

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
Harry S. Truman Elementary School Carol Bishop carol.bishop@desertsands.us	33-67058-6106082	April 04, 2023	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

2020-23 Plan Summary

The Story

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

Truman's mission is to ensure high levels of learning for every student by supporting, motivating, and encouraging students in positive and innovative ways to achieve their highest potential in order to be college/career ready at graduation and beyond.

Our vision is that all young people should be prepared to think deeply and to think well so that they have the chance to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow.

Theory Of Action: When we teach and practice positive social, emotional and behavioral expectations, then we will create an environment that fosters empathy and effective interactions where all students feel safe, encouraged and successful with their daily actions towards their academic, social and personal growth. .”

Harry S Truman Elementary School houses 673 students in grades TK/Kindergarten through fifth.

Since opening in 1987, school demographics have gradually shifted with current demographics of 20% EL, 73.8% Hispanic, 12.9% Caucasian, 2.0% Black or African American. The majority of our parents, with the inclusion now of grandparents who are also the main guardians' are faced with numerous economic challenges which have lead to fewer hours at home with their children, and often older siblings being the caregivers. Completion of homework is difficult for little ones to sustain without help and guidance of an adult. As 26% of our students are dependent on busing, home support is limited leading to a decrease with regards to enrichment and extra-curricular activities participation.

All members of our Truman Tiger “Family” believe that positive discipline coupled with a warm, caring environment creates a solid foundation for building an effective school. Our goal is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior via our MTSS team. Truman School provides a positive, proactive environment, one that is conducive to learning. School rules and policies are included in a Parent/Student Handbook which is sent home the first day of school, found on line, shared with parents during Back to School Events and highlighted monthly in the Principal’s Newsletter, Tiger Tales, Twitter, and School Messenger. The Truman School website is rich with information, special events, ongoing calendar events and our Twitter account; don’t forget to access from the District Web Site. Our “Welcome Back” assemblies the first weeks of school each year reminds our “Tigers” of their high level of behavioral and academic responsibilities in an enthusiastic and caring manner and tightly secures our “family” for yet another productive year. Leadership at Truman is a responsibility shared among administration, all staff, students, parents and community. Our school’s Tier I Team, which includes representation from all grade levels and special program areas, meets regularly to discuss, review and revamp all facets of the school vision. On a yearly basis, the school work day is revisited by a “Scheduling Committee” in order to ensure that instructional time is held to its maximum effectiveness while honoring the need for daily Response to Intervention at the Tier II and Tier III level and ELD homogeneous grouping.

Teachers meet during SAST time in PLC’s for an hour each week in order to create, monitor and assess common core standards; analyze student achievement and collaborate on instructional strategies and delivery. Our TRAC Coach and STEM Facilitator work extensively with all staff ensuring that instructional support is provided for specific individual needs, whole grade level and/or whole school. Specific instructional strategies are modeled and shared by classroom teachers, Instructional Coach, STEM Facilitator as well as administration in order to forge a collaborative culture of collective responsibility. To ensure that every student is learning and making continuous progress, the principal meets with every teacher in a one hour meeting 3 times a year in order to discuss academic and behavioral progress and determine next steps (SST, Tier II and Tier III Services). Our vision of producing independent thinkers, life long learners, and responsible respectful global citizens is fulfilled on our campus through a vibrant, infectious school culture.

Students are not only involved in quality academic programs, but also participate in events and projects as members of a responsible and caring community. Global and community awareness is on the forefront each year. Our children continue to be aware and take care of their global community while also participating in numerous activities that connect them to their local community, such as Art Project entries at the District Office, Chorus presentations at Fundraisers, Toy collections at Holidays and Patriot Day Celebrations. At every opportunity our school seeks to establish two-way communication with families. An information booth provides parents pertinent information on the first day of school and once school begins, teachers maintain this two-way communication through weekly newsletters, phone calls, informal meetings, texts and emails. Further opportunities for sharing include Back to School Night, family nights, and parent conferences. Through school and class web sites parents and students can link to critical information. All communication is sent home in both English and Spanish. School site translators are available at any time to facilitate communication. Cultural diversity is valued, supported and encouraged on a consistent basis.

The actions and strategies within our 2023/24 SPSA support TK to 5th Grade. As one focus this coming year is to increase writing and reading skills across the grade levels, our SPSA provides for increased support for each grade level by way of reading and writing intervention teachers and specialists. Students will be identified through data analysis using multiple measures (i-Ready Diagnostics, DIBELS, Tier I Assessments, Benchmark Assessments, Performance Tasks, Lexia 5 progress, EL levels, Accelerated Reader screening and testing, etc.) and ongoing monitoring, discussion, and next steps will occur in PLC time which will include the intervention teachers and specialists. Rigor/Relevance rubrics and frameworks will be referenced by teachers in order to further guide lesson planning and targeted intervention. STEM is another focus in our SPSA and our STEM Facilitator will continue to work with all students (TK - 5th) to expose them to the PLTW curriculum in order to increase critical thinking opportunities, encourage student collaboration and increased collaborative conversations. Professional development will be enhanced to include CGI

Math Training for 3rd, 4th and 5th grade teachers as well as training for K, 1, 2 teachers in Benchmark Phonics Training as well as TK/K Heggerty training and K/1 Benchmark Phonics Training. We will provide collaboration time over the school year to provide for grade level days as well as grade level articulation days. To ensure that the power of PLC's are securely in place, staff will be reviewing DuFour Workshops in order to streamline PLC time, increase focus on student learning achievement and focusing more on creation of Common Formative Assessments which will drive targeted instruction. We have also placed a specific lens on increasing opportunities for parents to engage in their student's learning through STEM/Math/Literacy Parent Nights.

SPSA Highlights

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

The actions and strategies within our 2023/2024 SPSA supports our Truman Tigers/Cubs from grades TK to fifth in efforts to increase early childhood literacy, Math, English Language Arts, English Learner support, Science and Attendance. Sustaining our site focus on weekly SAST Time, our PLCs will become stronger in identifying, supporting and strengthening all students. As in the past, all grade levels, including SDC and RSP teachers, will be given one collaboration day per trimester in order to fine tune instruction with the main focus on Math and English Language Arts. Professional Development will be further expanded in order to include all teachers in Kagan Workshops in order increase student engagement as well as PLTW training exposure for all teachers to strengthen our STEM programs associated with PLTW as well as support programs such as Mystery Science and Generation Genius. Additionally our focus will also include parents/family members who need guidance with respect to homework support at home and on line program learning access. i-Ready is a terrific support to navigate our students through Reading and Math from K to 5th grade. All students embraced the program and we will stay united as we work together in our grade levels to have everyone on board! Together, we make it better!

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

Goal 1 Academic progress in Math and Reading showed positive gains based on our i-Ready diagnostic results. In Reading Informational Text we showed a 1% decrease in the number of students two or more grade levels behind from 29% in our i-Ready Winter Diagnostic 2022 compared to 28% in our i-Ready Winter Diagnostic 2023. In Math Numbers and Operations we showed a 3% decrease in the number of students two or more grade levels behind from 18% in our i-Ready Winter Diagnostic 2022 compared to 15% in our i-Ready Winter Diagnostic 2023.

In the Summative ELPAC Overall Performance, we showed a 6% decrease in the number of students scoring Emerging and Expanding (Levels 1 and 2) from 45% in the Spring 2021 to 39% in the Spring 2022.

We do not have relative comparative CAASPP data for 2022 as we had not tested since Spring 2019.

Goal 2 showed positive progress related to college and career going experience. 98.6% of our school participated in the college/career projects during Trimester 2. Moreover, we are working toward becoming AVID Schoolwide certified. We anticipate 100% of our certificated staff will be AVID trained by Spring 2023.

Goal 3 showed positive gains related to the Spring 2023 Family Panorama survey on school safety with a rating of 79% in comparison to the average Desert Sands Schools rated at 71%. Moreover, the Spring 2023 Student Panorama survey on school safety had a rating of 52% in comparison to the Spring 2022 Spring Panorama survey rating of 48%.

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?

In Reading, progress toward our SPSA Goals were not met in the area expected mean distance from Standard in ELA. We expected a mean distance of 45 points above standard and we measured -30.6 below standard. The most significant point deficits were seen in our English learners (EL) and Students with Disabilities (SWD) where ELs performed 73.4 points below standard and our SWD students performed 115 points below standard. Our plan includes refreshing our Process Writing with a focus on Informational Text. Furthermore, professional development opportunities will be sought for our new staff and paraeducators in the areas of classroom management, data driven interventions, and first best instruction. Moreover, we will receiving training from our Education Services as a Year 1 Early Literacy School Professional Development. Another goal is our AVID goal where students will focus on Year 2 Organization to help students build time management and goal building skills.

In Math, progress toward our SPSA Goals were not met in the area expected mean distance from standard in Math. We expected a mean distance of 9 points above standard and we measured -56.3 below standard. The most significant point deficits were seen in our English learners (EL) and Students with Disabilities (SWD) where ELs performed 75.4 points below standard and our SWD students performed 144 points below standard. Our plan includes math intervention in the areas of Algebra and professional development for our new staff and paraeducators in first best instructional strategies.

Attendance continued to interfere in the 2023-2024 year due to the COVID-19 sickness precautions and restrictions. We saw a 42.3% Chronic absentee rate overall. Regular communication with parents on current health guidelines will improve our attendance since the guidelines continue to change. Furthermore, we are adding a liaison fund to assist with African American students/families communication due to the high absence rate (55% Chronically Absent).

Daily Designated ELD time will be provided through regrouping or pull out instead of in homeroom to help support ELs in their language development to support students in Math and Reading and increase the ELPI level from 54.2% to at least 65%

We will build and fund an AVID team at our site to encourage participation in Year 2 of the AVID program improve time management, organization, and parent communication and student progress monitoring.

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?

In order to address students with two or more levels below we will be creating a schedule that will need 3 intervention specialists as well as teachers per grade level to support. We have a plan, based on us having us start on 10/1/2023, with at least 1 full-time trained intervention specialist.

We will also deliver focused high quality ELD lessons during designated ELD time that target what/how students will be assessed. A district-trained ELD Interventionist will be assisting with ELD Intervention and Coaching in ELD on a half-time basis (shared with another site).

We will spend more time on essentials such as academic conversations, writing organization, vocabulary and content and less on revise and edit lesson during ELD. We will continue to use Kagan Strategies and will begin implementing AVID WICOR strategies to teach our student in best first instruction.

We have formed and the district has trained an MTSS Tier II team for our school site. This team will work in collaboration with the MTSS Tier I team by providing mediation and interventions for students who are in need of focused social-emotional and academic interventions including year-long Phonics for Reading or 6-8 week groups on Growth Mindset. Among others, the team includes specialists such as our school counselor, the instructional coach, and RSP teachers.

Intervention:

Grades K, 1, and 2 use Quick Phonics Assessment and DIBELS to monitor and assess reading foundational skills. Collaboration between classroom teachers focuses on intervention strategies. Students who are identified as having significant gaps in reading foundations will receive intervention within their home classroom daily during small group time or with an intervention specialist who does a pull-out intervention with students. K-2 teachers have received professional development on implementation of these assessments.

Grades 3, 4, and 5 students will continue to use i-Ready Diagnostic data to determine who is in need for the Phonics for Reading intervention curriculum, a reading intervention curriculum focusing on students performing significantly below grade level.

Tutoring:

Grades K - 5 students have access to after school tutoring provided by classroom teachers. Teachers sign up to provide tutoring and students can enroll. Students are assessed, gaps and identified, and the tutoring teacher focuses on filling the gaps. Students may choose to receive homework assistance via the district's FEV tutoring.

Enrichment:

Grades K-5 students can enroll in ASES (Expanded Learning Programs), a daily after-school academic and enrichment program that aligns with and supports the instructional day program. Students also have ELOP opportunities where teachers teach a specialized class in skills such as sewing or leadership. Enrichment opportunities include social-emotional enrichment opportunities, arts and crafts, and STEM.

Professional Development:

Kagan and AVID will continue to be a major component of Truman's Professional Development planning over this school year. We will continue to provide opportunities for staff to attend these opportunities as the year progresses.

Resource Inequities

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

In reading and math, we have noted the need to provide professional development for our SDC and RSP teachers and paraeducators to increase achievement for our Students with Disabilities. Furthermore, we plan add time to our intervention funds to support our ELs with ELD and Math.

In the area of absenteeism, we are allocating funds for a liaison addressing the high % of African American students with Chronic Absenteeism. The goal is to provide a certificated staff liaison so parents can feel comfortable calling in for support.

An ELD Interventionist/Coach will be joining our team 3 times per week to support our English Learners. The plan includes a change to how Truman provides Designated ELD time from Homeroom to Regroup or Pull out depending on number of ELs in each grade level.

