

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Hills Elementary School 2023-2024	04615230110510	12/7/23	12/13/23

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
- Comprehensive Support and Improvement
- 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.

Golden Hills Eagles grow together, learn with passion, act with kindness, and change the world!

Vision: Golden Hills is a learning focused school that ensures that every student ends the year having acquired the essential skills, knowledge and behaviors required for success!

Golden Hills plan is to meet each individual student's needs: academically, behaviorally and socially emotionally through a Multi Tier System of Support. Staff uses targeted timely interventions to ensure students will learn the targeted essential standards.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 7
- Educational Partner Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 40
 - Goal 3..... 45
 - Goal 4..... 52
 - Goal 5..... 54
- Budget Summary 55
 - Budget Summary 55
 - Other Federal, State, and Local Funds 55
- Budgeted Funds and Expenditures in this Plan 56
 - Funds Budgeted to the School by Funding Source..... 56
 - Expenditures by Funding Source 56
 - Expenditures by Budget Reference 56
 - Expenditures by Budget Reference and Funding Source 57
 - Expenditures by Goal 57
- School Site Council Membership 58
- Recommendations and Assurances 59

Instructions.....60
 Instructions: Linked Table of Contents.....60
 Purpose and Description.....61
 Educational Partner Involvement61
 Resource Inequities61
Goals, Strategies, Expenditures, & Annual Review62
 Annual Review63
 Budget Summary64
 Appendix A: Plan Requirements66
 Appendix B:.....69
 Appendix C: Select State and Federal Programs71

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder surveys: teachers, families and students.

A school climate survey was given to students in April 2023. The results for students who scored often or always in percents are as follows:

I like school: 73%

I feel like I do well in school: 78%

My school wants me to do well: 95%

My school has clear expectations for behavior: 87%

Teachers treat me with respect: 88%

Good behavior is noticed at my school: 69%

I feel safe at school: 87%

Students treat each other well: 57%

There is an adult at my school who will help me if I need it: 93%

Students in my class behave so that the teachers can teach: 53%

A school climate survey was given to staff in April, 2023. Some of the results for strongly or somewhat agree in percentages are as follows:

I feel supported by other teachers at my school: 95%

I get along well with other staff members at my school. 93%

I feel like I am an important part of my school. 87%

I enjoy working in teams (grade level, content) at my school 94%

I feel like I fit in among other staff members at my school. 100%

I feel connected to the teachers at my school. 82%

Teachers at my school frequently recognize students for good behavior. 100%

Teachers at my school have high standards for achievement. 94%

My school promotes academic success for all students. 94%

All students are treated fairly by the adults at my school. 88%

Teachers at my school treat students fairly regardless of race, ethnicity, or culture. 100%

Teachers at my school work hard to make sure that students do well. 100%

I feel safe at my school. 82%

Teachers at my school keep their classrooms clean and organized. 100%

Teachers make an effort to keep the school building and facilities clean. 100%

Students at my school would help another student who was being bullied. 88%

Students at my school get along well with each other. 88%

Students at my school treat each other with respect. 69%

Students at my school show respect to other students regardless of their academic ability. 88%

Parents at my school attend PTA meetings and parent conferences. 49%

At my school, parents frequently attend school activities. 68%

A survey to our English Learners showed the majority of the families feel their student is safe, they feel welcome on campus, and feel supported.

A school climate survey was given to families in April, 2023. Some of the results for strongly or somewhat agree in percentages are as follows:

Teachers at my student's school have high standards for achievement. 100%

Teachers at my student's school work hard to make sure that students do well. 97%

Teachers at my student's school promote academic success for all students. 97%

My student's school sets clear rules for behavior. 93%

My student feels safe at school. 94%

My student feels safe going to and from school. 96%

School rules are consistently enforced at my student's school. 92%

School rules and procedures at my student's school are fair. 93%

My student feels successful at school. 93%

My student is frequently recognized for good behavior. 90%

I feel comfortable talking to teachers at my student's school. 98%

Staff at my student's school communicate well with parents. 96%

I feel welcome at my student's school. 100%

All students are treated fairly at my student's school. 90%

Teachers at my student's school treat all students with respect. 96%

My student's school building is well-maintained. 100%

Teachers at my student's school keep their classrooms clean and organized. 100%

I attend parent/teacher conferences at my student's school. 93%

I am actively involved in activities at my student's school. 94%

I frequently volunteer to help on special projects at my student's school. 65%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The contractual agreement for classroom observations when an evaluation is required is a minimum of two formal observations that shall be a minimum of thirty minutes each. In addition to the formal observation, the evaluator shall informally observe the employee at other times during each evaluation year. Informal observations occur daily with administration providing immediate feedback to faculty and staff regarding observations. From these observations teachers are using direct instruction with small and whole group instruction, student collaboration, hands- on learning and students are engaged.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP and Iready data will be analyzed to determine if as a school we making overall growth as well as growth in sub groups. IReady and formative assessments will be used to determine timely targeted interventions based on essential standards. With the analyzed data the site will incorporate different strategies to best address student needs. All students will have access to Common Core standards from California adopted programs in Math and Language Arts. All students will be assigned an intervention class based on individual student data. English learners will be in an EL intervention class focusing on the acquisition of the English language. I-Ready diagnostic and growth monitoring will be given through-out the year, interventions will be reviewed and changed based off of student data. All students can access the Learning Center every afternoon for extra support. Resource teachers will be providing support for students with IEP's and 504 plans. I-Ready learning modules will be monitored and concepts will be re-taught as needed. Intervention teachers will push in for math interventions and teach Just Words Reading groups for reading intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In weekly Professional Learning Community meetings and teacher meetings staff will analyze student data. Teachers will look at the student assessment data to determine interventions targeting essential standards. As students progress their interventions will change to best address their specific need. Through a continuous cycle of improvement staff will address the needs of each individual student for student success.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Golden Hills has 100% of the teachers meeting the requirement for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Golden Hills has sufficient credentialed teacher, 100%. All teachers will have access to professional development in areas of needs. Professional Development from Benchmark Advance will be provided. Professional development on the implementation of Professional Learning Communities, student behaviors and cultural bias/responses will be provided.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development will be provided based off of student data: CAASPP test results, formative assessments and I-Ready scores. Professional Development in Kagan Cooperative Learning, Capturing Kids Hearts and Just Words. Professional development and coaching will be provided to enhance and support the PLC process.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There will be ongoing support for all teachers. The teachers have weekly Professional Learning Community meetings, plus 4 additional days. New teacher induction programs will be ongoing to best support our new teacher. Golden Hills is contracting with Butte County Office of Education Coordinated District Support Division to provide instruction assistance and support for faculty, staff and administration throughout the course of the academic year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will meet in grade level PLC teams each week to collaborate, analyze student data and share best teaching practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to content standards.

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

Instructional minutes are met: Language Arts block is 80 minutes per day, plus a 25 minute LA intervention/ extension block. Math block is one hour per day with a bonus 30 minute intervention class targeting mastery of math essential standards.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

After analyzing student data students will be placed in support/ intervention math classes for a 35 minute block each day. The intervention classes are flexible and based on student needs in mastering the target essential standards. Staff will analyze data frequently, timely and make changes to address students individual needs. In reading a intervention teacher will teach Just Words as a tier 2 intervention to all students in need. Barton's Reading program will be taught 30 minutes to students who need tier 3 intervention in reading.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to textbooks, chrome books and to content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted curriculum are available to all students. Math adoption is My Math. Language Arts adoption is Benchmark Advance. Social Studies curriculum is Savvas, My World. , Science curriculum is TWIG.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level teams will analyze grade level standards and determine essential standards. A structured timely targeted intervention will be available for all students whether it is reteaching, extension etc.. A focus on tier 1 strategies to teach the curriculum will be discussed routinely at PLC and staff meetings. All teachers differentiate instruction to all students to address the individual students needs, this will ensure underperforming students will be taught grade level standards, as well as interventions as needed to achieve success. Underperforming students will work with certificated teachers as well as paraprofessionals and have daily access to the Learning Center.

Evidence-based educational practices to raise student achievement

Weekly professional development is provided from the book: Reading and Writing Instruction for Fourth & Fifth Grades: Classrooms in a PLC at work. These strategies include: the value of the PLC process, setting learning expectations, assessment options for literacy, designing a learning progression, etc.. Staff will examine John Hattie's research to develop the systematic use of evidence based practices Teachers teach in whole group and small groups. Students work together and collaborate to create, design and present projects.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families are always encouraged to volunteer and we have a Parent Teacher Group that provides resources as needed. Butte County Office of Education provides several resources for our students: regional programs and McKinney Vento. Victor provides counseling for students. Behavioral Health provides support. The University of California, Cal Fresh Nutrition education provides lessons and events at the school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meetings, School wide Title 1 meetings, ELAC/DLAC meetings, Indian education meetings, LCAP meetings and District Leadership team meetings provide input for parents, community representatives, school personnel to help plan, implement and evaluate the Con App programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by ConApp programs include paraprofessionals, tutoring, EI resources/ instruction, bilingual aide, Indian Education in class assistance and professional development. Title 1 paraprofessionals and after school development, Title 2 Professional development funds, Title 3 English Learners, Title 6 Indian Education services.

Fiscal support (EPC)

District office provides fiscal support, monitors budgets and ensures compliance for all regulations for categorical programs. District office assists in developing the LCAP

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Golden Hills Elementary Staff, Palermo Union District Leadership team, School Site Council and parent surveys are used look at data to develop the SPSA. Data from enrollment and the data dashboard are used to make decisions around school improvement. The School Site Council meet 4 times a year to analyze data to determine strengths and areas of growth. The Palermo Union Administration Leadership team meets monthly to review data. The Golden Hills staff have ongoing meeting to determine school improvement goals.

