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
Theodore Roosevelt Elementary School Daniel Martinez daniel.martinez@desertsands.us	33-67058-6032007	May 4, 2023	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

2020-23 Plan Summary

The Story

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

Located in Indio, Roosevelt Elementary serves socioeconomically and ethnically diverse populations from transitional kindergarten to fifth grade. The school's Fall 2022 student enrollment was 493, of which 90.1% are of Hispanic descent, 1.9% are White, 1.0% are African American, 0.% American Indian, 0.8% Asian, and 5.0% not reported. Spanish is the home language of 96% of the school's 263 English learners. The school's unduplicated pupil percentage of 99.2%; 54.3% are English Language Learners, 97.9% are from low-income families eligible for free or reduced-priced meals, 0.4% Foster Youth, 0.8% Homeless, and 11.8% are students with Individual Education Plans (IEPs). During the 2022-23

school year, the school proudly celebrated its 53nd anniversary. District adopted English language arts and mathematics programs are prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a district adopted multi-tiered system of supports and a large parent group from the community, dedicated to meet the high expectations and performance goals set by our certificated and classified staff. Professional Development continues to focus on English Language Development, Professional Learning communities, and writing. We are a part of the First cohort of MTSS implementation. Identified through the 2022-23 school climate survey, Panorama Education will provide data allowing our staff to take immediate action in areas of concern. This will further support our schoolwide safety measures and positively impact our academic progress.

SPSA Highlights

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

The actions and strategies within our 2022-2023 SPSA support grades transitional kindergarten to fifth grade in efforts to increase English Language Arts, Writing, and Math to maintain a high level of rigor, relevance, and learner engagement. Strengthening the focus on English language development will result in a stronger foundation needed for literacy and numeracy skills. Professional development will be expanded to include AVID and its ancillary components. We will continue work with DSUSD personnel to improve student organization methods in preparation for secondary schools. Training to the framework and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided using Response to Intervention and create a network of support alongside dedicated support staff. Another significant change from our prior year SPSA is a focus on writing through district provided professional development and collaboration. Further, we have increased opportunities for parents to engage in their students' learning through advisory councils, Common Core parent nights, volunteers, parenting classes, creation of a garden, and safety meetings to address their concerns.

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

With the implementation of i-Ready, academic growth from August 2022 to June 2023 resulted in an 19% increase in English Language Arts and 13% increase in Mathematics as measured by the iReady diagnostic. Professional development to assure full implementation of content standards and training in the AVID WICOR Framework for staff continue to be supported in our TRAC and SPSA goals. The STEM program at Roosevelt Elementary continued fulfilling the three pillars: (1) health, (2) environmental, and (3) STEM.

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?

Reviewing the iReady Diagnostic Reports does highlight areas of high need: (1) English Learners, Hispanics, Socioeconomically disadvantaged, Students with Disabilities in ELA and (2) Students with Disabilities in Math. Actions and strategies supporting state priorities in ELA and Mathematics will result from district TRAC, MTSS, PLC Professional Development, intervention, and the support of an instructional coaches, project teacher, and an intervention specialist.

There is also a continuing need to reduce chronic absenteeism through counseling and multi-tiered systems of support. Moving forward, MTSS Tier 2 levels of support will continue in 2023-2024. We will decrease the absenteeism rate using Child Welfare and Attendance, Tier 3 district counselor, school site counselor, and referrals to internal/external specialists.

Multi-Tiered Systems of Support (MTSS) helped with utilizing data- based decision making in a cycle of inquiry to inform instruction and intervention, improve outcomes, and identify students in need; intentionally created authentic student, family, and community partnerships to engender a reciprocal process of communication, collaboration, and learning; and leaders created and fostered an environment of shared vision, shared leadership, and alignment of resources.

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?

Theodore Roosevelt Elementary school strives to ensure equity for all students by closing achievement gaps between student groups and the All Students group. To address the ELA performance gap, a greater focus on the Specialized Academic Instruction and Response to Intervention model will be adjusted to mainstream SWDs and create small group instruction to increase rigor, meet literacy and mathematics demands.

SWD were in the Red Category on both iReady Reading and Math. There is a compelling need to improve student outcomes in ELA, Math, and Chronic Absenteeism. The following actions have been put in place to improve services for high needs students:

1. Summer School
2. Professional development and ELD Coach to impact English Language Development
3. CWA and site personnel will provide support services for students with attendance concerns
4. AVID
5. MTSS

Resource Inequities

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

Though our needs assessment, students with disabilities are not meeting standards in ELA and Math as evidenced by analysis of the i-Ready diagnostic and CAASPP.

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)

Principal Review of data analysis of student achievement: Dr. Martinez shared that we discuss data through our meetings.
Evaluation of SPSA (school plan, and focus on goals, strategies and alignment of funding): Dr. Martinez shared that we discuss SPSA throughout our meetings. There is a slight name change to MSAP (Multi Tier of Systems and Support School Accountability Plan) There will be more information shared at our next meeting. He proceeded to share that this year there was a surplus in State funds, which the governor applied to education. We received approximately 105,000 in Federal Funds and 165,000 in State funds.
School Safety Plan: Dr. Martinez presented the school safety plan and shared the goals. He informed us that there were some minor changes and he updated the principal name, address and goals. He went over goal number 1: Decrease Parking Violation, and goal number 2: Attendance. The objective for goal 1 is to decrease parking violations before and after school. He shared that the staff has been more proactive and helped out in the parking lot to keep the flow of traffic moving, but most importantly keep students safe. He also shared the importance of attendance. If students assist school they are safe and in class learning. Another update that he did was Bullying Policy, Non Discriminatory Policy, and Discipline. A question about how the school approaches gender identity was asked. Dr. Martinez shared that he follows the Ed Code guide and governor plans. After presenting the school safety plan to the members present, Mrs. Hernandez asked if we can make a motion to approve the plan. Mrs. Georgina Sibrian makes a first motion. Ms. Erica Flores makes a second motion. No abstention, no one opposed, School Safety Plan is approved. It will be presented to the District Office and school board.

School Site Council Meeting
Roosevelt Elementary
8/25/22

Mrs. Hernandez shared that every year, EL parents are given a survey and the district gathers a needs assessment. The State and Federal office has not provided that information for this school year as of today. However, as soon as that survey and information are given, Mrs. Hernandez will provide it at a SSC meeting.

Report on Implementation of School Improvement Plan: Dr. Martinez shared that this year Roosevelt was recognized and received a PBIS Silver Award. This award recognizes systems in place that support student achievement. He also shared that every Monday he provides teachers with i-Ready data. This data allows teachers to see if we are meeting our i-Ready goals. Teachers also share that they are interested in vertical articulation PLC time, to discuss how they can support one another across grade levels. Dr. Martinez also shared some other resources in place that support and improve student achievement: We have our first tutoring cycle that will run 7 weeks to support TIER 2 students, the MTSS leadership team meets 1 time per month to discuss systems in place, we have the play works program for our SSM during lunch recess, materials and supplies continue to be provided to support best instructions, we have a media specialist who supports our newcomers and EL students at 7:00 am, and we also have Imagine Learning tutoring for k-1st grade students and EL parents.

School Site Council Meeting
Roosevelt Elementary
10/6/22

Dr. Martinez shared that we currently have about 500 students enrolled. More than 50% of those students are second language learners. Overall, the majority of our students need language support in reading, writing, listening and speaking.
Dr. Martinez shared data on the progress of second language learners. He shared that we currently have over 50% second language Learners. Of those 253 students, 71 are level 1 overall, 93 are level 2 overall, 80 are level 3 overall, and 21 are at level 4 overall. Last fall 2021 EL students i-Ready diagnostic showed 43% in the strategic yellow group, in comparison to this fall 2022 47% in the strategic yellow group. A slight increase of 4%. In addition we had 52% of our students in the intensive red group last fall 2021, in comparison to this year slightly decreasing by 3%. He also shared similar data for math as well.