Need Assessment - Educational Partner Involvement

SPSA Year: 2023-24

Involvement Process for the SPSA and Annual Evaluation

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

School Site Council (SSC) Election Dates, Implementation and Planning:

September 27th, 2022: Nicole Barboza, Ashley Lisza, Leticia Gomez, and Janie Cruz were the parents elected by other parents. Kristin Harper and Jade Molina were elected by their peers.

SSC Meeting Dates and Topics:

September 27th, 2022 - SSC Training; election of officers; review of by-laws; first reading and input for parent involvement policy.

October 25th, 2022 - Second reading and approval of parent involvement policy; review of implementation of SPSA actions; review of Dashboard results: DAC and ELAC reporting.

November 29th, 2022 - Monitoring of SPSA; review of effectiveness of SPSA actions; DAC and ELAC reporting.

January 24th, 2023 - Review of interim assessment data; review and evaluation of current implementation and effectiveness of SPSA actions;

DAC and ELAC reporting.

April 4th, 2023- Review of assessment data; review and evaluation of current implementation and effectiveness of SPSA actions;

DAC and ELAC reporting; CABE. Approval of 2023/2024 SPSA.

Truman will continue the process again for the 2023/24 school year.

Impact on the SPSA and the Annual Evaluation

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

All recommendations and suggestions will be revisited at the onset of the 2023/24 school year and, as appropriate, incorporated into the SPSA as presented and/or revised as appropriate with consensus.

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:	\$136,124
Total Centralized Services:	\$111,967
Total Supplemental Concentration Funds	\$174,892
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$311,016.00

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.

Truman will use Title I funds to secure ELA Intervention/Remediation tutors during the school day for all grade levels. Truman will use Title I funds to provide ongoing and meaningful professional development opportunities for the staff. These professional development opportunities will be directed at student needs and improvement of instructional programs. We will also use Title I funds to pay for ELD Specialists to provide instructional support for students in grades TK/Kindergarten through fifth grade.

Tutoring:

Grades K - 5 students have access to after school tutoring provided by classroom teachers. Teachers sign up to provide tutoring and students can enroll. Students are assessed, gaps and identified, and the tutoring teacher focuses on filling the gaps. Students may choose to receive homework assistance.

Grades 3, 4, and 5 students have 24/7 access to FEV Tutoring for ELA and Math weekly tutoring or daily homework help.

Enrichment:

Grades K-5 students can enroll in ASES (Expanded Learning Programs), a daily after-school academic and enrichment program that aligns with and supports the instructional day program. ELOP is also available to students. Enrichment opportunities include social-emotional enrichment opportunities, arts and crafts, and STEM. Students will use additional software to support and provide challenging and independent opportunities for students to grow.

Professional Development:

Kagan and AVID will continue to be a major component of Truman's Professional Development planning over this school year. We will continue to provide opportunities for staff to attend these opportunities as the year progresses.

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	0.5%	0.60%	0.45%	3	4	3
African American	2.0%	3.17%	2.1%	13	21	14
Asian	1.5%	1.21%	1.35%	10	8	9
Filipino	0.5%	0.30%	0.3%	3	2	2
Hispanic/Latino	70.3%	71.79%	74.47%	467	476	496
Pacific Islander	%	%	0.15%			1
White	15.4%	13.57%	12.16%	102	90	81
Multiple/No Response	1.5%	1.66%	1.8%	10	11	12
	Total Enrollment			664	663	666

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	115	114	118
Grade 1	87	91	105
Grade 2	99	98	93
Grade3	117	122	105
Grade 4	111	113	126
Grade 5	123	125	119
Total Enrollment	659	663	666

Conclusions based on this data:

1. Total student enrollment has remained stable for the past 3 school years (2020/2021 - 2022/2023).
2. We are seeing a slight increase in students of Hispanic/Latino enrollment and drop in the White student group.
3. Student enrollment has shown increasing trends year after year. 2nd graders went from 99 students (20/21) to 126 students (22/23).

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	179	176	159	27.00%	26.5%	23.9%
Fluent English Proficient (FEP)	46	33	38	6.90%	5.0%	5.7%
Reclassified Fluent English Proficient (RFEP)	27			15.1%		

Conclusions based on this data:

1. The number of English Learners has steadily decreased from 27% in 20/21 to 23.9% in 22/23.
2. Number of Fluent English Proficient students has been at an average of 5.9%.
3. The number of RFEP students could increase with the support of an ELD Interventionist/Coach support.

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	113	118		0	117		0	117		0.0	99.2	
Grade 4	120	111		0	109		0	109		0.0	98.2	
Grade 5	110	123		0	123		0	123		0.0	100.0	
All Grades	343	352		0	349		0	349		0.0	99.1	

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		2406.			17.95			23.93			20.51			37.61	
Grade 4		2450.			18.35			23.85			25.69			32.11	
Grade 5		2455.			10.57			22.76			24.39			42.28	
All Grades	N/A	N/A	N/A		15.47			23.50			23.50			37.54	

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		15.38			58.97			25.64				
Grade 4		16.51			59.63			23.85				
Grade 5		9.76			61.79			28.46				
All Grades		13.75			60.17			26.07				

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		14.53			44.44			41.03	
Grade 4		11.93			60.55			27.52	
Grade 5		12.20			56.91			30.89	
All Grades		12.89			53.87			33.24	

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		12.82			71.79			15.38	
Grade 4		13.76			69.72			16.51	
Grade 5		4.07			67.48			28.46	
All Grades		10.03			69.63			20.34	

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		19.66			55.56			24.79	
Grade 4		14.68			63.30			22.02	
Grade 5		10.57			51.22			38.21	
All Grades		14.90			56.45			28.65	

Conclusions based on this data:

1. Nearly 47% of our students are at or near standard our overall achievement. Appropriate interventions and best first instruction will help increase the percent next year.
2. Writing and Research/Inquiry standards have the most % of students below standards (nearly 1/3) which means we have to focus on the writing process to improve in those domains.
3. The Writing standards appear to have the most need where the most (33%) students are scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	113	118		0	117		0	117		0.0	99.2	
Grade 4	120	111		0	110		0	110		0.0	99.1	
Grade 5	110	123		0	123		0	123		0.0	100.0	
All Grades	343	352		0	350		0	350		0.0	99.4	

* 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		2416.			18.80			24.79			24.79			31.62	
Grade 4		2433.			10.00			21.82			28.18			40.00	
Grade 5		2428.			4.88			8.94			26.83			59.35	
All Grades	N/A	N/A	N/A		11.14			18.29			26.57			44.00	

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		26.50			41.88			31.62	
Grade 4		12.73			44.55			42.73	
Grade 5		6.50			30.08			63.41	
All Grades		15.14			38.57			46.29	

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		21.37			41.03			37.61	
Grade 4		13.64			44.55			41.82	
Grade 5		4.07			51.22			44.72	
All Grades		12.86			45.71			41.43	

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		20.51			52.99			26.50	
Grade 4		13.64			48.18			38.18	
Grade 5		6.50			45.53			47.97	
All Grades		13.43			48.86			37.71	

Conclusions based on this data:

1. 44% of our students fall below standard in math and 26% of our students are near standard which sums a total of nearly 70% of our students not meeting math standards. Interventions are required.
2. Our largest deficit domain is in applying math concepts and procedures where 47% are below standard. Last year's 5th grade class was the biggest contributor with 63% of our students falling below standard.
3. For the following school year (21-22's 3rd graders), the struggle appears to be in the "Using appropriate tools and strategies to solve real world and mathematical problems" domain where 37.6% of students were below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1433.1	1431.1		1444.0	1441.2		1407.6	1407.7		23	19	
1	1438.7	1469.2		1464.8	1476.3		1412.1	1461.5		25	20	
2	1490.2	1444.8		1489.6	1460.0		1490.3	1429.2		37	22	
3	1482.3	1509.6		1481.4	1515.7		1482.8	1502.9		39	35	
4	1499.8	1518.1		1494.1	1522.7		1505.1	1513.0		29	37	
5	1506.6	1517.7		1490.2	1517.0		1522.5	1518.0		27	29	
All Grades										180	162	

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	13.04	15.79		47.83	36.84		30.43	42.11		8.70	5.26		23	19	
1	8.00	15.00		28.00	50.00		44.00	20.00		20.00	15.00		25	20	
2	8.11	0.00		59.46	36.36		24.32	45.45		8.11	18.18		37	22	
3	12.82	17.14		33.33	54.29		35.90	22.86		17.95	5.71		39	35	
4	10.34	27.03		34.48	40.54		44.83	24.32		10.34	8.11		29	37	
5	0.00	17.24		44.44	31.03		44.44	44.83		11.11	6.90		27	29	
All Grades	8.89	16.67		41.67	41.98		36.67	32.10		12.78	9.26		180	162	

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	8.70	15.79		78.26	42.11		13.04	36.84		0.00	5.26		23	19	
1	28.00	35.00		44.00	40.00		20.00	25.00		8.00	0.00		25	20	
2	27.03	9.09		48.65	40.91		21.62	36.36		2.70	13.64		37	22	
3	20.51	48.57		43.59	40.00		23.08	8.57		12.82	2.86		39	35	
4	24.14	45.95		41.38	37.84		27.59	10.81		6.90	5.41		29	37	
5	3.70	24.14		70.37	62.07		7.41	6.90		18.52	6.90		27	29	
All Grades	19.44	32.72		52.78	43.83		19.44	17.90		8.33	5.56		180	162	

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	17.39	5.26		8.70	31.58		52.17	57.89		21.74	5.26		23	19	
1	4.00	15.00		20.00	25.00		40.00	35.00		36.00	25.00		25	20	
2	8.11	0.00		48.65	18.18		29.73	36.36		13.51	45.45		37	22	
3	5.13	8.57		23.08	28.57		35.90	54.29		35.90	8.57		39	35	
4	6.90	5.41		6.90	29.73		65.52	45.95		20.69	18.92		29	37	
5	0.00	6.90		11.11	20.69		77.78	48.28		11.11	24.14		27	29	
All Grades	6.67	6.79		21.67	25.93		48.33	46.91		23.33	20.37		180	162	

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	21.74	36.84		78.26	36.84		0.00	26.32		23	19	
1	44.00	65.00		48.00	35.00		8.00	0.00		25	20	
2	29.73	27.27		62.16	68.18		8.11	4.55		37	22	
3	30.77	40.00		53.85	57.14		15.38	2.86		39	35	
4	37.93	45.95		51.72	40.54		10.34	13.51		29	37	
5	11.11	10.34		74.07	75.86		14.81	13.79		27	29	
All Grades	29.44	37.04		60.56	53.09		10.00	9.88		180	162	

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	8.70	10.53		82.61	84.21		8.70	5.26		23	19	
1	12.00	5.00		76.00	90.00		12.00	5.00		25	20	
2	24.32	9.09		72.97	68.18		2.70	22.73		37	22	
3	23.08	77.14		64.10	17.14		12.82	5.71		39	35	
4	27.59	54.05		58.62	40.54		13.79	5.41		29	37	
5	37.04	79.31		48.15	17.24		14.81	3.45		27	29	
All Grades	22.78	46.30		66.67	46.30		10.56	7.41		180	162	

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	8.70	15.79		73.91	84.21		17.39	0.00		23	19	
1	16.00	30.00		36.00	20.00		48.00	50.00		25	20	
2	13.51	0.00		75.68	54.55		10.81	45.45		37	22	
3	5.13	8.57		53.85	62.86		41.03	28.57		39	35	
4	6.90	5.41		58.62	56.76		34.48	37.84		29	37	
5	3.70	6.90		77.78	41.38		18.52	51.72		27	29	
All Grades	8.89	9.88		62.78	53.70		28.33	36.42		180	162	

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	26.09	10.53		34.78	68.42		39.13	21.05		23	19	
1	4.00	15.00		72.00	70.00		24.00	15.00		25	20	
2	16.22	4.55		64.86	68.18		18.92	27.27		37	22	
3	12.82	20.00		48.72	74.29		38.46	5.71		39	35	
4	6.90	18.92		79.31	67.57		13.79	13.51		29	37	
5	0.00	24.14		100.00	55.17		0.00	20.69		27	29	
All Grades	11.11	16.67		66.11	67.28		22.78	16.05		180	162	

Conclusions based on this data:

1. The Summative Overall Scale Scores show that the same cohort of students scores are all growing, but remaining at the level ranges with the exception of students who were in 3rd grade in 20-21 increased from Level 2 to Level 3 in 21-22 school year. For example, the student group from Kinder 20-21 averaged in Level 3 (score 1433) and when the same group was in 1st grade in 21-22, they averaged in Level 3 (score 1469). Students who were in 3rd grade in 20-21 increased from Level 2 to Level 3 in 21-22 school year.
2. Between Written and Oral Language, written language appears to be where most students are having difficulties where an average of 65% of students are scoring 2 or below. ELD interventions will be in place to support students in written language through integrated and designated ELD.
3. Students need support in the Reading and Writing Domains because the most (estimated 60%) of our students are performing Somewhat/Moderately. If we take all our ELs data, nearly 88% of our students are performing Somewhat/Moderately or Beginning in the Reading and Writing Domains.