Resource Inequities

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

Resource Inequities for Golden Hills Elementary School were reflected in data analysis by all stakeholders. This analysis included a need for defining essential grade level standards, planning/ providing targeted and timely instruction on the essential grade level standards. All students will have access to grade level standards and 100% of students will receive interventions in math and reading. Extra support and professional development for all teachers will be provided in to support literacy for all students and in particular English Learners.

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	4.0%	3.76%	4.47%	10	10	11
African American	0.8%	0.75%	0.41%	2	2	1
Asian	2.0%	2.63%	5.28%	5	7	13
Filipino	%	%	0%		0	0
Hispanic/Latino	29.1%	31.95%	34.96%	73	85	86
Pacific Islander	%	%	0.41%		0	1
White	52.6%	45.86%	39.84%	132	122	98
Multiple/No Response	6.8%	12.41%	12.6%	17	33	31
	Total Enrollment			251	266	246

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	131	135	120
Grade 5	120	131	126
Total Enrollment	251	266	246

Conclusions based on this data:

1. Overall enrollment decreased this past year.
2. The Asian student population and the multiple races or no response has increased
3. The white population has decreased.

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	31	32	38	12.4%	12.0%	15.4%
Fluent English Proficient (FEP)	9	14	12	3.6%	5.3%	4.9%
Reclassified Fluent English Proficient (RFEP)	2			6.5%		

Conclusions based on this data:

1. The number of EL students has increased. The number of Fluent English Proficient has decreased.
2. The number of students reclassified has increased from 9 students reclassified in 20/21 to 12 in 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		*			*			*				
Grade 4	133	135	120	0	129	112	0	129	112	0.0	95.6	93.3
Grade 5	121	131	129	0	121	126	0	121	126	0.0	92.4	97.7
All Grades	254	267	249	0	251	238	0	251	238	0.0	94.0	95.6

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		*			*			*			*			*	
Grade 4		2427.	2413.		11.63	8.93		19.38	17.86		23.26	21.43		45.74	51.79
Grade 5		2447.	2470.		9.09	15.08		23.97	24.60		16.53	23.02		50.41	37.30
All Grades	N/A	N/A	N/A		10.36	12.18		21.51	21.43		20.32	22.27		47.81	44.12

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		*			*			*			*	
Grade 4					9.30	12.50		65.89	60.71		24.81	26.79
Grade 5					10.74	13.49		57.85	61.90		31.40	24.60
All Grades					9.96	13.03		62.15	61.34		27.89	25.63

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		*			*			*	
Grade 4					3.88	3.57		52.71	50.89
Grade 5					9.92	11.11		45.45	56.35
All Grades					6.77	7.56		49.00	53.78

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		*			*			*	
Grade 4		4.65	5.36		82.95	69.64		12.40	25.00
Grade 5		6.61	10.32		66.12	71.43		27.27	18.25
All Grades		5.58	7.98		74.90	70.59		19.52	21.43

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		*			*			*	
Grade 4		6.98	5.36		72.09	67.86		20.93	26.79
Grade 5		9.92	16.67		57.85	56.35		32.23	26.98
All Grades		8.37	11.34		64.94	61.76		26.69	26.89

Conclusions based on this data:

1. In 21-22 the at or near standard is combined together, almost 10 percent are above standard in reading.
2. In 21-22 less than 10 percent of students are above standard in Reading Writing, Listening, Research/Inquiry.
3. The fifth graders scored higher than the fourth grade in above standard in all: Reading Writing, Listening, Research/Inquiry in 21-22.

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 4	133	135	120	0	129	112	0	129	112	0.0	95.6	93.3
Grade 5	121	131	129	0	121	126	0	121	126	0.0	92.4	97.7
All Grades	254	266	249	0	250	238	0	250	238	0.0	94.0	95.6

* 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 4		2428.	2440.		3.88	6.25		13.95	19.64		41.09	43.75		41.09	30.36
Grade 5		2431.	2461.		5.79	3.97		9.92	12.70		24.79	41.27		59.50	42.06
All Grades	N/A	N/A	N/A		4.80	5.04		12.00	15.97		33.20	42.44		50.00	36.55

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 4		5.43	8.93		48.84	61.61		45.74	29.46	
Grade 5		4.96	4.76		38.84	57.94		56.20	37.30	
All Grades		5.20	6.72		44.00	59.66		50.80	33.61	

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 4		2.33	8.93		56.59	48.21		41.09	42.86
Grade 5		6.61	3.17		38.02	60.32		55.37	36.51
All Grades		4.40	5.88		47.60	54.62		48.00	39.50

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 4		6.98	5.36		55.04	67.86		37.98	26.79
Grade 5		4.13	3.97		47.11	66.67		48.76	29.37
All Grades		5.60	4.62		51.20	67.23		43.20	28.15

Conclusions based on this data:

1. In 21-22, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning were all under 10 % in percent above standard.
2. In 21-22, 16.8 % of all students were at or above standard in overall math

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1490.1	1515.1	1533.9	1488.6	1530.3	1546.5	1491.3	1499.5	1521.0	15	17	24
5	1523.5	1516.0	1515.3	1527.1	1520.4	1519.1	1519.4	1511.1	1510.7	13	17	15
All Grades										28	34	39

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
4	0.00	29.41	33.33	40.00	29.41	37.50	40.00	29.41	20.83	20.00	11.76	8.33	15	17	24
5	23.08	11.76	26.67	30.77	47.06	33.33	38.46	35.29	20.00	7.69	5.88	20.00	13	17	15
All Grades	10.71	20.59	30.77	35.71	38.24	35.90	39.29	32.35	20.51	14.29	8.82	12.82	28	34	39

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
4	26.67	41.18	58.33	40.00	47.06	25.00	20.00	0.00	12.50	13.33	11.76	4.17	15	17	24
5	23.08	41.18	46.67	69.23	47.06	33.33	0.00	5.88	0.00	7.69	5.88	20.00	13	17	15
All Grades	25.00	41.18	53.85	53.57	47.06	28.21	10.71	2.94	7.69	10.71	8.82	10.26	28	34	39

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
4	0.00	5.88	8.33	13.33	23.53	37.50	40.00	41.18	33.33	46.67	29.41	20.83	15	17	24
5	0.00	0.00	6.67	15.38	17.65	20.00	69.23	47.06	40.00	15.38	35.29	33.33	13	17	15
All Grades	0.00	2.94	7.69	14.29	20.59	30.77	53.57	44.12	35.90	32.14	32.35	25.64	28	34	39

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
4	33.33	58.82	41.67	60.00	29.41	37.50	6.67	11.76	20.83	15	17	24
5	15.38	5.88	20.00	76.92	88.24	60.00	7.69	5.88	20.00	13	17	15
All Grades	25.00	32.35	33.33	67.86	58.82	46.15	7.14	8.82	20.51	28	34	39

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
4	20.00	41.18	66.67	60.00	47.06	33.33	20.00	11.76	0.00	15	17	24
5	76.92	81.25	80.00	15.38	12.50	0.00	7.69	6.25	20.00	13	16	15
All Grades	46.43	60.61	71.79	39.29	30.30	20.51	14.29	9.09	7.69	28	33	39

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
4	0.00	5.88	8.33	60.00	64.71	62.50	40.00	29.41	29.17	15	17	24
5	0.00	11.76	6.67	84.62	52.94	53.33	15.38	35.29	40.00	13	17	15
All Grades	0.00	8.82	7.69	71.43	58.82	58.97	28.57	32.35	33.33	28	34	39

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
4	0.00	11.76	25.00	73.33	64.71	66.67	26.67	23.53	8.33	15	17	24
5	0.00	5.88	26.67	92.31	70.59	46.67	7.69	23.53	26.67	13	17	15
All Grades	0.00	8.82	25.64	82.14	67.65	58.97	17.86	23.53	15.38	28	34	39

Conclusions based on this data:

1. In the overall score levels 3 and 4 were 58% of the students in 21/22 ELPAC
2. In Oral language 88 % of our EL students are at level 3 or above in 21/22 ELPAC.
3. In Written language 23% of our EL students scored level 3 or above in 21/22 ELPAC.

