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
Richard R. Oliphant Elementary Jeff Hisgen jeffrey.hisgen@desertsands.us	33-67058-0136770	04/24/2023	

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 2023-2024 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.

Richard R. Oliphant Elementary School, the first Desert Sands Unified School District (DSUSD) elementary school in North Indio, opened on August 23, 2018 with 567 students. Richard R. Oliphant Elementary School serves students in transitional kindergarten through fifth grade following a traditional school calendar. While many students walk to school, there are also two full buses of students who are transported to our site. The school sits in north Indio on Gore Street. Neighborhood housing is across the street and nearby. As of April 03, 2023 the total enrollment was 636 students, of which 83% are Hispanic, 10% are white, 0.01% are African American, .01% are Asian. English Language Learners (EL's) comprise 15% of the student population with 100% of their home language spoken is Spanish. The school's

unduplicated pupil percentage is 62.8%; likewise, 67% of students are eligible for free and reduced meal prices, 12% of our students are on an Individualized Learning Plan (IEP), 0.2% of the students are migrant and 0.02% are foster youth.

At Richard Oliphant Elementary School all students will become confident, creative builders of their future. The Oliphant Owls, dressed in the school colors of navy and grey, are greeted each morning by the principal and staff. The Owl mascot is a reminder of the positive school-wide behavior expectations: Ownership, Wisdom, Leadership, and Success. Designed for today's education, the school houses approximately 636 students in 24 classrooms each equipped with the latest in technology. Oliphant Elementary has a computer science immersion program for students in TK- grade 5. The program includes the exploration of computer science, coding, and robotics taught in each classroom on a regular basis. A state-of-the-art, standards-based curriculum in education is delivered daily.

As a new school we have the unique opportunity to build our culture and community from the ground up. As a staff we focus on the what we deem essential for student success:
Inclusive special education practices
MTSS directed positive school culture
Increase the reading level of students to "at grade level " in Lexia/ELA/I-Ready
Epic Build Showcases featuring coding projects
Schoolwide implementation of Kagan Cooperative Learning Structures to increase student engagement and achievement

SPSA Highlights

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

The SPSA was developed with input from a variety of educational partners including members of the school Academic and Tier I MTSS Leadership Teams, the School Site Council, ELAC, other staff, community members and students all providing suggestions and feedback on plan elements for our school-wide Title I program. The actions and strategies within our 2022-23 SPSA support our efforts to increase rigor, relevance, and school connectedness to maintain high levels of engagement and academic achievement.

Professional development will be expanded to include restorative practices, mindfulness, trauma informed practices,and co-teaching with a focus on PLCs. We will continue our work with EL Literacy Strategies, Kagan, and Rigor and Relevance. Additionally, science and social studies teachers will engage in professional development on curriculum aligned with California's standards for science and social studies. Teachers will be trained in best first instruction, and in the selection of appropriate strategies for differentiating for high-needs students including English learners by focusing on integrated English Language Development, as well as designated ELD. Students who struggle academically and socially will receive intervention support. A focus on providing tiered academic interventions will also be highlighted in our SPSA.

Further, we have increased opportunities for parental involvement and participation by offering parent/family workshops on how they can better support their child's success in school; in addition to providing parents with a list of parent involvement activities for the entire school year.

The Plan focuses on the following areas: academic achievement, climate and culture, and parent participation. To address these areas, the school will:
1. Provide all students with excellent first instruction, academic support, and support for regular attendance.
2. Teachers will be trained in effective first teaching strategies, including embedded, integrated English Language Development. A large focus on PLCs and the effective use of DuFour's will be embedded in professional learning and tier 1 instruction.
3. Interventions and support to meet the needs of students to ensure student success academically, socially, emotionally, and behaviorally.
4. Parent programs and events such as PIQE and other parent and family engagement activities.

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

The instructional focus of our SPSA is building foundational reading skills. Literacy will continue to be a major focus schoolwide.

By mid-year, our Typical Growth medians for Winter i-Ready Reading 2023 were as follows, showing all student groups are exceeding learning targets:
All: 67%
EL: 63%
SWD: 59%
Hispanic: 65%

At the beginning of the 2022-23 school year 78% of our students were below grade level in reading as measured by the i-Ready Diagnostic. By mid-year, 38% of our students are 1 grade level below and 12% are 2 grade levels below and 7% are 3 or more grade levels below. In total 57% of our students were below grade level, which is a decrease of 21%.

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?

The instructional focus of our SPSA is building foundational reading skills. Literacy will continue to be a major focus schoolwide since 38% of our students are 1 grade level below and 12% are 2 grade levels below and 7% are 3 or more grade levels below.

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?

Only having 1 year state testing data and not having a dashboard to show status and change, we cannot identify specific performance gaps for subgroups. With the implementation of IReady and the diagnostic results we are able to identify weaknesses for particular students.

Resource Inequities

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

All assessments were given at school in the classroom environment with the students' grade-level teacher or case manager.

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)

School Site Council (SSC) election date and results:
October 24, 2022 -- Esme Greiner, Bernice Diaz, Diana Ortiz, Katherine Williams, Heather Briseno were the parents elected by other parents. Rob Kesel, Emily Atheson and Kelcie Bormann were teachers elected by there peers.
SSC meeting dates and topics:

October 24, 2022--Roles and Responsibility of SSC, Review Site Data
November 28, 2022--ELAC Delegation, Comprehensive School Safety Plan, SPSA Goals, School Building Disaster Plan
January 30, 2023--Interim benchmark status presentation, Parent Involvement, Incentives, IReady
March 27, 2023--Evaluation of 2019-20 Goals and strategies, Draft 20-21 goals and strategies for SPSA implementation.
April 24, 2023--Approved 22-23 SPSA
English Learner Advisory Council (ELAC) election date and results:
October 31, 2022 Melanie Sanchez was the parents elected by other parents.
March 29, 2023 Attendance, programs and services for EL's, needs assessment
April 17, 2023 SPSA as it relates to EL students

Impact on the SPSA and the Annual Evaluation

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

As discussed with site Leadership and SSC the focus will be to increase funding to provide teachers time with grade level colleagues to work on, refine the PLC process. Teachers will be able to review data and plan next steps to ensure academic success for all students. It was also discussed to increase funding to provide all students with enriching learning opportunities and experiences.

