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
Helen M. Wilcox Elementary School	04 61523 6003289	September	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

Helen M Wilcox School Plan aligns with the district's Local Control Accountability Plan (LCAP). LCAP goals are referenced to the LCAP's intent. Plan was developed based on using a comprehensive needs assessement that included analysis of the data from the California School Dashboard. The plan addresses the need to improve in the following areas: academic achievement in English Language Arts and Math and reduction in chronic absenteeism.

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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).

The district provided multiple surveys throughout the year to stakeholders: teachers, families and students. District surveys to involved and inform our families in regards to school climate, and other present issues. For example, LCAP parent surveys in spring of 2022 themed parents supported expanding learning during the day, after school tutoring, and summer camps.

Spring 2023, second and third grade school site climate surveys stated "I like school" 83.3%; "I feel safe" 89% and "I feel I do well" 78%; "Adults help me" 93.6% and Student report that they are treated well by other students with 81.6%. Parent School Climate Survey states: "students are safe" 91% "Students feel safe" 91%. Also surveyed by parents: "I feel welcome at school" 96%; "Staff communicates well" 97%; "I attend conferences" 92.3%; are actively involved 80.7and frequently volunteer at 51.3%.

The district conducts ELAC/DELAC meetings biannually. A survey to our English Learners showed the majority of the families feel their student is safe, they are welcome on campus and feel supported. One area of growth is lack of attendance/participation in school events and meetings. CIM surveys are conducted and analyzed at CIM district meeting for families, students with IEP's, teachers and classified staff.

Classroom Observations

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

Every other year all teachers receive at least one-two formal observation and annually many informal observations by the site administrators. Probationary and temporary teachers receive at least two formal observations. Site administrators regularly conduct informal observations and walk-through observations. All teachers meet with site administrators to discuss and are give commendations regarding instructional practices and recommendations for future growth. Site and/or district professional development is designed to address staff instructional needs and interests. From these observations teachers are using school wide Fundations program daily, direct-instruction: whole class and small group instruction. Students also collaborate in class.

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)

I-Ready and other formative assessments will be used to determine timely targeted interventions based on our essential standards. All students will have access to the Common Core standards from California adopted programs in Math and Language Arts. Students in grades K-3 are assessed utilizing district benchmark assessments for ELA and Math. Students are also assessed three times a year with the I-Ready diagnostics. ELA assessments include DIBELs NEXT (three times a year to show a growth-based model), Wilson Fundations unit tests, Reach for Reading unit tests, Fountas and Pinnell guided reading levels, and teacher-created formative assessments. Math assessments include end of chapter tests, teacher-created formative tests and grade level benchmark exams. English Language development assessments are utilized to modify instruction and improve student achievement, the ELCAP, and a listening and speaking teacher assessment. I-Ready learning modules in Math will be monitored and concepts will be retaught as needed. Wilson Fundations is a tier 1 school wide reading support. DIBELS assessment is given three times a year by our Reading Intervention team made up of Reading Intervention teachers and classified staff. Susan Barton reading system is used with our reading intervention teachers. Resource teachers are providing support for our students with IEPs. Lexia Core 5 is monitored throughout the year on level gains and minutes in use. Reflex is monitored by second and third grade teachers.

DIBELS (Beginning of year August/September 2023)
K Composite 63 out of 122 at or above
1 Composite 49 out of 120 at or above
2 (DORF) 43 out of 132 at or above
3 (DORF) 48 out of 112 at or above

I-Ready % at or above grade level
READING

Beginning of year 2023	Beginning of the year 2022
K 23%	K NA
1 9%	1st 5%
2nd 19%	2nd 14%
3rd 31%	3rd 24%

MATH

Beginning of year 2023	Beginning of year 2022
K 10%	5%
1 2%	4%
2 6%	3%
3 9%	4%

2023-2024 SMART Goals

TK 80% of the TK students will be able to correctly identify initial sound on the 3rd trimester assessments.

KINDERGARTEN By the end of the 2023 school year (85%) of our Kindergarten students will know 23/26 letter sounds.

FIRST GRADE 50% of our 1st grade students will increase their DIBELS score by 24 WPM over the

school year or have 50% of our first grade students at grade level by the end of the year.

SECOND GRADE 50% of our 2nd grade students will increase their DIBELS score by +35 WPM over the school year or have 50% of our second grade students at grade level by the end of the year. The beginning of the year benchmark is 52 WPM. The end of the year benchmark is 87 WPM.