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
266	83.1	12.0	0.4
Total Number of Students enrolled in Golden Hills Elementary School 2023-2024.	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	32	12.0
Foster Youth	1	0.4
Homeless	18	6.8
Socioeconomically Disadvantaged	221	83.1
Students with Disabilities	28	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	10	3.8
Asian	7	2.6
Filipino		
Hispanic	85	32.0
Two or More Races	33	12.4
Pacific Islander		
White	122	45.9

Conclusions based on this data:

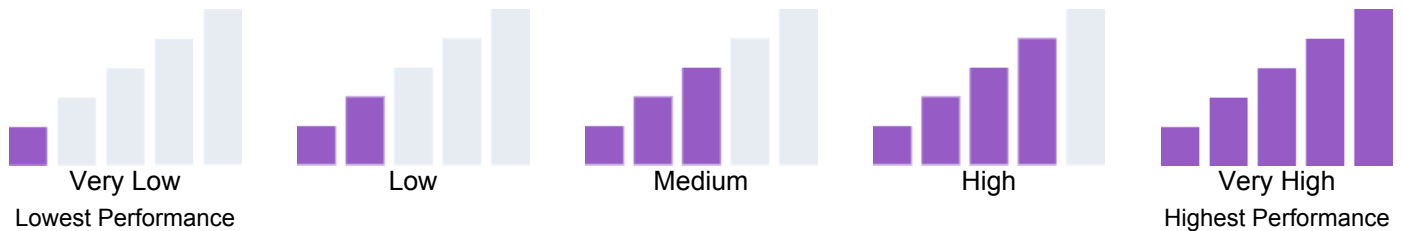
1. In 21-22 Student group of socioeconomically disadvantaged is 83% of our student population.
2. In 21-22 English Learners are 12% of our population and hispanic is 32%
3. In 21-22 Our largest percentage of students are white 46%

School and Student Performance Data

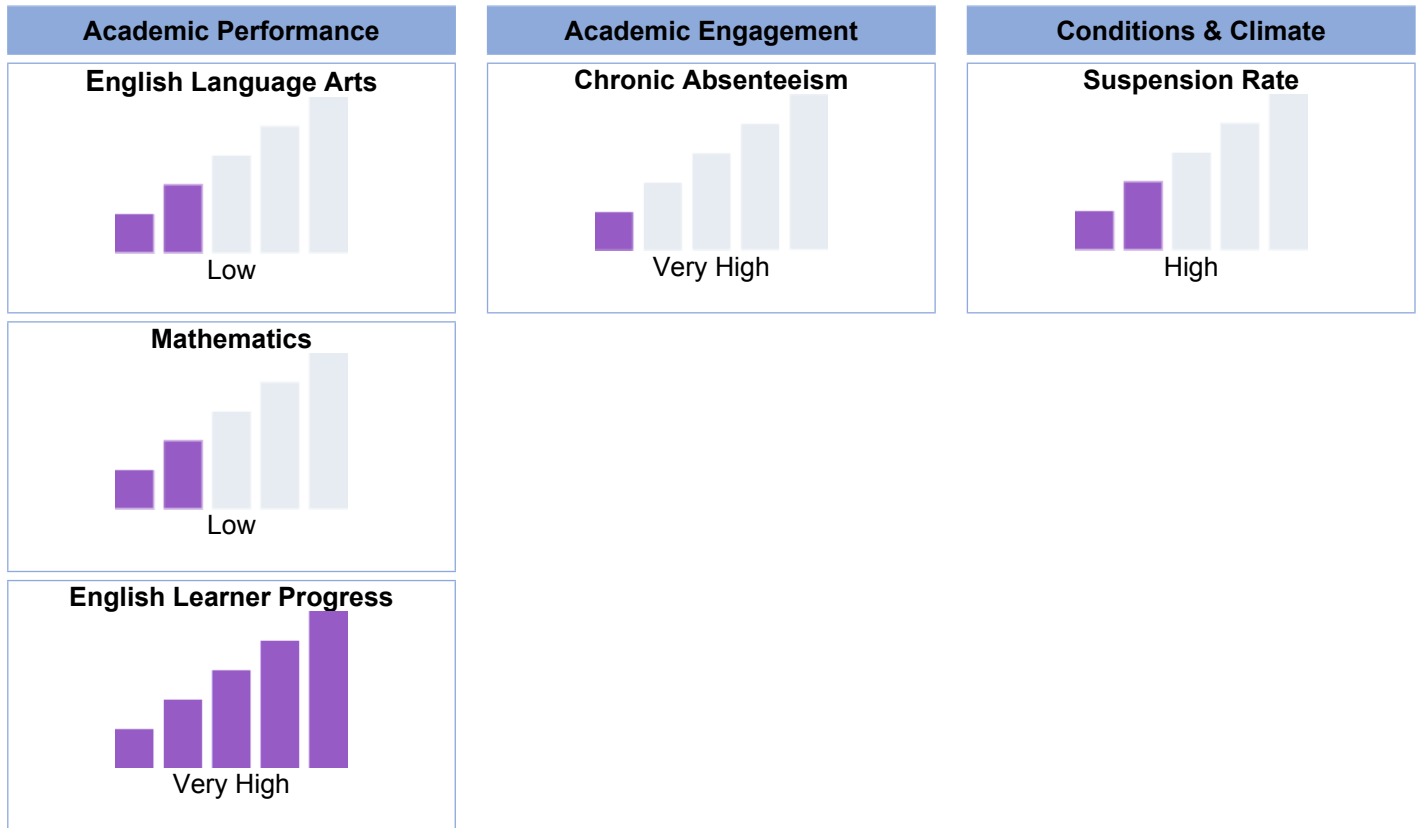
Overall Performance

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:

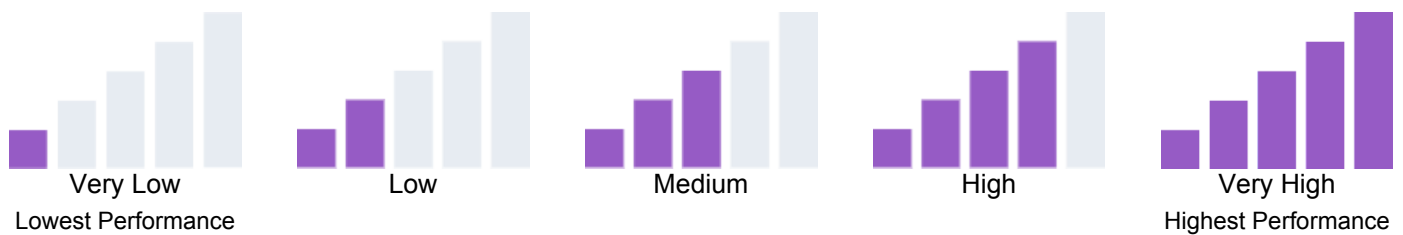
1. Chronic absenteeism is very high, and suspensions are high
2. Language Arts and Math we are low
3. The English Learner Progress is very high.

School and Student Performance Data

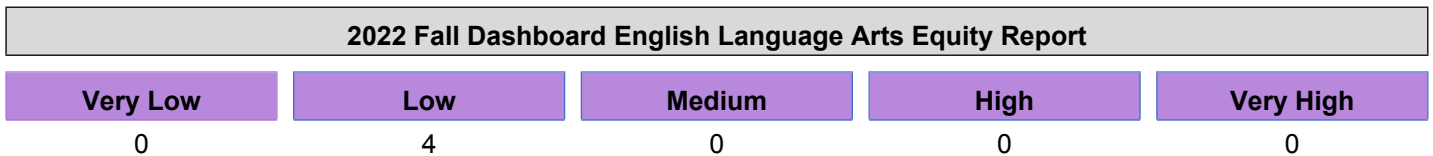
Academic Performance English Language Arts

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

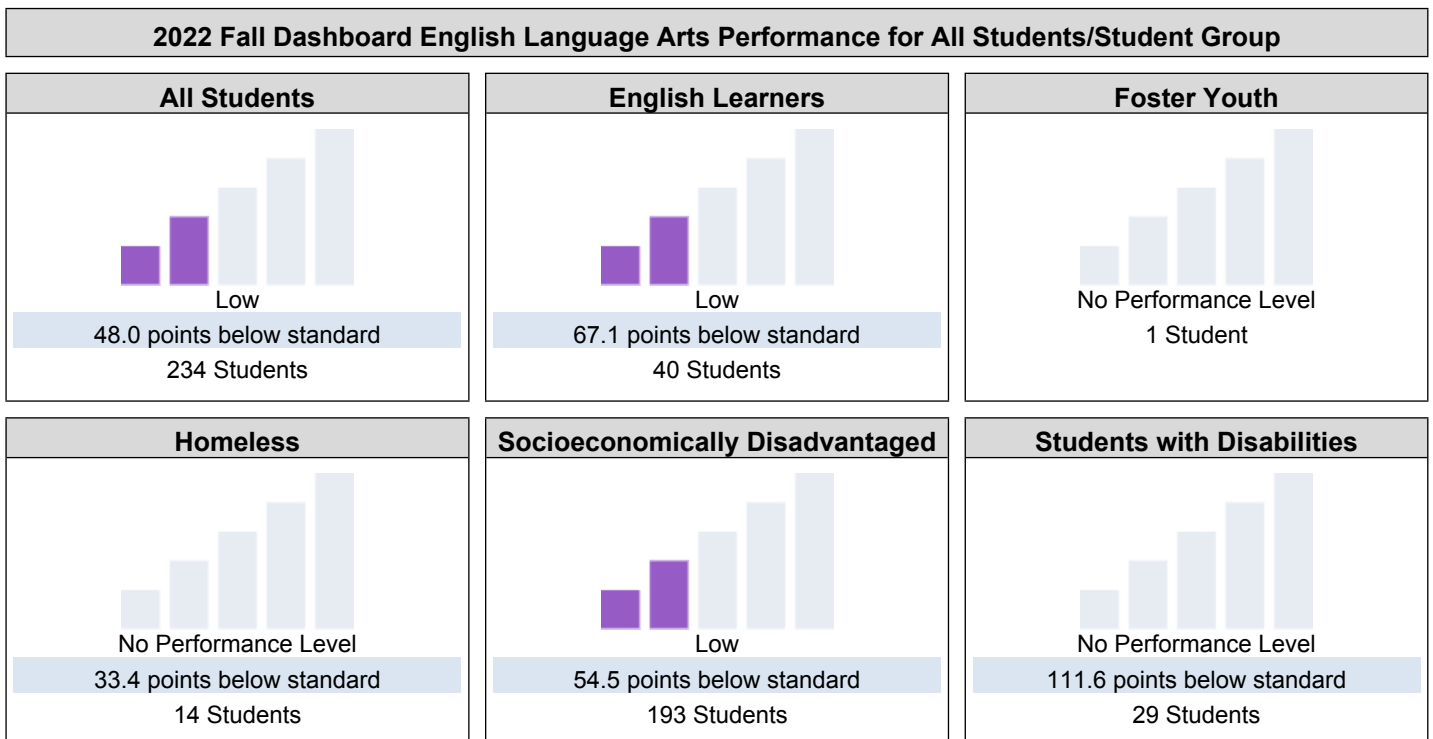
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