Report on Implementation of School Improvement Plan/SPSA with a focus on English Learners: Mrs. Hernandez asked Dr. Martinez to give input on English Language Learners and progress.
1. Dr. Martinez shared that there are different practices in place that are supporting our EL students. He shared that students are practicing AVID and acquiring WICOR strategies, we have a newcomers groups that shows up to school at 7 am to get English Language Development support, students are using Imagine Learning during the day and after school, students are using the adaptive iReady program in reading and math, we have 3 tutoring cycles scheduled for this year to provide intervention, we have an intervention specialist working in small groups with students, and we continue to provide Designated ELD and Integrated ELD. All these practices are in place that are supporting the learning of EL students.
2. We encouraged members present to continue to bring suggestions to the table, make recommendations or share out thoughts.

School Site Council Meeting
Roosevelt Elementary
11/3/2022

Dr. Martinez shared some information about attendance before he discussed the safety plan. He informed members present that Roosevelt typically has the lowest average daily attendance percentage. Currently our school is not the worst in the district. We currently stand at 11 out of 18 schools in attendance. Attendance has been affected throughout the district because of the pandemic. In addition, families are moving out of California and our student numbers continue to drop. Dr. Martinez shared that this year he will need the committee's help in deciding if we would like to change our goals or keep the previous goals we had. He opened the floor for conversation and requested feedback. He explained that we previously had two goals, and shared them with us. The first goal: Traffic control during dismissal. Mr. Powell used to monitor the parking lot area. Currently Mrs. Bustamante helps monitor the parking lot. Second goal: Attendance, which is connected to safety. School is considered a safe place and if all students are at school, we provide a safe environment for them. The team discussed that we should continue traffic control and keep our citations to 1 a month. In addition, continue to target attendance. The idea is that we increase attendance so students are safe here at school. Dr. Martinez will submit the plan to the district office soon. A motion to approve the two goals was made. Luz Ayala makes the first motion to approve the two goals in the safety plan. Ms. Alvarado makes a second motion. No abstentions, no one opposed, motion passed.

School Site Council Meeting
Roosevelt Elementary
1/6/2023

Dr. Martinez shared iReady data with members. He informed the members present that K-1st grade ELL students continue to receive Imagine Learning tutoring after school in an effort to support language development. He shared that he will meet with district office personnel to discuss state funding and federal funding. He will talk about flexibility and some funding movements. He will request that approximately 10,000 dollars be transferred to professional development, 10,000 dollars be transferred to extra duty pay, $10,000 to materials and supplies, $10,000 to technology and $1,000 to child care/babysitting. Mrs. Bustamante expressed that the first grade team would like to offer first grade students reading and math tutoring as opposed to just reading. They would like to fund one more teacher to service students after school. Dr. Martinez shared that it is important to express those needs at SSC meetings and the request would be voted on. Mrs. Hernandez asked members if they would like to make a motion to approve the change in funding to move approximately $10,000 dollars to professional development, $10,000 dollars be transferred to extra duty pay, $10,000 to materials and supplies, $10,000 to technology and $1,000 to child care/babysitting. Mrs. Murphey asked what is babysitting for? Dr. Martinez expressed that we offer babysitting/childcare to parents when we invite them to different events. For example, our counselor will have a guest speaker at his coffee with counselor social. We give parents an opportunity to listen to the speaker while their children are being cared for here at school.

School Site Council Meeting
Roosevelt Elementary
2/2/23

Dr. Martinez shared that this year we have spent funds on many different things that support our School Plan for Academic Achievement. Some items to name a few: professional development for teachers. This year we focused on writing and the education services project facilitator along with our school coaches, supported our teachers with a step up to writing training. In addition, the school funds also pay for our school project teacher. Dr. Martinez expressed that our project teacher has many duties and roles. Funds have also been spent on tutoring services. This year we will offer a cycle 4 to support students who need more intervention. The school also provides guest teachers to cover classes

when we have MTSS meetings, leadership meetings, AVID meetings and any other collaboration that allows teachers to work together. Teachers are also compensated for their extra services. Some teachers help translate and are given extra service pay. Software has been purchased to reinforce learning; AR, Star, and Read Naturally,. Technology is kept up and chromebooks have been purchased, along with paying for replacements. The school also pays for any posters ordered by teachers for learning, banners to promote parent involvement or school events, copies for students, and flyers for announcements. We also have a new security officer, who has supported after school functions and is compensated for his extra services.
Dr. Martinez shared that in the SSC has requested a reading coach/specialist. This year the district has flown a position for TOSA English Language Development Coach for Roosevelt. This position will support ELL students. We have many systems in place that support student learning at Roosevelt and our plan for academic success. Mrs. Hernandez added that Cecilia Jimenez continues to provide small group intervention for grades K-5. One of our SPSA goals is to improve our i-Ready time on task and build up student early literacy skills and reading fluency. We also have a writing goal that we are working on. Dr. Martinez has met with grade levels to discuss i-Ready data and next steps. Mrs. Hernandez added that we progress monitor students to measure growth; which helps with planning and next steps. The data helps teachers with planning and small group support.
Dr. Martinez shared the role and importance of the project teacher. He said that he would like to continue funding this position for next year. He asked our project teacher to share some of the duties she has. She oversees AVID, MTSS, supports all grade levels, and participates in all school events to name a few. Mrs. Hernandez added that MTSS is a big role she plays a part in. Mrs. Alvarado coordinates, facilitates and initiates all MTSS meetings. She shared that planning systems and plans takes a lot of work. Therefore, making the role of the project teacher extremely important. It is a very comprehensive job and looking ahead, Roosevelt could continue to benefit from a project teacher.
Mrs. Brittany Meza shared that she likes what is happening at Roosevelt. She shared the idea of having motivational speakers talk to either staff or students. Mrs. Hernandez shared that we will have an assembly to promote good choices and will be tied in with state testing to motivate students.
Dr. Martinez shared that we continue to support all sub groups including foster students, homeless students, ELL students and EO students. Mr. Cain, our school counselor, makes sure that we access Care Solace, Assistance League to purchase uniforms and Olive Crest support for homeless students. This year alone, Dr. Martinez purchased 2000 dollars in school uniforms for students who don't have the means to purchase school uniforms. We also have our deputy district attorney, child welfare and attendance office that help with student absence. Students who are at Martha's Village also get services from Roosevelt. All is done in an effort to look at the child as a whole and provide all the opportunities for learning.

School Site Council Meeting
Roosevelt Elementary
3/2/23

School Site Council Meeting
Roosevelt Elementary
5/4/23

Impact on the SPSA and the Annual Evaluation

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

The consultations impacted the SPSA by aligning the school goals to the strategies as it relates to data.The data validated our strategies and any additional areas that need attention. Based on the SPSA evaluation, we identified two collective commitments that will have a positive impact on student learning.

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:	$116,570
Total Centralized Services:	$122,237
Total Supplemental Concentration Funds	$204,210
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$320,780.00

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.

Supplemental services are principally targeted to increase instructional and intervention support to meet the needs of socio-economically disadvantaged students and English learners. Such services include Response to Intervention, TRAC site/district collaboration, State and Federal Programs site visitations, Educational Services trainings, and Professional Learning Communities to address rigor, relevance, and learner engagement. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance Framework began and will continue, where teachers, a project teacher, and instructional coach participated in instructional rounds to support this implementation. A variety of formative assessments including site/district assessments, teacher-directed assessment, and DIBELS are used. Students, including Long-Term English Learners, needing intervention are supported through RTI, Alternative Support Funds Tutoring, progress monitoring, and Jumpstart programs. Site funds provide for a full-time project teacher and one classified support staff. Through funds distributed for site-based parent engagement activities, CCSS ELA Nights, CCSS Math Nights and six weeks of Parenting Nights using Second Step were offered in Spanish and English during the day and/or in evenings. Additional parent engagement programs included CABE, School Wide Safety, PIQE, Adult School, and Safe Routes to School with a targeted audience of English Language Learner parents.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.2%			1
African American	1.0%	0.65%	0.41%	5	3	2
Asian	0.8%	0.65%	1.22%	4	3	6
Filipino	%	%	0%			0
Hispanic/Latino	90.1%	92.17%	92.48%	435	424	455
Pacific Islander	%	%	0%			0
White	1.9%	1.74%	2.24%	9	8	11
Multiple/No Response	1.2%	%	0%	6		0
			Total Enrollment	483	460	492

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	86	85
Grade 1	85	77	82
Grade 2	78	86	80
Grade3	78	64	90
Grade 4	88	73	70
Grade 5	76	74	85
Total Enrollment	483	460	492

Conclusions based on this data:

1. Based on this data, enrollment appears to have reached some stability.
2. The Hispanic population has maintained enrollment and may build this trend.
3. The Arabic population has maintained enrollment and may build this trend.