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:	$72,976
Total Centralized Services:	$123,328
Total Supplemental Concentration Funds	$141,620.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$214,596.00

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.

The school will use Title 1 funds to support interventions that occur before/during/after school for students at risk with specialists and teacher extra duty .

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	%	0.16%	0.16%		1	1
African American	0.7%	1.14%	0.65%	4	7	4
Asian	0.3%	0.49%	0.97%	2	3	6
Filipino	0.2%	0.49%	0.48%	1	3	3
Hispanic/Latino	86.4%	84.36%	83.39%	520	518	517
Pacific Islander	%	0.16%	0.16%		1	1
White	7.5%	7.98%	9.35%	45	49	58
Multiple/No Response	1.0%	1.63%	1.61%	6	10	10
			Total Enrollment	602	614	620

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	110	118	122
Grade 1	103	98	99
Grade 2	86	111	101
Grade3	98	83	111
Grade 4	106	99	84
Grade 5	99	105	103
Total Enrollment	602	614	620

Conclusions based on this data:

1. School enrollment in its first year met classroom maximum occupancy
2. Current enrollment as of November 2021 is 615 students, and enrollment by student group remains proportionate.

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	121	96	88	20.10%	15.6%	14.2%
Fluent English Proficient (FEP)	25	26	19	4.20%	4.2%	3.1%
Reclassified Fluent English Proficient (RFEP)	19			15.7%		

Conclusions based on this data:

1. Initial data from first year of the school being open. This will become baseline data.
2. As of November 2022, English Learner enrollment is 14% of student population.

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	99	86		0	86		0	86		0.0	100.0	
Grade 4	103	100		0	99		0	99		0.0	99.0	
Grade 5	100	106		0	106		0	106		0.0	100.0	
All Grades	302	292		0	291		0	291		0.0	99.7	

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		2415.			19.77			22.09			29.07			29.07	
Grade 4		2436.			9.09			24.24			25.25			41.41	
Grade 5		2469.			9.43			33.02			19.81			37.74	
All Grades	N/A	N/A	N/A		12.37			26.80			24.40			36.43	

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		17.44			65.12			17.44	
Grade 4		13.13			63.64			23.23	
Grade 5		9.43			64.15			26.42	
All Grades		13.06			64.26			22.68	

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		9.30			53.49			37.21	
Grade 4		6.06			58.59			35.35	
Grade 5		11.32			62.26			26.42	
All Grades		8.93			58.42			32.65	

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		13.95			73.26			12.79	
Grade 4		10.10			74.75			15.15	
Grade 5		5.66			76.42			17.92	
All Grades		9.62			74.91			15.46	

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		12.79			73.26			13.95	
Grade 4		8.08			76.77			15.15	
Grade 5		12.26			54.72			33.02	
All Grades		11.00			67.70			21.31	

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. Given that 29% of the student population is 2 or more grade levels below according to the i-Ready Fall 2022 Reading Diagnostic, providing best first instruction and intervention are important.

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	99	86		0	86		0	86		0.0	100.0	
Grade 4	103	100		0	99		0	99		0.0	99.0	
Grade 5	100	106		0	106		0	106		0.0	100.0	
All Grades	302	292		0	291		0	291		0.0	99.7	

* 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		2418.			12.79			30.23			29.07			27.91	
Grade 4		2434.			4.04			23.23			34.34			38.38	
Grade 5		2433.			2.83			5.66			34.91			56.60	
All Grades	N/A	N/A	N/A		6.19			18.90			32.99			41.92	

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		11.63			61.63			26.74	
Grade 4		11.11			46.46			42.42	
Grade 5		3.77			34.91			61.32	
All Grades		8.59			46.74			44.67	

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		13.95			58.14			27.91	
Grade 4		6.06			52.53			41.41	
Grade 5		0.94			49.06			50.00	
All Grades		6.53			52.92			40.55	

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		15.12			70.93			13.95	
Grade 4		7.07			59.60			33.33	
Grade 5		4.72			50.94			44.34	
All Grades		8.59			59.79			31.62	

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. Given that 34% of student population is 2 or more grade levels below according to the i-Ready Fall 2022 Math Diagnostic, providing best first instruction and intervention are important.

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	1407.9	1432.1		1423.8	1433.4		1370.5	1428.7		20	14	
1	1398.3	1424.7		1426.9	1454.5		1369.0	1394.2		12	15	
2	1469.1	1462.7		1466.5	1497.4		1471.2	1427.5		11	18	
3	1484.3	1490.9		1494.3	1492.3		1473.7	1488.9		16	13	
4	1509.2	1502.4		1530.6	1502.6		1487.1	1501.6		22	16	
5	1504.6	1513.9		1506.4	1516.7		1502.5	1510.5		31	22	
All Grades										112	98	

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	15.00	21.43		25.00	28.57		30.00	35.71		30.00	14.29		20	14	
1	0.00	6.67		8.33	20.00		25.00	26.67		66.67	46.67		12	15	
2	9.09	11.11		36.36	44.44		45.45	22.22		9.09	22.22		11	18	
3	6.67	15.38		33.33	38.46		46.67	30.77		13.33	15.38		15	13	
4	14.29	6.25		42.86	56.25		33.33	31.25		9.52	6.25		21	16	
5	6.45	4.55		61.29	45.45		12.90	45.45		19.35	4.55		31	22	
All Grades	9.09	10.20		39.09	39.80		29.09	32.65		22.73	17.35		110	98	