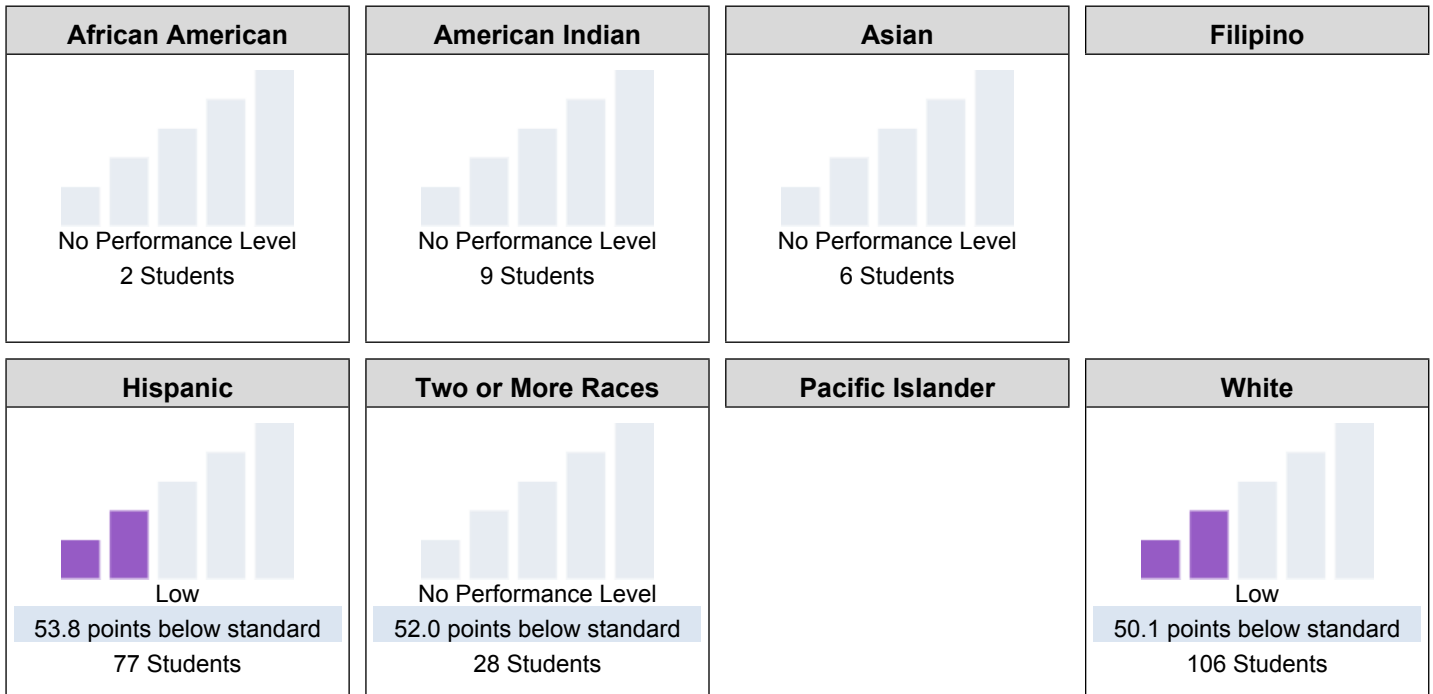
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.2 points below standard 30 Students	10 Students	44.3 points below standard 192 Students

Conclusions based on this data:

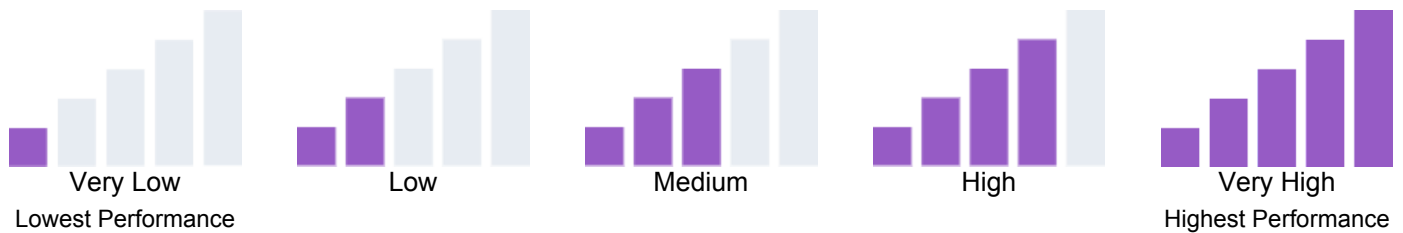
1. All groups combined is low, plus all sub groups are low. English learners, Hispanic, Socioeconomically disadvantaged and white.
2. English learners, Hispanic, Socioeconomically disadvantaged and white. The EL students are 67.1 points below standard. The Hispanic student group are 53.8 points below standard. Socioeconomically disadvantaged are 54.5 points below standard. White students are 50.1 points below standard
3. Students with disabilities are 111.6 points below standard

School and Student Performance Data

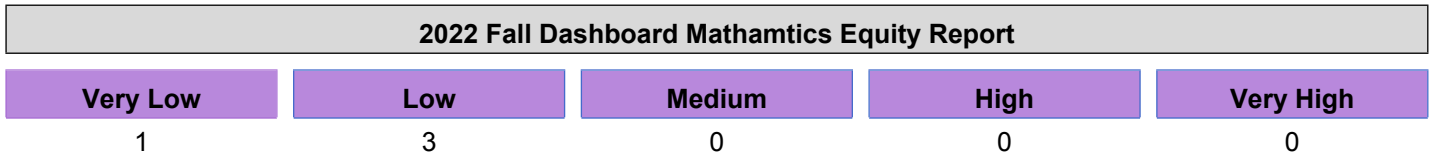
Academic Performance Mathematics

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

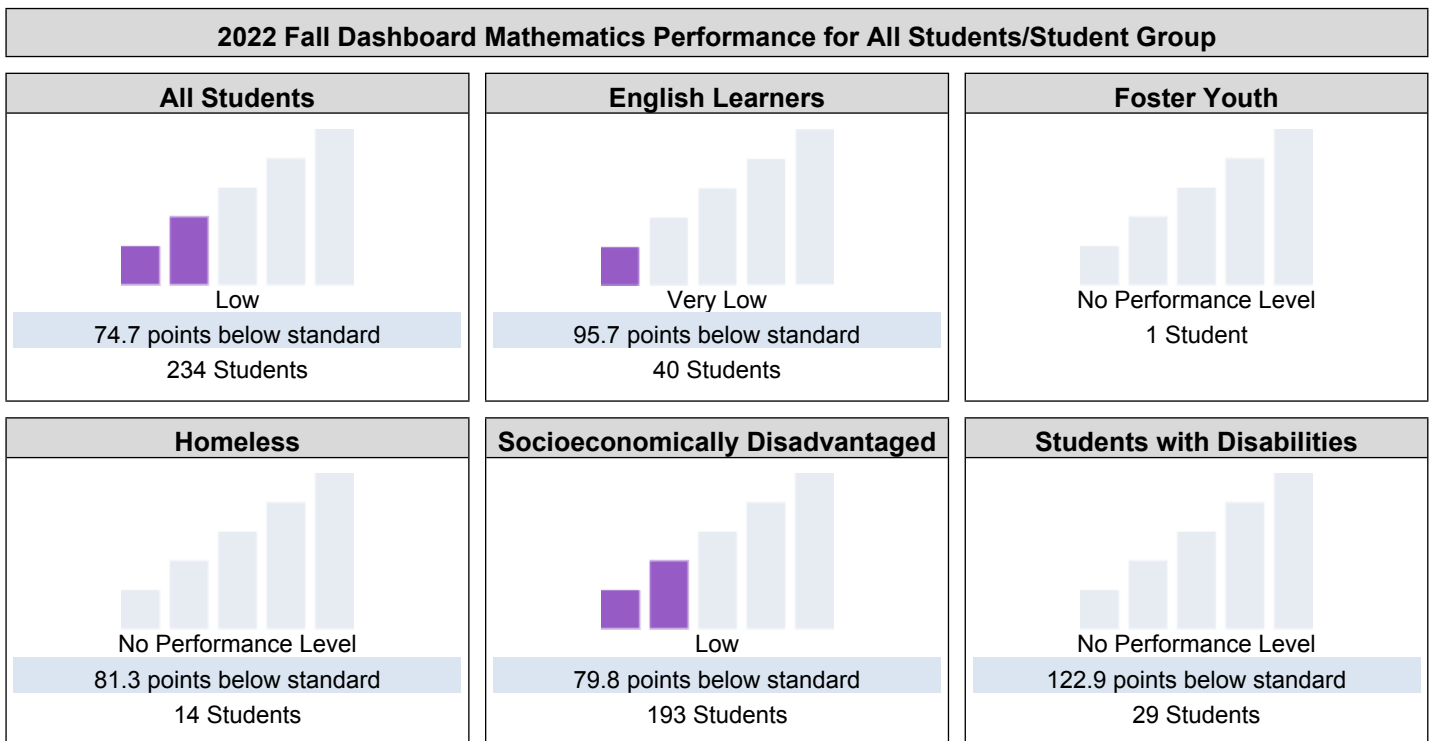
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