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	263	249	259	54.50%	54.1%	52.6%
Fluent English Proficient (FEP)	16	12	15	3.30%	2.6%	3.0%
Reclassified Fluent English Proficient (RFEP)	22			8.4%		

Conclusions based on this data:

1. Based on this data, the EL population has been steadily decreasing by 3% over a three year span.
2. The FEP population has averaged a 3% mean value.
3. The RFEP population has averaged a 4% mean value.

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	78	68		0	67		0	67		0.0	98.5	
Grade 4	84	81		0	76		0	76		0.0	93.8	
Grade 5	76	77		0	77		0	77		0.0	100.0	
All Grades	238	226		0	220		0	220		0.0	97.3	

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		2348.			4.48			11.94			22.39			61.19	
Grade 4		2394.			6.58			17.11			17.11			59.21	
Grade 5		2472.			15.58			24.68			24.68			35.06	
All Grades	N/A	N/A	N/A		9.09			18.18			21.36			51.36	

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		1.49			61.19			37.31	
Grade 4		6.58			59.21			34.21	
Grade 5		12.99			63.64			23.38	
All Grades		7.27			61.36			31.36	

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		4.48			34.33			61.19	
Grade 4		1.32			47.37			51.32	
Grade 5		11.69			55.84			32.47	
All Grades		5.91			46.36			47.73	

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		4.48			73.13			22.39	
Grade 4		5.26			71.05			23.68	
Grade 5		9.09			80.52			10.39	
All Grades		6.36			75.00			18.64	

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		1.49			58.21			40.30	
Grade 4		10.53			50.00			39.47	
Grade 5		15.58			57.14			27.27	
All Grades		9.55			55.00			35.45	

Conclusions based on this data:

1. The iReady Overall Achievement for All Students increased from 10% in Reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	68		0	68		0	68		0.0	100.0	
Grade 4	84	81		0	77		0	77		0.0	95.1	
Grade 5	76	77		0	77		0	77		0.0	100.0	
All Grades	238	226		0	222		0	222		0.0	98.2	

* 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		2359.			4.41			16.18			16.18			63.24	
Grade 4		2382.			0.00			7.79			24.68			67.53	
Grade 5		2455.			7.79			14.29			27.27			50.65	
All Grades	N/A	N/A	N/A		4.05			12.61			22.97			60.36	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.29			32.35			57.35	
Grade 4		0.00			25.97			74.03	
Grade 5		6.49			45.45			48.05	
All Grades		5.41			34.68			59.91	

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		2.94			35.29			61.76	
Grade 4		1.30			38.96			59.74	
Grade 5		7.79			51.95			40.26	
All Grades		4.05			42.34			53.60	

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		8.82			48.53			42.65	
Grade 4		1.30			49.35			49.35	
Grade 5		6.49			63.64			29.87	
All Grades		5.41			54.05			40.54	

Conclusions based on this data:

1. The iReady Overall Achievement for All Students increased from 12% in Math.

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	1395.0	1421.2		1413.2	1438.9		1352.3	1379.8		50	41	
1	1412.6	1424.5		1436.0	1444.6		1388.7	1403.9		49	49	
2	1454.0	1470.2		1461.7	1470.1		1445.7	1470.0		42	49	
3	1476.3	1483.0		1475.5	1484.0		1476.8	1481.6		48	38	
4	1500.6	1490.7		1484.1	1486.3		1516.7	1494.5		51	40	
5	1508.1	1541.6		1503.2	1530.8		1512.7	1551.8		47	41	
All Grades										287	258	

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	4.00	14.63		14.00	24.39		64.00	48.78		18.00	12.20		50	41	
1	6.12	2.04		14.29	24.49		38.78	46.94		40.82	26.53		49	49	
2	2.38	10.20		40.48	36.73		38.10	38.78		19.05	14.29		42	49	
3	10.42	5.26		22.92	47.37		45.83	31.58		20.83	15.79		48	38	
4	7.84	7.50		47.06	35.00		29.41	35.00		15.69	22.50		51	40	
5	10.64	29.27		25.53	46.34		51.06	17.07		12.77	7.32		47	41	
All Grades	6.97	11.24		27.18	35.27		44.60	36.82		21.25	16.67		287	258	

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	8.00	21.95		36.00	29.27		44.00	39.02		12.00	9.76		50	41	
1	8.16	10.20		24.49	32.65		44.90	44.90		22.45	12.24		49	49	
2	16.67	20.41		35.71	34.69		38.10	38.78		9.52	6.12		42	49	
3	18.75	18.42		43.75	50.00		16.67	21.05		20.83	10.53		48	38	
4	19.61	15.00		45.10	55.00		17.65	22.50		17.65	7.50		51	40	
5	17.02	39.02		57.45	46.34		21.28	12.20		4.26	2.44		47	41	
All Grades	14.63	20.54		40.42	40.70		30.31	30.62		14.63	8.14		287	258	

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	0.00	2.44		10.00	14.63		58.00	56.10		32.00	26.83		50	41	
1	6.12	2.04		12.24	10.20		22.45	30.61		59.18	57.14		49	49	
2	2.38	4.08		28.57	36.73		38.10	30.61		30.95	28.57		42	49	
3	6.25	2.63		6.25	15.79		52.08	57.89		35.42	23.68		48	38	
4	7.84	7.50		37.25	25.00		37.25	25.00		17.65	42.50		51	40	
5	8.51	21.95		12.77	29.27		48.94	29.27		29.79	19.51		47	41	
All Grades	5.23	6.59		17.77	22.09		42.86	37.60		34.15	33.72		287	258	

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	12.00	29.27		76.00	63.41		12.00	7.32		50	41	
1	14.29	30.61		65.31	59.18		20.41	10.20		49	49	
2	9.52	36.73		73.81	53.06		16.67	10.20		42	49	
3	14.58	23.68		64.58	60.53		20.83	15.79		48	38	
4	35.29	42.50		49.02	47.50		15.69	10.00		51	40	
5	14.89	24.39		72.34	70.73		12.77	4.88		47	41	
All Grades	17.07	31.40		66.55	58.91		16.38	9.69		287	258	

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	10.00	19.51		70.00	58.54		20.00	21.95		50	41	
1	6.12	6.12		71.43	73.47		22.45	20.41		49	49	
2	23.81	14.29		61.90	69.39		14.29	16.33		42	49	
3	29.17	55.26		50.00	34.21		20.83	10.53		48	38	
4	15.69	15.00		66.67	72.50		17.65	12.50		51	40	
5	44.68	78.05		46.81	12.20		8.51	9.76		47	41	
All Grades	21.25	29.84		61.32	54.65		17.42	15.50		287	258	

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	0.00	4.88		68.00	80.49		32.00	14.63		50	41	
1	10.20	4.08		24.49	40.82		65.31	55.10		49	49	
2	14.29	14.29		50.00	59.18		35.71	26.53		42	49	
3	6.25	0.00		43.75	55.26		50.00	44.74		48	38	
4	11.76	7.50		54.90	40.00		33.33	52.50		51	40	
5	12.77	21.95		46.81	58.54		40.43	19.51		47	41	
All Grades	9.06	8.91		48.08	55.43		42.86	35.66		287	258	

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	18.00	9.76		40.00	48.78		42.00	41.46		50	41	
1	2.04	6.12		42.86	53.06		55.10	40.82		49	49	
2	2.38	6.12		69.05	71.43		28.57	22.45		42	49	
3	6.25	7.89		66.67	76.32		27.08	15.79		48	38	
4	13.73	10.00		72.55	62.50		13.73	27.50		51	40	
5	8.51	34.15		70.21	56.10		21.28	9.76		47	41	
All Grades	8.71	12.02		59.93	61.24		31.36	26.74		287	258	

Conclusions based on this data:

1. The ELPAC Overall Achievement for All Students is 54.1% in Levels 3 and 4.
2. The ELPAC Overall Achievement for All Students is 45.8% in Levels 1 and 2.
3. Further academic language and literacy are necessary for EL progress.