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
663	83.0	26.5	0.8
Total Number of Students enrolled in Harry S. Truman 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	176	26.5
Foster Youth	5	0.8
Homeless		
Socioeconomically Disadvantaged	550	83.0
Students with Disabilities	80	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.2
American Indian	4	0.6
Asian	8	1.2
Filipino	2	0.3
Hispanic	476	71.8
Two or More Races	11	1.7
Pacific Islander		
White	90	13.6

Conclusions based on this data:

1. English Learners cover 26.5% of our population which will require grouping for Designated ELD in groups as described in the Multilingual learners Master Plan.
2. Finding the cultural diversity of our population, instructional and administrative supports for our diverse minority populations (85%) needs to be taken into consideration when building interventions, family outreach, and staffing needs.
3. Truman has a 83% students who report as SED, we should begin looking at instructional resources and programs that support SED populations. We will continue to offer Kagan Professional Development. Moreover, SWD makes up 12% of our population so training of our 2 new RSP/SDC teachers is imperative.

School and Student Performance Data

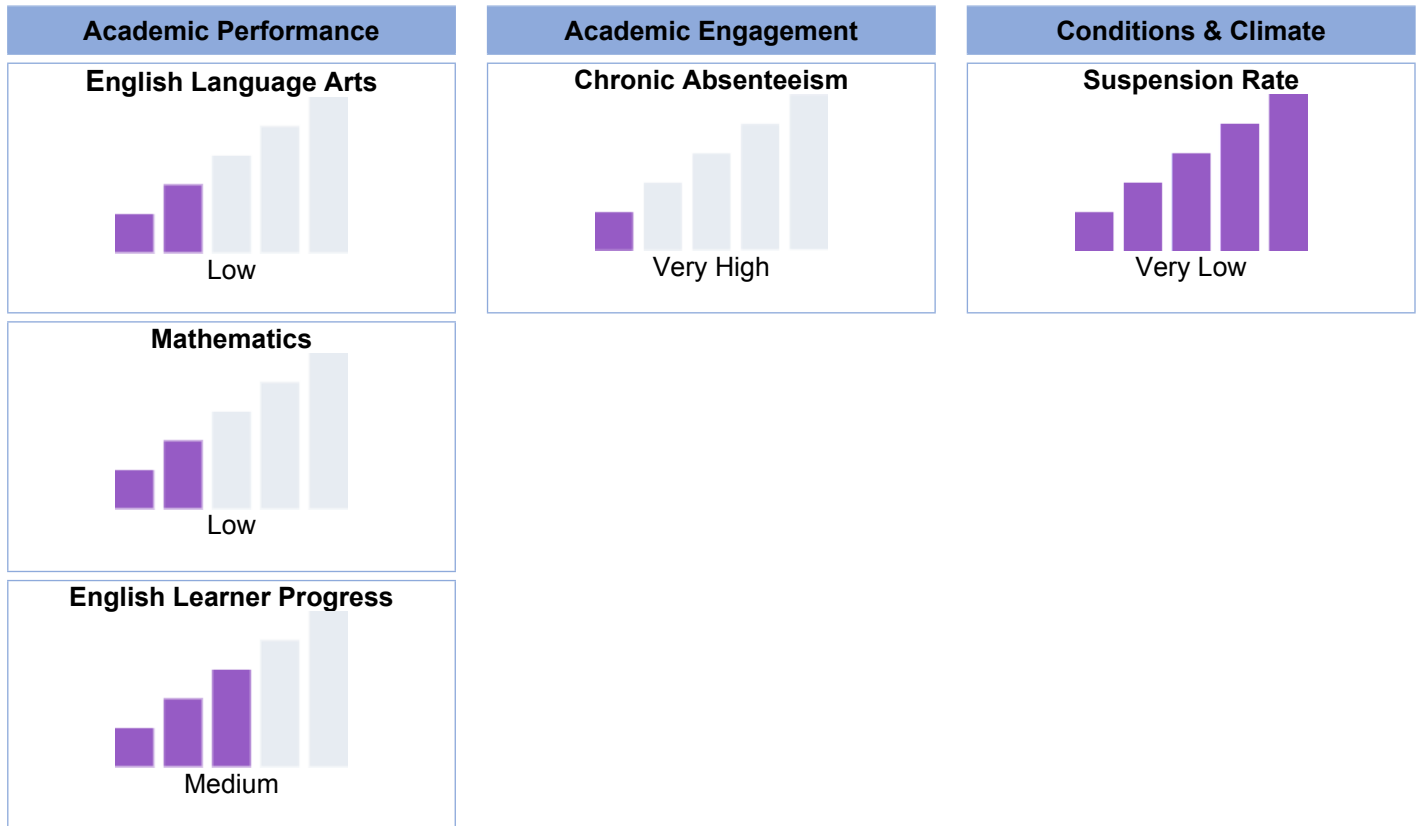
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic Absenteeism is very high will be addressed using our Tier II MTSS team. We have a part time attendance clerk and a bilingual clerk who will support in making calls to address Chronic absenteeism. Students needing tracking/monitoring will be added to the caseload for Tier II. We will also take into consideration district sick check policy. Student motivation ideas will be added.

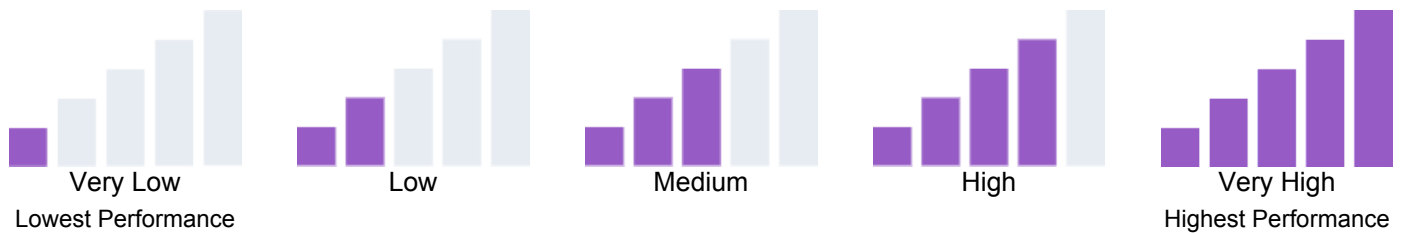
2. Teachers will be receiving Professional Development in academic areas of ELA and Math.
3. Suspension rates are very low and we will be using Tier II interventions in the 2023-2024 school year for behavior intervention services (for example, Growth Mindset 6 week sessions) for students at risk of suspension. Behavior plan to follow if needed.

School and Student Performance Data

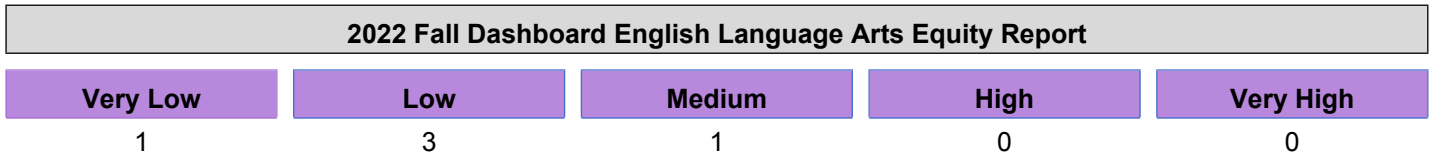
Academic Performance English Language Arts

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

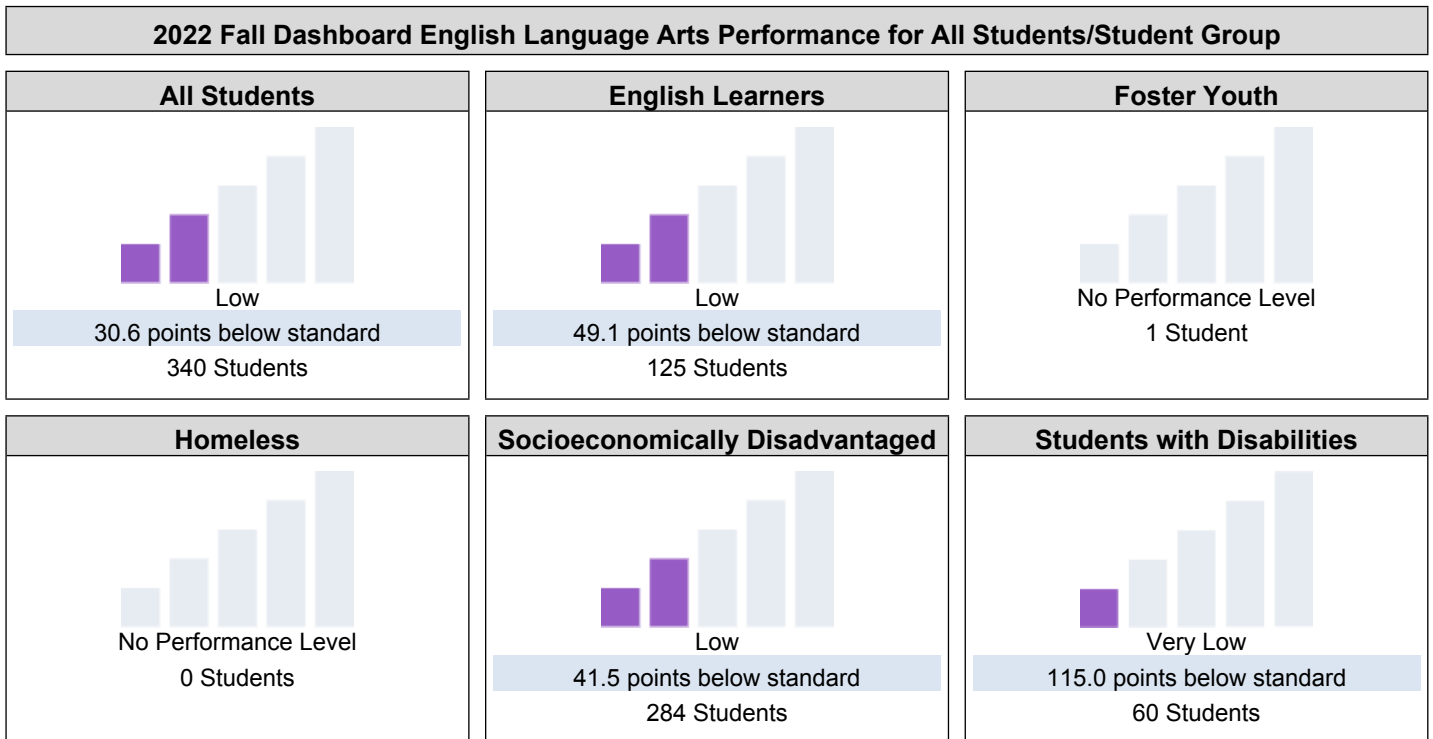
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



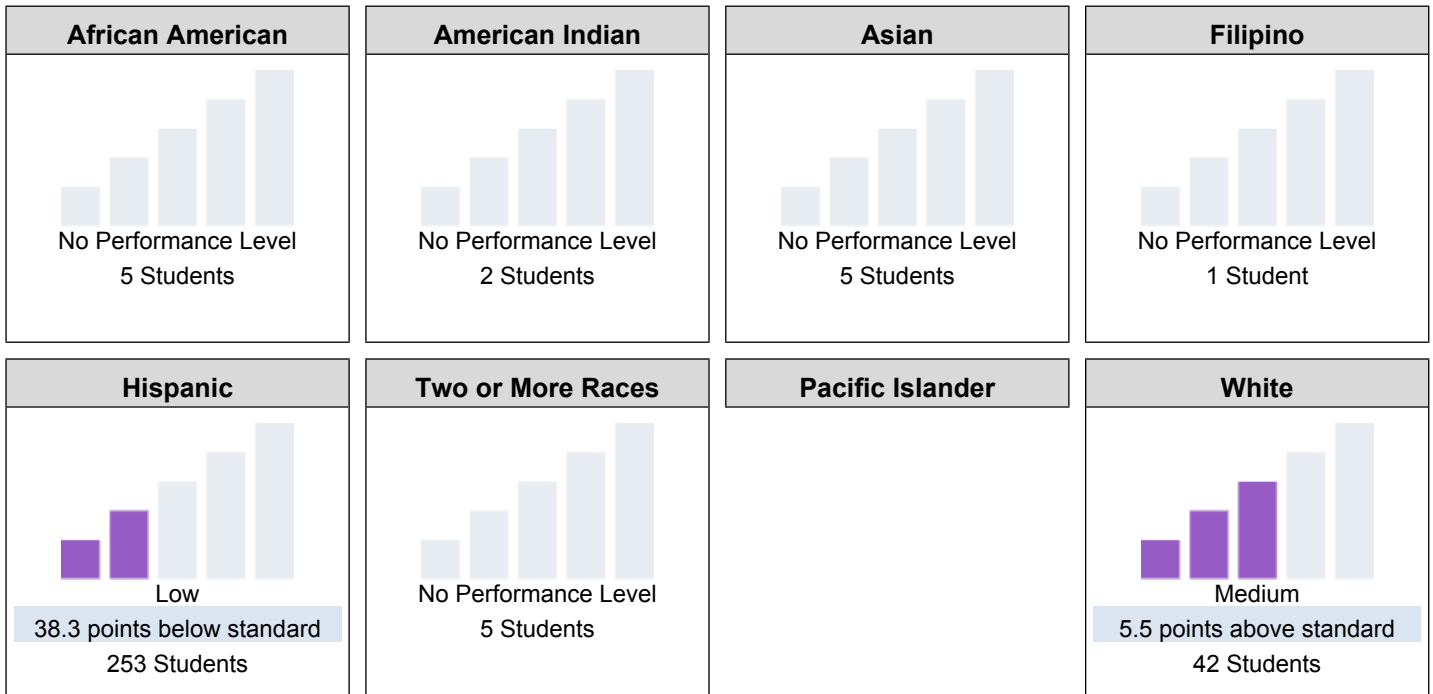
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.4 points below standard	24.3 points above standard	23.3 points below standard
94 Students	31 Students	207 Students