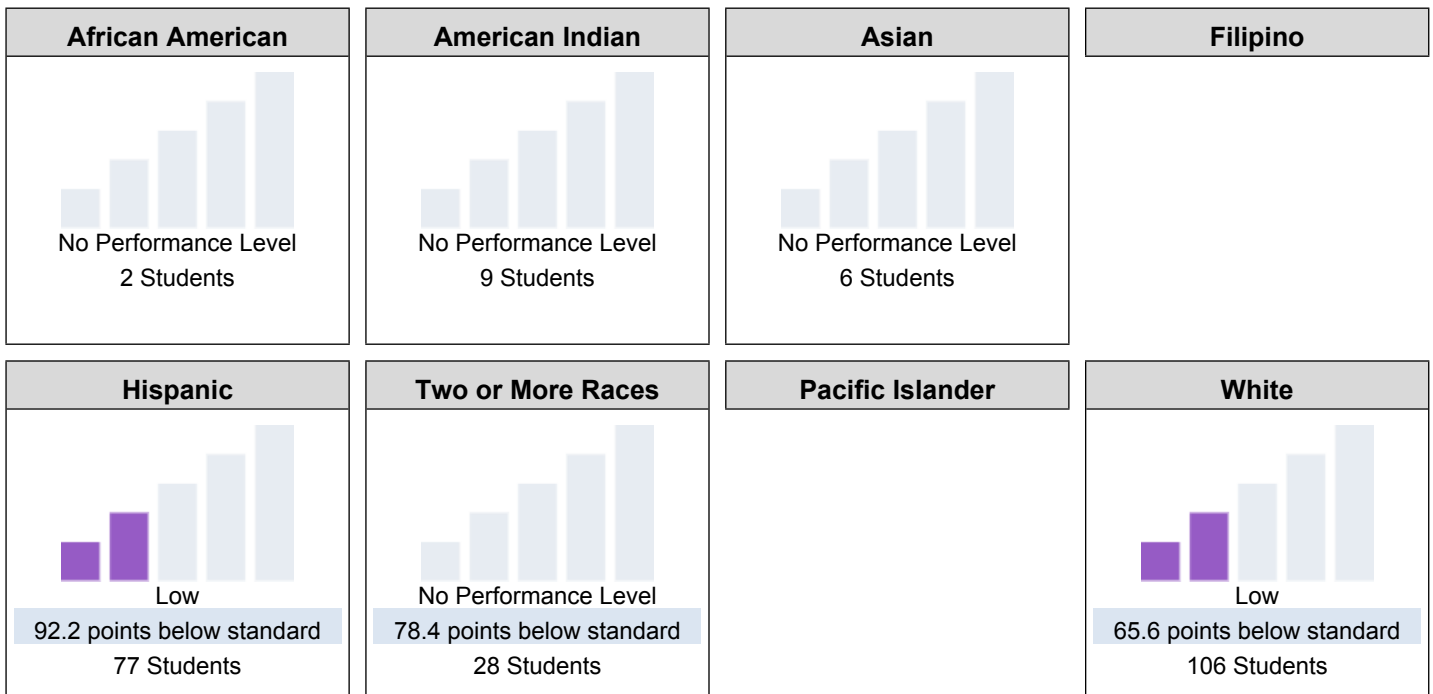
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance 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
<p style="background-color: #e6f2ff;">99.9 points below standard</p> <p>30 Students</p>	<p>10 Students</p>	<p style="background-color: #e6f2ff;">70.7 points below standard</p> <p>192 Students</p>

Conclusions based on this data:

1. Math is overall 74.7 points below standard.
2. EI students are 95.7 points below standard and are very low The Hispanic students are 92.9 below standard .
3. Students with disabilities are 122.9 below standard

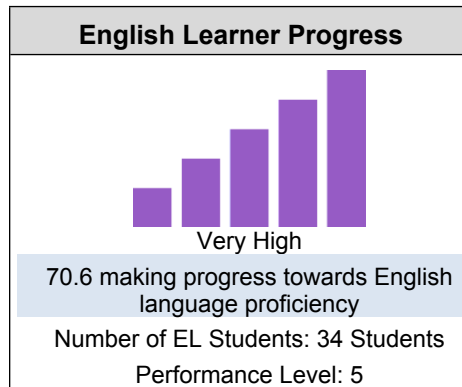
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.9%	23.5%	2.9%	67.6%

Conclusions based on this data:

- 67.6% of students increased at least one ELPI level , 70.6 making progress
- 25 % percent of students maintained ELPI.
- 5.9% of students decreased by 1 ELPI level

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:

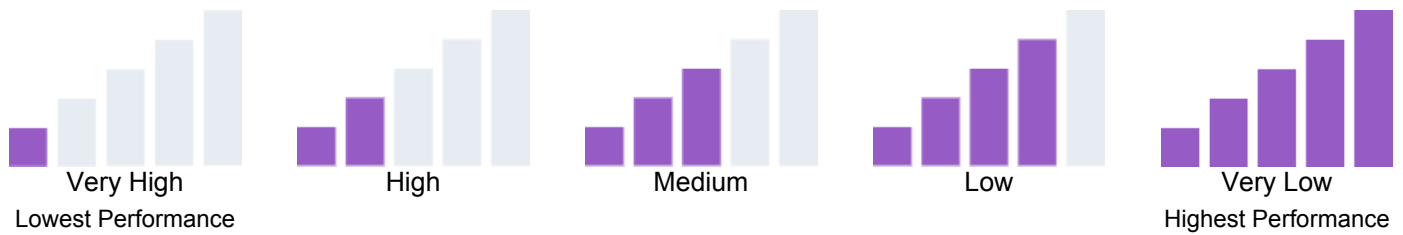
- 1.

School and Student Performance Data

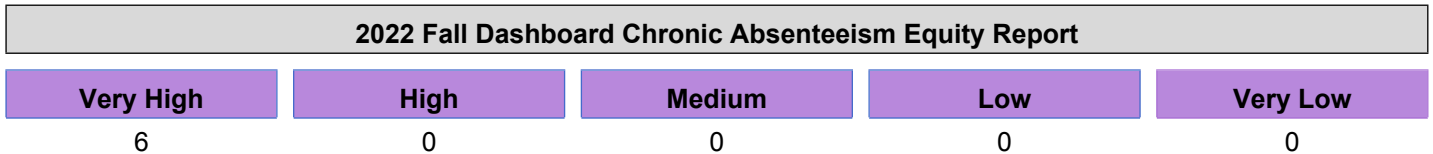
Academic Engagement Chronic Absenteeism

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](#).

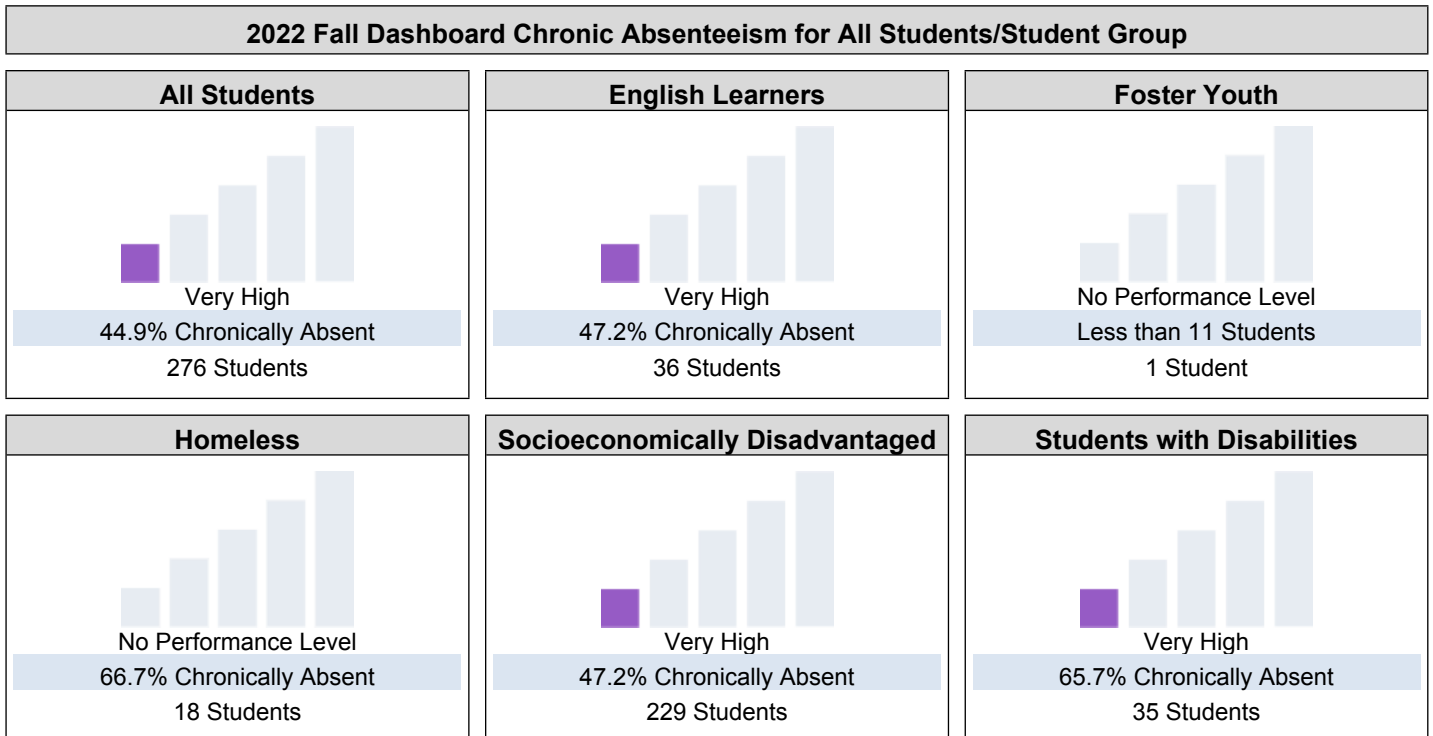
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



