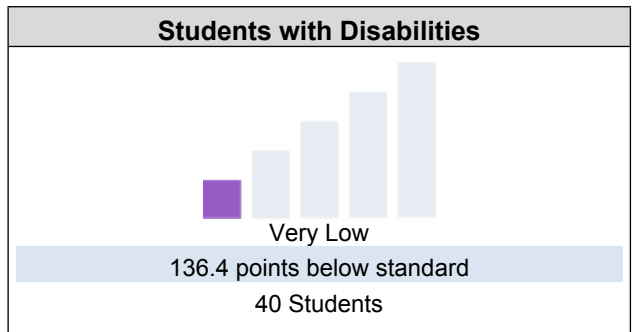
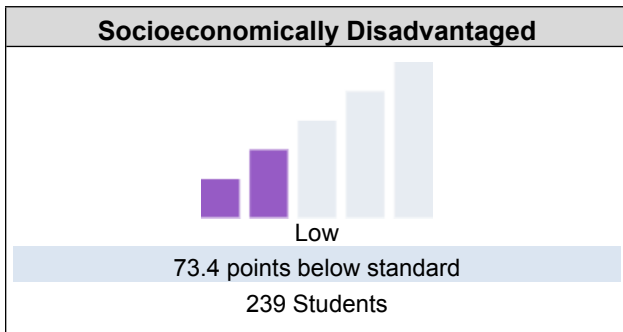
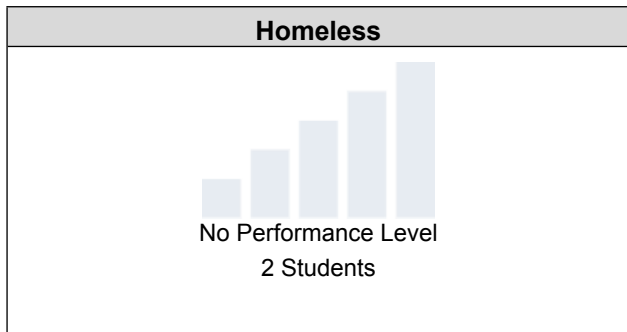
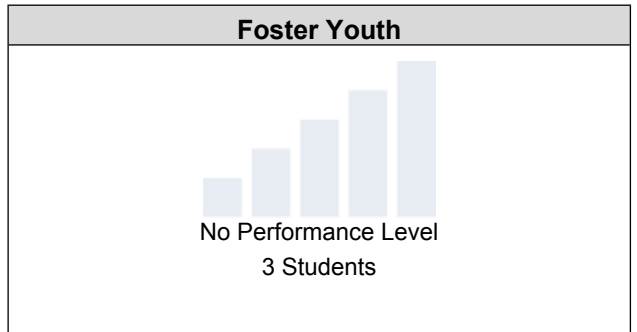
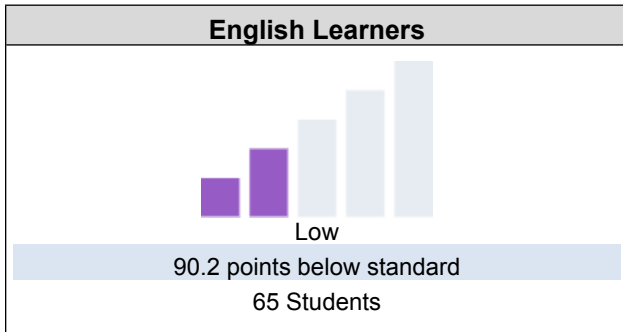
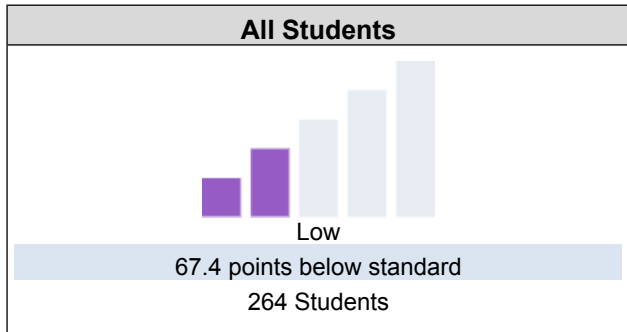


This section provides number of student groups in each level.