THIRD GRADE The average overall fluency growth of the third graders will be 30+ words per minute (based on entry level) ORF as administered by the Reading Support team.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teacher use Unit and Theme tests to pre and post assess student to measure progress and determine areas of for pre-teaching and reteaching. Our RI teachers and staff assess all student three times a year with DIBELs Next. Students are moved according to their academic progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers at Helen WIlcox are meeting the requirement for highly qualified and are properly assigned.

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

All district teachers attend a professional development sponsored by the school district at beginning of year based on LCAP goals.Teachers also have weekly PLC meetings and three all day to specific grade level PLC meetings (as substitute availability) to plan, discuss academic growth and areas of need. The professional development focused on professional learning communities from Solution Tree. The need continues to support building positive relationships with students-this professional development continues with Capturing Kids Hearts 1 and 2 along with Leadership training with Capturing Kids Hearts and Kagan Engagement strategies. One professional development day is calendared: EL/SPED, I-Ready, and PLC)

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

Teachers new to a grade level or to our district are given a mentor at the grade level and are given the opportunity for professional development on grade level and content area materials and assessments. Teachers are offered ongoing professional development opportunities aligned with the California State Standards and CAASPP assessment preparation. Our school site also offers professional development opportunities based on our site based analysis of student needs. Teachers will be receiving continued opportunities for extended learning in technology, math, reading and social-emotional development. The school counselor will continue monthly mindfulness groups for teachers to learn strategies and then use in their classrooms.

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

Teachers receive support through formal and informal observations and feedback by the administrators, collaboration time during PLC and grade level team meetings.Teachers are receiving data analysis training from Lexia Core 5. I-Ready training for each grade level and math modules.

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

Teachers are provided time to collaborate through the use of protected collaboration time. This time is designed for grade levels to work on planning, analyzing data and collaboration. Fridays students are dismissed one hour early for teachers to collaborate.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials (National Geographic Reach for Reading) and math materials (My MATH) at the Helen Wilcox site.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for reading, language arts and math. Language Arts is the priority in teacher planning.

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

District pacing guides and the school's daily schedule ensures that intervention can take place across grade levels on a daily basis. Kindergarten receives reading support daily 20 minutes daily from our Kindergarten Reading Intervention teacher. First grade through third-grade students receive reading support daily (30 minutes) of Susan Barton Reading program from reading support team. Students are assessed using DIBELS Next three times a year. General education teachers teach daily Wilson Fundations-an explicit-direct instruction that is systematic and grade level. Students are assessed at end of units. Enrichment lessons happen daily during reading intervention time. Educational specialists teach Wilson Fundations daily.

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

Standards-based instructional materials are available to students in all demographic groups in both general and special education. Supplemental researched-based materials that align with the California standards and district-adopted strategies are available for intervention during small group instruction.

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

Intervention materials are researched based programs: Lexia Core 5, I-READY Math modules, Reflex, Wilson Fundation and Susan Barton Reading program.

Opportunity and Equal Educational Access

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

Grade level teams analyze Common Core California standards and determine what is essential. A structured timely targeted reading intervention is available for all students. All teachers differentiate instruction to all students to address specific needs.Teachers utilize whole group, small group, and independent work times as well as one on one student interventions during the instructional day to meet the individual needs of students. Teachers incorporate scaffolding, frontloading and differentiation into lessons in order to enable underperforming students to access the general curriculum. Teachers use data to form targeted intervention groups. The RI team assesses all students three times a year-data is analyzed and students are put into reading intervention groups. The RI team then levels the reading groups-groupings remain small. Students that remain in class with general ed teacher received individualized enrichment or intervention based on their needs. Throughout the day and in all content areas, teachers use research-based strategies to develop strong language skills for our English learners, such as Think-Write-Pair-Share.

Evidence-based educational practices to raise student achievement

The following researched-based educational practices are utilized: SDAIE strategies, frontloading, differentiated instruction, explicit direct instruction, small group, whole group. Universal Design Learning (UDL) and Explicit Direct Instruction strategies are implemented by teachers to best support student success. These strategies focus on checking for understanding using whiteboards, total response, pair-share, choral readings, answering in complete sentences and using sticks to call on all (volunteer as well as non-volunteer).

Parental Engagement

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

Students at Helen Wilcox Elementary School receive coordinated resources to ensure that they acquire the knowledge, skills, and understanding of the California Common Core State Standards. Additional services and supports may include tier 2 or tier 3 intervention, and counseling.