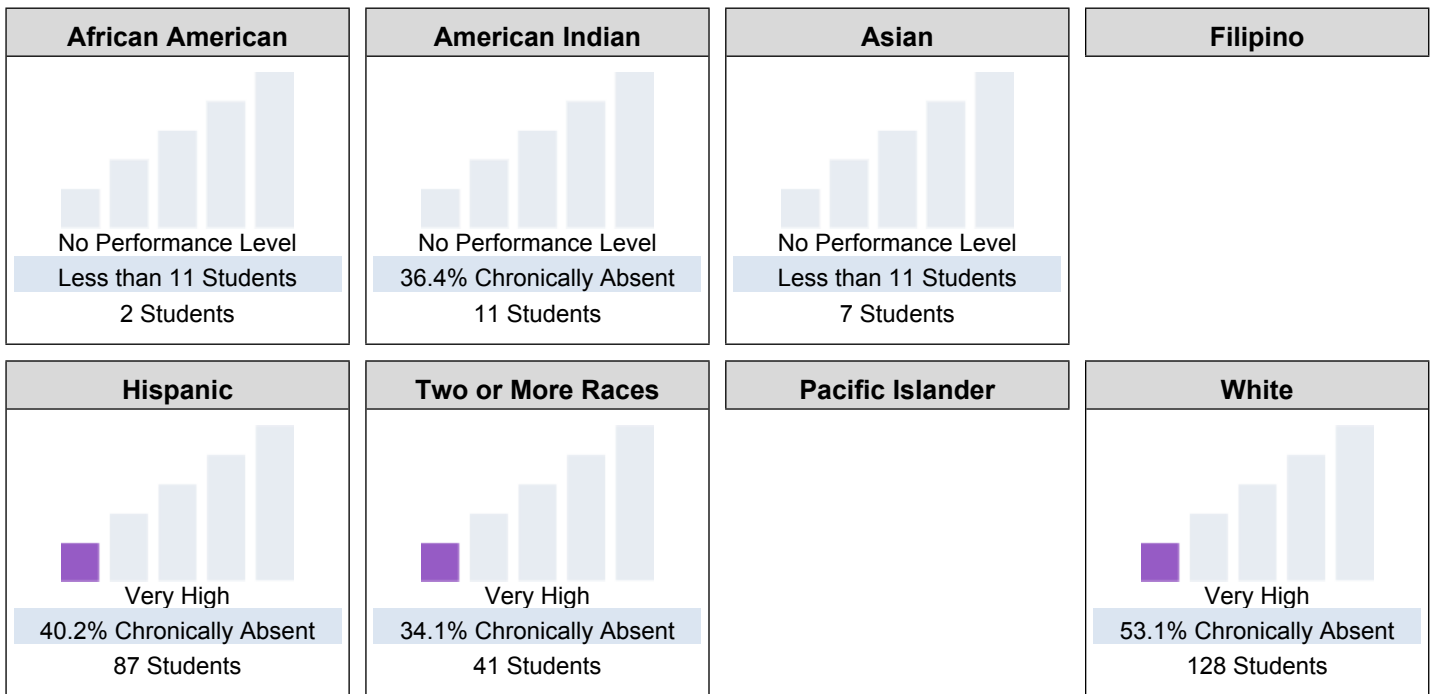
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Based on the attendance data in 2018-2019, 15.4% , is the overall chronic absentee attendance rate. in 21/22 44.9% of our students were chronically absent. The percentage rates increased signifancity.
2. Students with disabilities were the highest percentage at 65.7%
3. White students were 53.1% . Socioeconomically disadvantaged has 47.2% chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

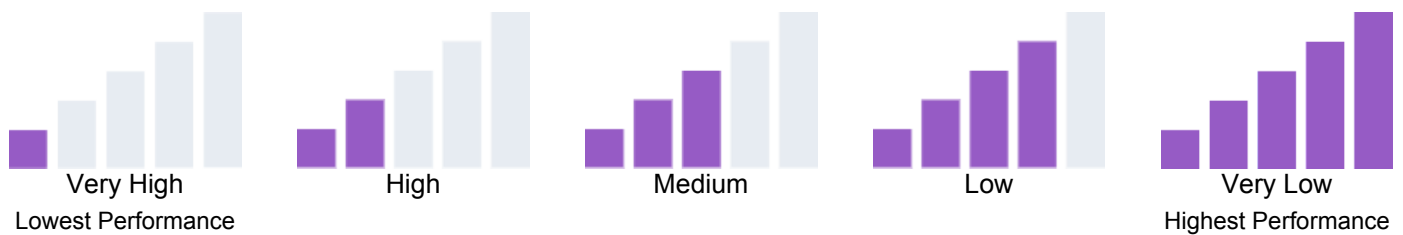
- 1.

School and Student Performance Data

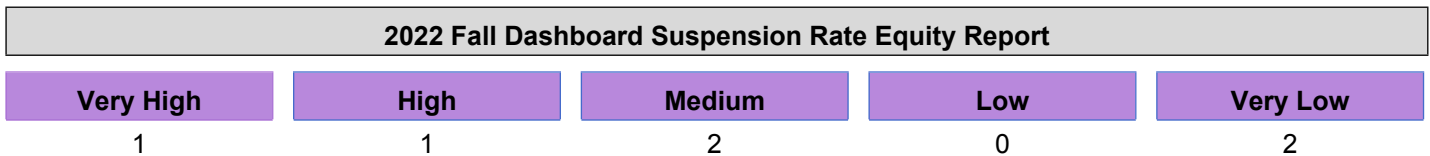
Conditions & Climate Suspension Rate

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](#).

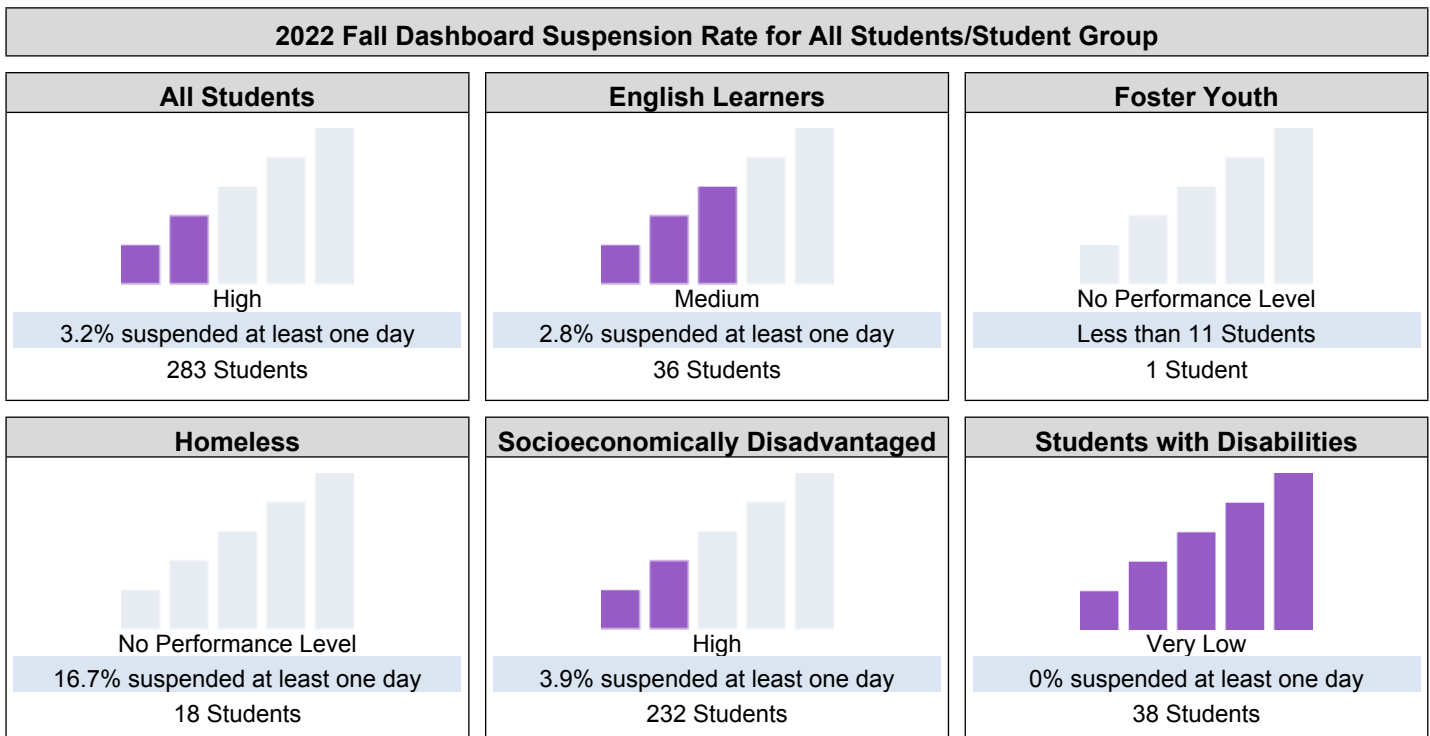
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