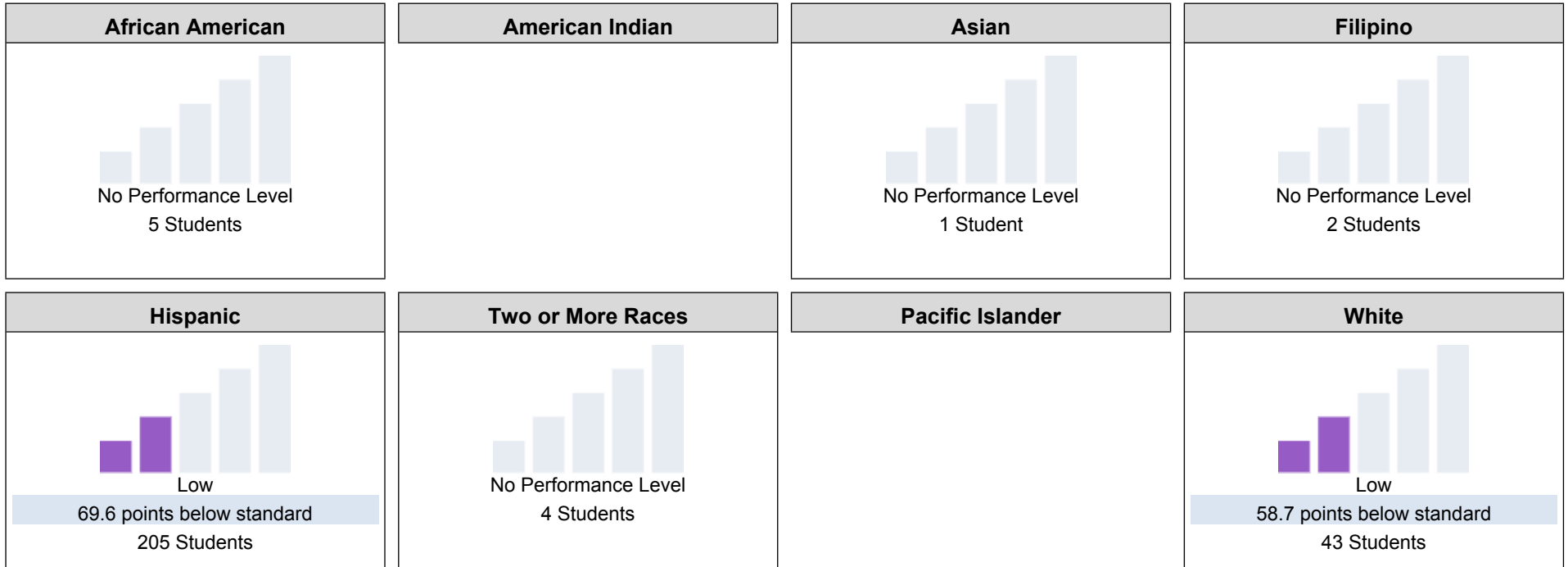


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.6 points below standard 50 Students	9.1 points below standard 15 Students	62.4 points below standard 190 Students

Conclusions based on this data:

- The Socioeconomically Disadvantaged students listed as low at 73 points below standard.
- The White population performed the best, at 43 points below standard.

3. Reclassified English Learners are the smallest group, yet performing well at only 9 points below standard.

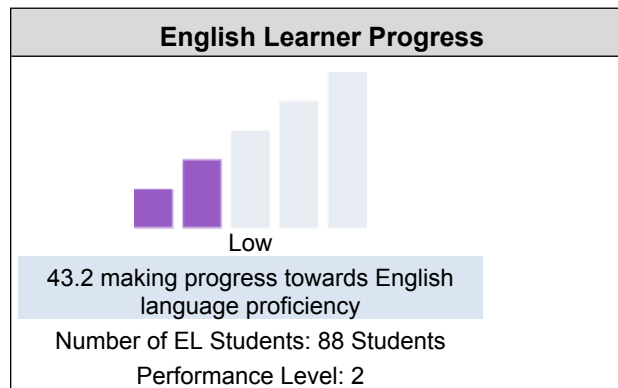
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.4%	28.4%	0.0%	43.2%

Conclusions based on this data:

1. More students are progressing a level than decreasing.
2. A majority of our students are maintaining their level.

3. Integrated and Designated ELD instruction are showing promise with EL students

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

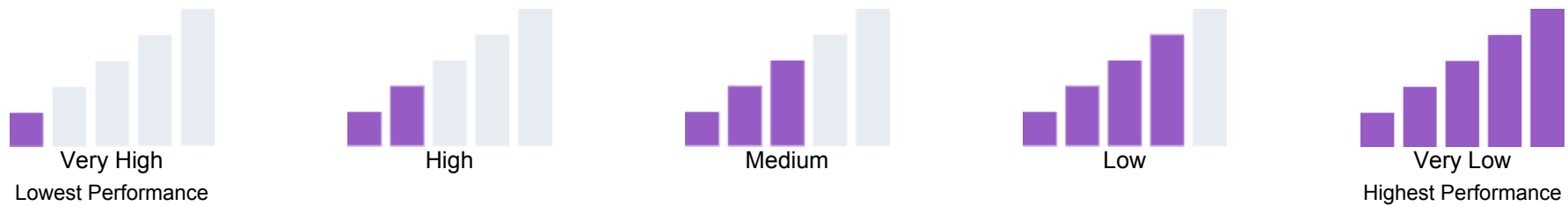
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School and Student Performance Data