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**
460	**95.7**	**54.1**	**0.9**
Total Number of Students enrolled in Theodore Roosevelt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	249	54.1
Foster Youth	4	0.9
Homeless	19	4.1
Socioeconomically Disadvantaged	440	95.7
Students with Disabilities	59	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.7
American Indian		
Asian	3	0.7
Filipino		
Hispanic	424	92.2
Two or More Races		
Pacific Islander		
White	8	1.7

Conclusions based on this data:

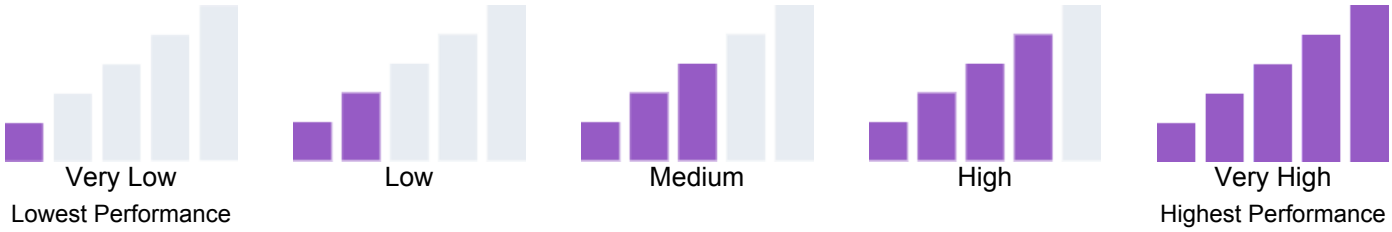
1. Designated ELD and explicit instruction is necessary for EL success.
2. Integrated ELD through all content areas is necessary for EL success..
3. SED students and ELs are nearly the same students.

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: Very Low
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

1. ELA academic progress decreased needing more targeted intervention, Professional Development, and best first instruction.
2. Math academic progress increased, therefore a school-wide math focus was effective.

3. Suspension Rate signifies support systems in the school with respect to student safety and anti-bullying policies needs continued attention.

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.

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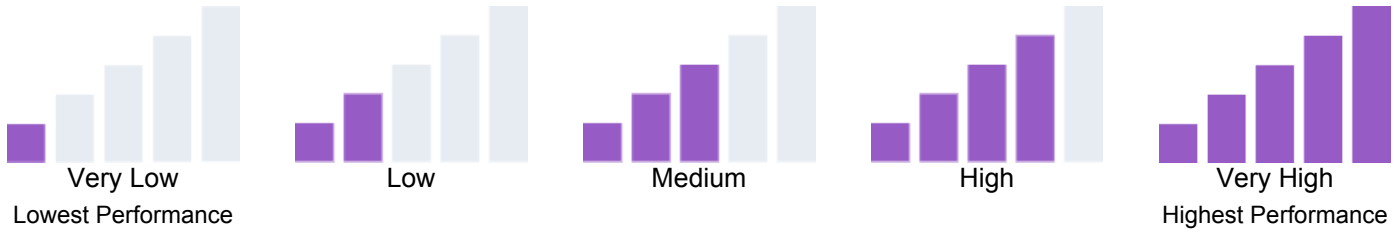


This section provides number of student groups in each level.

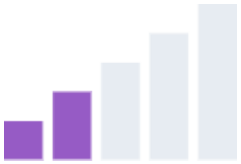
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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
61.1 points below standard	51.5 points below standard	1 Student
203 Students	120 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	62.7 points below standard	136.9 points below standard
	195 Students	35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.9 points below standard 186 Students			No Performance Level 4 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**
77.7 points below standard	58.8 points above standard	77.2 points below standard
97 Students	23 Students	81 Students

Conclusions based on this data:

1. English Language Arts Performance for Students with Disabilities increased as a result of RTI/MTSS implementation.
2. English Language Arts Data for All Students decreased signaling a greater need for targeted school-wide measures.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

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

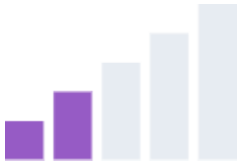
All Students

Low

80.2 points below standard

203 Students

English Learners



Low

77.4 points below standard

120 Students

Foster Youth

No Performance Level

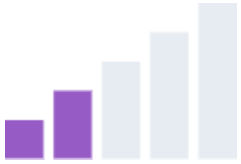
1 Student

Homeless

No Performance Level

4 Students

Socioeconomically Disadvantaged

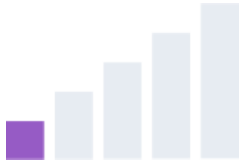


Low

80.8 points below standard

195 Students

Students with Disabilities



Very Low

148.9 points below standard

35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 1 Student		 No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 77.9 points below standard 186 Students			 No Performance Level 4 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**
94.0 points below standard 97 Students	7.4 points below standard 23 Students	85.7 points below standard 81 Students

Conclusions based on this data:

1. Math increased in every subgroup signifying a math focus was what our school needed for progress to be made schoolwide.

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

High

55.6 making progress towards English language proficiency

Number of EL Students: 205 Students

Performance Level: 4

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
12.2%	32.2%	1.0%	54.6%

Conclusions based on this data:

1. English language proficiency is at 49.6% in the ELPAC, which requires further targeted integration and designation of ELD.

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:

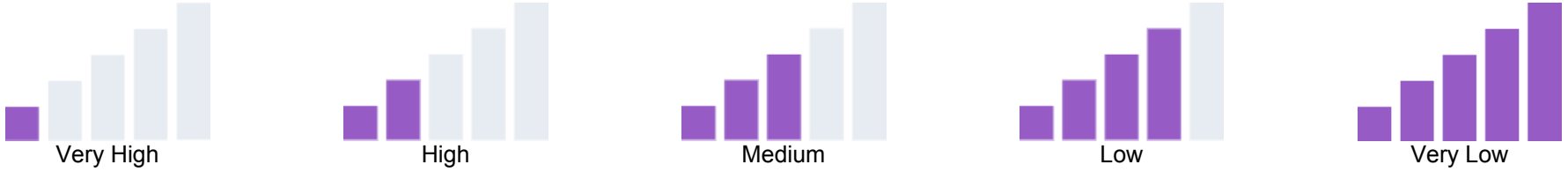
1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



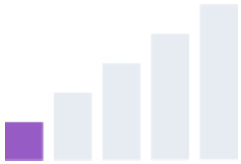
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	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

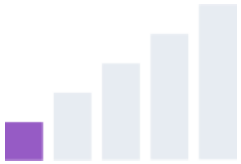


Very High

48% Chronically Absent

496 Students

English Learners



Very High

43% Chronically Absent

270 Students

Foster Youth

No Performance Level

71.4% Chronically Absent

14 Students

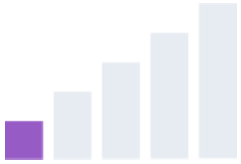
Homeless

No Performance Level

55.6% Chronically Absent

27 Students

Socioeconomically Disadvantaged

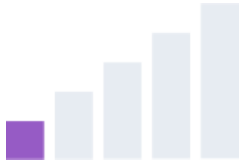


Very High

48.6% Chronically Absent

471 Students

Students with Disabilities



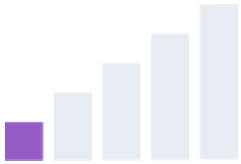
Very High

46.4% Chronically Absent

84 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Hispanic	Two or More Races	Pacific Islander	White
 Very High 48.7% Chronically Absent 460 Students	No Performance Level 47.6% Chronically Absent 21 Students		No Performance Level Less than 11 Students 9 Students

Conclusions based on this data:

1. Chronic Absenteeism for All Students is 21.1% motivating district and site personnel to improve SART/SARB, counseling, MTSS, and family services.

