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

Ruth Acty School adheres to recommended instructional minutes for reading/language arts and mathematics. Jefferson school has a dedicated literacy block in K-3rd grades devoted to best practices in literacy.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or

programs. The school day is not of sufficient length to provide remedial support for the lowest-achieving students.

Key Barriers:

Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
Lack of adequate instructional minutes to provide interventions for students below grade level
Lack of funding for adequate math intervention

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	

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	24	25	24	5.80%	6.5%	6.1%
Fluent English Proficient (FEP)	27	27	23	6.60%	7.0%	5.8%
Reclassified Fluent English Proficient (RFEP)	3			12.5%		

Conclusions based on this data:

1. English learners enrollment has remained fairly steady.
2. FEP's declined form 21-22 to 22-23

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	57	61		0	59		0	59		0.0	96.7	
Grade 4	56	65		0	62		0	62		0.0	95.4	
Grade 5	65	62		0	61		0	61		0.0	98.4	
All Grades	178	188		0	182		0	182		0.0	96.8	

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

r.111l G 2287758729n8 h W n /P <</11(r.111l G)1(r.111l G 2287758729n8 h 17.3 l 0.25 17.3 l h W n /P <<0429n8 h W (11.48)Tj /

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		2502.			57.63			23.73			16.95			1.69	
Grade 4		2560.			67.74			17.74			9.68			4.84	
Grade 5		2574.			49.18			26.23			13.11			11.48	

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	57	61		0	59		0	59		0.0	96.7	
Grade 4	56	65		0	62		0	62		0.0	95.4	
Grade 5	65	62		0	61		0	61		0.0	98.4	
All Grades	178	188		0	182		0	182		0.0	96.8	

* 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		2508.			57.63			27.12			13.56			1.69	
Grade 4		2552.			51.61			30.65			12.90			4.84	
Grade 5		2568.			52.46			14.75			21.31			11.48	

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		54.24			45.76			0.00	
Grade 4		51.61			38.71			9.68	
Grade 5		34.43			54.10			11.48	
All Grades		46.70			46.15			7.14	

Conclusions based on this data:

1. 78% of overall student scored proficient
2. Ruth Acty has strong overall test participation.
3. Math scores are weaker than ELA scores by 3%.

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	*	*		*	*		*	*		6	4	
1	*	*		*	*		*	*		4	5	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		5	*	
4	*	*		*	*		*	*		6	4	
5	*	*		*	*		*	*		4	8	
All Grades										28	27	

G1

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

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	17.86	25.93		28.57	40.74		32.14	25.93		21.43	7.41		28	27	

School and Student Performance Data

Student Population

Conclusions based on this data:

1. The percentage of English Learner students is about the same.
2. 22% of students are socio economically disadvantaged.
3. The category of 2 or mores races is increasing.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance
E

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.

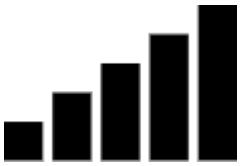
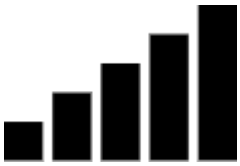
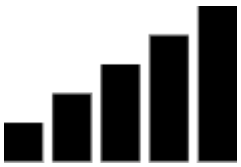
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the

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).

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Level 64.3 points below standard 16 Students		 No Performance Level 93.5 points above standard 18 Students	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Level 15.4 points above standard 27 Students	Very High 81.1 points above standard 37 Students		Very High 76.8 points above standard 83 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
7.0 points below standard 11 Students	6 Students	67.6 points above standard 152 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged are scoring below the average in math - very different than ELA.
2. Two or More Races are well above the standard.
3. White and "all students" are scoring above the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

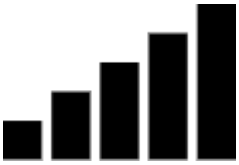
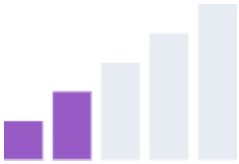
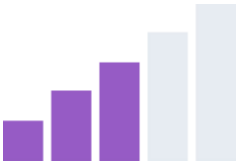
1. N/A

Academic Engagement
Chronic Absenteeism

.

Very Low
Highest Performance

School and Student Performance Data

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
High 11.1% Chronically Absent 36 Students		Medium 5.4% Chronically Absent 37 Students	 No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 16.1% Chronically Absent 62 Students	Very Low 2.1% Chronically Absent 94 Students		 Medium 6.6% Chronically Absent 166 Students

Conclusions based on this data:

1. Chronic Absenteeism is at 7.3% overall.
2. Socioeconomically Disadvantaged students have the highest degree of chronic absenteeism.
3. Hispanic and SWD are over 15%,

School and Student Performance Data

Academic Engagement
Graduation Rate

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).