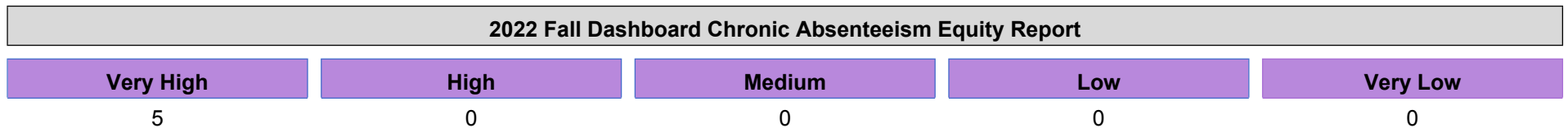
Academic Engagement Chronic Absenteeism

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

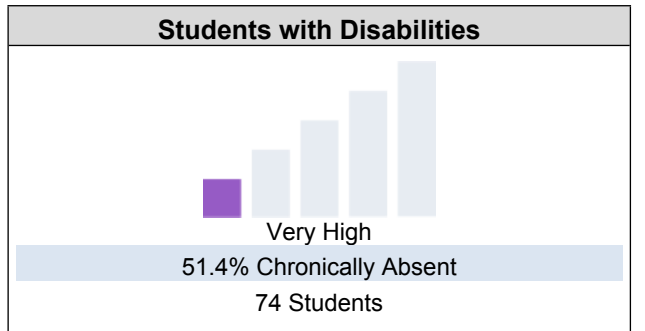
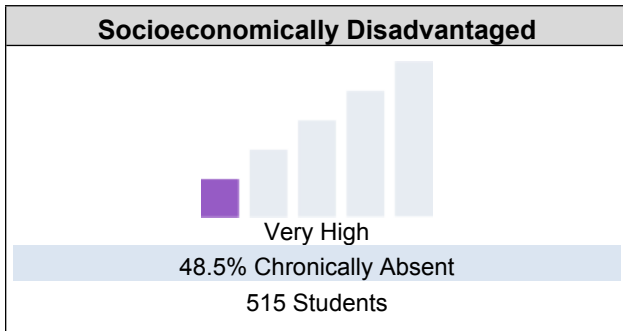
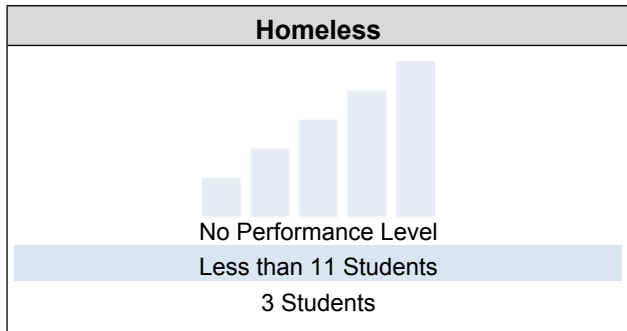
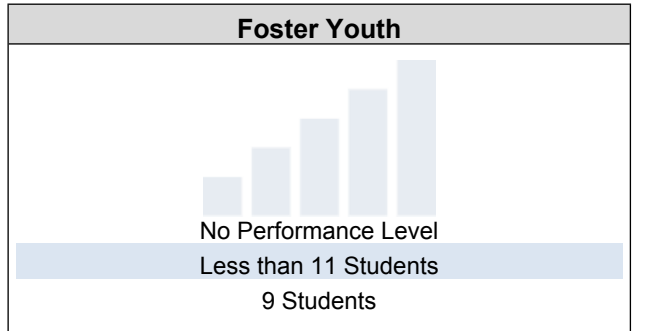
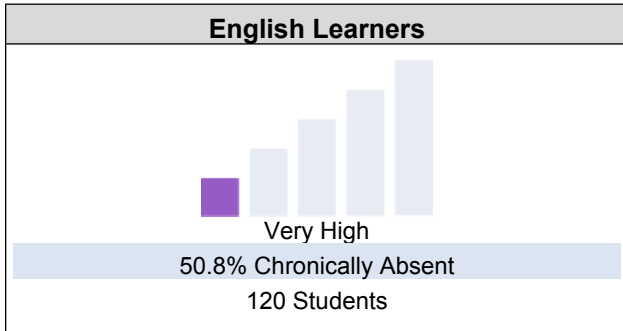
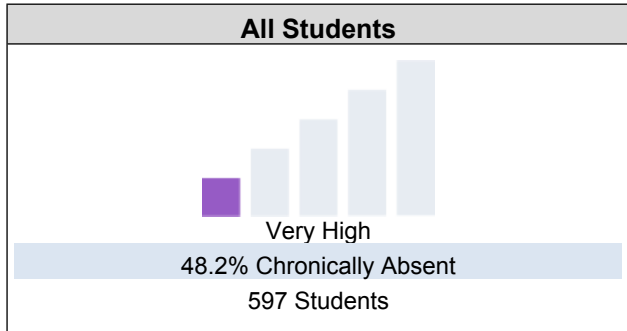


This section provides number of student groups in each level.

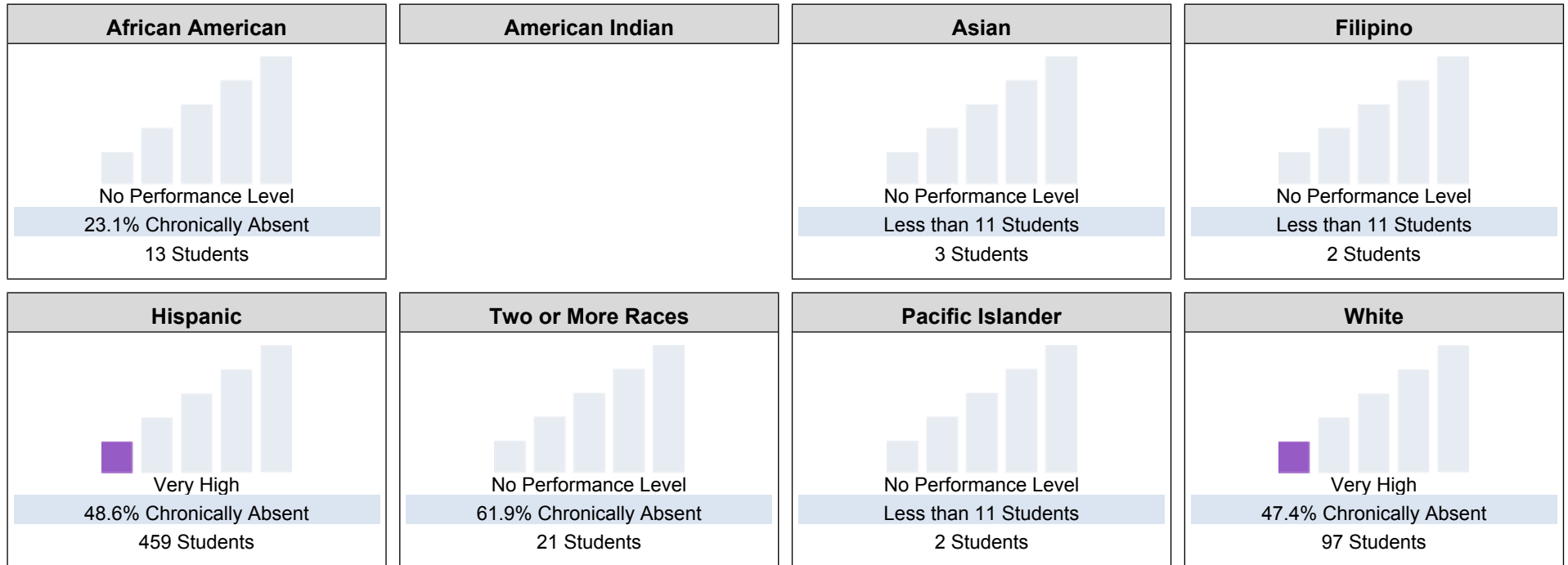


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All subgroups are listed as having very high chronic absenteeism rates
2. Our EL and SWD students have the highest chronic absenteeism rates with a 50 % and 51 % result overall.