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	20.00	21.43		25.00	42.86		25.00	21.43		30.00	14.29		20	14	
1	8.33	13.33		8.33	40.00		58.33	40.00		25.00	6.67		12	15	
2	18.18	44.44		36.36	27.78		45.45	22.22		0.00	5.56		11	18	
3	40.00	30.77		40.00	38.46		6.67	23.08		13.33	7.69		15	13	
4	47.62	18.75		38.10	68.75		14.29	6.25		0.00	6.25		21	16	
5	45.16	36.36		35.48	50.00		3.23	13.64		16.13	0.00		31	22	
All Grades	33.64	28.57		31.82	44.90		20.00	20.41		14.55	6.12		110	98	

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	20.00	14.29		5.00	28.57		30.00	42.86		45.00	14.29		20	14	
1	0.00	0.00		8.33	13.33		8.33	26.67		83.33	60.00		12	15	
2	18.18	0.00		27.27	33.33		27.27	22.22		27.27	44.44		11	18	
3	6.67	7.69		6.67	38.46		60.00	30.77		26.67	23.08		15	13	
4	0.00	0.00		14.29	31.25		47.62	43.75		38.10	25.00		21	16	
5	3.23	4.55		16.13	4.55		51.61	63.64		29.03	27.27		31	22	
All Grades	7.27	4.08		12.73	23.47		40.91	39.80		39.09	32.65		110	98	

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	15.00	28.57		65.00	57.14		20.00	14.29		20	14	
1	8.33	20.00		75.00	73.33		16.67	6.67		12	15	
2	27.27	38.89		72.73	61.11		0.00	0.00		11	18	
3	6.67	46.15		73.33	46.15		20.00	7.69		15	13	
4	42.86	50.00		57.14	43.75		0.00	6.25		21	16	
5	12.90	13.64		70.97	81.82		16.13	4.55		31	22	
All Grades	19.09	31.63		68.18	62.24		12.73	6.12		110	98	

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	30.00	28.57		30.00	57.14		40.00	14.29		20	14	
1	8.33	6.67		50.00	73.33		41.67	20.00		12	15	
2	9.09	38.89		72.73	44.44		18.18	16.67		11	18	
3	60.00	30.77		33.33	61.54		6.67	7.69		15	13	
4	57.14	25.00		42.86	68.75		0.00	6.25		21	16	
5	70.97	54.55		12.90	36.36		16.13	9.09		31	22	
All Grades	46.36	32.65		34.55	55.10		19.09	12.24		110	98	

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	5.00	14.29		60.00	71.43		35.00	14.29		20	14	
1	0.00	0.00		16.67	40.00		83.33	60.00		12	15	
2	18.18	0.00		54.55	55.56		27.27	44.44		11	18	
3	0.00	7.69		33.33	69.23		66.67	23.08		15	13	
4	4.76	0.00		42.86	81.25		52.38	18.75		21	16	
5	9.68	9.09		58.06	54.55		32.26	36.36		31	22	
All Grades	6.36	5.10		47.27	61.22		46.36	33.67		110	98	

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	25.00	50.00		20.00	28.57		55.00	21.43		20	14	
1	0.00	0.00		16.67	53.33		83.33	46.67		12	15	
2	18.18	5.56		54.55	50.00		27.27	44.44		11	18	
3	6.67	0.00		66.67	84.62		26.67	15.38		15	13	
4	0.00	12.50		71.43	68.75		28.57	18.75		21	16	
5	3.23	13.64		80.65	63.64		16.13	22.73		31	22	
All Grades	8.18	13.27		56.36	58.16		35.45	28.57		110	98	

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. During the 21-22 Summative ELPAC administration, 10% scored Level 4, 40% scored Level 3, 33% scored Level 2, and 17% scored Level 1. This shows a continued need to provide substantial language instruction and support for our English Learners.

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**
614	**77.0**	**15.6**	**1.0**
Total Number of Students enrolled in Richard R. Oliphant Elementary.	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	96	15.6
Foster Youth	6	1.0
Homeless	1	0.2
Socioeconomically Disadvantaged	473	77.0
Students with Disabilities	61	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.1
American Indian	1	0.2
Asian	3	0.5
Filipino	3	0.5
Hispanic	518	84.4
Two or More Races	10	1.6
Pacific Islander	1	0.2
White	49	8.0

Conclusions based on this data:

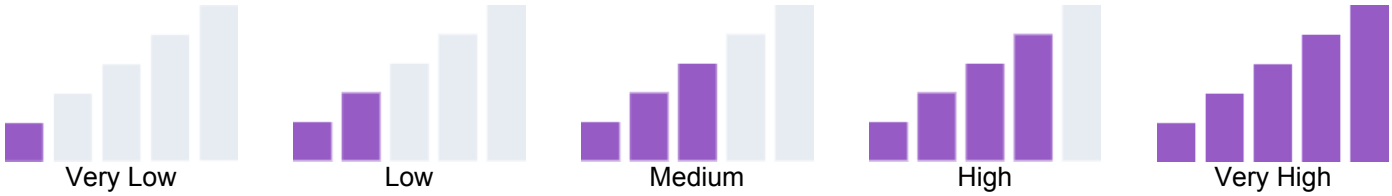
1. Initial data from first year this will become baseline data
2. While our student percentage of English Learners has dropped, our student population remains diverse.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Initial data from first year this will become baseline data
2. Our school uses local data like i-Ready to inform instructional decisions.

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.