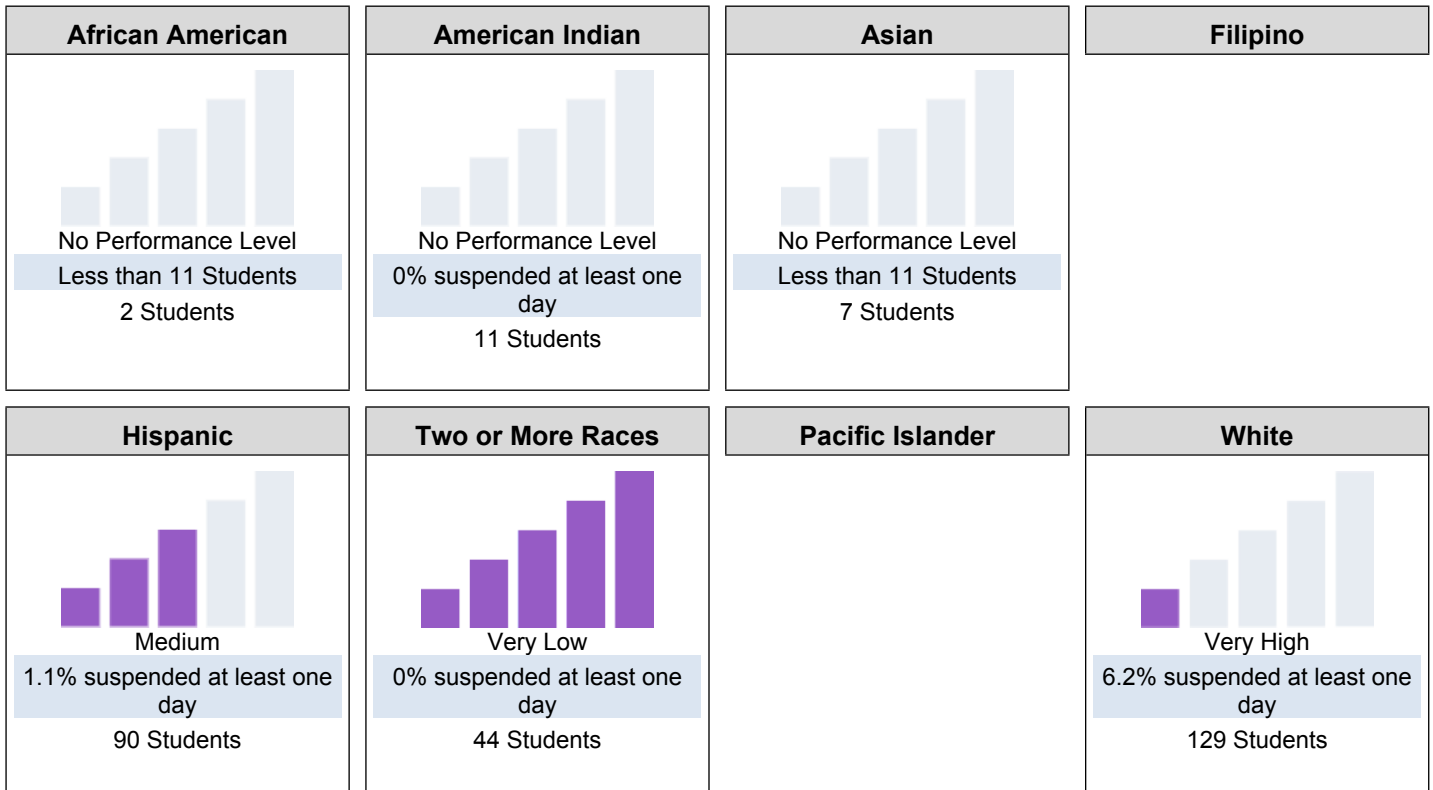
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate overall was 3.2%
2. The highest group was 16.7 % for our homeless population.
3. White students were 6.2 % suspended at least one day

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 1

Provide Language Arts academic instruction and tiered interventions to ensure student learning and high achievement for each and every student. Increase the distance away from standard by five points on the data dashboard.

Identified Need

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. At Golden Hills there is a need to target essential standards, develop high quality first instruction, formative assessments and increase high level teacher collaboration to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test/ i-Ready Reading Diagnostic	CAASPP in 21/22 all students were 48 points below standard,	Increase the number of points away from standard by 5 points on the California Dashboard
Highly Qualified and Appropriately Assigned Teachers	100% Of Golden Hills Staff were appropriately assigned	Maintain 100%
Conditions of Learning: Instructional Materials	100% of students have access to 1:1 devices	Maintain 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on sub groups will be served.

Strategy/Activity

At Golden Hills we will have a continued focus on using data to drive planning and to enhance common instructional practices to increase student achievement. Teachers will meet in PLC to determine essential standards, develop high quality first instruction, formative assessments and high level teacher collaboration to increase student achievement. District wide professional development to provide an overview of the PLC process.

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)
16,753.19	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries \$200 per day per substitute teacher, planning, collaboration and professional development
9401.45	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development Trainings in Language ARTs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on: Socio-economically disadvantaged, white, hispanic and student with disabilities

Strategy/Activity

Monitor progress of Benchmark Advance, an ELA/ELD state adopted curriculum. Plan and provide Benchmark Advance professional development. Purchase intervention resources as needed. Increase students access to books and celebrate reading.

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)
16321.34	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase library books for classrooms and school library
7,500	Comprehensive Support and Improvement (CSI)

	4000-4999: Books And Supplies Purchase accelerated reader for school and MyOn for access to books
2442.23	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Benchmark Support materials, Scholastic News

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

After school tutoring

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)
5000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries after school tutoring

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students not meeting standard in Language Arts with a focus on the students with disabilities, English Learners, and hispanic students.

Strategy/Activity

Monitor program and analyze student data at the end of each trimester.

Monthly professional development in EL best practices.

Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.

Paraprofessionals will assist teachers in reading instruction.

Indian Ed. Instructional Aide will assist American Indian students

Purchase supplemental resources as needed.

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)
4400	Title I 1000-1999: Certificated Personnel Salaries for Professional Development (6 participants, 2 day, 7 hours at \$51.97 per hour) Title I
68,000	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals
13,100	Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries Paraprofessional

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use I-Ready diagnostic and learning modules data to place students in intervention classes and prepare teachers for targeted differentiated instruction.

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)
12320	LCFF - Supplemental 4000-4999: Books And Supplies I-Ready

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School-wide Daily Intervention Block: Identify struggling readers. Using formative assessments to assess competency in essential standards, provide timely and targeted instruction/ enrichment. Just Reading provided for students needing tier 2 instruction, Barton's Reading Program for students needing tier 3 reading instruction.

Purchase reading intervention materials and resources; purchase supplementary instructional materials.

Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.

Promote reading by increasing class libraries.

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)
49448.49	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention Resources: Purchase Bookworm books and differentiation materials for classrooms
2956.16	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Just Words Student Books

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Site Council will monitor and evaluate reading program goals and objectives; determine if goals and objectives are being met.

Findings will be reflected in the SSC minutes.

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 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Goal: For the 2021-2022 School Year, the schoolwide growth of reaching standard on the CAASPP/Smarter Balance Assessment will increase to be closer to standard by 5 points from 38.4 in 2019 to 33.4 .Students did not reach this goal they scored 48 points below standard.

The students started the year with significantly more needs than in the past, the school focused on providing the academic, behavior and social emotional supports for the students. Our I ready growth in Language Arts increased more than in the past. Our team will continue to focus on evidenced based instruction and professional development through the PLC process. We will set short and long term goals around data and work collaboratively to analyze data and drive instruction.

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

The needs analysis of finding research based strategies/ interventions ' including designing common formative assessments took longer than anticipated. The funding on these interventions will carry over into the fall of 2023. Intervention and professional development provided for Language Arts intervention. Purchased 95% curriculum for intervention and provided training which increased the expenditures.

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.

Continue to monitor the data of individual student needs. Provide support for fidelity and supports in academic, behaviors and social emotional for students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 2

Provide math academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Identified Need

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. At Golden Hills there is a need to target essential standards, develop high quality first instruction, formative assessments and increase high level teacher collaboration to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test/ i-Ready assessment	CAASPP to increase to 5 points closer to meeting standard	On the CAASPP to increase by 5 points to be closer to standard.

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 with an emphasis on sub groups will be served.

Strategy/Activity

Identify essential standard for the year. Design a plan to design common formative assessments, implement timely, targeted interventions to reteach or enrich in essential standards.

Weekly PLC meetings

Develop and Implement pacing guides for delivering My Math with fidelity.

Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.

Select and/or develop math intervention materials and resources; purchase supplementary instructional materials.

PLC professional development

A daily 35 minute intervention block will be designed around math essential standards. Every student will receive intervention or extension in the essential standard.

Monitor progress of instruction in the My Math core instructional materials aligned to Common Core State Standards

Observe to see that core instructional materials are being used effectively. Schedule additional training, if needed, for instructional staff.

Monitor program implementation and analyze student data at the end of each trimester.