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

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

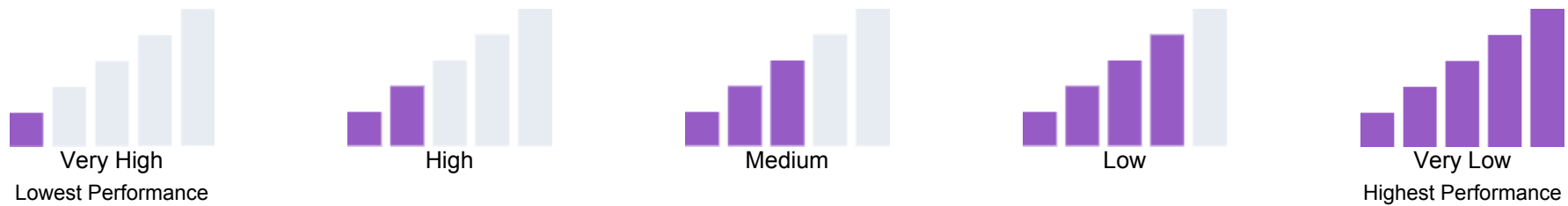
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School and Student Performance Data

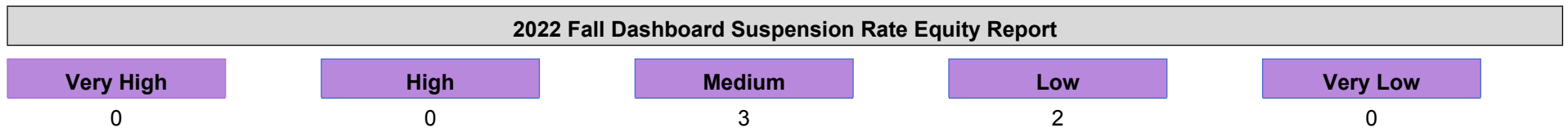
Conditions & Climate Suspension Rate

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

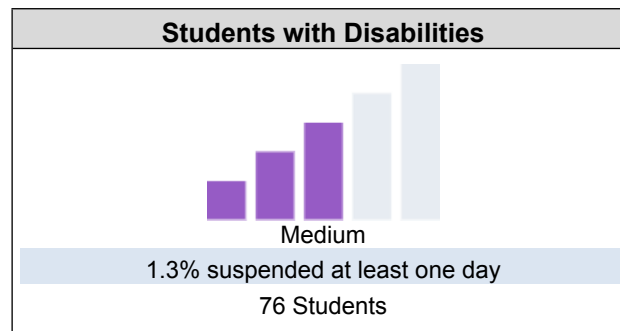
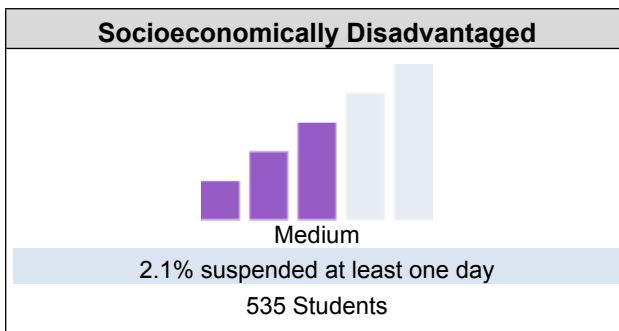
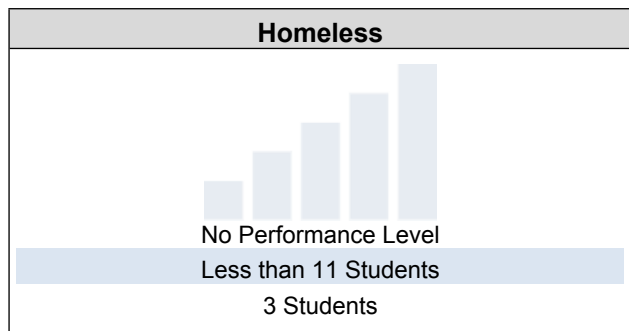
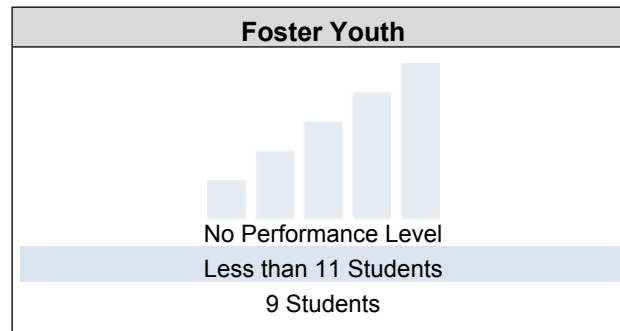
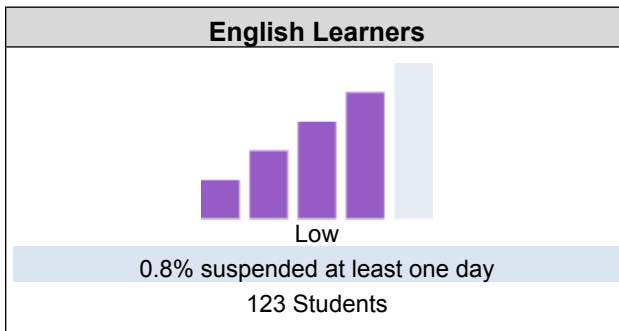
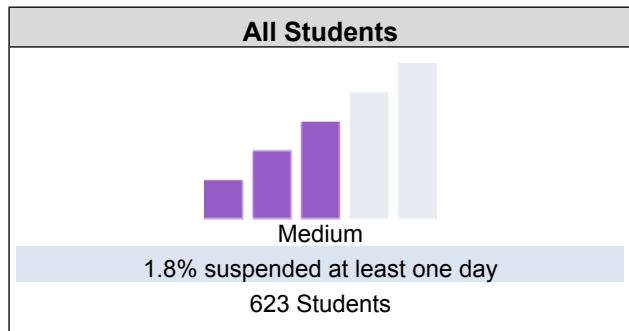


This section provides number of student groups in each level.