2022 Fall Dashboard English Language Arts Equity Report

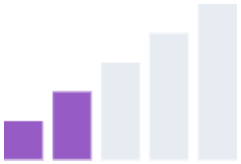
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
25.8 points below standard	46.2 points below standard	4 Students
277 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
0 Students	34.9 points below standard	98.2 points below standard
	213 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 27.0 points below standard 234 Students	No Performance Level 5 Students		No Performance Level 25.9 points below standard 24 Students

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**
80.5 points below standard 42 Students	22.2 points above standard 21 Students	21.5 points below standard 209 Students

Conclusions based on this data:

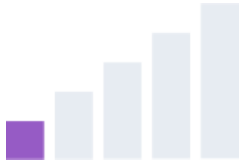
1. Initial data from first year this will become baseline data
2. Given that 29% of the student population is 2 or more grade levels below according to the i-Ready Fall 2022 Reading Diagnostic, providing best first instruction and intervention are important.

School and Student Performance Data

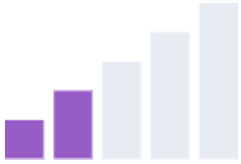
Academic Performance
Mathematics

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).



Very Low
Lowest Performance



Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

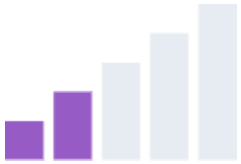
All Students

Low

54.8 points below standard

277 Students

English Learners



Low

78.4 points below standard

63 Students

Foster Youth

No Performance Level

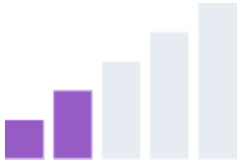
4 Students

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

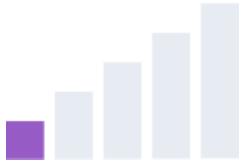


Low

66.2 points below standard

213 Students

Students with Disabilities



Very Low

113.8 points below standard

33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 1 Student

Hispanic	Two or More Races	Pacific Islander	White
Low 55.8 points below standard 234 Students	No Performance Level 5 Students		No Performance Level 40.2 points below standard 24 Students

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
107.0 points below standard 42 Students	21.3 points below standard 21 Students	47.6 points below standard 209 Students

Conclusions based on this data:

1. Initial data from first year this will become baseline data
2. Given that 34% of the student population is 2 or more grade levels below according to the i-Ready Fall 2022 Math Diagnostic, providing best first instruction and intervention are important.

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

English Learner Progress

Medium

45.5 making progress towards English language proficiency

Number of EL Students: 77 Students

Performance Level: 3

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
20.8%	33.8%	1.3%	44.2%

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. Great progress is being made with our EL students which goes hand in hand with first best instruction.

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:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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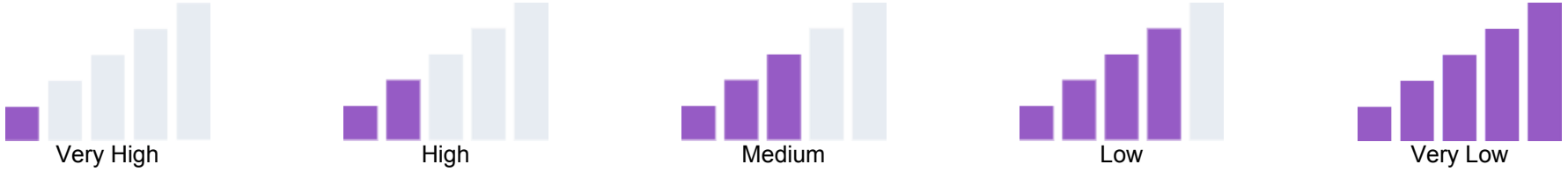


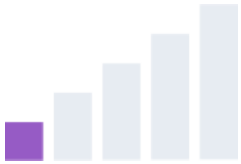
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

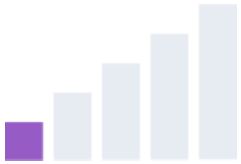


Very High

44.5% Chronically Absent

642 Students

English Learners



Very High

50% Chronically Absent

108 Students

Foster Youth

No Performance Level

Less than 11 Students

10 Students

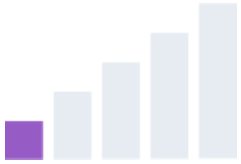
Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

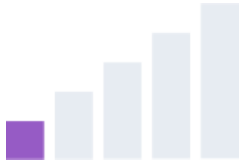


Very High

49.5% Chronically Absent

491 Students

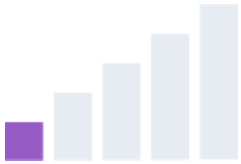
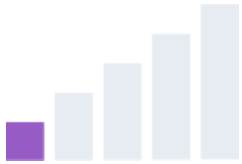
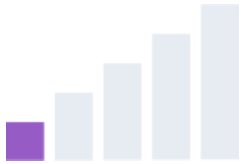
Students with Disabilities



Very High

45.8% Chronically Absent

72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	3 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
46.4% Chronically Absent	48.6% Chronically Absent	Less than 11 Students	27.8% Chronically Absent
537 Students	35 Students	1 Student	54 Students

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. As of November 2022, 44.5% of students are chronically absent this school year, which demonstrates a need to improve attendance.