Another resource that is available to assist underachieving students at Helen Wilcox is our (SBIT). A team of cross-grade level teacher (and other site personnel as needed) team meets once a month. During our SBIT meetings, teachers discuss focused students and provided data and interventions. Teachers monitor focused students and make necessary interventions and collect data and then meet again and share with SBIT team. Then if needed classroom teacher requests a Student Success Team (SST). The team meets regularly throughout the year and consists of the classroom teacher, an Educational Specialist, a reading support/intervention teacher, an administrator, our District Psychologist and parents. The district counselor, nurse and speech pathologist may attend if needed. Students are usually recommended to the Student Success Team because of difficulty associated with learning, behavior, and or emotional needs. Data collected is shared out and action plans created or reviewed, adjustments are made. The Student Success Team may recommend a full battery of assessments by our IEP team.

The Specialized Educational Program utilizes the following: district adopted curriculum, Wilson Fundations, Susan Barton Reading, 504 plans, teacher observations, parent input Behavioral support plans, and PBIS guidelines.

Our school counselor oversees the McKinney-Vento act. She is our liaison between the families and our countywide services. The school counselor provides comprehensive social-emotional and behavioral support services that enhance school climate and optimize the learning and social-emotional competencies of all students. This is done through a variety of services and activities provided within the three school counseling domains: academic, career, and personal/social development using direct delivery systems; guidance and curriculum, responsive services, systems support, individual student planning and student advocacy.

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)

The Helen Wilcox Elementary Parent Teacher Group is actively involved with our school. They support our students and teachers and support staff through out the year.

The Palermo Union School District Leadership Team (DLT) consists of teachers, classified, parents, administrators, support staff, parents and board members to develop the Local Control Accountability Plan goals and action plans. The DLT meets once a month.

The Helen Wilcox School Site Council (SSC) consists of parity between school personnel and parent/community members. Our members include: principal, classified, teachers, community members (guests) and parents.

The Palermo Union School District English Learner Advisory Committee consists of our district-wide administrators, teachers and parents.

Funding

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

In order to support the diverse academic need of all our students, we have funded two full time Reading Support (intervention) teachers. These teachers and instructional aides implement the Susan Barton Reading program. The program is explicit and direct instruction to small groups. The program provides instruction in: letter identification, letter sounds, decoding, and fluency. All students are assessed and monitored throughout the year using DIBELs Next. Classroom teachers use formative assessment (Fountas and Pinnell). All groups are fluid. Students also are monitored by district benchmark assessments. Our reading support teachers and instructional assistants are funded out of LCAP funds.

Instructional assistants support grades: kindergarten, first grade, second grade and third grade and our special education rooms. Our instructional assistants work with students in small groups and provide additional support to students in the area of ELA. Our instructional assistants are funded out of LCAP and Title 1 funds.

Instructional materials and staff development is provided for our English Language Development (ELD) teachers and funded out of Title III.
Instructional materials and an IA is provided and funded from Title 6 for 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 Palermo Union School District team (DLT) meets monthly to analyze data for the district's LCAP. Also, DELAC/ELAC meets twice a year (and more as needed) to review data for the School Plan for Student Achievement and the teaching staff at Helen Wilcox meets twice a month and as grade levels, for PLC and GLTs to review data and goals. The School Site Council meets regularly to analyze data to determine strengths and areas of growth. Attendance district team met multiple times during the year to discuss and plan action for chronic absent students.

Resource Inequities

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

Limited participation from various stakeholders places a greater responsibility on staff and district to ensure that all students have the opportunity for equitable outcomes.

We are a rural school district. Many students are bussed to school. If they miss the bus there is not transportation to get them to school.

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	4.4%	2.96%	2.91%	24	16	15
African American	0.6%	0.37%	0%	3	2	0
Asian	3.9%	3.51%	3.49%	21	19	18
Filipino	0.2%	0.74%	0.58%	1	4	3
Hispanic/Latino	32.9%	35.86%	38.76%	179	194	200
Pacific Islander	0.2%	0.37%	0.19%	1	2	1
White	44.5%	42.14%	40.31%	242	228	208
Multiple/No Response	10.5%	12.38%	12.79%	57	67	66
			Total Enrollment	544	541	516

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	154	163	161
Grade 1	129	133	118
Grade 2	129	121	127
Grade3	132	124	110
Total Enrollment	544	541	516

Conclusions based on this data:

1. The Transitional Kindergarten and Kindergarten student population has remained constant.
2. There was a decrease in second and third grades. The overall population decreased 23-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	77	83	79	14.2%	15.3%	15.3%
Fluent English Proficient (FEP)	7	7	10	1.3%	1.3%	1.9%
Reclassified Fluent English Proficient (RFEP)	0	8	12	0.0%	9%	14.8%

Conclusions based on this data:

1. Our number of English Learners slightly increased in 2021-22.
2. Students were not reclassified in 2020-2021.
3. 2022-2023 we reclassified 14.8%-that is an increase!