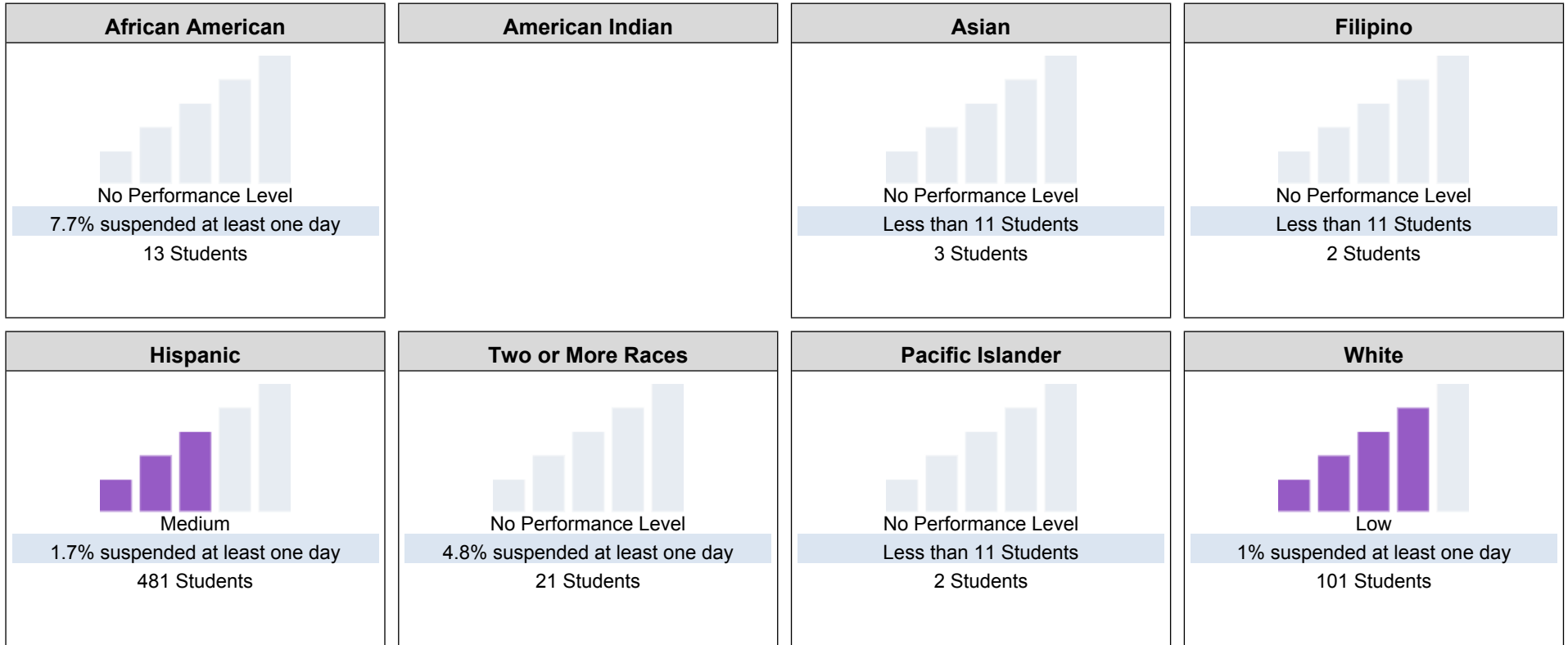


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspensions rated as medium across all students.
2. Suspension rates highest in students with disabilities and students of hispanic background.
3. Continued focus on Tier 1 and Tier 2 positive behavioral supports for all students, with a laser like focus on students with disabilities

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

CAASPP ELA: Distance from Standard

All: -7.6
ELs: -30.7
SED: -16.6
SWD: -5.6
Hispanic : 1.6
White +16

iReady Reading Winter Diagnostic - Typical Growth Median Targets

All: 50%
Hispanic: 50%
SPED: 50%
EL: 50%

CAASPP Math: Distance from Standard

All: -15.4

Actual Outcomes

2021/2022 CAASPP ELA BASELINE

All Students- 39 points below standard
English Learners- 89.2 points below standard
SocioEconomically Disadvantaged - 45.1 points below standard
Students with Disabilities - 124 points below standard
Hispanic- 42.1 points below standard

iReady Reading Winter Diagnostic Typical Growth

All 31%
Hispanic 30%
SPED 28%
EL 29%

iReady Reading Winter Diagnostic All - Tier 1

All 39%
Hispanic 36%
SPED 13%
EL 24%

2021/2022 CAASPP MATH BASELINE

All Students- 67.7 points below standard

Expected Outcomes

ELs: -43.6
 SED: -34.7
 SWD: -105.1
 Hispanic : -12.21
 White +13.9

iReady Math Winter Diagnostic - Typical Growth Median Targets
 All: 50%
 Hispanic: 50%
 EL: 50%
 SPED: 50%

Actual Outcomes

English Learners- 90.2 points below standard
 SocioEconomically Disadvantaged- 73.4 points below standard
 Students with Disabilities- 136.4 points below standard
 Hispanic- 69.6 points below standard