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:

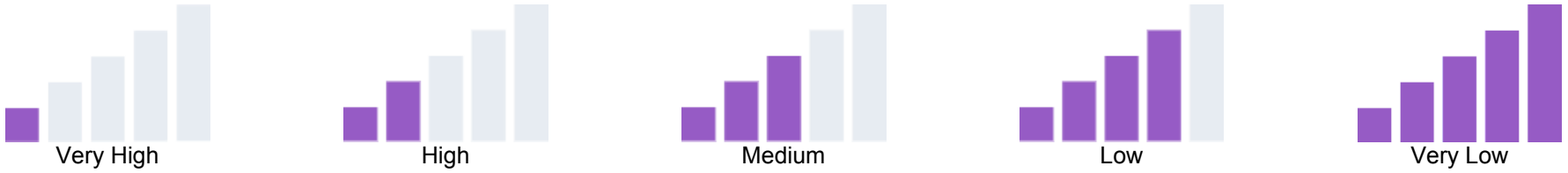
1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	5

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

Very Low

0.4% suspended at least one day

509 Students

English Learners

Very Low

0.4% suspended at least one day

276 Students

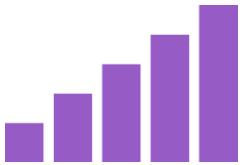
Foster Youth

No Performance Level

0% suspended at least one day

14 Students

Homeless

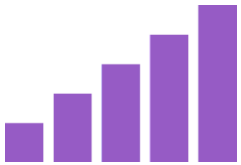


Very Low

0% suspended at least one day

31 Students

Socioeconomically Disadvantaged

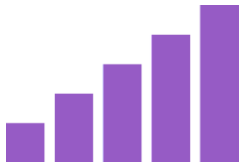


Very Low

0.4% suspended at least one day

484 Students

Students with Disabilities



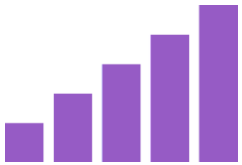
Very Low

0% suspended at least one day

87 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	
Less than 11 Students		Less than 11 Students	
3 Students		4 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	No Performance Level		No Performance Level
0.4% suspended at least one day	0% suspended at least one day		0% suspended at least one day
469 Students	22 Students		11 Students

Conclusions based on this data:

1. School-wide support systems, staff buy-in, and district support services need further attention to create a learning environment that is safe for all students.

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 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
Mean Distance from Standard in ELA: 1. ALL: 27 2. EL: 13 3. SED: 5 4. SWD: -55 5. Asian: 63 6. Hispanic: 10 7. White: 55 8. Two/more Races: 47	Expected Outcome Typical Growth median targets for Winter iReady: Reading 2023 1. ALL: 75 2. EL: 71 3. SED: 73 4. SWD: 58 5. Hispanic: 78
Mean Distance from Standard in Math: 1. ALL: 19 2. EL: -1 3. SED: 2 4. SWD: -53 5. Asian: 42 6. Hispanic: 2 7. White: 40 8. Two/more Races: 50	Expected Outcome Typical Growth median targets for Winter iReady: Math 2023 1. ALL: 58 2. EL: 59 3. SED: 56 4. SWD: 38 5. Hispanic: 58

Expected Outcomes	Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs.	Students received instruction using standards-based State/District adopted core programs.	Base 0	Base 0
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provided specialized attention to building language proficiency in English.	Base 0	Base 0
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	Centralized Services Title I 0	Centralized Services Title I 0
Teachers will use data tools to analyze and monitor student progress	Teachers used data tools to analyze and monitor student progress.	Centralized Services Title I 0	Centralized Services 0
Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals.	Site leadership participated in the District TRAC process to address identified school wide and district instructional goals.	Centralized Services Title I 0	Centralized Services 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Before/During/After school reading and math interventions for students not meeting standards.	Provided Before/During/After school reading and math interventions for students not meeting standards.	Supplemental/Concentration 0	Supplemental/Concentration 0
Teachers will continue to receive professional development on effective research-based strategies to support all learners.	Teachers continued to receive professional development on effective research-based strategies to support all learners.	Centralized Services Title I 0	Centralized Services 0
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I 0	Centralized Services Title I 0
Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling.	Provided a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling.	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process.	Provided extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process.	Centralized Services Title I 6,200	Centralized Services Title I 6,200
Provide support for early literacy and continued support for students below grade level.	Provided support for early literacy and continued support for students below grade level.	Centralized Services Title I 0	Centralized Services Title I 0
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Provided continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Used the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Centralized Services Title I 0	Centralized Services Title I 0
Provide an instructional/educational consultant to provide support in Math, the	Provided an instructional/educational consultant to provide support in Math, the	Supplemental/Concentration 0	Supplemental/Concentration 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Science, or other site initiatives/needs.	Science, or other site initiatives/needs.		
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Provided continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Used the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	District 0	District 0
Meaningful and ongoing professional development for teachers, principal, and/or support staff. To attend conferences or participate in staff development in the core curriculum, Kagan Structures, Thinking Maps, Second Step, research based instructional strategies, the effective use of teaching strategies to differentiate instruction for all students in ELA, ELD and/or Math to build academic vocabulary, improve evidence based writing, increase student engagement and/or use of language frames. This includes sending staff to professional conferences, trainings and seminars. It also includes specialists, consultants, and materials.	Provided meaningful and ongoing professional development for teachers, principal, and/or support staff. Attended conferences or participate in staff development in the core curriculum, Kagan Structures, Thinking Maps, Second Step, research based instructional strategies, the effective use of teaching strategies to differentiate instruction for all students in ELA, ELD and/or Math to build academic vocabulary, improve evidence based writing, increase student engagement and/or use of language frames. This included sending staff to professional conferences, trainings and seminars. It also included specialists, consultants, and materials.	Title I 8,500	Title I 8,500
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	Provided extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	Supplemental/Concentration 0	Supplemental/Concentration 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Site Project Teacher will provide regular and meaningful classroom support (via model lessons, trainings, planning, co-teaching, etc), as well as timely data to teachers and principal to make decisions that will improve instruction and student achievement.	Site Project Teacher provided regular and meaningful classroom support (via model lessons, trainings, planning, co-teaching, etc), as well as timely data to teachers and principal to make decisions that improved instruction and student achievement.	Title I 44,585 Supplemental/Concentration 100,000	Title I 44,585 Supplemental/Concentration 100,000
Provide days of substitute teachers to cover when teachers are absent for Professional Development conferences/trainings/ other opportunities.	Provided days of substitute teachers to cover when teachers are absent for Professional Development conferences/trainings/ other opportunities.	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide extra duty hours, for after school tutoring services in Math, ELD, Early Literacy and/or ELA. Approximately 180 hours or 30 hours for 6 teachers.	Provided extra duty hours, for after school tutoring services in Math, ELD, Early Literacy and/or ELA. Approximately 180 hours or 30 hours for 6 teachers.	Title I 22,000	Title I 22,000
Repair any damaged technology (Chromebooks, Tablets, computers, Document Cameras, printers, LFD's, Broadcast tech or SWIVL).	Repaired any damaged technology (Chromebooks, Tablets, computers, Document Cameras, printers, LFD's, Broadcast tech or SWIVL).	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide guest teachers/extra duty to allow teachers to attend PLCs and Student Study Team meetings to determine student interventions.	Provided guest teachers/extra duty to allow teachers to attend PLCs and Student Study Team meetings to determine student interventions.	Title I 4,000	Title I 4,000
Provide funding for supplemental materials and supplies to be used in the school-wide intervention and tutoring programs (ELA, ELD, Math, & Early Literacy).	Provided funding for supplemental materials and supplies to be used in the school-wide intervention and tutoring programs (ELA, ELD, Math, & Early Literacy).	Title I 17,554	Title I 17,554

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Child care for Parent Meetings, and other site related event needs.	Provided child care for Parent Meetings, and other site related event needs.	Title I 1,000	Title I 1,000
Provide opportunities for parents to attend the annual CABE conferences (local or annual conference).	Provided opportunities for parents to attend the annual CABE conferences (local or annual conference).	Title I 3,000	Title I 3,000
Provide Before/During/After school reading and math interventions for students not meeting standards	Provided Before/During/After school reading and math interventions for students not meeting standards	Supplemental/Concentration 10,000	Supplemental/Concentration 10,000

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 between moderate and strong. Results compiled in the i-Ready system detailing student performance showed a moderate separation between implementation in the classroom and assessments. Outcomes for English Learners and designated ELD are measured on a yearly basis. District benchmarks are administered periodically, and the data was used for determining how all students were making progress in ELA and Math. The Instructional Coach and Project Teacher kept track of their time and the students involved in Response to Intervention. They documented demonstration lessons and coaching sessions, completing over 80, for average of nearly one per week. The implementation goal for designated and integrated ELD was moderately implemented. Implementation was at a moderate to strong level and the difficulty of providing the necessary depth of collaboration and support.