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	135	118	113	0	102	111	0	102	111	0.0	86.4	98.2
Grade 4			*			0			0			
All Grades	135	118	114	0	102	111	0	102	111	0.0	86.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2372.	2384.		4.90	14.41		24.51	12.61		24.51	32.43		46.08	40.54
All Grades	N/A	N/A	N/A		4.90	14.41		24.51	12.61		24.51	32.43		46.08	40.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.78	9.01		58.82	61.26		30.39	29.73
All Grades		10.78	9.01		58.82	61.26		30.39	29.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.90	9.01		42.16	45.95		52.94	45.05
All Grades		4.90	9.01		42.16	45.95		52.94	45.05

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		6.86	9.91		73.53	72.07		19.61	18.02
All Grades		6.86	9.91		73.53	72.07		19.61	18.02

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		3.92	7.21		62.75	66.67		33.33	26.13
All Grades		3.92	7.21		62.75	66.67		33.33	26.13

Conclusions based on this data:

1. 2022 Overall achievement for third grade taking the ELA portion of the assessment is 29.41% (It increased. 2018 25.83%; 2% 2017 assessment) met or exceeded ELA standards. . The assessment is challenging and reflects the shift in focus from learning of information to the application of information. The teachers continue to implement technology standards in the classroom and work to prepare students for this language intensive computerized exam.
2. 58% percent of third grade students at Wilcox taking the Reading portion of the assessment scored near, at or above standards. 42.16 percent of students scored near, at or above in writing. 62.75 percent scored near, at or above in research/inquiry. This leads to the conclusion, that overall, our instruction and programs are effective for the majority of our students who are making expected progress. Differentiation of instruction on a Tier 1 level must be more effectively implemented to focus more effort on the students whose performance is near standard. They have the potential for the greatest growth and achievement.
3. May 2020, due to COVID-19 and mandated school closure and implementation of distance learning CAASPP testing was canceled.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	135	118	113	0	103	111	0	103	111	0.0	87.3	98.2
Grade 4			*			0			0			
All Grades	135	118	114	0	103	111	0	103	111	0.0	87.3	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.	2389.		1.94	4.50		21.36	22.52		36.89	35.14		39.81	37.84
All Grades	N/A	N/A	N/A		1.94	4.50		21.36	22.52		36.89	35.14		39.81	37.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.77	6.31		59.22	56.76		33.01	36.94
All Grades		7.77	6.31		59.22	56.76		33.01	36.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.94	9.01		55.34	53.15		42.72	37.84
All Grades		1.94	9.01		55.34	53.15		42.72	37.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.88	5.41		59.22	66.67		36.89	27.93
All Grades		3.88	5.41		59.22	66.67		36.89	27.93

Conclusions based on this data:

1. 23.3 percent of Wilcox third graders taking this assessment met or exceeded math standards. Helen Wilcox will spend time looking at instructional strategies related to math concepts, procedures, problem solving and communicating reasoning. We will seek ongoing professional development.

2. Separating the math claims out, Concepts & Procedures show an increase from 48% to 57% third graders taking this portion of the assessment score above or at/near standard range. Fifty-five and thirty-four percent of third graders taking the Problem Solving and Modeling/Data Analysis portion of the assessment scored near the standard range. Fifty-nine and twenty two percent of third graders taking the Communicating Reasoning portion of the assessment scored near the standard range.

3. The percentage of students falling in the below standard range is forty percent. The Wilcox staff will continue to monitor and further develop instructional practices aligned to the targeted skills. The assessment is challenging and reflects the shift in focus from learning of information to the application of information. The teachers continue to implement technology standards in the classroom and work to prepare students for this language intensive computerized exam. Also, comparing our grade level to other school's third-grade scores are comparable.

   May 2020, due to COVID-19 and mandated school closure and implementation of distance learning CAASPP testing was canceled.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.6	1417.8	1411.0	1424.0	1431.2	1421.2	1382.8	1386.1	1386.7	20	25	33
1	1437.1	1437.2	1444.5	1447.9	1442.4	1448.5	1425.7	1431.5	1439.8	20	17	13
2	1478.5	1449.1	1476.5	1484.6	1454.9	1462.8	1472.0	1442.7	1489.6	26	18	17
3	1440.1	1492.6	1498.2	1443.6	1492.1	1512.9	1436.1	1492.7	1482.8	16	24	17
All Grades										82	84	80

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	16.00	15.15	30.00	40.00	27.27	65.00	32.00	33.33	5.00	12.00	24.24	20	25	33
1	10.00	0.00	7.69	20.00	23.53	38.46	45.00	58.82	46.15	25.00	17.65	7.69	20	17	13
2	7.69	0.00	11.76	46.15	33.33	52.94	46.15	38.89	29.41	0.00	27.78	5.88	26	18	17
3	0.00	4.17	23.53	18.75	45.83	35.29	43.75	41.67	29.41	37.50	8.33	11.76	16	24	17
All Grades	4.88	5.95	15.00	30.49	36.90	36.25	50.00	41.67	33.75	14.63	15.48	15.00	82	84	80