Ready Math Winter Diagnostic - Typical Growth
 All - 19%
 Hispanic - 19%
 EL- 20%
 SPED - 25%

iReady Math Winter Diagnostic All - Tier 1
 All 23%
 Hispanic 19%
 SPED 11%
 EL 3%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs.	Students received instruction using standards-based State/District adopted core programs.	District	
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners received daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	
3. All English learners receive daily integrated ELD provided across all content areas.	All English learners received daily integrated ELD provided across all content areas.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Centralized Services Title I	
5. Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition (Tier 1 Leadership) used data to assess and monitor student progress, determined and addressed district and school wide instructional goals, and created an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL data.	Centralized Services Title I	
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provided Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	
7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Teachers continued to receive professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. Provide support for early literacy and foundational skills to support students below grade level.	Provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	
11. Teachers will meet to review data to inform instruction, create intervention and enrichment groups, create SMART goals, and plan and reflect on IB planners.	Teachers met to review data to inform instruction, create intervention and enrichment groups, created SMART goals, and planed and reflected on IB planners.	Title I 13875	
12. Fund a part time bilingual office technician bilingual to support with office duties.	Funded a part time bilingual office technician bilingual to support with office duties.	Supplemental/Concentration 54159	
13. Printing fees for research-based learning materials.	Printing fees were covered for research-based learning materials.	Supplemental/Concentration 11974	
14. Provide supplemental materials and technologies to support increased access to core content standards, IB planners, and increased learning opportunities of students performing below grade level.	Provided supplemental materials and technologies to support increased access to core content standards, IB planners, and increased learning opportunities of students performing below grade level.	Supplemental/Concentration 65044	
15. Provide funding to replace and add quality printed materials, books, and other resources for the school library.	Provided funding to replace and add quality printed materials, books, and other resources for the school library.	Title I 10000	
16. Provide extra-duty hours for staff to provide enrichment for students with translation, after school activities, ASB (student leadership) and/or academic programs.	Provided extra-duty hours for staff to provide enrichment for students with translation, after school activities, ASB (student leadership) and/or academic programs.	Supplemental/Concentration 1500	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
17. Provide extra-duty hours to certificated staff for collaboration with principal, instructional coach and IB coordinator regarding the instructional program to ensure best practices are in place for students to progress in their academic success.	Provided extra-duty hours to certificated staff for collaboration with principal, instructional coach and IB coordinator regarding the instructional program to ensure best practices are in place for students to progress in their academic success.	Title I 6500	
18. Provide guest teacher coverage for staff out for professional development conferences, training and or opportunities, classroom walkthroughs, site visits, and improvement in instruction. Release time/extra duty for teachers to attend Student Study Team meetings. This includes release time for SST/Tier 2 Care team and for individual teachers to attend for those students not meeting standards.	Provided guest teacher coverage for staff out for professional development conferences, training and or opportunities, classroom walkthroughs, site visits, and improvement in instruction. Release time/extra duty was provided for teachers to attend Student Study Team meetings. This included release time for SST/Tier 2 Care team and for individual teachers to attend for those students not meeting standards.	Title I 5000	
19. Provide educational programs for parents including parenting classes, CAFE conference to ensure student achievement.	Provided educational programs for parents including parenting classes, CAFE conferences and PIQE to ensure student achievement.	Title I 10500	
20. Provide additional time for library technician to organize accelerated reader books, software and materials needed to fully implement the AR program	Provided additional time for the library technician to organize accelerated reader books, software and materials needed to fully implement the AR program	Supplemental/Concentration 9947	
21. Provide family learning nights that promote family involvement in learning to increase student achievement. Funding includes	Provided family learning nights that promote family involvement in learning to increase student achievement. Funding included	Title I 1000	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
extra-duty pay for support staff and learning materials provided to families.	extra-duty pay for support staff and learning materials provided to families.		
22. Provide an IB Coordinator to coordinate fidelity of the International Baccalaureate Programme and support teachers in all areas of the PYP International Baccalaureate Programme.	Provided an IB Coordinator to coordinate fidelity of the International Baccalaureate Programme and support teachers in all areas of the PYP International Baccalaureate Programme.	District	
23. Fund a part time art teacher to give students enrichment in the arts.	Funded a part time art teacher to give students enrichment in the arts.	Supplemental/Concentration 24384	
24. Provide funding to purchase technology software to support student achievement in the IB Transdisciplinary planning and instruction.	Provided funding to purchase technology software to support student achievement in the IB Transdisciplinary planning and instruction	Title I 25000	
25. Provide Transportation and funding for field trips, assemblies both in person and virtually.	Provided transportation and funding for field trips, assemblies both in person and virtually.	Supplemental/Concentration 10000	
26. Extra duty for staff to provide enrichment and intervention opportunities for students.	Extra duty was provided for staff to offer enrichment and intervention opportunities for students.	Title I 14000	
27. Extra duty for clerical staff to complete increased workload for office needs pertaining to intervention and enrichment student programs, ordering materials, and registration.	Extra duty was provided for clerical staff to complete increased workload for office needs pertaining to intervention and enrichment student programs, ordering materials, and registration.	Title I 4000	
28. Teachers will continue to receive professional development on evidenced-based strategies to support all learners. This will	Teachers received professional development on evidenced-based strategies to support all learners. This included conference reimbursement.	Title I 20484	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
include admission to conference, travel and reimbursement.			

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Overall, we were successful in achieving goal #1. All students did demonstrate their typical growth, as measured by iReady Math and Reading expected to actual typical growth by student. Teachers utilized PLC time to implement data based strategies to identify and target intervention needs. Planning and materials and supplies were used to hone IB strategies to better identify and strengthen Tier 1 instruction. Ongoing professional development was utilized to target and intensify strong Tier 1 and Tier 2 academic strategies for all students.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Students made expected typical growth in math and reading, however their tier 1 results in math and reading for grade level retention, was lower than expected. Evidence suggests that continued efforts at strong Tier 1 instruction and utilization of all suggested expenditures should remain in place.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There was no appreciable differences between budgeted expenditures and actual.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to keep this goal in site. All allocations and actions will continue to be targeted to all student achievement.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

12%

Actual Outcomes

As of March 24, 2023 -Chronic absenteeism rate
 All - 37.7%
 Hispanic - 39.8%
 SPED - 43.5%
 EL 39.6%