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	Low	Medium	High	Very High
Lowest Performance				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:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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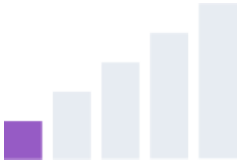
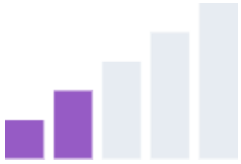


Very High
Lowest Performance



High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

0.8% suspended at least one day

665 Students

English Learners

Low

0.9% suspended at least one day

114 Students

Foster Youth

No Performance Level

0% suspended at least one day

13 Students

Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

Low

0.8% suspended at least one day

511 Students

Students with Disabilities

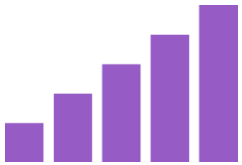
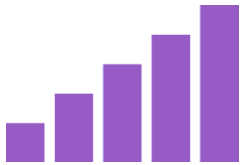
Medium

2.7% suspended at least one day

74 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	1 Student	3 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Medium	No Performance Level	Very Low
0.5% suspended at least one day	2.9% suspended at least one day	Less than 11 Students	0% suspended at least one day
557 Students	35 Students	1 Student	56 Students

Conclusions based on this data:

1. Initial data from first year this will become baseline data

2. For over a year, the school has had a 0% suspension rate. Consequently suspension rate is still very low at .08%.

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
CAASPP Student Groups: 1. -25.8 2. -46.2 3. -34.9 4. -98.2 5. -25.9 6. -27 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	CAASPP ELA scores distance from standard for 2021-22 1.-25.8 2.-46.2 3.-34.9 4.-98.2 5.-25.9 6.-27 Typical Growth Medians for Winter IReady Reading 2022 All: 67% EL:63% SWD:59% Hispanic: 65%
CAASPP Student Groups: 1. -54.8 2. -78.4 3. -66.2 4. -113.8 5. -40.2	CAASPP Math scores distance from standard for 2021-22 1.-54.8 2.-78.4 3.-66.2 4.-113.8 5.-40.2

Expected Outcomes	Actual Outcomes
6. -55.8 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	6.-55.8 Typical Growth medians for Winter i-Ready Math 2022 All: 53% EL: 50% SWD: 33% Hispanic: 54%

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	All students received instruction using the standards based adopted core programs identified by the State/District.	District	
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All classroom teachers at Oliphant provide both integrated and designated ELD instruction to identified students to support language development.	District	
3. All English learners receive daily integrated ELD provided across all content areas.	All classroom teachers at Oliphant provide both integrated and designated ELD instruction to identified students to support language development.	District	
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional	Teachers and support staff received additional support from the Educational Services division to enhance English learners' success through various professional development	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
development opportunities and support from district facilitators.	opportunities provided by district Project Facilitators. Sessions included early literacy strategies, ELD lesson support through Benchmark Advance and StudySync, UDL lesson planning in ELA & Math, and integration of literacy standards with the emphasis on the connection between oral and written language to support English learners.		
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.	Principal led the Oliphant team/staff in the district supported TRAC process. During this time schoolwide data was analyzed to determine site wide goals as well as progress towards district goals.	Centralized Services Title I	
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Beginning in September and running through May After School interventions in reading, math and ELD are held. Extra duty for classroom teachers and stipends for specialists. Specialist are also utilized during the school day utilizing a push in model.	District	
7. Teachers will continue to receive professional development on evidence-based strategies to support all learners.	All new teachers received Kagen training. All teachers received Coding training for Cycles 1 and 2. Teachers and support staff received continuous effective evidence based strategies through various professional development trainings. The District provided trainings to support the work of our	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	newly adopted curriculum, using core, integrated and designated ELD with StudySync, support for History Social-Science Framework implementation provided at the site level PLCs, department lesson studies, and curriculum training days, along with the integration of Pearson and the NGSS standards at the secondary level. Elementary sites were supported with early literacy strategies through the use of the Foundation Planners, and continued support utilizing the PLC process for data-driven instructional responses, and established systems to ensure sustainability of the process writing structures and strategies. After-school academies were also provided to support the work of PLC's, integration of technology, and our MTSS initiative.		
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment	An instructional coach was provided full time in order to assist teachers and provide feedback in first best instruction strategies. The instructional coach also oversees RTI block.	Centralized Services Title I	
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Extra duty was provided to MTSS Site Leadership Representatives for the implementation process. MTSS leads attended the district MTSS leadership meetings gathered information and shared with Principal/Assistant Principal before disseminating the information to the staff. The MTSS	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	leads also provided communication and professional development for staff members through SAST, as well as, participated in and documented MTSS site meetings and coaching sessions. MTSS leads were also responsible for the completion of district forms, responding to information requested, collecting data and progress monitoring of student data related to the MTSS tiered systems, including academic, behavior, and survey data as needed to identify needs and support team decision making.		
10. Provide support for early literacy and foundational skills to support students below grade level.	Educational Services and site instructional coach provided support for all teachers in TK-5 in early literacy and foundational skills.	Centralized Services Title I	
11. Provide Professional Development opportunities through the attendance of conferences/workshops/before/after school extra duty in order to improve academic achievement	All new teachers received Kagan Day 1/2 cooperative learning.	Supplemental/Concentration 9,000.00	Supplemental/Concentration 7500.00
12. Provide release time for grade level PLC meetings to allow teachers to work on standards planning and academic goal setting for students who are identified as at risk	Grade levels used monthly planning days to determine and plan around essential standards. Data gathered was used to plan instruction and RTI block. Students were identified and grouped accordingly. Will need to increase to provide monthly meeting opportunities for all grade levels.	Supplemental/Concentration 30,000.00	Supplemental/Concentration 30,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
13. Provide extra duty to monitor the progress of and provide direct services to students identified as at risk, including planning and running parent involvement opportunities	Instructional coach was given extra duty to develop RTI block that was implemented during the school day. Provided training to specialists to support teachers during this time. Assisted teachers with identifying students, tracking students and ensuring students were getting needed intervention. Instructional coach also developed parent involvement opportunities to assist parents.	Title I 6,000.00	Title I 6000.00
14. Provide guest teachers to allow teachers to participate in SST meetings to monitor the progress of, and to determine appropriate interventions for, at risk students	Guest teachers were provided for current and previous teacher to participate in the SST process to ensure accurate information was being provided to ensure that students were provided all the resources to be successful.	Supplemental/Concentration 3000.00	Supplemental/Concentration 3000.00
15. Provide extra duty hours to site Tier 1 team for collaboration with principal, coach, and staff regarding the overall instructional program, ELA and Math intervention improvements, ensure best practices are in place to achieve high levels of student success	Extra duty was provided for tier 1 team members to meet for an hour after school monthly to discuss/analyze effectiveness of instructional programs. Team drafted ideas to bring to the staff for input.	Supplemental/Concentration 3000.00	Supplemental/Concentration 3000.00
16. Provide teachers and students with research-based instructional supplemental materials, including technology based programs that support the state standards/core curriculum, to increase student achievement	Supplemental technology programs were purchased to assist with the deficiencies students had in ELA and Math. K-5 IReady, ST Math was also purchased which is a fundamental math program that provides conceptual math. The syllabus can be manipulated to front load or provide simultaneous reinforcement of math concepts.	Supplemental/Concentration 14,000.00 Title I 11,000.00	Supplemental/Concentration 12,000.00 Title I 18000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Other programs used to supplement the core curriculum are NEWSELA, Xtra math, brain pop and Rigby leveled readers.		
17. Provide extra duty for general education teachers to consult with special education teachers for IEP meetings	Extra duty was provided for general education teachers to consult with special education specialists regarding instruction, goals and input needed for meetings.	Title I 9000.00	Title I 12,000.00
18. Provide extended year interventions and support programs for identified at-risk students, focusing on closing the achievement gap for students not proficient in core content areas, using research based supplemental programs and materials	Jumpstart was held two weeks prior to the start of school. Students were identified and the focus was on literacy and reading fundamentals.	District	
19. Provide funding to add and replace technology in classrooms to enhance the learning opportunities for all students	Through normal wear and tear items such as mice, headphones were purchased for student use needed daily for IReady and CAASP.	Supplemental/Concentration 5000.00	Supplemental/Concentration 5000.00
20. Funding for materials and supplies to be utilized in classrooms to support students in reaching proficiency in reading, writing, math, and science	Supplemental materials and supplies were purchased for classroom teachers to assist with the deficiencies students had in reading, writing, math and science	Supplemental/Concentration 25,000.00	Supplemental/Concentration 23000.00
21. Provide Before/During/After school reading and math interventions for students not meeting standards	Certificated specialists and classroom teachers provided support and intervention during and after school for identified at risk students in ELA and Math	Title I 50,200.00	Title I 30,000.00