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	24.00	12.12	50.00	44.00	36.36	45.00	20.00	33.33	5.00	12.00	18.18	20	25	33
1	10.00	0.00	7.69	30.00	29.41	53.85	45.00	64.71	30.77	15.00	5.88	7.69	20	17	13
2	23.08	0.00	0.00	46.15	50.00	47.06	30.77	38.89	52.94	0.00	11.11	0.00	26	18	17
3	0.00	20.83	52.94	43.75	54.17	29.41	31.25	16.67	11.76	25.00	8.33	5.88	16	24	17
All Grades	9.76	13.10	17.50	42.68	45.24	40.00	37.80	32.14	32.50	9.76	9.52	10.00	82	84	80

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	4.00	6.06	20.00	24.00	21.21	55.00	52.00	39.39	20.00	20.00	33.33	20	25	33
1	5.00	0.00	7.69	15.00	17.65	15.38	45.00	52.94	46.15	35.00	29.41	30.77	20	17	13
2	3.85	0.00	17.65	34.62	27.78	47.06	42.31	33.33	11.76	19.23	38.89	23.53	26	18	17
3	0.00	4.17	0.00	0.00	25.00	29.41	43.75	58.33	41.18	56.25	12.50	29.41	16	24	17
All Grades	3.66	2.38	7.50	19.51	23.81	27.50	46.34	50.00	35.00	30.49	23.81	30.00	82	84	80

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	36.00	24.24	75.00	52.00	57.58	5.00	12.00	18.18	20	25	33
1	35.00	11.76	46.15	55.00	88.24	46.15	10.00	0.00	7.69	20	17	13
2	30.77	5.56	23.53	69.23	83.33	76.47	0.00	11.11	0.00	26	18	17
3	12.50	33.33	29.41	56.25	45.83	47.06	31.25	20.83	23.53	16	24	17
All Grades	25.61	23.81	28.75	64.63	64.29	57.50	9.76	11.90	13.75	82	84	80

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	16.00	9.09	70.00	60.00	63.64	30.00	24.00	27.27	20	25	33
1	5.00	0.00	0.00	60.00	82.35	84.62	35.00	17.65	15.38	20	17	13
2	19.23	0.00	0.00	76.92	77.78	100.00	3.85	22.22	0.00	26	18	17
3	6.25	41.67	76.47	62.50	54.17	23.53	31.25	4.17	0.00	16	24	17
All Grades	8.54	16.67	20.00	68.29	66.67	66.25	23.17	16.67	13.75	82	84	80

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	4.00	6.06	90.00	76.00	69.70	5.00	20.00	24.24	20	25	33
1	10.00	5.88	7.69	45.00	64.71	53.85	45.00	29.41	38.46	20	17	13
2	19.23	0.00	29.41	57.69	50.00	47.06	23.08	50.00	23.53	26	18	17
3	0.00	4.17	5.88	43.75	50.00	47.06	56.25	45.83	47.06	16	24	17
All Grades	9.76	3.57	11.25	59.76	60.71	57.50	30.49	35.71	31.25	82	84	80

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	20.00	33.33	40.00	56.00	33.33	40.00	24.00	33.33	20	25	33
1	0.00	0.00	7.69	70.00	82.35	69.23	30.00	17.65	23.08	20	17	13
2	3.85	0.00	17.65	84.62	83.33	64.71	11.54	16.67	17.65	26	18	17
3	0.00	20.83	17.65	50.00	79.17	64.71	50.00	0.00	17.65	16	24	17
All Grades	6.10	11.90	22.50	63.41	73.81	52.50	30.49	14.29	25.00	82	84	80

Conclusions based on this data:

1. May 20202, due to COVID-19 and mandated school closure and implementation of distance learning ELPAC testing was suspended.
2. Present data indicates 42.5% of EL students scored a level 3 or higher overall.