Actions/Services

Planned Actions/Services

1. Create a college and career going culture through school activities, events or experiences.

2. Provide enrichment opportunities for students.

Actual Actions/Services

Working to create a college and career going culture through school activities, and events

Provided enrichment opportunities for students

Budgeted Expenditures

District Title I 500

District

Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Implement AVID structures/strategies to support student learning.	Did not implement AVID structures and strategies	District	
4. Support the work of MTSS with SEL materials, incentives for behavior/academics/attendance, and providing signs of school-wide expectations.	Supported the work of MTSS, did not develop SEL materials, incentives for behavior and attendance, and provided school wide expectations	Title I 9500	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We did not achieve the level of college and career going culture at the school we had wished for. We did not finalize a career day, nor did we offer a college and career event for parents and students. We did provide many enrichment opportunities such as cooking, ASL and gardening clubs. We did provide classwide and student centered incentives for improved attendance, including membership in our growth parade. We provided support and structure to our MTSS team and a school wide PBIS system of learning walks and attendance support. We did not adopt or work toward AVID compliance.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We need additional work on college and career culture. We need parent and student centered events and classes targeting attendance. We need to enhance our SART team and deepen our attendance data analysis protocols at Tier 1 / Tier 2 teams and PLCs.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

No material differences. We allocated monies correctly. We need to increase our expenditures toward full compliance of school wide goals.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Overall school wide chronic absenteeism needs to decrease. SART teams and College and Career classes will attend to this goal. Our new goal overall will be to decrease overall chronic absenteeism from 37.7% to 30% for the 2023-24 school year.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

5

Actual Outcomes

Suspensions - 2 students
 All .3%
 Hispanic 2 students or .2% of student population
 SPED - 2 students or .2% of student population
 EL - 2 students or .2% of student population

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance.	Provided activities and protocols for improving attendance.	District	
2. Provide multitiered tools, strategies and supports to address school climate and culture.	Provided multi tiered tools, strategies and supports to address school climate and culture.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	District	
4. "Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: ? Elementary Schools - 1 FTE Counselor ? Middle School Counselors - maintain ratio at 500:1 ? High School Counselors - maintain ratio at 400:1 Continuation Counselor (Amistad) - beyond the formula"	Provided counseling support for site multi tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District	
5. Fund an additional School Monitor for increased supervision.	Funded an additional School Monitor for increased supervision.	Supplemental/Concentration 15461	
6. Provide extra duty for the counselor to provide after school guidance lessons and clubs to promote a sense of belonging, self esteem, conflict resolution, etc.	Provided extra duty for the counselor to provide after school guidance lessons and clubs to promote a sense of belonging, self esteem, conflict resolution, etc.	Title I 1800	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The school did perform well in this area. Our overall suspension rate came down by three students.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The school's work toward school wide pbis and our support for site level counseling was successful. Each action led to improvement in overall suspension rate.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There was no material difference between these two expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Due to the fact that the suspension rate only included SWD, the focus needs to now center on the level of support for those students and the connection between gen ed and sped throughout the school.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The identified need based on iReady Winter Diagnostic data is the need is to improve achievement in ELA and Math for all student groups. Our school's priority is to improve student achievement through continuous cycles of improvement in professional learning communities and professional development, horizontal and vertical articulation in our Primary Year's Programme (PYP) and increased parent involvement along with continued utilization of dedicated time for WIN - What I Need.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	iReady Fall Diagnostic - Reading (students at Tier 1 - on grade level) All - 25% Hispanic - 23% EL- 11% SPED - 12%	CAASPP ELA: Distance from Standard All: -10.6 ELs: -33.7 SED: -19.6 SWD: -8.6 Hispanic : -1.4 White +13 iReady Reading Winter Diagnostic Typical Growth	CAASPP ELA: Distance from Standard All: -7.6 ELs: -30.7 SED: -16.6 SWD: -5.6 Hispanic : -1.6 White +16	CAASPP ELA: Distance from Standard All: -5.0 ELs: -20.0 SED: -15.0 SWD: -4.0 Hispanic : +1.0 White +25

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		All: 63% Hispanic: 61% SPED: 36% EL: 56% iReady Winter Diagnostic - Reading (students at Tier 1 - on grade level) All: 40% Hispanic: 38% EL: 16% SPED: 9%	iReady Reading Winter Diagnostic - Typical Growth Median Targets All: 50% Hispanic: 50% SPED: 50% EL: 50%	iReady Reading Winter Diagnostic - Typical Growth Median Targets All: 55% Hispanic: 55% SPED: 55% EL: 55%
Academic Indicator Math: Distance from Standard	iReady Fall Diagnostic - Math (students at Tier 1 -on grade level) All - 15% Hispanic - 14% EL- 7% SPED - 6%	CAASPP Math: Distance from Standard All: -18.4 ELs: -46.6 SED: -37.7 SWD: -108.1 Hispanic : -15.21 White +10.9 iReady Math Winter Diagnostic - Typical Growth All: 54% Hispanic: 52% EL: 56% SPED: 52% iReady Winter Diagnostic - Math (students at Tier 1 -on grade level) All: 22% Hispanic: 20% EL: 12% SPED: 8%	CAASPP Math: Distance from Standard All: -15.4 ELs: -43.6 SED: -34.7 SWD: -105.1 Hispanic : -12.21 White +13.9 iReady Math Winter Diagnostic - Typical Growth Median Targets All: 50% Hispanic: 50% EL: 50% SPED: 50%	CAASPP Math: Distance from Standard All: -10.0 ELs: -40.0 SED: -30.0 SWD: -90 Hispanic : -10.0 White +15.0 iReady Math Winter Diagnostic - Typical Growth Median Targets All: 55% Hispanic: 55% EL: 55% SPED: 55%

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

Action 1

1. Students will receive instruction using standards-based State/District adopted core programs

District
District

Action 2

2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District
District

Action 3

3. All English learners receive daily integrated ELD Provided across all content areas.

District
District

Action 4

4. Instructional staff will receive additional support from Educational Services division to enhance English learners' success through systemic professional development opportunities, as well as support from district facilitators.