Conclusions based on this data:

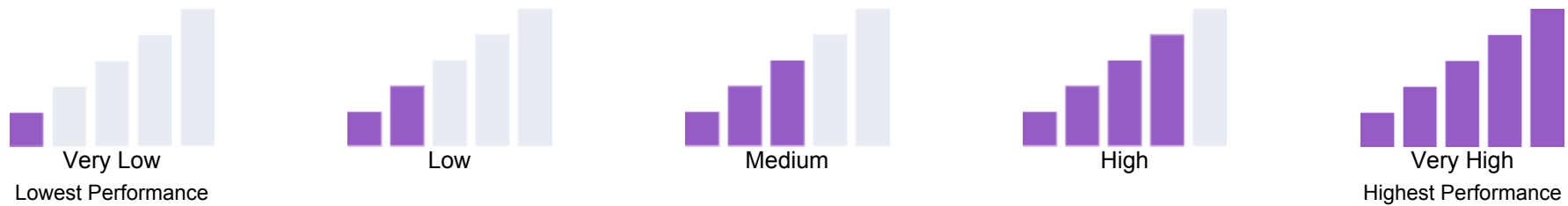
1. ELA for SWD shows 115 points below standard which is 25 points less than in 2018 (90 points). We will be providing PD for SDC/RSP teachers and paraeducators as well as having the RSP teacher attend Grade Level PLC meetings.
2. ELA for ELs show a big difference in the standards range between current ELs and Reclassified. EL show 73.4% below standard versus Reclassified students who show 24.3 points above standard. Also, the discrepancies between EOs and ELs shows a need that designated ELD groupings would benefit ELs.
3. In ELA Performance by race, we are noting that Hispanic student scores are 43 points less than the White student population. The data difference in the number of students too different to make a conclusion on.

School and Student Performance Data

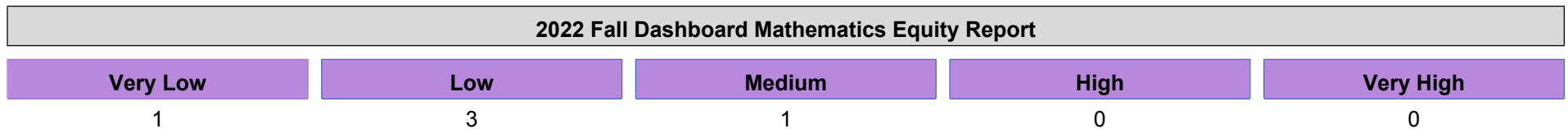
Academic Performance Mathematics

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

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

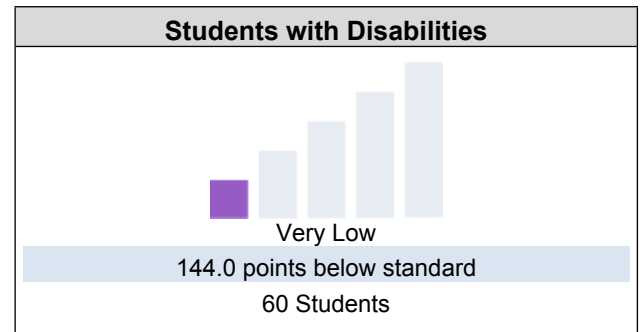
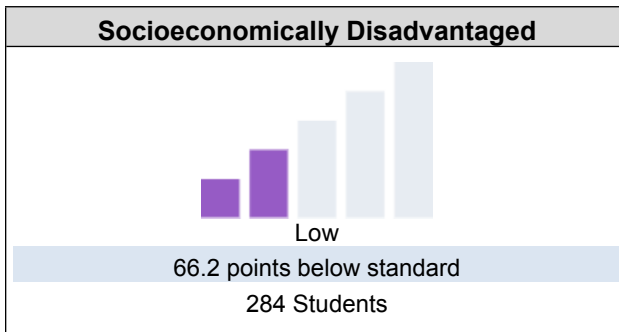
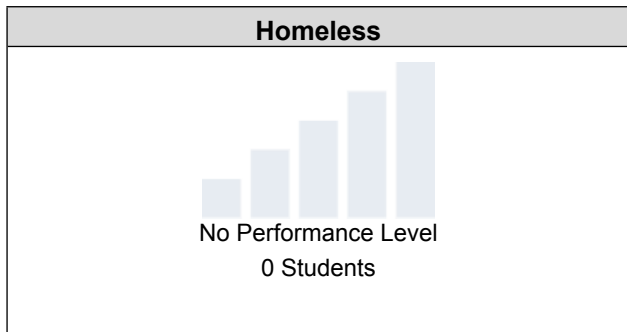
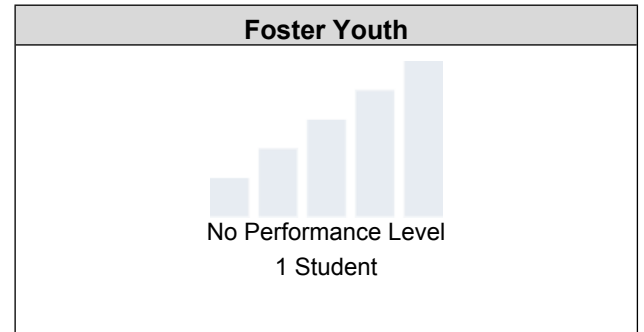
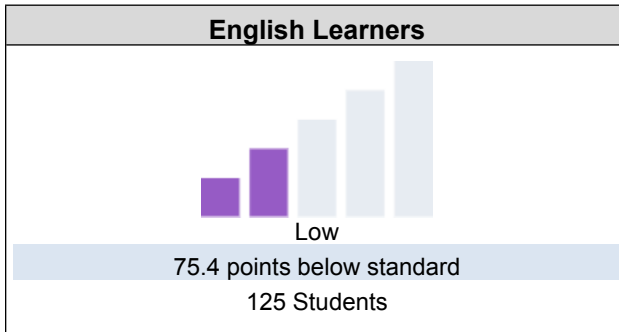
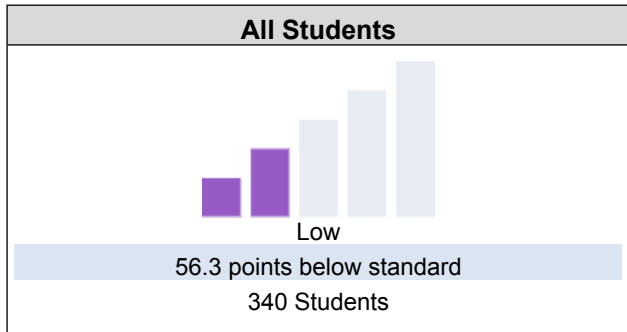


This section provides number of student groups in each level.

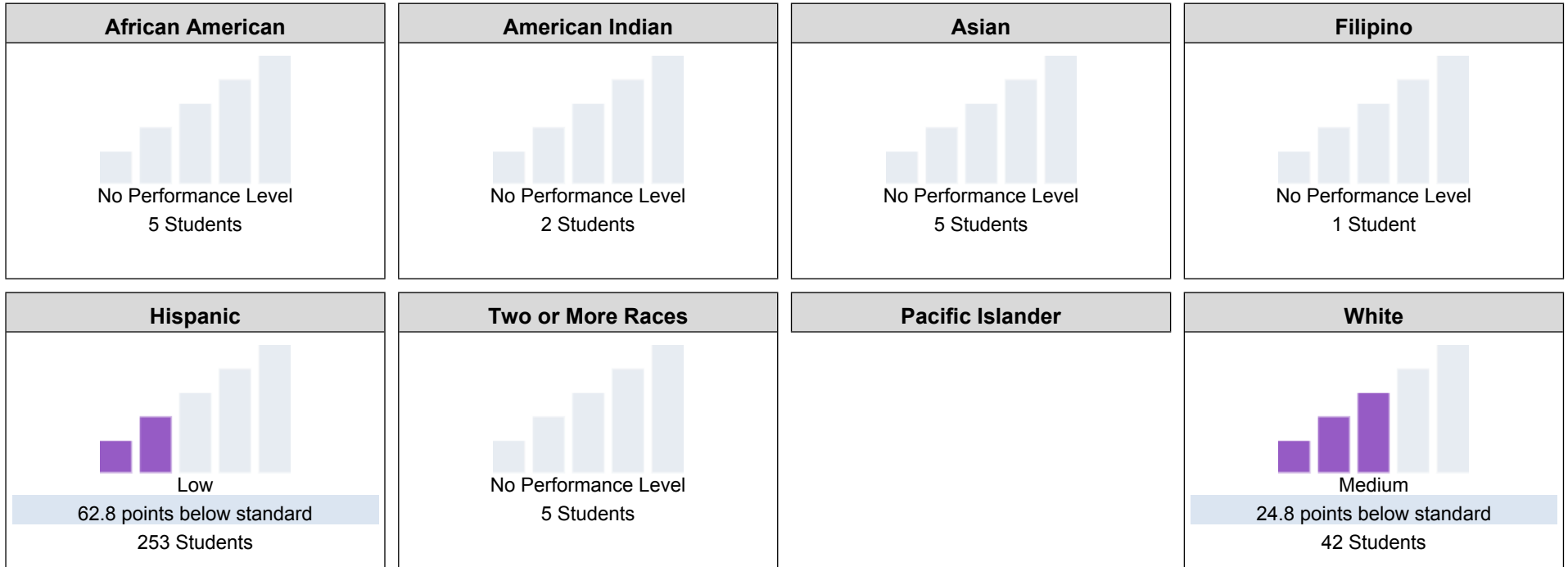


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.9 points below standard 94 Students	19.3 points below standard 31 Students	48.5 points below standard 207 Students

Conclusions based on this data:

- Math results for English Learners and SWD is significantly lower when measured against all students. It is clear intervention services. Furthermore, we will begin training and using i-Ready Standards Mastery to expose students to rigorous math standards practice.

2. Math results for SWD students are in need for strategic interventions through SDC and RSP teachers. Teachers will be receiving professional development as most of our teachers are new to the profession.
3. EL students are performing significantly below their English Only (-45 points) and their Reclassified peers (-74 points). Interventions in math are necessary for the EL group.

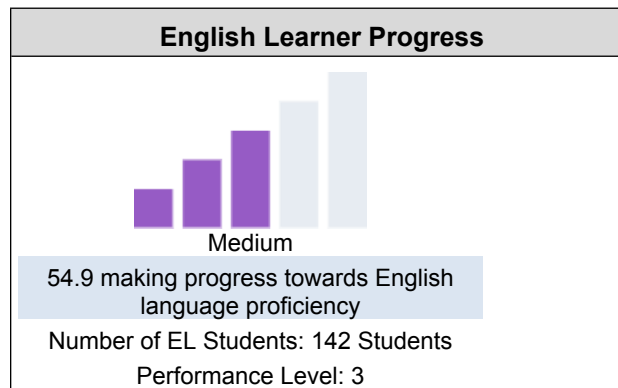
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.4%	31.7%	0.7%	54.2%

Conclusions based on this data:

- Truman EL students have made good progress toward EL proficiency according to the ELPI where more than half (54%) of the students progressed at least one ELPI level. English Language access is not a concern at our site.