Very High	High

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Continued need for high quality classroom instruction and curriculum in all academic areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd - 5th STAR Reading	Dibels Fall 2022 Kinder Dibels - 52% Proficiency 1st Dibels - 86% Proficient 2nd Dibels - 86% Proficient State Benchmarks STAR Reading 3rd - 68% STAR Reading 4th - 89% STAR Reading 5th- 83% Spring 2022 Cohort ELA CAASPP Current 4th Graders- 81%	Dibels Spring 2024 Kinder Dibels - 90% Proficient 1st Dibels - 90% Proficient 2nd Dibels- 90% Proficient State Benchmarks STAR Reading 3rd - 90% STAR Reading 4th - 90% STAR Reading 5th- 90% Cohort ELA CAASPP 5th Graders- 85%
Math STAR Math (1-5)	Star Math - State Benchmarks Fall 2022 1st - No Benchmark 2nd - 71% 3rd - 70% 4th - 69% 5th- 56% Spring 2022	Star Math - State Benchmarks Spring 2024 2nd - 85% 3rd - 85% 4th - 85% 5th- 85% Cohort

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Cohort Math CAASPP Current 4th Grader- 85%	Math CAASPP 5th Graders- 85%

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

Strategy/Activity 1

5,000	BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Multilingual Learners

Strategy/Activity

Implement an Multi Lingual Language Development Program for K-5 Multilingual Learners:

Fund .80 MLL/RTI teacher to
- Provide 30 minutes of ELD instruction to ML students, 4x per week
- Administer ELPAC and Initial ELPAC tests
- Communicate Initial ELPAC results and status to families
- Maintain Cum/purple folders for ML, RFEP, IFEP students
- Monitor ML students and complete report cards
- Monitor RFEP students 2x per year in Ellevate, provide intervention to students
- Facilitate Reclassification meetings in Ellevate
- Attend year-end DELAC meeting
- Facilitate ELAC meetings 4x per year, facilitate ELAC/DELAC leadership elections, upload agendas to district folder
- Outreach to families for meetings, parent-teacher conferences as needed
- Attend weekly COS meetings and monthly district MLL PLC

1102. Certificated. MLL/RTI Teacher. PTA.21,392.00

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,392	PTA

Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: RAZ, ALP, and BEARS - to strengthen academic intervention in every program

Provide professional development for all after school providers in strategies to support student academic growth

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

All students

Strategy/Activity

Strategy/Activity
Unallocated reserves for personnel variance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3312	BSEP
2610	PTA

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal of providing high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success has been very effective in the area of literacy. With the implementation of Fastrack Phonics (K-2), Heggerty for phonemic awareness (K-1)in the classroom, Wilson, and orthographic supports and the continued collaboration specialist and class teachers we are seeing positive outcomes. Students are ending the 22-23 school year with the following STAR proficiency with reading results - 3rd - 82%, 4th - 86 %, 5th - 84%. The Dibels proficiency results are as follows K - 89%, 1st -

STAR and Dibels will serve as our main literacy and math assessments. A team of teachers will work to develop a writing assessment that can measure progress over time aligned to state writing standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

There are students that continue to require extra support in Tier 2 and 3 to meet the state benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading - K - 2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd - 5th STAR Reading	Students receiving RTI Supports Kinder Dibels(14) (Winter) - 0% Proficiency 1st Dibels (14) (Fall) - 21% Proficient 2nd Dibels (6)(Fall) - 0% Proficient 3rd Dibels (11) (Fall) - 30% Proficient State Benchmarks STAR Reading 3rd - 0% STAR Reading 4th - 0% STAR Reading 5th- 0%	Kinder Dibels (Spring) - 66% Proficiency 1st Dibels (Spring) - 93% Proficient 2nd Dibels (Spring) - 80% Proficient 3rd Dibels (Spring) - 70% Proficient State Benchmarks(high growth is defined as scoring above 50 on student performance growth) STAR Reading 3rd - 75% will show high growth from Fall to Spring STAR Reading 4th -75% will show high growth from Fall to Spring STAR Reading 5th- 75% will show high growth from Fall to Spring
Math STAR Math (2-5)	Students receiving RTI Supports STAR Math 1st - 0% STAR Math 2nd - 0% STAR Math 3rd - 0% STAR Math 4th - 0%	State Benchmarks(high growth is defined as scoring above 50 on student performance growth) STAR Math 1st - 75% will show high growth from Fall to Spring

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
77,626	BSEP
3,000	BSEP Carryover

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are not meeting benchmarks in all academic areas.