Title I Centralized Services
Centralized Services

Action 5

5. Through the District MTSS process, the Tier I Leadership Team will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services
Centralized Services

Action 6

6. Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District
District

Action 7

7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services
Centralized Services

Action 8

8. Provide an instructional coach to support teachers in best first instruction, lesson design, intervention and enrichment.

Title I Centralized Services

Centralized Services

Action 9

9. Provide extra duty support for the MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Centralized Services

Action 10

10. Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services

Centralized Services

Action 11

11. Teachers will meet to review data to inform instruction, create intervention and enrichment groups, create SMART goals, and plan and reflect on IB planners (Data Days/IB Planning Days).

Title I

14210

Action 12

12. Fund a part time bilingual office technician to support with office duties, both before and during regular school year.

Supplemental/Concentration

53379

Action 13

13. Printing fees for research-based learning materials.

Supplemental/Concentration

10576

Action 14

14. Provide supplemental materials and technologies to support increased access to core content standards, IB planning, and increased learning opportunities of students performing below grade level.

Supplemental/Concentration

28000

Action 15

15. Provide funding to replace and/or add to, quality printed materials, books, and other resources for the school library.

Title I

10000

Action 16

16. Provide extra-duty hours for staff to provide enrichment for students with translation, after school activities, ASB (student leadership) and/or academic programs.

Supplemental/Concentration

1862

Action 17

17. Provide extra-duty hours to certificated staff for collaboration with principal, instructional coach and IB coordinator regarding the instructional program to ensure best practices are in place for students to progress in their academic success.

Title I

4967

Action 18

18. Provide guest teacher coverage for staff out of class for professional development conferences, training and or opportunities, classroom walkthroughs, site visits, and improvement in instruction. Release time and/or extra duty for teachers to attend Student Study Team (SST) or Tier 2 Team meetings.

Title I

12464

Action 19

19. Provide educational programs for parents including parenting classes, or parent learning conferences, such as CAFE, to ensure student achievement.

Title I

1047

Action 20

20. Provide additional time for library technician to organize accelerated reader books, software and materials needed to fully implement the additional improvement programs, such as Accelerated Reader (AR).

Supplemental/Concentration

11387

Action 21

21. Provide extra-duty pay for support staff and learning materials provided to families, in order to facilitate family learning nights that promote family involvement in learning to increase student achievement.

Title I

1666

Action 22

22. Provide an IB Coordinator to coordinate fidelity of the International Baccalaureate (IB) Programme and support teachers in all areas of the PYP (Primary Years Programme) for the school's International Baccalaureate Programme.

District

Action 23

23. Fund a full time art teacher to give students enrichment in the arts.

Supplemental/Concentration

51451

Action 24

24. Provide funding to purchase technology software and supplies to support student achievement in the IB Transdisciplinary planning and instruction.

Title I

35691

Action 25

25. Provide Transportation and funding for field trips, assemblies both in person and virtual.

Supplemental/Concentration

10000

Action 26

26. Extra duty for staff to provide enrichment and intervention opportunities for students (tutoring).

Title I

20990

Action 27

27. Extra duty for clerical staff to complete increased workload for office needs, pertaining to intervention and enrichment for student programs, ordering materials, and registration.

Title I

5053

Action 28

28. Teachers will continue to receive professional development on evidenced-based strategies to support all learners. This will include admission to conference, travel and reimbursement.

Title I

10000

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase our SEL/PBIS student capacity across all sub groups on campus. Demonstrate a decrease in overall chronic absenteeism across all sub groups.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism	13.9% - moved from Orange to Yellow	38%	12%	11%

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

Action 1

Create a college and career going culture through school activities, events or experiences.

District
District

Action 2

Provide enrichment opportunities for all students.

District
District

Action 3

Implement PBIS positive behavior structures/strategies to enhance student learning.

District
District

Action 4

4. Support the work of MTSS with SEL materials, incentives for behavior and attendance.

Title I
8576

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Panorama Student, Parent and Staff Survey indicate concern regarding student safety before, during and after school. Suspension data indicates low incidence of major offenses with goal to maintain suspension rate.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	9	8	5	2

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

Action 1

Provide activities and protocols for improving attendance

District

District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District
District

Action 3

Incorporate strategies to ensure a safe and positive environment

District
District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

District
District

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

Action 5

5. Fund an additional School Monitor for increased supervision.

Supplemental/Concentration

8664

Action 6

6. Provide extra duty for the counselor to provide after school guidance lessons and clubs to promote a sense of belonging, self esteem, conflict resolution, etc.

Title I

623

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
iReady - ELA + Math % of students at Tier 1 - on grade level	Student Group: SWD 21% + 24%	Student Group: SWD 9% + 8%	Student Group: SWD 16% + 13%	Student Group: SWD 20% + 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.

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		Total Estimated Cost: 5,829		
Site Instructional Coach	8/15/23-6/5/24	70,568	70,568	Title I
		Total Estimated Cost: 70,568		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 116,358

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.
This site operate a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals. Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs. For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$125,287.00	No
Total amount of federal categorical funds allocated to this school.	\$125,287.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.


California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$175,319.00	No
	\$	No
Total amount of StateLocal categorical funds allocated to this school.	\$175,319.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$300,606.00	

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: State Compensatory Education Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:04/25/23.

Attested:

Brian Grass

Typed name of school principal

Signature of school principal

Date

Michelle Newman

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brian Grass	X				
Markie Cashion		X			
Noreen Silverman		X			
Kimberly Heatherington				X	
Michelle Newman				X	
Jennifer Jones				X	
Jennifer Roberts				X	
Martha Cervantes			X		
Andre Cardenas		X			
Elda Sanchez				X	
Numbers of members of each category:	1	2	1	4	0