2. ELD support will be provided daily in classrooms to ensure that students are engaged and practicing ELD strategies in classrooms. In 2023-2024, we will be supported by an ELD Intervention Coach for 3 days per week.
3. We will identify students who decreased ELPI levels and provide them with Tier II ELD intervention.

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:

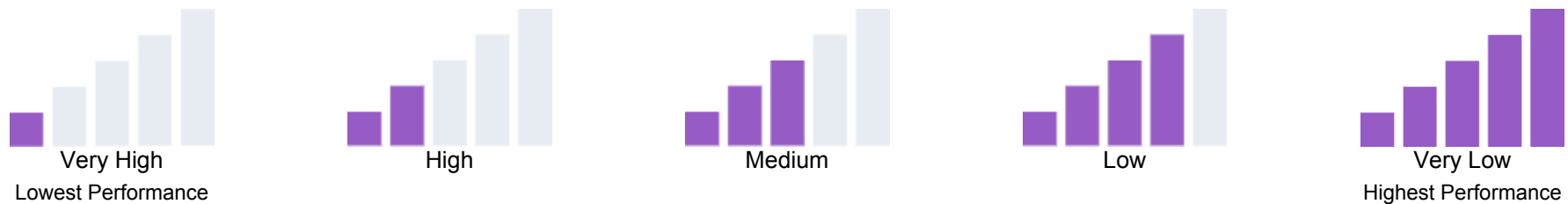
1. Truman's STEM program immerses students every day in an adventure every day through classroom and specific STEM activities with the STEM teacher. The STEM teacher has received updated STEM professional development to ensure alignment with NGSS standards. Truman students also took part in the Riverside County Science Fair.
2. Truman's students participated in College and Career Readiness projects in their classes this year. Teachers shared projects created by students with the Tier I team. All classes participated in at least one project.
3. This year, Truman created their first AVID team of teachers that started off the year in full force. Eight teachers were trained prior to the start of the school year and started Year 1 AVID implementation. By the end of the school year, all Truman teachers were AVID trained and were using AVID strategies in their classrooms. The AVID team will be attending AVID Summer Institute to focus our College and Career goals to schoolwide.

School and Student Performance Data

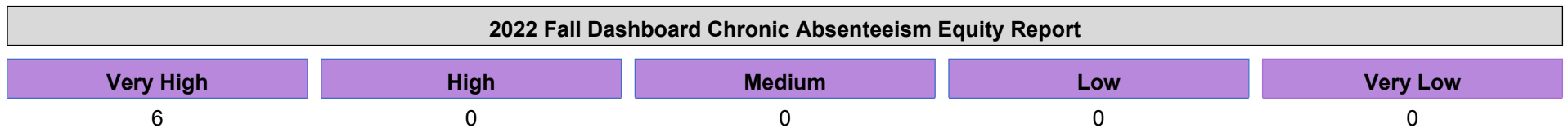
Academic Engagement Chronic Absenteeism

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).

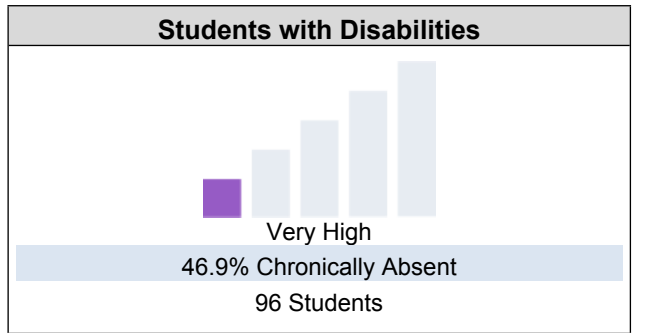
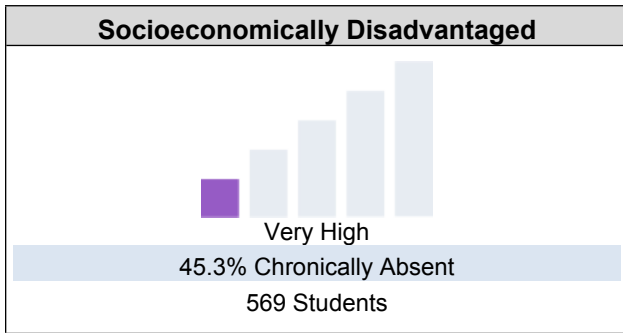
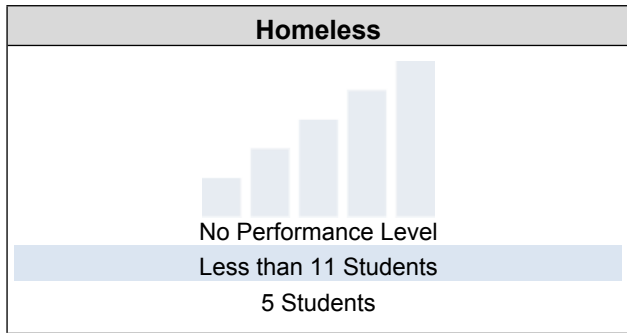
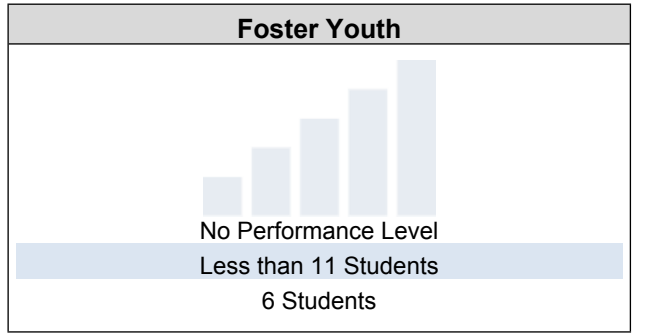
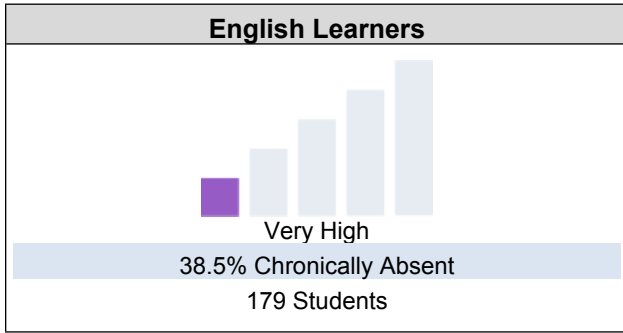
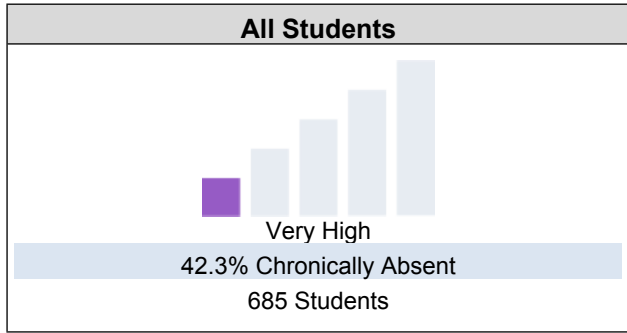


This section provides number of student groups in each level.

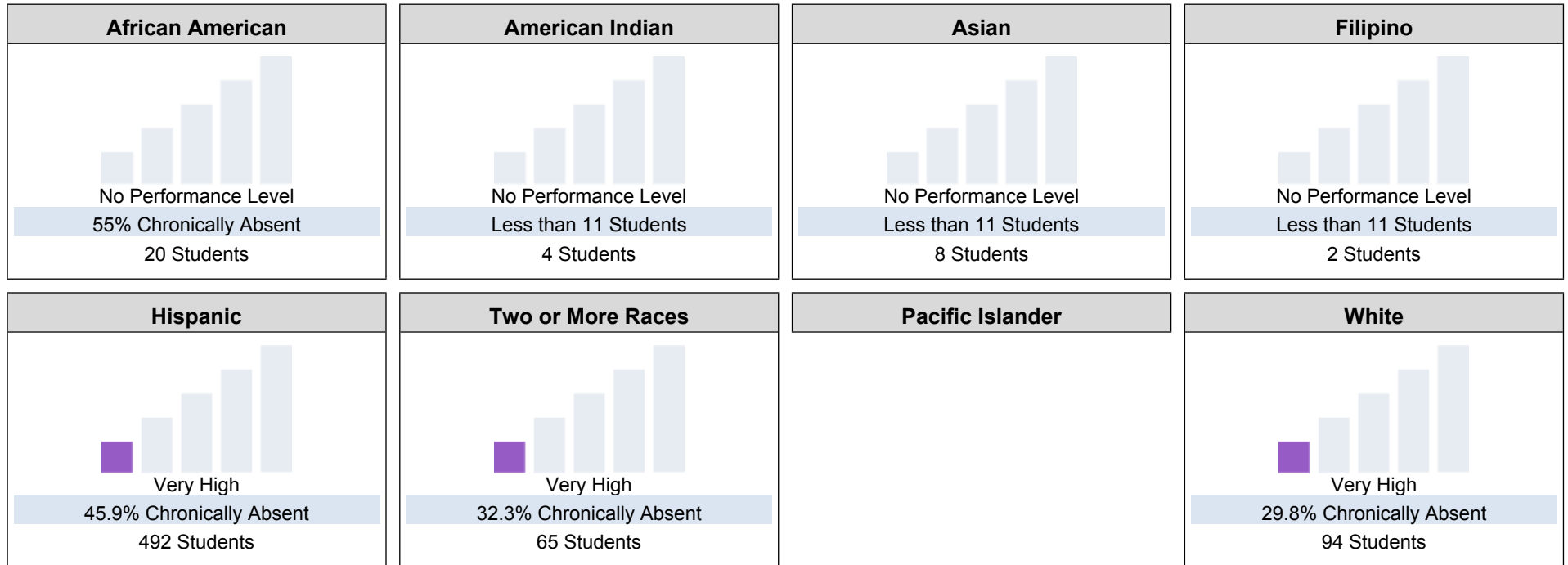


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We continue to see record high Chronic Absenteeism following the pandemic. The Tier I team will be working on strategies to improve attendance through incentivized goals for students who are Chronically Absent.
2. We are working with our Attendance Clerk to get the newly trained Tier II team (implementation in 2023-2024) reports on at least a monthly basis to monitor students who are chronically absent so we can try to create a regular line of communication with parents.
3. The dashboard shows that our African American population of 20 students have a 55% Chronic Absenteeism. We will provide funding for an attendance liaison to reach out to African American families for supports as needed and report regularly to the Tier II team and administration.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

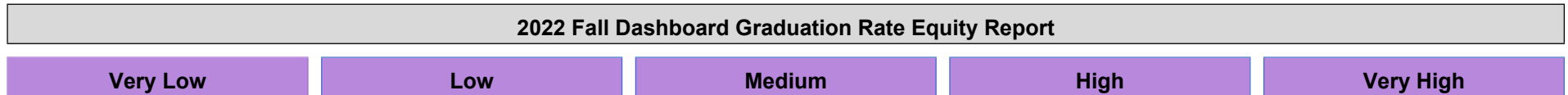
Low

Medium

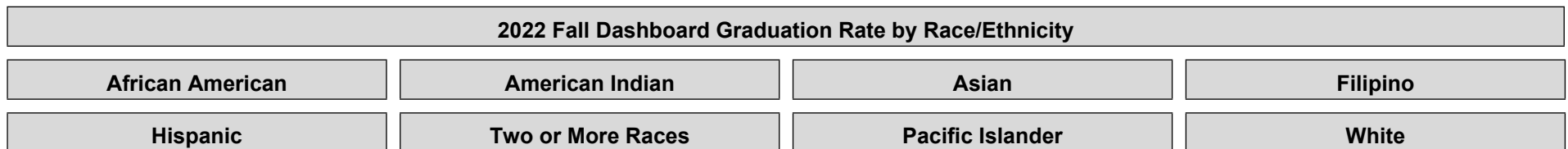
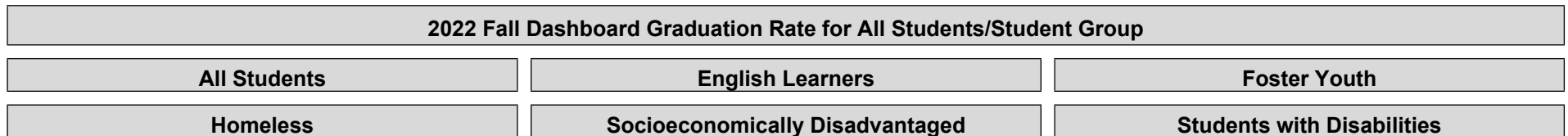
High

Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- Truman School will ensure that students are exposed to higher level learning by infusing College/Career dialogue in activities that engages student in aspirations of attending school providing College and/or Career opportunities.
- Fieldtrips, when available, will be directed towards exposing students towards higher level learning in exciting and engaging ways.