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

i-Ready results for Reading and Math were moderate to stronger for all students. Results on district benchmark assessments need a closer look. This indicates that our services need to address ELA and Math in a targeted fashion in order to positively impact student learning. The efforts of the Instructional Coach and Project Teacher helped participation and EOY growth on i-Ready assessments. We rate the effectiveness of this action as "good." i-Ready results were above expectations. With the addition of AVID (Organization, Collaboration, Writing, and Reading) to ELA and Math, we believe this approach had an impact on academic readiness. We also rate the effectiveness of this action as good. Students With Disabilities fell below expected progress in Reading and Math.

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

Funding changes strongly impacted material differences between budgeted and expended 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.

Data did indicate that AVID and its ancillary components had a positive impact on student learning. We will continue looking at quantitative and qualitative data to confirm future findings. Teachers and staff will continue further professional development in AVID and MTSS in order to increase implementation and its effectiveness, teachers will be provided training on developing these objectives and integrating them into ELA lessons. The effectiveness of the Instructional Coach and Project Facilitator for grades TK-5 suggests that it might help to have similar support, so we will continue having both staff members address lesson planning and staff collaboration. Students With Disabilities were were low in Reading and Math, therefore the district will implement a program to provide supplemental instruction and address SAI. There is evidence that supports this approach's efficacy. Furthermore, implementation of UDL and CGI Math will be necessary to support student progress and classroom instruction.

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
The expected outcome of 95% of students participating in AVID Organization, Collaboration, Reading and Writing in preparation for college and career readiness was met and exceeded as measured by implementation of AVID strategies and schoolwide assemblies.	The actual outcome of 100% of students participating in AVID Organization, Collaboration, Reading and Writing in preparation for college and career readiness was met as measured by implementation of AVID strategies and schoolwide assemblies.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences (i.e. STEM activities, AVID implementation, ELA/Math nights, etc.)	Created a college and career going culture through school activities, events or experiences (i.e. STEM activities, AVID implementation, ELA/Math nights, etc.)	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide enrichment opportunities for all students, including GATE and AVID.	Provided enrichment opportunities for all students, including GATE and AVID.	Supplemental/Concentration 0	Supplemental/Concentration 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide enrichment opportunities for all students, including GATE and AVID.	Provided enrichment opportunities for all students, including GATE and AVID.	Supplemental/Concentration 2,000	Supplemental/Concentration 2,000
Provide extra duty hours to site leadership team for collaboration with principal, coach, and staff regarding the overall instructional program, the improvement of site ELA, ELD and Math intervention programs, and to ensure the best practices are in place to achieve high levels of student success.	Provided extra duty hours to site leadership team for collaboration with principal, coach, and staff regarding the overall instructional program, the improvement of site ELA, ELD and Math intervention programs, and to ensure the best practices are in place to achieve high levels of student success.	Supplemental/Concentration 20,541	Supplemental/Concentration 20,541
Provide supplemental and support materials for student organization/planning, stem instruction, participation in site/district science fair, site spelling bee and additional materials/supplies for academic, and extracurricular activities.	Provided supplemental and support materials for student organization/planning, stem instruction, participation in site/district science fair, site spelling bee and additional materials/supplies for academic, and extracurricular activities.	Supplemental/Concentration 0	Supplemental/Concentration 0
Purchase software licenses and use intervention programs, equipment (i.e. A/R, STAR, Read Naturally, etc.)	Purchased software licenses and use intervention programs, equipment (i.e. A/R, STAR, Read Naturally, etc.)	Supplemental/Concentration 6,500	Supplemental/Concentration 6,500
Provide extra duty pay to teachers for their participation in either Math or ELA: Family Academic Nights (2 hours total per teacher).	Provided extra duty pay to teachers for their participation in either Math or ELA: Family Academic Nights (2 hours total per teacher).	Title I 0	Title I 0
Provide translation services for conferences and events, to increase and support parent/community involvement.	Provided translation services for conferences and events, to increase and support parent/community involvement.	Supplemental/Concentration 5,000	Supplemental/Concentration 4,800
Provide new chromebooks, computers, tablets, LFD, webcams, printers, document readers,	Provided new chromebooks, computers, tablets, LFD, webcams, printers, document	Title I 20,156	Title I 20,156

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	readers, communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	Supplemental/Concentration 40,169	Supplemental/Concentration 40,169
Provide a bilingual para-educator/specialist to support students regarding the overall instructional program, the improvement of site ELA and Math intervention programs, success of English Learners, and to ensure best practices are in place to achieve high levels of student success.	Provided a bilingual para-educator/specialist to support students regarding the overall instructional program, the improvement of site ELA and Math intervention programs, success of English Learners, and to ensure best practices are in place to achieve high levels of student success.	Supplemental/Concentration 0 Title I 0	Supplemental/Concentration 0 Title I 0

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 between moderate and strong. Results compiled in i-Ready detailing student performance showed a moderate relationship between implementation in the classroom and assessments. Outcomes for all students are measured on a trimester basis. District benchmarks are administered periodically, and the data was used for determining how all students were making progress in ELA and Math. The Project Facilitator kept track of her time and the students involved in academic Interventions. She documented lessons and modified learning opportunities. As noted in the description above, the implementation goal for designated and integrated ELD was moderately implemented. Implementation was at a moderate to strong level due to the improvement of collaboration and staff support.

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

i-Ready results for Reading and Math were moderate to strong for all students. Results on district benchmark assessments need a closer look. This indicates that our services need to address ELA and Math in a targeted fashion in order to positively impact student learning. The efforts of the Instructional Coach and Project Teacher provided strong support in and out of the classroom environment. We rate the effectiveness of this action as moderate to strong. English Learners showed improvement in ELA and Math, however results need a closer look. With the addition of AVID to ELA and Math, we believe this approach had an moderate impact on these improvements. We also rate the effectiveness of this action as moderate to strong. Students With Disabilities fell below expected progress in ELA and Math and will demand further monitoring.

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

There were mild material differences between budgeted and expended categorical funds. Funds were expended as approved by the SSC and Governing Board, however costs for our bilingual para-educator were increased at the beginning of the school year that put expended categorical funds over the initial budgeted amount.

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 implementation of AVID and MTSS was widely accepted and data did indicate they may have had a positive impact on student learning and social competency. We will continue looking at these practices to confirm findings and establish solid systems of support. Teachers and staff will continue further professional development in AVID and MTSS in order to increase implementation and its effectiveness. Teachers will be provided training on developing Tier II objectives and integrating them into daily learning opportunities. The effectiveness of the Project Facilitator for grades TK-5 suggests that it might help to have similar support, so we will continue having her address lesson planning, staff collaboration and intervention. Students With Disabilities were low in i-Ready Reading and Math, therefore we will continue implementing SAI services to students and continue our partnership with district personnel for further improvements to curriculum, instruction, and assessment. There is evidence that supports this approach's efficacy so we will continue access to standards-aligned and other district-adopted materials.