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.

Implementation was "above average" and "strong". There were clear outcomes defined for student achievement. With schoolwide data showing that 78% of our students were below grade level in reading fundamentals, as measured by IReady diagnostic 1, the focus was clear. Students in grades TK-2 were engaged in early literacy support, and grades 3-5 received just as extensive support in literacy. With the focus being clear, professional development, first best instruction, supplemental programs and a rigorous intervention plan made to the huge success of all students. We are seeing growth from Diagnostic 1 to Diagnostic 2. We are still 56% or our students are below grade level, but the real growth is that only 18% are more than 2 grade level below.

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

As previously stated, from Diagnostic 1 to Diagnostic 2 we have seen an increase in the number of students at or above grade level from 19% to 37%. Our literacy focus,interventions and phonics intervention have proven to be strong and effective.

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

There was a slight difference in material differences between budgeted and expended and categorical funds. With the learning loss funds being utilized it took the burden off of categorical budgets, specifically Title 1. Funds were expended as approved by the SSC and Governing Board.

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.

The priority for the 2023/2024 SPSA will be to continue our current actions/services to ensure that Oliphant students remain on the path to high academic performance in English Language Arts and Mathematics

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Students Participating in Coding Cycle 1 100% Cycle 2 100% Cycle 3 100%	Oliphant Computer Science Coding Program Participation Rate: Cycle 1 100% Cycle 2 100% Cycle 3 0% (was decided that cycle 3 would be deleted from program in order to provide more time for cycle 1 and 2.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career going culture through school activities, events or experiences.	Epic Build Showcase events were held for students to display/explain projects that were created using coding in Cycle 1 and Cycle 2.	District	
2. Provide enrichment opportunities for all students.	Battle of the Books Math Field Day Spelling Bee ELOP Soccer, flag football	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Implement AVID structures/strategies to support student learning.		District	
4. Provide enrichment experiences for all students in before/during/after school opportunities, including cost of coaches, extra duty, fees, and materials needed for their participation in the educational opportunities	Teachers received extra duty for coaching battle of the books, math field day, soccer, basketball, flag football and robotics. Also included materials and supplies needed to engage/participate. District Stipends and ELOP funds	Supplemental/Concentration 0	
5. Provide student based enrichment activities (educational excursions, assemblies) to enhance curriculum (transportation, admission, materials)	Marc Griffiths was brought in to provide school wide assembly to coincide with MTSS "Making Good Choices". Marc Griffiths was brought in prior to state testing to provide "Always do your Best" for 3rd, 4th and 5th grade students.	Supplemental/Concentration 12,000.00	Supplemental/Concentration 1500.00

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.

Implementation was high in certain strategies and involved the entire staff and student body. Due to the restrictions put on us some of the strategies were not carried out at 100%. Oliphant students learn coding on a weekly basis and it is broken up into three cycles but was later changed to only 2 cycles. This was due to no longer partnering with an outside company and creating our own program. The cycles concluded and a showcase was held for parents and community members. Our extra curricular and enrichment opportunities are vital to exposing our students to what they may not or ever experience before.

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

Overall we feel that implementation was spot on. The opportunities that were presented and provided to our student body ensured that content and standards had relevance. The exposure that students received was unmatched and really provided that support to the curriculum. Our computer science immersion program is amazing and the fact that all students participate is key.