Strategy/Activity

Provide staff with professional development in use of formative assessments to create small group learning opportunities and interventions in the classroom in all academic areas.
*Literacy coach to model and collaborate with teacher to increase individual and small group work in literacy
* Literacy Coach to support PD and implementation of CORE strategies to support effective literacy instruction

1116 Certificated. Literacy Coach BSEP. 32,762

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,762	BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Individualized Education Plans (IEPs)

Strategy/Activity

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards:

Discuss Special Education goals during: IEP's, COS meetings, Special Education meetings, SST's and staff collaboration time
Meet regularly with Special Education Area Supervisor
Provide regular professional development to Instructional Assistants (IA's)

4300. Materials and Supplies. BSEP Carryover 3,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	BSEP Carryover

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students relieving intervention support or have limited summer opportunities

Strategy/Activity

* Supports 50 students through the Jump Starters, an intensive literacy and enrichment summer program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27,980	PTA

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

collaboration between class teacher and interventionist and the use of Heggerty for phonemic awareness (K-1)in the classroom, Wilson, and orthographic supports demonstrated positive outcomes. Students are ending the 22-23 school year with the following STAR proficiency with reading results - 3rd - 82%, 4th - 86 %, 5th - 84%. The Dibels proficiency results are as follows K - 89%, 1st - 95%. There were little to know gains in STAR math with he following proficiency scores in STAR math 2nd - 66%, 3rd - 71%, 4th, 70.3% and 5th - 67%. The STAR expectations were set to the state standard.

The math collaborator passed away in the middle of the year so PD, collaboration and direct intervention was not completed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to data shifts, the RTI teacher will begin to assessment, instruct and collaborate with K,1st (2nd or 3rd) teachers in math.

Goals, Strategies, & Proposed Expenditures

childcare, meeting facilitators, materials and supplies

1102 Certificated Hourly (PD, CD, Extra Duty), 1,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ruth Acty staff will partner with OFEE, PTA, UJIMA, ELAC and other parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well

PTA Funded

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ruth Acty will hold school wide community events including: Juneteenth, Pride Day, Math Night, Mayfair, Open House, Back to School Night, and other events as identified by the PTA and School staff that involve parents/guardians in our school community.

PTA Funded

Proposed Expenditures for this Strategy/Activity

Social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. this includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating con ict constructively, and seeking and offering help when needed.

Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards,

The activities and metrics will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

Using data to monitor progress and inform instruction is critical to the success of the students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data is presented at SSC, ELAC and Leadership.	Data is currently shared in December.	Data will be shared in December and May.
Leadership evaluates data using Educlimber.	Leadership looks at data but not in a constant way and has not utilized Educlimber.	Quarterly meetings analyzing data at least 3 times a year.
Data is shared with families and School responds to data.	Families received Dibels and STAR scores 2 x this school year.	Families will receive STAR and Dibels' scores 3x a year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1 Site School Plan for Student Achievement SPSA) Evaluation Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Teacher Leadership Team to review and analyze CA Dashboard and Educlimber data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

New Goal for 23-24.Not applicable to complete any type of goal analysis at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal for 23-24.Not applicable to complete any type of goal analysis at this time

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Strong attendance is a storng predictor of academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in school over 90% of the time	0% of students experiencing homelessness are chronically truant.	0% of students experiencing homelessness will be chronically truant.
Being suspended.	0% of students experiencing homelessness have been suspended	0% of students experiencing homelessness will be suspended

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Experiencing Homelessness

Strategy/Activity

5.1 Supports for Students Experiencing Homelessness Collaborate with the district to provide direct services and support to our McKinney-Vento students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal for 23-24.Not applicable to complete any type of goal analysis at this time

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

New Goal for 23-24.Not applicable to complete any type of goal analysis at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal for 23-24.Not applicable to complete any type of goal analysis at this time

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 ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Mary Cazden	Principal
Lisa Rossi	Classroom Teacher
(Teacher) Beth Trevor	Classroom Teacher
Rick Keline	Classroom Teacher
Bethany Lourie	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
Peter Ross	Parent or Community Member
Robyn Shapiro	Parent or Community Member
Wei - Bing Chen	Parent or Community Member
Parul Batra	Parent or Community Member
Lee Bishop	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/8/23.

Attested:

Principal, Mary Cazden on 5/8/23

SSC Chairperson, Peter Ross (Parent) on 5/8/23

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