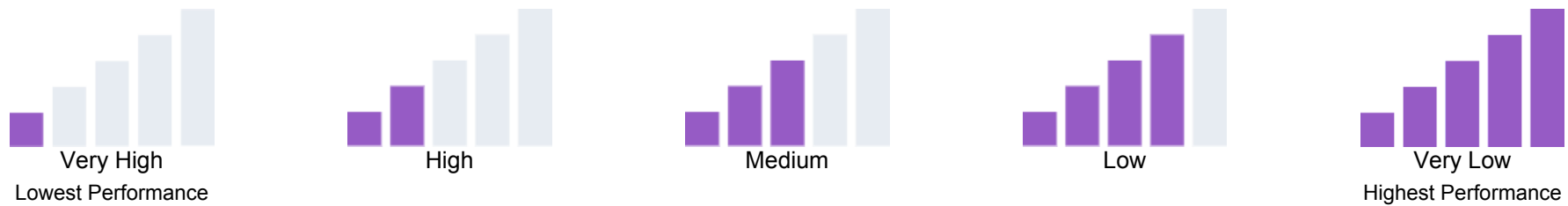
-
-
3. Virtual Fieldtrips will be available during the day on campus to further capture Truman Tiger/Cub enthusiasm at the very critical time.

School and Student Performance Data

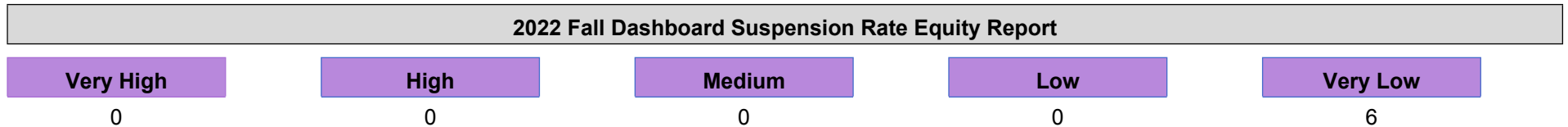
Conditions & Climate Suspension Rate

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).

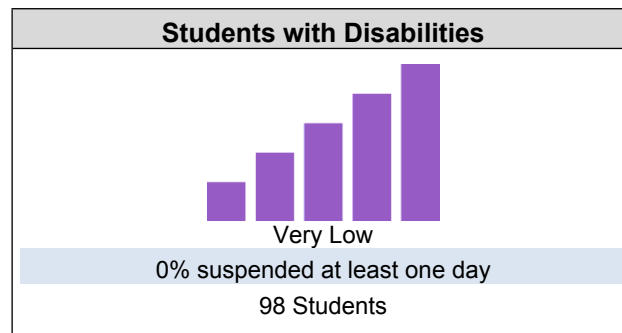
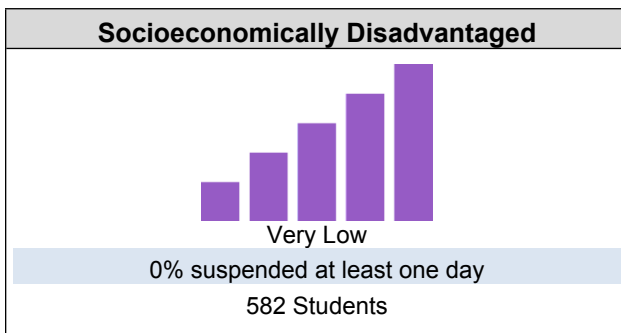
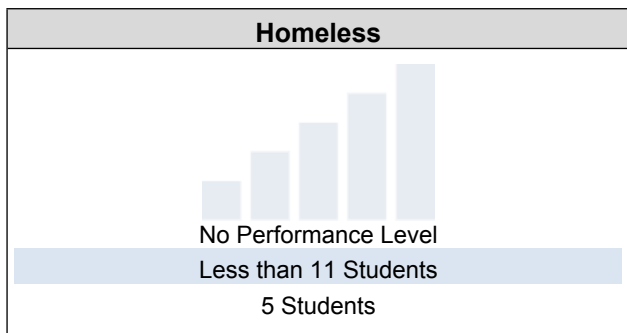
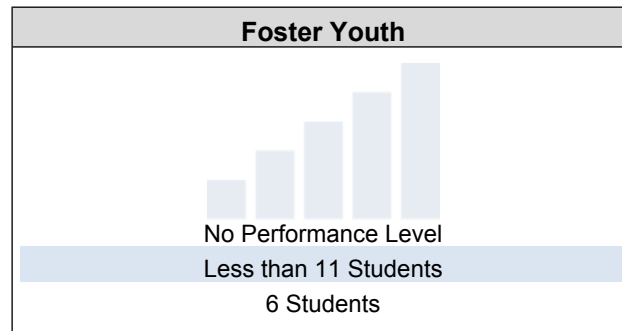
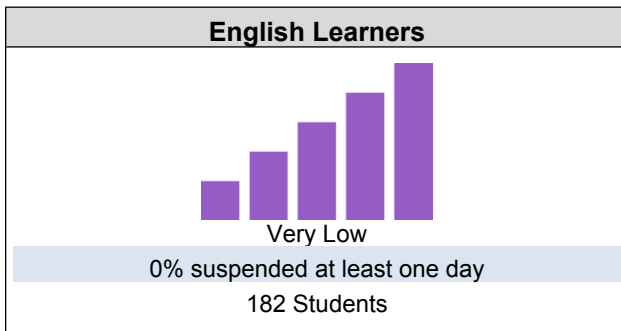
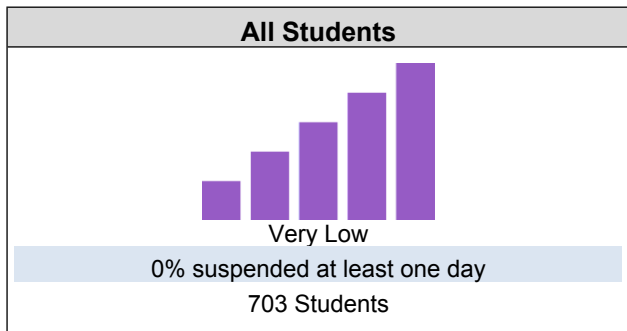


This section provides number of student groups in each level.

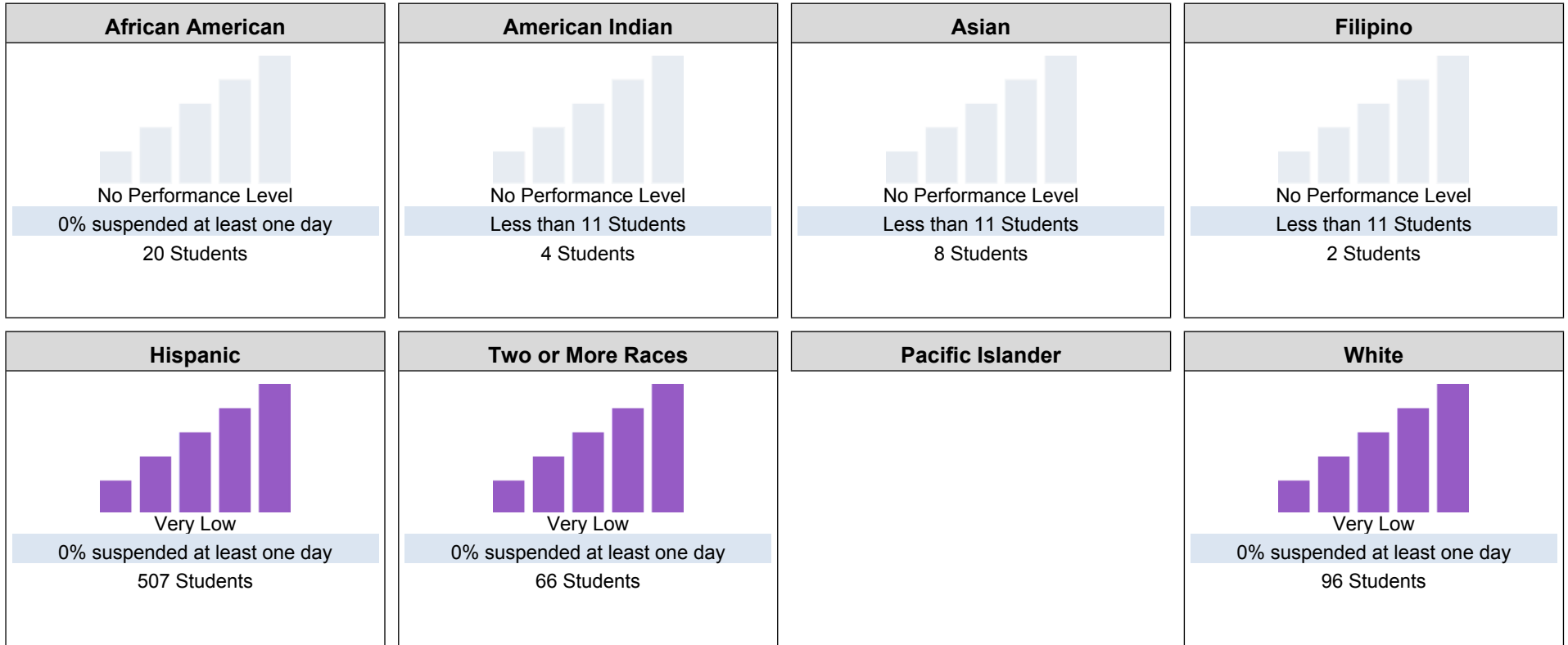


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. English Learner Suspension Rate has maintained at 0% and will continue to maintain through MTSS supports and Tier I, 2 and 3 support.
2. Students with Disabilities Suspension Rate is 0%. We will continue to maintain through MTSS supports and Tier I, 2 and 3 support.
3. SED students Suspension Rate is at 0%. All students are treated equitably and Counselor, Administration and all Staff, through MTSS supports and Tier I, 2 and 3 supports.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes

Mean Distance from Standard in ELA:

All: 45
EL: 10
SED: 10
SWD: -5
African American: -5
Hispanic: 10
White: 78.5

Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023
All: 50%
EL: 50%
SWD: 50%
Hispanic: 50%

Mean Distance from Standard in Math:

ALL: 9
EL: 2

Actual Outcomes

Mean Distance from Standard in ELA:

All: -30.6
EL: -49.1
SED: -41.5
SWD: -115.0
African American: No Performance Level
Hispanic: -38.3
White: 5.5

Typical Growth median targets for Winter i-Ready Reading 2023
All: 67%
EL: 65%
SWD: 66%
Hispanic: 66%

Mean Distance from Standard in Math:

ALL: -56.3
EL: -75.4

Expected Outcomes

SED: 0
 SWD: -25
 African American: -25
 Hispanic: 0
 White: 36

Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023
 All: 50%
 EL: 50%
 SWD: 50%
 Hispanic: 50%

Actual Outcomes

SED: -66.2
 SWD: -144.0
 African American: No performance level
 Hispanic: -62.8
 White: -24.8