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)

4218.48

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Intervention resources:

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All fourth grade students, identify students in subgroups from fifth grade that need the program

Strategy/Activity

All 4th grade students, and 5th grade students as needed, will participate in the REFLEX, FRAX math program to determine Tier 1, Tier 2, and Tier 3 math fluency

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)

3295

Source(s)

Title I
4000-4999: Books And Supplies
All fourth grade students, identify students in subgroups from fifth grade that need the program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student , identify student groups as needed

Strategy/Activity

Stakeholder input/ School Site Council :Monitor and evaluate math program goals and objectives; determine if goals and objectives are being met.

Findings will be reflected in the SSC minutes.

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)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use I-Ready diagnostic and learning modules data to place students in classes and prepare teachers for targeted differentiated instruction.

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)

12320

LCFF - Supplemental
4000-4999: Books And Supplies
I-Ready

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

After School tutoring

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)

1000

Source(s)

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
after school tutoring

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

None Specified

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.

Due to the global pandemic of COVID 19 we were unable to CAASPP test students at the end of the year of 2021. The CAASPP goal that was written last year for our students to show progress cannot be analyzed because results are not back yet .For the 2021-2022 School Year, our CAASPP goal is to decrease the number of points below standards by 5 points, in 2019 Golden Hills was 52.2 points below standard, the goal is to decrease to less than 47.2 points below standard.

Our I-Ready Goal is to increase to 40% of students scoring met/ exceeded standard in Math.The students scoring at grade level in Math on the i-Ready diagnostic will increase from 4% (August 2021) to 40% by the end of the school year.

At second trimester, April 2022, the students who have met or exceeded standards in math has increased from 4% to 19%. In fourth grade students (at the end of the second trimester) at our

above grade has increased from 2% to 17%. In fifth grade the students who have met or exceeded standards in math has increased from 6% to 22%.

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

Pandemic guidelines greatly affected our attendance, with the students missing school it has been difficult for a consistent education. The intended implementation were on target as well as budgeted expenditures.

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.

Annual outcomes for 21/22 were not yet available to analyze the data for the CAASPP test. The I Ready goal was not met as of May 2022, the final test has not been administered yet. For the 2022-2023 school year a focus on the PLC process will help us reach the goals for the 2022-2023 school year. 1 and 2. Professional development around best practices in effective strategies will be provided as needed in the 2022-2023 school year as referenced in strategy 1

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Physically, Emotionally Safe Environment

LEA/LCAP Goal

ALL PUSD schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to students needs and invite and engage parents to become active members of the school community.

Goal 3

Golden Hills will Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others. Provide behavioral instruction and supports as a proactive approach to create a safe, positive climate and school culture

Identified Need

The school wide need is identified on the California Data Dashboard showing a 3% increase of chronically absent students in 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Dashboard: Chronic absenteeism	2021-2022 school year Chronic Absenteeism 44.9% of all students	Decrease by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Chronic absentee students from all sub groups

Strategy/Activity

The School Site Council will act as a school safety planning committee: review and develop strategies to improve attendance.

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)

All

Strategy/Activity

Positive Behavior Intervention System (PBIS) Trainings and Meetings/ Multi Tier System of Support Meetings. Monitoring PBIS data to inform best interventions for all students. Provide positive incentives as needed. Determine interventions for academic, behavior and social emotional in MTSS meetings.

Redesign the PBIS system to address the needs of our students to better address chronic absenteeism, to be culturally responsive and social emotional / behavioral needs.

Assemblies to promote positive school culture and kindness

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)
2000	LCFF - Supplemental 4000-4999: Books And Supplies Incentives
5000	LCFF - Supplemental 0000: Unrestricted Awards for good/ improved attendance
2500	Unrestricted 5000-5999: Services And Other Operating Expenditures Attendance assemblies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, chronic absent students from the previous year.

Strategy/Activity

Analyze chronic absenteeism every 6 weeks, meet with the student and parent to develop a plan to decrease absences. Analyze, modify our MTSS for attendance. Director of student parent services position to aide in tier 2 and 3.

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)
30600	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Director of Student and Parent Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attendance Improvement Program: Develop attendance improvement strategies, improve parent communication, and create student incentives and assemblies

Monthly/Trimester/End of Year Rewards: Golden Apple Insurance (Iron Man trophy; Kindle Fire drawing, pencils)

Classroom attendance program with class party reward

Truancy phone calls home

Spirit Assemblies

Parent Nights (Back-To-School Night, S.T.E.A.M. Night, Open House)

Attendance Assemblies/ Reward Field Trip

Bilingual Aide to translate as needed

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)
15,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .5 FTE Bilingual aide
10843.	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials
1331	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Remind to communicate with families

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselor to support students with attendance, emotional and behavior issues.

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)

44900

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Counselor salary

44900

Other
1000-1999: Certificated Personnel Salaries
Counselor salary

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

ALL Students

Strategy/Activity

Support student engagement through professional development technology, music, S.T.E.A.M., recess and PE activities

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)

65,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
PE Teacher salary

105,200

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Music Teacher Salary

None Specified
None Specified

50,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Art Teacher salary
--------	---

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Implement a School-wide Social Emotional learning Curriculum.

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)
8000	LCFF - Supplemental 4000-4999: Books And Supplies Curriculum- Ruler
1299	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Poster and supplies for RULER
7000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books to promote SEL standards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Continue the use of Go Guardian; to create a safer digital learning environment. A program that uses a multi-layered filtering solution to manage, track and maintain chromebook safety.

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)
3240	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development for staff in trauma responses, student centered coaching, instructional coaching, Universal design for learning, project based lessons and classroom management/ PBIS coaching. Provide a school wide trainings throughout the year on "Learning By Doing" and Teach Like a Champion. Principal PD to improve school culture, instruction and culture.

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)

17123

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Kagan Cooperative Learning Professional
Development

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

None Specified

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.

In 19/20 an attendance team was designed and the discussion of how to help our students began. Chronically absent students and their families were meeting with the principal to design interventions to better support them. Their attendance was improving. Unfortunately due to the global pandemic :with quarantines and positive COVID students, our attendance is being affected. Golden Hills will have 95% attendance for the 2021/2022 school year. Chronic absenteeism will decrease by 2%. This goal was not met, with the COVID guidelines, attendance has been a struggle.

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

Budget was as proposed. The pandemic guidelines and protocols greatly affected us achieving this goal.

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 22-23: Golden Hills will have 95% attendance for the 2022/2023 school year. Chronic absenteeism will decrease by 2%. (using the 18-19 data of 15.4%)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 4

English Learners will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment and will increase by at least one level on the yearly ELPAC test.

Identified Need

Data from the 2018-2019 ELPAC showed five students out of 35 not making progress by increasing by at least one or more levels. In 2022 5.9% of students decreased at least one ELPI level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	In 2022 5.9% of students decreased at least one ELPI level.	ALL students will maintain or increase by at least one level,

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)

English Learners

Strategy/Activity

Professional Development at staff meetings for designated and integrated ELD.

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)

ELD students

Strategy/Activity

Analysis of student data to determine timely targeted interventions for ELD students: provide professional development and resources to support student achievement.

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)

1755.

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
EL resources

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.

Once students were able to be on campus, daily designated ELD was implemented.

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

Budget expenditures were expected.

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.

Funding for ELD professional development was increased to support (under goal 1) EL students. A district wide EL task force has been created to vertically align sites.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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.

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	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78368
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$644,167.34

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$111,559.99
Title I	\$120,595.00
Title IV Part A: Student Support and Academic Enrichment	\$30,600.00
Title VII Part A: Indian Education	\$13,100.00

Subtotal of additional federal funds included for this school: \$275,854.99

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Extended Learning Opportunity	\$6,000.00
LCFF - Supplemental	\$314,912.35
Other	\$44,900.00
Unrestricted	\$2,500.00

Subtotal of state or local funds included for this school: \$368,312.35

Total of federal, state, and/or local funds for this school: \$644,167.34

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	123,595	3,000.00
LCFF - Supplemental	222,247	-92,665.35
Title IV Part A: Student Support and Academic Enrichment	30,600	0.00
Other	44,900	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	111,559.99
Extended Learning Opportunity	6,000.00
LCFF - Supplemental	314,912.35
Other	44,900.00
Title I	120,595.00
Title IV Part A: Student Support and Academic Enrichment	30,600.00
Title VII Part A: Indian Education	13,100.00
Unrestricted	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	367,753.19
2000-2999: Classified Personnel Salaries	96,100.00
4000-4999: Books And Supplies	140,093.54
5000-5999: Services And Other Operating Expenditures	5,740.00
5800: Professional/Consulting Services And Operating Expenditures	29,480.61

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	102,158.54
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	9,401.45
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	6,000.00
0000: Unrestricted	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	236,953.19
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	34,640.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,240.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,079.16
1000-1999: Certificated Personnel Salaries	Other	44,900.00
1000-1999: Certificated Personnel Salaries	Title I	49,300.00
2000-2999: Classified Personnel Salaries	Title I	68,000.00
4000-4999: Books And Supplies	Title I	3,295.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	30,600.00
2000-2999: Classified Personnel Salaries	Title VII Part A: Indian Education	13,100.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,642.86
Goal 2	20,833.48
Goal 3	413,936.00
Goal 4	1,755.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kristi Napoli	Principal
Janine Beard	Classroom Teacher
Erica Ott	Parent or Community Member
Brianna Corkin	Classroom Teacher
Marta Martinez	Other School Staff Parent or Community Member
Marina Saavedra	Classroom Teacher Parent or Community Member
Angela Ponce	Parent or Community Member
Megan Horton	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

English Learner Advisory Committee

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 .

Attested:

Principal, Ms. Kristi Napoli on December 7, 2023

SSC Chairperson, Marta Martinez on December 7, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019