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
In the area of Conditions and Climate for the 2022-2023 school year, All Students were at a 0% suspension rate. In the area of Academic Engagement for 2022-2023, All Students were above 20% chronic absenteeism rate.	In the area of Conditions and Climate for the 2022-2023 school year, All Students were at a 0% suspension rate. In the area of Academic Engagement for 2022-2023, All Students were above 20% chronic absenteeism rate.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance	Provided activities and protocols for improving attendance	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide strategies to support the work of MTSS to address school climate and culture	Provided strategies to support the work of MTSS to address school climate and culture	Title I 0	Title I 0
Implement AVID structure/strategies along with	Implemented AVID structure/strategies along with	Title I 0	Title I 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instructional materials/supplies to support student learning.	instructional materials/supplies to support student learning.		
Incorporate strategies to ensure a safe and positive environment	Incorporated strategies to ensure a safe and positive environment	Supplemental/Concentration 0	Supplemental/Concentration 0
Purchase presenters, materials, supplies, etc to support the school counselor program. This will include events related to Red Ribbon Week, Positive Action, (Loving Solutions) Anti-Bullying, etc.	Purchased presenters, materials, supplies, etc to support the school counselor program. This included events related to Red Ribbon Week, Positive Action, (Loving Solutions) Anti-Bullying, etc.	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide a part-time specialist to facilitate our school's counseling Program, as well as providing Auxiliary Services for ELL students and parents, to include parent classes, parent group meetings, and strategic counseling services.	Provided a part-time specialist to facilitate our school's counseling program, as well as providing Auxiliary Services for ELL students and parents, to include parent classes, parent group meetings, and strategic counseling services.	Supplemental/Concentration 0	Supplemental/Concentration 0
Bilingual Office Tech and/or substitute bilingual office tech to provide written and verbal translations for home/school communication in Spanish. This position will also be responsible for assisting with ELPAC testing and proctoring all necessary ELPAC testing, after the regular testing has ended. This staff member also acts as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. Additionally, they will prepare supplemental materials (assessments maintain cum records (purple folder), outreach	Bilingual Office Tech and/or substitute bilingual office tech provided written and verbal translations for home/school communication in Spanish. This position was responsible for assisting with ELPAC testing and proctoring all necessary ELPAC testing, after the regular testing has ended. This staff member also acted as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. Additionally, they prepared supplemental materials (assessments maintain cum records (purple folder), outreach	Supplemental/Concentration 16,000	Supplemental/Concentration 16,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
for community agencies and complete other mandated assessment/data, to support EL students. (Include extra duty time for teachers to translate supplemental materials to support EL students). Finally, this position will also be responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member will work closely with our instructional coach to monitor the effectiveness of both intervention programs.	for community agencies and completed other mandated assessment/data, to support EL students. (Includes extra duty time for teachers to translate supplemental materials to support EL students). Finally, this position was responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member worked closely with our instructional coach to monitor the effectiveness of both intervention programs.		
Provide funding for student acknowledgements and promoting student achievement, student behavior/character and attendance including rewards but not limited to (books, charms, pencils, games, ribbons, medals, trophies, certificates, T-shirts).	Provided funding for student acknowledgements and promoting student achievement, student behavior/character and attendance including rewards but not limited to (books, charms, pencils, games, ribbons, medals, trophies, certificates, T-shirts).	Supplemental/Concentration 0	Supplemental/Concentration 0
Provide graphic services for parent or event communication documents. To promote positive events, student awards, family events and other ways to promote the site.	Provided graphic services for parent or event communication documents. Promoted positive events, student awards, family events and other ways to promote the site.	Supplemental/Concentration 3,000	Supplemental/Concentration 3,000
Provide for site safety needs, to include safety equipment, first aid kits, emergency bin items, and site safety team identified personnel.	Provided for site safety needs, to include safety equipment, first aid kits, emergency bin items, and site safety team identified personnel.	Supplemental/Concentration 1,000	Supplemental/Concentration 1,000

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 moderate to strong. Student counseling services and implementation of Second Step showed a good relationship between classroom management and behavioral management. The CA Dashboard displayed our school in the green category for suspensions which needs some attention and improvement. Outcomes for all students are measured on a yearly basis. District Panorama Education data was used for determining how all students feel regarding school, community, and peer-to-peer safety. As noted in the description above, the goal for student behavioral management was moderately implemented. Implementation was at a moderate level due to new changes in MTSS Tier 1 and Tier 2.

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

Expected results for Suspension were met for all students. Interventions for Hispanic, homeless, and socio-economically disadvantaged students need a closer look. This indicates that our services need to address these three categories in a targeted fashion in order to positively impact student learning. We rate the effectiveness of this action as strong. English Learners showed improvement with their perceptions of school safety. With the addition of AVID and MTSS Tier 2, we believe these approaches had an impact on these improvements. We also rate the effectiveness of this action as strong. Students With Disabilities made a good amount of behavioral progress due to increased counseling services and staff intervention. We rate the effectiveness of this action as moderate to strong.

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

There were minor material differences between budgeted and expended 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.

AVID and MTSS approaches developed between moderate to strong levels and data did indicate they had a positive impact on student engagement. We will continue looking at Panorama Ed. data to confirm future findings. Teachers and staff will continue further professional development in AVID and MTSS in order to increase implementation and its effectiveness. Teachers will attend further training to develop WICOR and MTSS Tier 2 interventions to increase student progress. The effectiveness of the Project Teacher for grades TK-5 to implement AVID and MTSS suggests that it might help to have similar support, so we will continue having her address coaching and facilitation during professional development. We will continue the Multi-Tiered Systems of Support to enhance student safety, UDL, CGI Math, and support SAI. There is evidence that supports their efficacy.

Goals, Actions, & Services

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

Goal 1

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

State Priorities addressed by this goal:

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

Identified Need

Continue to improve SBAC, district benchmark assessments, and common assessments in English Language Arts and Mathematics through the full implementation of state standards using district adopted curriculum, professional development, and SMART goals.

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	Mean Distance from Standard in ELA: 1. ALL: 14.1 2. EL: -1.2 3. SED: -8.4 4. SWD: -78.8 5. Asian: 48.1 6. Hispanic: -4.3 7. White: 40.7 8. Two/more Races: 33.9	Mean Distance from Standard in ELA: 1. ALL: 23.1 2. EL: 8 3. SED: 1 4. SWD: -60 5. Asian: 58 6. Hispanic: 5 7. White: 46 8. Two/more Races: 42	Mean Distance from Standard in ELA: 1. ALL: 27 2. EL: 13 3. SED: 5 4. SWD: -55 5. Asian: 63 6. Hispanic: 10 7. White: 55 8. Two/more Races: 47	Mean Distance from Standard in ELA: 1. ALL: 61 2. EL: 56 3. SED: 56 4. SWD: 137 5. Hispanic: 56

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	Expected Outcome Typical Growth median targets for Winter iReady: Reading 2021 1. ALL: 28 2. EL: 26 3. SED: 28 4. SWD: 14 5. Hispanic: 27	Expected Outcome Typical Growth median targets for Winter iReady: Reading 2022 1. ALL: 33 2. EL: 31 3. SED: 33 4. SWD: 19 5. Hispanic: 32	Expected Outcome Typical Growth median targets for Winter iReady: Reading 2023 1. ALL: 38 2. EL: 36 3. SED: 38 4. SWD: 24 5. Hispanic: 37	Expected Outcome Typical Growth median targets for Winter iReady: Reading 2023 1. ALL: 43 2. EL: 94 3. SED: 43 4. SWD: 149 5. Hispanic: 42
Academic Indicator Math: Distance from Standard	Mean Distance from Standard in Math: 1. ALL: 4.8 2. EL: -15.4 3. SED: -14.7 4. SWD: -75.8 5. Asian: 31.3 6. Hispanic: -13.4 7. White: 27.9 8. Two/more Races: 41.2 Expected Outcome Typical Growth median targets for Winter iReady: Math 2021 1. ALL: 19 2. EL: 19 3. SED: 19 4. SWD: 8 5. Hispanic: 19	Mean Distance from Standard in Math: 1. ALL: 14 2. EL: -6 3. SED: -5 4. SWD: -58 5. Asian: 37 6. Hispanic: -5 7. White: 34 8. Two/more Races: 44 Expected Outcome Typical Growth median targets for Winter iReady: Math 2022 1. ALL: 24 2. EL: 24 3. SED: 24 4. SWD: 13 5. Hispanic: 24	Mean Distance from Standard in Math: 1. ALL: 19 2. EL: -1 3. SED: 2 4. SWD: -53 5. Asian: 42 6. Hispanic: 2 7. White: 40 8. Two/more Races: 50 Expected Outcome Typical Growth median targets for Winter iReady: Math 2023 1. ALL: 29 2. EL: 29 3. SED: 29 4. SWD: 18 5. Hispanic: 29	Mean Distance from Standard in Math: 1. ALL: 82 2. EL: 82 3. SED: 56 4. SWD: 137 5. Hispanic: 82 Expected Outcome Typical Growth median targets for Winter iReady: Math 2023 1. ALL: 34 2. EL: 34 3. SED: 34 4. SWD: 23 5. Hispanic: 34

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 Base

Action 2

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

Action 3

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

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

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

Action 10

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

Action 11

Provide support for early literacy and continued support for students below grade level	Title I Centralized Services

Action 12

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Title I Centralized Services