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**
541	**80.2**	**15.3**	**0.6**
Total Number of Students enrolled in Helen M. Wilcox Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	15.3
Foster Youth	3	0.6
Homeless	39	7.2
Socioeconomically Disadvantaged	434	80.2
Students with Disabilities	43	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	16	3.0
Asian	19	3.5
Filipino	4	0.7
Hispanic	194	35.9
Two or More Races	67	12.4
Pacific Islander	2	0.4
White	228	42.1

Conclusions based on this data:

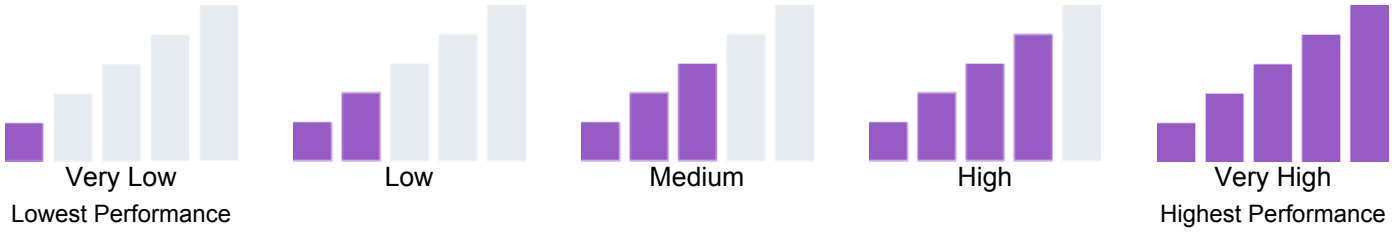
1. Our district and school sites have a high number of Socioeconomically disadvantaged students. Helen Wilcox has 80.2% identified as socioeconomically disadvantaged.
2. Our Hispanic and White populations are significantly larger than other populations.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Conditions and Climate data shows we scored positively...(very low)
2. Chronic Absenteeism shows very high. This is across our district, county as well as state.
3. English Language Arts and Mathematics are low.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

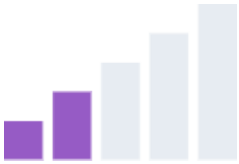
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
56.2 points below standard	50.7 points below standard	0 Students
97 Students	21 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
4 Students	62.0 points below standard	81.5 points below standard
	81 Students	12 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 3 Students	 No Performance Level 5 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 39.0 points below standard 38 Students	 No Performance Level 84.5 points below standard 12 Students	 No Performance Level 1 Student	 Low 68.9 points below standard 34 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
55.3 points below standard 20 Students	1 Student	57.7 points below standard 76 Students

Conclusions based on this data:

1. Current English Learner are below standard by 55 points where our English Only are 57 points below.
2. All student groups are 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.

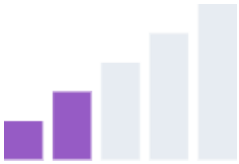
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low 47.6 points below standard 97 Students	No Performance Level 25.1 points below standard 21 Students	No Performance Level 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 4 Students	Low 50.7 points below standard 81 Students	No Performance Level 87.5 points below standard 12 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 3 Students	 No Performance Level 5 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 37.2 points below standard 38 Students	 No Performance Level 60.8 points below standard 12 Students	 No Performance Level 1 Student	 Low 59.2 points below standard 34 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
29.7 points below standard 20 Students	1 Student	53.8 points below standard 76 Students

Conclusions based on this data:

1. Current English Learner is 29 points below standards and English Only are 53.8 points below standard.

School and Student Performance Data

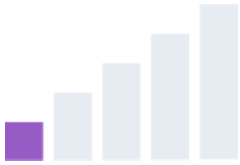
Academic Performance
English Learner Progress

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

English Learner Progress



VeryLow

26.8 making progress towards English language proficiency

Number of EL Students: 56 Students

Performance Level: 1

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
32.1%	41.1%	0.0%	26.8%

Conclusions based on this data:

1. Of the 56 students that took the ELPAC, 26.8% increase at least one 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. We have no data for this category.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

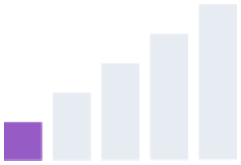
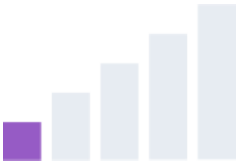
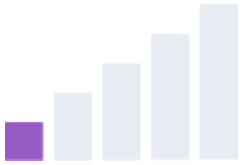
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
46.1% Chronically Absent	39.8% Chronically Absent	Less than 11 Students
553 Students	88 Students	7 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
60% Chronically Absent	49.2% Chronically Absent	54.8% Chronically Absent
40 Students	447 Students	62 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	80% Chronically Absent	20% Chronically Absent	Less than 11 Students
2 Students	15 Students	20 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
47.7% Chronically Absent	42.5% Chronically Absent	Less than 11 Students	46.4% Chronically Absent
195 Students	80 Students	2 Students	235 Students

Conclusions based on this data:

1. Seven groups are very high in chronically absent. This is 10 percent or more absent based on school year. 2019-2021 COVID-19 school mandated closures, blended learning models all play a part in our absences.
2. Hispanic families (195 students) many extend their vacation to visit Mexico.
3. Homeless families (40 students) 60% are 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	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

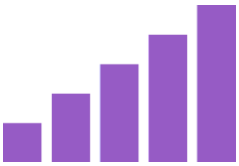
Very High	High	Medium	Low	Very Low
0	0	0	0	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
560 Students	89 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
40 Students	453 Students	63 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
2 Students	15 Students	20 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
195 Students	82 Students	2 Students	240 Students

Conclusions based on this data:

1. Seven sub groups are considered very high.
2. Based on PBIS strategies and Counselor check in and check out our suspensions went down.