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

The only material difference was the $10,000 that was budgeted for enrichment activities that with restrictions and lack of opportunities due to the lingering effects . We hoped that we would be able to do some things but other than that there were no material differences between budgeted and expended and categorical funds. Funds were expended as approved by the SSC and Governing Board.

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.

The priority for the 2023/2024 SPSA will be to continue our current actions/services to ensure that Oliphant students receive exposure to computer science immersion and the renewed partnership with CTTF.

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Chronic Absenteeism, Student Groups: 1. 7.1% 2. 10% 3. 9.1% 4. 12.8% 5. 0.7% 6. 7.6%	Chronic Absenteeism: 1. 19.4% 2. 24% 3. (not available) 4. 9.7% 5. 8.2% 6. 20.4%
Suspension Rate, Student Groups: 1. 0% 2. 0% 3. 0% 4. 0.6% 5. 0% 6. 0%	Suspension Rate, Student Groups: 1. 1.6% 2. 0% 3. 0% 4. 1.6% 5. 0% 6. 0%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance	Attendance incentives were established and meetings were held with families that were identified with poor attendance. New sign in/sign out process implemented to reduce tardies.	District	
2. Provide multitiered tools, strategies and supports to address school climate and culture.	Use of District directed SAST to communicate and plan with staff Utilized Tier 2 and Tier 3 support provided on a weekly basis.	District	
3. Incorporate strategies to ensure a safe and positive environment.	Security guard full time started in January 2023	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	Full time counselor, Specialist was hired to provide SEL lessons during preps, SAP counselors provide Tier 2/3 support at least 1x week.	District	
5. Support MTSS and other school-wide programs to improve school climate, student participation, and attendance through recognition of student growth and accomplishments	Implementation of OWLS expectations Incentives for students with regards to expectations, attendance	District Supplemental/Concentration 13,620.00	Supplemental/Concentration 15,000.00
6. Engage and support parents as partners in their students' learning, growth, and development through family nights, school events, parenting classes, and parent	Epic Showcase for each of the 2 coding cycles Trimester academic award assemblies Trunk owl Treat	District Title I 4000.00	Title I 1000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
workshops/trainings (including cost of trainers/speakers, childcare, materials, extra duty, translation)	No Math or Literacy nights		
7. Support a safe, secure learning environment for all students and staff.	Funded additional SSM Walkie talkies for every classroom	Supplemental/Concentration 27,000.00	Supplemental/Concentration 27,000.00

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.

Implementation level was "strong" as evident when you step on campus and can feel the positive atmosphere. The OWLS expectations can be seen throughout campus. These expectations are taught and modeled for students and every week has a focus. Students receive OWL coins for displaying the expectations throughout the campus. The students can then redeem their coins for prizes and activities. The unique design to the school has created a need to add additional staff to help monitor students. The additional support ensures that all students are safe.

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

I can honestly say that our OWLS expectations and its implementation are 100% working. The entire school community would agree that the strategies that were put into action were highly effective and successful. The school culture is supported by all staff members and has a real sense of family. Not only during the school day, but our community events that we have are well received and attended.

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

There were no drastic material differences between budgeted and expended categorical funds except more funds were needed for student incentives and slightly less funds for parent engagement nights due to already having materials due to the pandemic and not being able to have such events. Funds were expended as approved by the SSC and Governing Board.

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.

The priority for the 2023/2024 SPSA will be to continue our current actions/services to ensure that Oliphant students continue to display appropriate actions and behaviors that align to our mission.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Continue to focus on Early Literacy and Literacy to ensure students are prepared for state testing.

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	CAASPP Student Groups: 1. -13.1 2. -36 3. -23.3 4. -68.7 5. 47.8 6. -17.9	CAASPP Student Groups: 1. -5.9 2. -33 3. -20.3 4. -65.7 5. 50.8 6. -14.9 Baseline: Typical Growth median targets for Winter i-Ready Reading 2022 All: 65% EL: 52% SWD: 52% Hispanic: 62%	CAASPP Student Groups: 1. -25.8 2. -46.2 3. -34.9 4. -98.2 5. -25.9 6. -27 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50%	CAASPP Student Groups: 1. -15.8 2. -26.2 3. -14.9 4. -68.2 5. -5.9 6. -17 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2024 All: 50% EL: 50% SWD: 50%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			Hispanic: 50%	Hispanic: 50%
Academic Indicator Math: Distance from Standard	CAASPP Student Groups: 1. -18.4 2. -32.4 3. -25.8 4. -56.8 5. 36.7 6. -23.3	CAASPP Student Groups: 1. -10.4 2. -29.4 3. -22.8 4. -53.8 5. 39.7 6. -20.3 Baseline: Typical Growth medians for Winter i-Ready Math 2022 All: 55% EL: 51% SWD: 45% Hispanic: 55%	CAASPP Student Groups: 1. -54.8 2. -78.4 3. -66.2 4. -113.8 5. -40.2 6. -55.8 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	CAASPP Student Groups: 1. -24.8 2. -58.4 3. -46.2 4. -83.8 5. -20.2 6. -35.8 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%

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

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

Action 2

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

Action 3

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

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/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.	Title I Centralized Services Centralized Services

Action 6

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

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District Centralized Services

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

11. Provide Professional Development opportunities through the attendance of conferences/workshops/before/after school extra duty in order to improve academic achievement	Title I 15,000.00

Action 12

12. Provide release time for grade level PLC meetings to allow teachers to work on standards planning and academic goal setting for students who are identified as at risk	Supplemental/Concentration 25,000.00 Title I 24815.00

Action 13

13. Provide extra duty to monitor the progress of and provide direct services to students identified as at risk, including planning and running parent involvement opportunities	Title I 6300.00