Action 13

Provide an instructional/educational consultant to provide support in Math, the Science, or other site initiatives /needs.	Supplemental/Concentration

Action 14

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	District

Action 15

Meaningful and ongoing professional development for teachers, principal, and/or support staff. To attend conferences or participate in staff development in the core curriculum, Kagan Structures, Thinking Maps, Character Counts, research based instructional strategies, the effective use of teaching strategies to differentiate instruction for all students in ELA, ELD and/or Math to build academic vocabulary, improve evidence based writing, increase student engagement and/or use of language frames. This includes sending staff to professional conferences, trainings and seminars. It also includes specialists, consultants, and materials.	Title I 8,500

Action 16

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process	Supplemental/Concentration

Action 17

Site Project Teacher will provide regular and meaningful classroom support (via model lessons, trainings, planning, co-teaching, etc), as well as timely data to teachers and principal to make decisions that will improve instruction and student achievement.	Title I 44,585 Supplemental/Concentration 100,000

Action 18

Provide days of substitute teachers to cover when teachers are absent for Professional Development conferences/trainings/ other opportunities.	Supplemental/Concentration

Action 19

Provide extra duty hours, for after school tutoring services in Math, ELD, Early Literacy and/or ELA. Approximately 180 hours or 30 hours for 6 teachers.	Title I 22,000

Action 20

Repair any damaged technology (Chromebooks, Tablets, computers, Document Cameras, printers, LFD's, Broadcast tech or SWIVL).	Supplemental/Concentration

	0

Action 21

Provide guest teachers/extra duty to allow teachers to attend PLCs and Student Study Team meetings to determine student interventions.	Title I 4,000

Action 22

Provide funding for supplemental materials and supplies to be used in the school-wide intervention and tutoring programs (ELA, ELD, Math, & Early Literacy).	Title I 23,754

Action 23

Child care for Parent Meetings, and other site related event needs.	Title I 1,000

Action 24

Provide opportunities for parents to attend the annual CABE conferences (local or annual conference).	Title I 3,000

Action 25

Provide Before/During/After school reading and math interventions for students not meeting standards	Supplemental/Concentration 12,000

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

Create a college and career culture through school activities, events, and experiences that promote both student achievement and future college and career readiness.

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
Student Council, increasing participation	5	10	15	20

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

Action 2

Provide enrichment opportunities for all students.	District

Action 3

Implement AVID structures/strategies to enhance student learning.	District

Action 4

Provide extra duty hours to site leadership team for collaboration with principal, coach, and staff regarding the overall instructional program, the improvement of site ELA, ELD and Math intervention programs, and to ensure the best practices are in place to achieve high levels of student success.	Supplemental/Concentration 10,541

Action 5

To provide supplemental and support materials for student organization/planning, stem instruction, participation in site/district science fair, site spelling bee and additional materials/supplies for academic, and extracurricular activities.	Supplemental/Concentration 10,000

Action 6

Purchase software licenses and use intervention programs, equipment (i.e. A/R, STAR, Read Naturally, etc.)	Supplemental/Concentration 6,500

Action 7

Provide extra duty pay to teachers for their participation in either Math or ELA: Family Academic Nights (2 hours total per teacher).	

Action 8

Provide translation services for conferences and events, to increase and support parent/community involvement.	Supplemental/Concentration 5000

Action 9

Provide new chromebooks, computers, tablets, LFD, webcams, printers, document readers, communication radios, or other relevant technology to reinforce and enhance instruction or improve safety.	Title I 9,731 Supplemental/Concentration 40,169

Action 10

Provide a bilingual para-educator/specialist to support students regarding the overall instructional program, the improvement of site ELA and Math intervention programs, success of English Learners, and to ensure best practices are in place to achieve high levels of student success.	Supplemental/Concentration

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

Continue to improve respectful and safe learning environments using multi-tiered systems of support, professional development, and district support services.

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	1. ALL: 17.9% 2. EL: 15% 3. SED: 15% 4. SWD: 18% 5. Hispanic: 15%	1. ALL: 13.1% 2. EL: 12% 3. SED: 12% 4. SWD: 15% 5. Hispanic: 12%	1. ALL: 10.2% 2. EL: 9% 3. SED: 9% 4. SWD: 12% 5. Hispanic: 9%	1. ALL: 7.2% 2. EL: 6% 3. SED: 6% 4. SWD: 9% 5. Hispanic: 6%

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

Action 2

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

Action 3

Incorporate strategies to ensure a safe and positive environment	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

Action 5

Purchase presenters, materials, supplies, etc to support the school counselor program. This will include events related to Red Ribbon Week, Positive Action, (Loving Solutions) Anti-Bullying, etc.	Supplemental/Concentration

Action 6

Provide a part-time specialist to facilitate our school's counseling Program, as well as providing Auxiliary Services for ELL students and parents, to include parent classes, parent group meetings, and strategic counseling services.	Supplemental/Concentration

Action 7

Bilingual Office Tech and/or substitute bilingual office tech to provide written and verbal translations for home/school communication in Spanish. This position will also be responsible for assisting with ELPAC testing and proctoring all necessary ELPAC testing, after the regular testing has ended. This staff member also acts as a liaison for our students new to America, creating a positive, safe and nurturing first impression and support person, for the student and family. Additionally, they will prepare supplemental materials (assessments maintain cum records (purple folder), outreach for community agencies and complete other mandated assessment/data, to support EL students. (Include extra duty time for teachers to translate supplemental materials to support EL students). Finally, this position will also be responsible for collecting, assessing and distributing current ELA and Math data, from our Intervention classes. This staff member will work closely with our instructional coach to monitor the effectiveness of both intervention programs.	Supplemental/Concentration 16,000

Action 8

Provide funding for student acknowledgements and promoting student achievement, student behavior/character and attendance including rewards but not limited to (books, charms, pencils, games, ribbons, medals, trophies, certificates, T-shirts).	Supplemental/Concentration

Action 9

Provide graphic services for parent or event communication documents. To promote positive events, student awards, family events and other ways to promote the site.	Supplemental/Concentration 3,000

Action 10

Provide for site safety needs, to include safety equipment, first aid kits, emergency bin items, and site safety team identified personnel.	Supplemental/Concentration 1,000

Goals, Actions, & Services

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

Goal 4

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

State Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Expected Annual Measurable Outcomes

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

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	1. ALL: 17.9 2. EL: 15 3. SED: 15 4. SWD: 18 5. Hispanic: 15	1. ALL: 13.1 2. EL: 12 3. SED: 12 4. SWD: 15 5. Hispanic: 12	1. ALL: 10.2 2. EL: 9 3. SED: 9 4. SWD: 12 5. Hispanic: 9	1. ALL: 7.2 2. EL: 6 3. SED: 6 4. SWD: 9 5. Hispanic: 6
		Expected outcome: Typical Growth and Stretch Growth Median Targets for Winter i-Ready	Expected outcome: Typical Growth and Stretch Growth Median Targets for Winter i-Ready	Expected outcome: Typical Growth and Stretch Growth Median Targets for Winter i-Ready

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		All students - 50% reach growth target and 20% reach their stretch growth target Students With Disabilities - 50% reach their growth target and 20% reach their stretch target	All students - 50% reach growth target and 20% reach their stretch growth target Students With Disabilities - 50% reach their growth target and 20% reach their stretch target	All students - 50% reach growth target and 20% reach their stretch growth target Students With Disabilities - 50% reach their 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: 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	76,447 **Total Estimated Cost**: 76,447	76,447	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 and 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: 122,237

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	$116,570.00	No
Total amount of federal categorical funds allocated to this school.	$116,570.00	
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	$204,210.00	No
Total amount of StateLocal categorical funds allocated to this school.	$204,210.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$320,780	

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

Other: DELAC, DAC

[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	
School Site Council	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:May 4, 2023.

Attested:

Daniel Martinez		
Typed name of school principal	Signature of school principal	Date
Brittany Meza		
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
Daniel Martinez	X				
Leticia Hernandez			X		
Georgina Sibrian				X	
Roxanna Zendejas		X			
Nicol Martinez		X			
Jacklyn Alvarado			X		
Brittany Meza				X	
Ana Lilia Cuevas				X	
Vanessa Duenas				X	
Ana Jacobo				X	
Numbers of members of each category:	**1**	**3**	**2**	**4**	