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

In alignment with Palermo Union School District's Board and LCAP Goal #1Develop a rigorous and challenging academic program that prepares students for high school, college, and or career success while incorporating 21st century skills and technologies. All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions, and enrichment while supporting the loss of learning due to the COVID pandemic and mandated school closures.

Goal 1

The CAASPP Smarter Balance Assessment 2023-24 school-wide percentage of students scoring met or exceeded at the end of the year will increase by 5% in the "met or exceeded" in ELA. Language Arts section.

I-Ready beginning of the school year-August 2023 will increase from 20% to 55% in reading (at the end of the school year) schoolwide.

Identified Need

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. We will continue to work on targeting essential standards, develop quality first teaching and increase high level teacher collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test/i-Ready reading diagnostic	met or exceeded standard for spring 2022 % school-wide percentage in Language Arts section; 31% i-Ready reading based on assessment taken August, 2023 (3rd grade).	Met or exceeded standard will increase to five percent school wide in Language Arts for third grade.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.Monitor the implementation of National Geographic Reach for Reading adoption with fidelity, focusing on embedded academic language strategies, vocabulary, comprehension, differentiation of instruction, and best first teaching practices (EDI).

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 Students

Strategy/Activity

1. Sites will use a PLC collaborative model to ensure that students are mastering grade level essential learnings. Teachers meet through out the year in PLC to determine essential standards ELA and Math, develop high quality lessons, and focus on formative and summative results.
2. All students are provided with core instructional materials aligned to the new Common Core standards.
3. Continue use of adopted ELA program, National Geographic Reach for 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)
6800	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers

Strategy/Activity 3

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

Students not meeting standards in English Language Arts

Strategy/Activity

1. Identify struggling readers through the DIBELs NEXT assessment during the first two weeks of the new school year.
2. RI teacher will use benchmarks to put students in grouping to teach lessons from the BARTON System.
3. RI team will monitor growth three times a year BOY, MOY and EOY.
4. RI teacher will share results with grade level teams and at staff meetings throughout the year/admin will share with parent advisory groups.
5. Planning, implementing and evaluating the reading intervention program

7. Wilson FUNDation program will be used by all grade level teachers. It is a 30-minute daily program. Incorporates the science of reading and writing-program is supplemental and systematic. Addresses: Foundational skills, print concepts, phonological awareness, phonics and word study, fluency and spelling, vocabulary, comprehension, and writing.
8. FUNHUB-to reach all students-FUNHUB is another tool that incorporates technology part of the Wilson Fundations program
9. Reading Pals-fluency and comprehension. Twice a week 30 minutes student will read with a volunteer in the Reading Success room.

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)
13150	LCFF - Supplemental 4000-4999: Books And Supplies Wilson Fundation curriculum
231427	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Reading Intervention Program 2 K-3 teachers
53669	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified instructional assistants Tier 2 intervention
19179	Other 1000-1999: Certificated Personnel Salaries Learning Recovery Block Grant
2445	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Fun Hub

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
Reading Pals using community volunteers to read with students working on fluency, vocabulary and comprehension twice a week second and third grades.

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Practice fluency in grades 2 and 3 (daily practice)

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)
140433	Title I 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students
41563	LCFF - Supplemental 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students
82340	Other 2000-2999: Classified Personnel Salaries Learning Recovery Block Grant

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

Tier 3 Reading Intervention Nessy computer assisted language arts program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2700	LCFF - Supplemental 4000-4999: Books And Supplies computer assisted program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Grade 1-2 will use Geode reading program for students

Strategy/Activity

Grade 1-2 will use Geode reading program by WILSON for students needing decodable reading to practice along with the FUNDATIONS phonics program. This will help with their fluency. Small group 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)
0	LCFF - Supplemental 4000-4999: Books And Supplies Geode purchased in a prior fiscal year

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

Extended Day tutoring three days a week (before and or afterschool) tutoring through targeted tutoring, enrichment clubs and high interest clubs.

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)
50,000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students not meeting standard in ELA with a focus on the students with disabilities, English Learners, and Hispanic students.