Action 14

14. Provide guest teachers to allow teachers to participate in SST meetings to monitor the progress of, and to determine appropriate interventions for, at risk students	Supplemental/Concentration 3000.00

Action 15

15. Provide extra duty hours to site Tier 1 team for collaboration with principal, coach, and staff regarding the overall instructional program, ELA and Math intervention improvements, ensure best practices are in place to achieve high levels of student success	Supplemental/Concentration 3620.00

Action 16

16. Provide teachers and students with research-based instructional supplemental materials, including technology based programs that support the state standards/core curriculum, to increase student achievement	Supplemental/Concentration

	Title I 15,000.00

Action 17

17. Provide extra duty for general education teachers to consult with special education teachers for IEP meetings	Supplemental/Concentration 7000.00

Action 18

18. Provide extended year interventions and support programs for identified at-risk students, focusing on closing the achievement gap for students not proficient in core content areas, using research based supplemental programs and materials	District

Action 19

19. Provide funding to add and replace technology in classrooms to enhance the learning opportunities for all students	Supplemental/Concentration 9000.00

Action 20

20. Funding for materials and supplies to be utilized in classrooms to support students in reaching proficiency in reading, writing, math, and science	Supplemental/Concentration 25,000.00

Action 21

21. Provide Before/During/After school reading and math interventions for students not meeting standards	Title I 6000.00

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

Students need to be prepared to make a successful transition to further education and/or career opportunities, which includes proficiency in technology.

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
Students Participating in Coding	Students Participating in Coding Cycle 1 100% Cycle 2 100% Cycle 3 0%	Students Participating in Coding Cycle 1 100% Cycle 2 100% Cycle 3 100%	Students Participating in Coding Cycle 1 100% Cycle 2 100% Cycle 3 100%	

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 AVID structures/strategies to enhance student learning.	District District

Action 4

4. Provide enrichment experiences for all students in before/during/after school opportunities, including cost of coaches, extra duty, fees, and materials needed for their participation in the educational opportunities	Supplemental/Concentration 0

Action 5

5. Provide student based enrichment activities (educational excursions, assemblies) to enhance curriculum (transportation, admission, materials)	Supplemental/Concentration 12,000.00

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

Increase supervision due to the size of our campus.

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	Chronic Absenteeism, Student Groups: 1. 8.6% 2. 11.5% 3. 10.6% 4. 14.3% 5. 2.2% 6. 9.1%	Chronic Absenteeism, Student Groups: 1. 7.6% 2. 10.5% 3. 9.6% 4. 13.3% 5. 1.2% 6. 8.1% Chronic Absenteeism Rate as of 2/22/22 1. All students: 44.4% 2. EL students: 51.5% 3. SED students: data not available	Chronic Absenteeism, Student Groups: 1. 7.1% 2. 10% 3. 9.1% 4. 12.8% 5. 0.7% 6. 7.6%	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		4. Students with Disabilities: 57.1% 5. White students: 28.8% 6. Hispanic students: 46%		
Suspension Rate, Student Groups 1. All students Distance from Standard 2. EL students Distance from Standard 3. SED students Distance from Standard 4. Students with Disabilities Distance from Standard 5. White students Distance from Standard 6. Hispanic students Distance from Standard Data Source: CA Dashboard & DSUSD Data Warehouse (when CA Dashboard data not available)	Suspension Rate, Student Groups: 1. 0.3% 2. 0% 3. 0.5% 4. 1.5% 5. 0% 6. 0.4%	Suspension Rate, Student Groups: 1. 0% 2. 0% 3. 0% 4. 0.9% 5. 0% 6. 0% Suspension Rate as of 2/22/22 1. All students: 0.5% 2. EL students: 0% 3. SED students: data not available 4. Students with Disabilities: 1.6% 5. White students: 0% 6. Hispanic students: 0.4%	Suspension Rate, Student Groups: 1. 0% 2. 0% 3. 0% 4. 0.6% 5. 0% 6. 0%	

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: 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	District District

Action 5

5. Support MTSS and other school-wide programs to improve school climate, student participation, and attendance through recognition of student growth and accomplishments	District Supplemental/Concentration 30,000.00

Action 6

6. Engage and support parents as partners in their students' learning, growth, and development through family nights, school events, parenting classes, and parent workshops/trainings (including cost of trainers/speakers, childcare, materials, extra duty, translation)	District Title I 5861.00

Action 7

7. Support a safe, secure learning environment for all students and staff.	Supplemental/Concentration

	27,000.00

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 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)

Identified Need

Provide full access to core curriculum in an inclusive practices model

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 for ELA: Progress towards I-Ready growth goals			50% reach growth target and 20% reach their stretch target	50% reach growth target and 20% reach their stretch target
Academic Indicator for Math: Progress towards I-Ready growth goals			50% reach growth target and 20% reach their stretch target	50% reach growth target and 20% reach their stretch target

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: 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 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	$5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site Instructional Coach	8/15/23-6/5/24	$77,538 **Total Estimated Cost**: 77,538	77,538	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	$7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	$7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	$3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 123,328

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.

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.

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.

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	$72,976.00	No
Total amount of federal categorical funds allocated to this school.	$72,976.00	
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	$141,620.00	No
Total amount of StateLocal categorical funds allocated to this school.	$141,620.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$214,596	

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: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee--Melanie Sanchez Parent Representative	

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:04/24/2023.

Attested:

Jeff Hisgen		
Typed name of school principal	Signature of school principal	Date
Esme Greiner		
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
Jeff Hisgen	X				
Emily Atheson		X			
Kelcie Bormann		X			
Rob Kesel		X			
Bernice Diaz				X	
Sharon Schuknecht			X		
Diana Ortiz				X	
Esme Greiner				X	
Katherine Williams				X	
Heather Briseno				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	