Typical Growth median targets for Winter i-Ready Math 2023
 All: 48%
 EL: 56%
 SWD: 50.6%
 Hispanic: 51.3%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs	Truman students from TK-5th grade received instruction using standard-based state/district adopted core programs daily	District	
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners at Truman Elementary received designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Designated ELD provides specialized attention to building language proficiency in English.	District	
3. All English learners receive daily integrated ELD provided across all content areas.	ALL English learners at Truman Elementary received integrated ELD instruction using curriculum based on ELD standards across all content areas.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.</p>	<p>Teachers and support staff received additional support from Educational Services Division to enhance English Learners' success through various professional development opportunities provided by District Project Facilitators. Sessions included early literacy strategies, ELD lesson support through Benchmark Advance and Image Language Learning, UDL lesson planning in ELA and Math and integration of literacy standards with the emphasis on connection between oral and written language to support English Learners.</p>	<p>Centralized Services Title I</p>	
<p>5. Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.</p>	<p>Truman teachers from TK - 5th, consistently collected and analyzed student achievement data from a variety of sources using a variety of data tools. i-Ready, Dreambox, AR, ESGI, and Lexia are some of the tools that are accessed and used by teachers. School wide and grade level instructional goals were created. Data was monitored and an action plan was in place to increase student achievement.</p>	<p>Centralized Services Title I</p>	
<p>6. Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards.</p>	<p>Intervention was provided to all students via intervention specialists during school in reading. Math intervention was provided after school. ELD intervention was provide after school with a district liaison who monitored EL students.</p>	<p>District</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.</p>	<p>Teachers and support staff received continuous effective evidence-based strategies through various professional development trainings. The district provided training to support the work of our curriculum. Truman Elementary was supported with early literacy strategies through continued support utilizing the PLC process for data driven instructional responses, and established systems to endure sustainability of the process writing structures and strategies. Kagan strategies training were provided by Kagan-trained Truman teachers.</p>	<p>Centralized Services Title I</p>	
<p>8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.</p>	<p>An instructional coach is provided on site daily in order to support teachers in best first instruction, intervention and enrichment. The instructional coach received monthly staff development to implement district and site initiatives.</p>	<p>Centralized Services Title I</p>	
<p>9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.</p>	<p>Extra duty was provided to MTSS Site Leadership Representatives for the implementation process. MTSS lead attended the district MTSS leadership meetings, gathered information and shared with Principal before disseminating the information to staff. MTSS lead communicated and professional developed staff members through SAST..</p>	<p>Centralized Services Title I</p>	
<p>10. Provide support for early literacy and foundational skills to</p>	<p>Truman teachers supported early literacy by assessing and</p>	<p>Centralized Services Title I</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
support students below grade level.	analyzing data using the District's Quick Phonics and Spelling Assessment, i-Ready diagnostics phonics data, and the Phonics for Reading program. Truman secured four intervention specialists, trained to provide phonics support for students in grades K-5.		
13. Meaningful and ongoing professional development for teachers, principal and/or support staff in order to attend conferences, and/or to participate in staff development in core curricular areas, Kagan Structures, research based instructional strategies, and to model the effective use of teaching strategies in order to differential instruction for all students in ELA and/or Math. This includes sending staff to professional conferences, trainings and seminars.	Truman staff participated online for Professional Development days and received professional development training virtually through webinars and through live virtual trainings after school. Due to substitute shortages, teacher off-campus trainings during the school day were limited or not possible.	Title I 304	304
		Supplemental/Concentration 10,000	Supplemental/Concentration 0
14. Provide substitute teachers to cover the days site teachers are out for Professional Development/training/conferences.	Substitute teachers covered the days site teacher were out of PD/training/conferences.	Title I 10,000	Title I 10,000
		Supplemental/Concentration 20,000	Supplemental/Concentration 20,000
15. Participation in TRAC meetings in order to support effective school wide collaboration, data analysis and the usage of the CA Dashboard report in order to apply the goals of the State ESSA plan and the 5x5 targets goals in order to increase student achievement.	Site leadership participated in the District TRAC process to address identified school wide and district instructional goals. TRAC leaders take the information to their teams on a monthly basis. Truman was able to provide school-wide collaboration in order to support data analysis and i-Ready analysis. Grade-level collaboration	Title I 17,015	Title I 10,250
		Supplemental/Concentration 2,971	Supplemental/Concentration 2,971

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	days were given for each grade level when substitute shortage was not an issue.		
16. Provide intervention services during the day for identified students performing below proficiency in ELA, Math using tutoring specialists in order to provide "push in" and "pull out" services during the week.	Truman secured 2 retired teachers and 1 long-term certificated substitute to provide intervention in grades TK-5th grade.	Title I 49,650	Title I 10,200
17. Provide extra duty hours for staff before and after school tutoring services in Math, ELA,STEM.	Truman staff provided after school tutoring services in Math and ELA in several sessions throughout the school year.	Supplemental/Concentration 3,000	Supplemental/Concentration 21,102
18. Provide intervention specialist 5 days a week to support classes for identified students.	Provided intervention specialist for reading intervention using district-approved curriculum.	Title I 5,000	Title I 5,000
19. Provide opportunities for EL Parents to attend the annual CAFE Conferences both local and State Conferences.	EL Parents were presented with the opportunity, but parents chose to forgo the training	Supplemental/Concentration	
20. Provide babysitting for EL parents for meetings/Family nights.	Site monitors were paid for EL parent meetings.	Supplemental/Concentration 23,523	Supplemental/Concentration 25,523
21. Provide funding for supplies, supplemental materials, and noncapitalized equipment to be used to support ELA, Math and Early Childhood literacy needs.	Truman provided funding for supplies and supplemental materials to be used to support ELA, Math and early childhood literacy needs.	Title I 1,444	Title I 1,444
22. Provide funding for conferences such as Kagan Structures, PLTW and STEM training on site.	Truman provided funding for trainings related for conferences to teachers but were limited in availability due to health restrictions on visitors on campus.	Title I 800	Title I 0
		Supplemental/Concentration 1,089	Supplemental/Concentration 0
		Title I 9,765	Title I 4,100
		Supplemental/Concentration 12,664	Supplemental/Concentration 10,044
		Title I 2,000	Title I 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
23. Provide funding for reading materials such as, but not limited to research based literature through Scholastic News, Time for Kids, and STEM News.	Truman provided funding for reading materials such as Scholastic News and Wordly Wise 3000.	Title I 10,200	Title I 10,200
		Supplemental/Concentration 7,600	Supplemental/Concentration 5,012

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.

Truman's level of implementation was full implementation. Truman teachers taught in-person which helped with gathering data and implementation of interventions to meet school academic goals. MTSS team building was key in providing our school with academic, SEL, and behavioral pathways that lead to student achievement and success. Our growth medians exceeded our targeted goal in all areas, except for students with disabilities (SWD).

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

Following state and district-approved curriculum has made a positive impact and helped students meet and exceed our academic goals. Further, the supports for English Learners through this curriculum as well as in-house Kagan trainings on Professional Development days has made a positive impact on our EL academic goals. Moreover, having monthly MTSS Team meetings that focus on positive behavior management, academic recognition, and safety has helped foster an environment conducive to learning. Grade-level teams having full-day meetings once every trimester has helped with the development, implementation, and progress monitoring of standards and skills for each grade-level. District-created summative assessments are being utilized to measure benchmarks. We are working toward improving achievement with our SWDs.

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

The difference between budgeted and estimated is due to the inability to secure materials that were ordered in a timely fashion at the beginning of the year. In addition we were not able to attend conferences at the beginning of the year so we needed to become independent and we were able to create activities, but were unable to use all of the materials, thus some money was not utilized.

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.

Truman's students continue to make academic progress and growth with the current actions and services. We will continue to anticipate a Typical Growth Median of 50% overall and for each targeted population (ELs, SWDs, and Hispanics). Further, since we have a significant population of socioeconomic disadvantaged students, we recognized that focusing on providing academic interventions and accessible tutoring during and after school has positively impacted our students so we will continue to provide this service. Furthermore, having a STEM program that provides students with math, technology, and science materials that would be otherwise inaccessible, has had a positive impact in our students experiences as seen in the Typical Growth medians for Winter i-Ready Math 2023 results.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes

Metric changed for this year - see row below

College and Career Project Participation Rate=

95% of all Truman Elementary students will develop a college or career project (video, oral presentation, essay, poster, etc) that will include 3 grade-appropriate details.

Actual Outcomes

More than 95% of all Truman Students developed a college/career project.

Actions/Services

Planned Actions/Services

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

Actual Actions/Services

Truman has created a college and career going culture by providing experiences via our STEM program including access to visiting colleges and universities through virtual reality tours. Students also have first-hand experiences to a multitude of

Budgeted Expenditures

District

Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	careers through field trips to places such as the zoo and performing arts theaters.		
2. Provide enrichment opportunities for all students.	All students were exposed to enrichment opportunities via our STEM program at least once per week from 120 for Grades Kindergarten through 2nd to 200 minutes for students in grades 4 and 5. Furthermore, students have access to ZSpace (3 dimensional exploration) and Virtual Reality technology.	District	
3. Implement AVID structures/strategies to support student learning.	AVID structures/strategies such as Agendas and 10-2-2 were implemented to support student learning.	District	
4. To provide enrichment programs for ALL students at Truman to occur before, after and during the day.	Enrichment programs occurred before, after, and during the day through events such as Walk-a-thons, during school and after school sports, and gardening opportunities for all students.	Title I 2,000	Title I 2,000
5. Release time for staff to collaborate around instructional practices for ELA, Math, ELD, Process Writing, MTSS and site.	Teachers had release time opportunities to collaborate with grade level, TRAC, and MTSS teams. Staff also collaborated in MTSS collaboration during professional development days. Teams created process writing projects for their grade levels that focused on colleges or careers.	Title I 5,790	Title I 5,790
		Supplemental/Concentration 4,000	Supplemental/Concentration 4,000
6. Purchase software licenses such as, Lexia, A/R, STAR Renaissance, Spelling City in order to provide reach ahead and	Truman purchased software licenses for academic remediation opportunities for all students.	Supplemental/Concentration 27,530	Supplemental/Concentration 27,530
		Title I 8,000	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
remediation opportunities for ALL students.			

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.

Truman's planned actions and services were implemented completely by the end of the school year. Initially some of the services could not be implemented to all students or had a limited implementation due to state health measures in place due to the pandemic. As soon as restrictions were lifted, Truman began full implementation of all services.

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

Truman's college and career culture was limited this school year due to health restrictions. For the same reason, the ability to expose and provide access to students to hand on experiences were limited. Students used classroom resources and curriculum to research and learn about colleges and careers. Outdoor activities such as gardening and sports did were more prevalent and effective with our students. Teachers were able to prepare process writing projects for each grade level so students would research a wide variety of careers in science, arts, math, journalism, and/or media.

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

There are no material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

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

Changes being made to this goal is the metric/indicator, which was to increase parent/student engagement. The metric/indicator measurement was based on parent/student survey completion rates, but we want to tie it to student performance instead. The goal, actions and services will not change, however, the metric/indicator will be that 95% of all Truman Elementary students will create a project (video, oral presentation, essay, poster, etc) that will include 3 grade-appropriate details about a college or career. Furthermore, we will add actions for the implementation of AVID strategies.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes

Current Chronic Absenteeism Rate Goal:

ALL: 10%
EL: 8.8%
SED: 10%
SWD: 10%
African American: 5%
Asian: 7.1%
Hispanic: 10%
White: 7%
Two/more: 10%

Status Suspension Rate Goal:

ALL: 0.1%
EL: 0%
SED: 0.2%
SWD: 0.5%
African American: 0.5%
Asian: 0%
Hispanic: 0%

Actual Outcomes

Current Chronic Absenteeism Rate Goal:

ALL: 42.3%
EL: 38.5%
SED: 45.3%
SWD: 46.9%
African American: 55%
Asian: No data
Hispanic: 45.9%
White: 29.8%
Two/more: 32.3%

Status Suspension Rate Goal:

ALL: 0.0%
EL: 0.0%
SED: data not available
SWD: 0.0%
African American: 0.0%
Asian: 0%
Hispanic: 0.0%

Expected Outcomes

White: 0%
Two/more: 0%

Actual Outcomes

White: 0.0%
Two/more: 0%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance	Truman provided activities and protocols for improving attendance.	District	
2. Provide multitiered tools, strategies and supports to address school climate and culture.	Truman's MTSS team worked diligently in creating and implementing multitiered tools, strategies, and supports to address school climate through our PAWS (perseverance, attitude, wise, safe) rewards system	District	
3. Incorporate strategies to ensure a safe and positive environment	Truman incorporated strategies to ensure a safe and positive environment through monthly academic, citizenship, and improvement awards assemblies. PAWS signs are throughout the school explaining safety for the area (i.e. cafeteria, playground, office, library, etc).	District	
4. Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	Truman's counselor provided intervention efforts on a daily basis that included visits to classrooms, small group conversations, and one-on-one support.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. 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).	Truman acknowledged and promoted student achievement and behavior awards via the PAWS rewards system and monthly awards.	Supplemental/Concentration 1,800	Supplemental/Concentration 1,800
6. Purchase presenters/assemblies, materials, supplies, etc to support the school counselor program. This will include events related to activities such as Red Ribbon Week, Character Counts, The Parent Project (Loving Solutions) Anti-Bullying, Betty Ford Reach Out program.	Truman purchased presenters and assemblies for several activities this year though there was a limitation to the number or activities due to pandemic protocols.	Supplemental/Concentration 2,706	Supplemental/Concentration 2,706
7. Community Technician Bilingual to provide support for home/school communication. This staff member also acts as a liaison for our students new to our school and/or 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.	Truman provided support for home/school communication in Spanish by designating a staff member as a bilingual office tech.	Supplemental/Concentration 73,000	Title I: Supplemental/Concentration 72,690
		Title I 0	Title I 0
8. Site Media Technician to receive extra duty in order to provide extra support to non proficient students in ELA and	Truman's Site Media Technician received extra services and provided extra support to teachers and students as described.	Supplemental/Concentration 35,000	Supplemental/Concentration 31,292

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math (AR Trading/Testing; book selections; support with devices (tablets, chromebooks and associated programs); and parent support to ensure that they understand how to log into free programs available on-line, especially DreamBox and Lexia that are both researched based remediation and acceleration programs.			
9. Certificated Specialist will provide intervention support in Reading and Math through the lens of Music and Art activities that will encourage students to write and verbally discuss, model and share with teacher and each other.	Certificated Specialists provided intervention support in academic subjects.	Title I 51,953	Title I 51,953

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.

Full implementation was achieved for the goal.

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

All actions and services were effective. Due to the pandemic, chronic absenteeism was a factor, but our office was able to remain in good communication with all families. Teachers and students responded well to the MTSS protocols in place.

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

There are no material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

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

We will be adding additional funding for an liaison for African American students with attendance support needs.

Goals, Actions, & Services

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

Goal 1

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

State Priorities addressed by this goal:

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

Identified Need

The CA Dashboard 5X5 Placement Reports indicated areas of needs in LCAP Goal 1. Thus areas of most need are SWD in ELA, and in math, All student categories are in need of extra support. To address these concerns we will put measures in place: Continuing to strengthen student engagement through professional development opportunities, such as further PLC conferences; Grade Level Collaboration Days; Kagan Cooperative Learning conferences.

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 Typical Growth median targets for Winter i-Ready Reading	From 2019 Dashboard Mean Distance from Standard in ELA: All: 11.5 EL: 1.8 SED: -0.3 SWD: -90.8 African American -43.1 Hispanic: 0.9 White: 66.5	Mean Distance from Standard in ELA: All: 36.7 EL: 7.8 SED: 7.5 SWD: -26.6 African American: -14.6 Hispanic: 7.8 White: 75.5 Baseline: Typical Growth median targets for Winter i-Ready Reading 2022 All: 64%	Mean Distance from Standard in ELA: All: 45 EL: 10 SED: 10 SWD: -5 African American: -5 Hispanic: 10 White: 78.5 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023	Expected Mean Distance from Standard in ELA: All: 0 EL: -5 SED: -5 African American: -5 Hispanic: 0 White: 15 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2024 All: 70% EL: 70%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		EL: 65% SWD: 32% Hispanic: 64%	All: 50% EL: 50% SWD: 50% Hispanic: 50%	Hispanic: 70%
Academic Indicator Math: Distance from Standard Typical Growth median targets for Winter i-Ready Math	Mean Distance from Standard in Math: ALL: -3.8 EL: -9.4 SED: -11.6 SWD: -100.6 African American: -49.1 Hispanic: -9.5 White: 27.5	Mean Distance from Standard in Math: ALL: 6 EL: -1 SED: -3 SWD: -43 African American: -31 Hispanic: -2 White: 34 Baseline: Typical Growth median targets for Winter i-Ready Math 2022 All: 61% EL: 61% SWD: 32% Hispanic: 61% Hispanic: 50%	Mean Distance from Standard in Math: ALL: 9 EL: 2 SED: 0 SWD: -25 African American: -25 Hispanic: 0 White: 36 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	Expected Mean Distance from Standard in Math: ALL: 0 EL: -5 SED: 0 African American: -5 Hispanic: -25 White: 10 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2024 All: 50% EL: 60% SWD: 50% Hispanic: 55%

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

Action 1

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

District

District

Action 2

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

District

District

Action 3

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

District

District

Action 4

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

Title I Centralized Services

Centralized Services

Action 5

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

Title I Centralized Services

Centralized Services

Action 6

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

District

District

Action 7

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

Title I Centralized Services

Centralized Services

Action 8

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

Title I Centralized Services

Centralized Services

Action 9

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

District

Centralized Services

Action 10

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

Title I Centralized Services

Centralized Services

Action 11

13. Meaningful and ongoing professional development for teachers, principal and/or support staff in order to attend conferences, and/or to participate in staff development in core curricular areas, Kagan Structures, research based instructional strategies, and to model the effective use of teaching strategies in order to differential instruction for all students in ELA and/or Math. This includes sending staff to professional conferences, trainings and seminars.

S/C GL 1004

S/C GL 5200 Travel and Conferences

Title 1 GL 5200 Travel and Conferences

Title I

16,704

Supplemental/Concentration

6,000

Action 12

14. Provide substitute teachers to cover the days site teachers are out for Professional Development/training/conferences.

S/C GL 1130

Title I

10,000

Supplemental/Concentration

2,300

Action 13

15. Participation in TRAC meetings in order to support effective school wide collaboration, data analysis and the usage of the CA Dashboard report in order to apply the goals of the State ESSA plan and the 5x5 targets goals in order to increase student achievement.

S/C GL 1120

Title I

11,470

Supplemental/Concentration

6,000

Action 14

16. Provide intervention services during the day for identified students performing below proficiency in ELA, Math using tutoring specialists in order to provide "push in" and "pull out" services during the week.

S/C GL 1110

Action 15

Title I

860

Supplemental/Concentration

17,000

17. Provide extra duty hours for staff before and after school tutoring services in Math, ELA,STEM.

Action 16

Title I

5,000

Supplemental/Concentration

18. Provide intervention specialist 5 days a week to support classes for identified students. REMOVE - DUPLICATED

Action 17

19. Provide opportunities for EL Parents to attend the annual CAFE Conferences both local and State Conferences.

Action 18

Title I

1,444

20. Provide babysitting for EL parents for meetings/Family nights.

S/C GL 2915

Action 19

Title I

800

Supplemental/Concentration

1,089

21. Provide funding for supplies, supplemental materials, and noncapitalized equipment to be used to support ELA, Math and Early Childhood literacy needs.

S/C GL 4300
Title 1 GL 4300
Title 1 GL 4400
Title 1 GL 5725

Action 20

Title I
4903
Supplemental/Concentration
20,000

22. Provide funding for conferences such as Kagan Structures, PLTW and STEM training on site.

Title 1 GL 5815 Consultants

Action 21

Title I
2,000

23. Provide funding for reading materials such as, but not limited to research based literature through Scholastic News, Time for Kids, and STEM News.

S/C GL 4200

Title I
10,200
Supplemental/Concentration
7,600

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

Parent needs assessment indicated that more emphasis should be placed on exposure to, access to and hands on experiences available to all Students, TK/K - 5th grade in order to better prepare them for 21st Century Learning and College/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
Increased Parent/Student engagement	0	60 - Based on Family Panorama Survey responses	Metric changed for this year - see row below	
College and Career Project Participation Rate			College and Career Project Participation Rate= 98% of students completed projects. - Goal Met 95% of all Truman Elementary students will develop a college or career project (video, oral presentation, essay, poster, etc) that will include 3 grade-appropriate details.	College and Career Project Participation 95% of all Truman Elementary students will develop a college or career project (video, oral presentation, essay, poster, etc) that will include 3 grade-appropriate details.

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

Action 1

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

District
District

Action 2

Provide enrichment opportunities for all students.

District
District

Action 3

Implement AVID structures/strategies to enhance student learning.

District
District

Action 4

4. To provide enrichment programs for ALL students at Truman to occur before, after and during the day.

Title I
2,000

Action 5

5. Release time for staff to collaborate around instructional practices for ELA, Math, ELD, Process Writing, MTSS and site.

Title I
5,790

Action 6

6. Purchase software licenses such as, Lexia, A/R, STAR Renaissance, Spelling City in order to provide reach ahead and remediation opportunities for ALL students.

S/C GL 5850

Supplemental/Concentration
13,311
Title I

8,000

Action 7

7. African American student attendance liaison to decrease Chronic Absenteeism

Supplemental/Concentration
1500

Action 8

AVID Professional Development

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

We will continue our work within our MTSS team (as well as the district's CWA Department) to support the academic, attendance, social, behavioral and emotional needs of students.

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	<p>Current Chronic Absenteeism Rate:</p> <p>ALL: 12.6% EL: 10.8% SED: 14.4% SWD: 23.5% African American 6.7% Asian: 9.1% Hispanic: 13.5% White: 9% Two/more: 15.1%</p>	<p>Current Chronic Absenteeism Rate as of 2/22/22:</p> <p>ALL: 43% EL: 40% SED: data not available SWD: 46.6% African American: 52.4% Asian: 37.5% Hispanic: 45.5% White: 37.6% Two/more: 27.3%</p>	<p>Current Chronic Absenteeism Rate as of 05/01/23:</p> <p>ALL: 42.3% EL: 38.5% SED: 45.3% SWD: 46.9% African American: 55% Asian: No data Hispanic: 45.9% White: 29.8% Two/more: 32.3%</p>	<p>Chronic Absenteeism Rate Goal:</p> <p>ALL: 30% EL: 30% SED: 35% SWD: 35% African American: 30% Asian: 0% Hispanic: 35% White: 15% Two/more: 20%</p>

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			Current Chronic Absenteeism Rate Goal: ALL: 10% EL: 8.8% SED: 10% SWD: 10% African American: 5% Asian: 7.1% Hispanic: 10% White: 7% Two/more: 10%	
Indicator: Current Status Suspension Rate Student Groups: 1. ALL Students 2. English Learners 3. Socioeconomically Disadvantaged 4. Students with Disabilities 5. African American 6. Asian 7. Hispanic 8. White 9. Two/more Races Data Source: CA Dashboard & DSUSD Data Warehouse (when CA Dashboard data not available)	Current Status Suspension Rate: ALL: 0.1% EL: 0% SED: 0.2% SWD: 1% African American: 6.7% Asian: 0% Hispanic: 0% White: 0% Two/more: 0%	Current Status Suspension Rate as of 2/22/22: ALL: 0% EL: 0% SED: 0% SWD: 0% African American: 0% Asian: 0% Hispanic: 0% White: 0% Two/more: 0%	Current Status Suspension Rate as of 5/1/23 ALL: 0.0% EL: 0.0% SED: data not available SWD: 0.0% African American: 0.0% Asian: 0% Hispanic: 0.0% White: 0.0% Two/more: 0%	Status Suspension Rate Goal: ALL: 0% EL: 0% SED: 0% SWD: 0% African American: 0% Asian: 0% Hispanic: 0% White: 0% Two/more: 0%

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

Action 1

Provide activities and protocols for improving attendance	District
	District

Action 2

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

Action 3

Incorporate strategies to ensure a safe and positive environment

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

Action 5

5. 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).

S/C GL 4300

Action 6

6. Purchase presenters/assemblies, materials, supplies, etc to support the school counselor program. This will include events related to activities such as Red Ribbon Week, Character Counts, The Parent Project (Loving Solutions) Anti-Bullying, Betty Ford Reach Out program.

District
District

District
District

District
District

Supplemental/Concentration

4,768

Supplemental/Concentration

1,000

S/C GL 4300

Action 7

7. Community Technician Bilingual to provide support for home/school communication. This staff member also acts as a liaison for our students new to our school and/or 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.

S/C GL 2200 (\$1,000), 2200-2G4760 F3130 (\$47,000)

Supplemental/Concentration

54,324

Title I

0

Action 8

8. Site Media Technician to receive extra duty in order to provide extra support to non proficient students in ELA and Math (AR Trading/Testing; book selections; support with devices (tablets, chromebooks and associated programs); and parent support to ensure that they understand how to log into free programs available on-line, especially DreamBox and Lexia that are both researched based remediation and acceleration programs.

S/C GL 2400

Supplemental/Concentration

40,000

Action 9

9. Certificated Specialist will provide intervention support in Reading and Math through the lens of Music and Art activities that will encourage students to write and verbally discuss, model and share with teacher and each other.

Title I

51,953

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 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Identified Need

SWD performing one grade level below overall student population.

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 Typical Growth median targets for Winter i-Ready Reading Growth				Mean Distance from Standard in ELA: -25 DFS Expected Outcome: Typical Growth median targets in Winter i-Ready Reading 2024: 50%
Academic Indicator Math: Distance from Standard Typical Growth median targets for Winter i-Ready Math Growth				Mean Distance from Standard (DFS) in Math: -50 DFS Expected Outcome: Typical Growth median targets in Winter i-Ready Math 2024: 50%

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

Action 1

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

Action 4

Professional Development

Title I

5000

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8322	8322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	5829	5829	Title I
		Total Estimated Cost: 5,829		
Site Instructional Coach	8/15/23-6/5/24	66177	66177	Title I
		Total Estimated Cost: 66,177		
Preschool to Elementary Transition	8/15/23-6/5/24	7581	7581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7719	7719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3114	3114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 111,967

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.

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

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

Program	Allocation	Is it consolidated in the SWP?
Title I	\$136,124.00	No
Total amount of federal categorical funds allocated to this school.	\$136,124.00	
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	\$174,892.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$174,892.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$311,016.00	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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

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: April 4, 2023.

Attested:

Carol Bishop

Typed name of school principal

Signature of school principal

Date

Liliana Castellanos

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
Carol Bishop	X				
Kristin Harper		X			
Kathryn Hickman-Olearnick		X			
Jade Molina		X			
Norma Smothermon			X		
Liliana Castellanos				X	
Leticia Gomez				X	
Nicole Barboza				X	
Ashley Lisza				X	
Janie Cruz				X	
Numbers of members of each category:	1	3	1	5	