Strategy/Activity

1. Monitor program and analyze student data at the end of each trimester
2. Monthly professional development in EL best practices
3. Grade level teams will conduct week collaboration meetings to analyze student performance data, analyze and set student growth targets.
4. Paraprofessional will assist teachers in reading instruction

5. Reading Intervention parapro will work with Indian Education students
6. 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)
18823	Title III 2000-2999: Classified Personnel Salaries paraprofessionals
41563	LCFF - Supplemental 2000-2999: Classified Personnel Salaries paraprofessional
64920	Special Education 2000-2999: Classified Personnel Salaries paraprofessional
82340	Other 2000-2999: Classified Personnel Salaries Learning Recovery Block Grant

Strategy/Activity 10

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 data to place students monitor students and prepare teachers for targeted instruction. Local assessment data and I-Ready will be used. Data will be reported by admin/grade level to monitor student progress and drive instructional decisions throughout the year.

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)
13910	LCFF - Supplemental 4000-4999: Books And Supplies i-Ready computer assisted diagnostic program

Strategy/Activity 11

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

All students TK and First through Third grades

Strategy/Activity

Reading engagement-Vocabulary and comprehension integrating social studies and sciences with grade level literature

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)
2637.43	Lottery: Instructional Materials 4000-4999: Books And Supplies

Strategy/Activity 12

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

EL students

Strategy/Activity

ELD teacher will work with students identified by the ELCAP Levels 1 and 2
ELD teacher will work with staff to develop additional strategies/lessons to intervene with our EL students.

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

Amount(s)	Source(s)
151234	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 teacher

Strategy/Activity 13

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

All students

Strategy/Activity

Auxiliary services for students and parents:
a, paraprofessionals will assist teachers in the classroom to provide differentiated instruction and enhance student support. b. Bilingual paraprofessional will assist EL students and families. c. library paraprofessional will continue to work with the goal reading is important. d. Indian Ed. paraprofessional will assist our Native American students in the reading room and enhance their culture through lessons and 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)	Source(s)
41563	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified salaries
140433	Title I 2000-2999: Classified Personnel Salaries classified salaries
35124	LCFF - Supplemental 2000-2999: Classified Personnel Salaries library paraprofessional
18823	Title III 2000-2999: Classified Personnel Salaries bilingual aide district wide
64920	Special Education 2000-2999: Classified Personnel Salaries classified salaries
82340	Other 2000-2999: Classified Personnel Salaries Learning Recovery Block Grant

Strategy/Activity 14

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

All students

Strategy/Activity

Library/learning Hub for students and community. This area is to facilitate more reading space and areas for students and staff to provide smaller academic support for students.

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

Amount(s)	Source(s)
5,000	Title I 4000-4999: Books And Supplies learning hub and space

Strategy/Activity 15

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

All Students

Strategy/Activity

Lexia Core 5 computer assisted reading program. Compliments the grade level phonics, phonemic awareness, reading fluency 40 minutes a week.

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)
10200	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures computer assisted program

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.

Continued implementation of the PLC process will identify our students' needs and increase the efficiency to respond to our students learning goals. As an ATSI (Additional Targeted Support & Improvement) site and DA (Differentiated Assistance) district, these measures will support our identified student populations (SWD and student of Two or More Races).

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

We will continue with this implemented goal and activities planned in the 2023-2024 school year.

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

LEA 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

For the 2023-2024 school year, the schoolwide percentage of students scoring Met or Exceeded in the CAASPP at the end of the year will increase by 2% in Mathematics. Our i-Ready goal is to increase from 9% to 40% of students scoring met/exceeded standard in Math.

Identified Need

Math scores are well below the average of the CAASPP. This is the first year we are implementing a math intervention with i-Ready math instructional modules. We will use targeted essential standards, develop good first instruction and monitor through out the year and use i-Ready computer assisted diagnostic assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP assessment/i-Ready asessment	23.3% met or exceeded Math Standard in 2020-2021	28.3% of students will meet or exceed Math Standard in 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Identify student math scores and prepare teachers to teach differentiated instruction in classroom. Identify essential standards and pacing guide for the year, use common formative assessments, meeting timely to discuss next steps.

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)
500	Unrestricted 4000-4999: Books And Supplies resources

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monitor progress of instruction in the My Math instructional materials aligned to the 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)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Weekly PLC meetings
Develop and implement pacing guides for delivering My Math program 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.

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 4

Students to be Served by this Strategy/Activity

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

All second and third grade students not meeting grade level standards

Strategy/Activity

All 2nd and 3rd grade students as needed will participate in the REFLEX math program to determine math fluency growth.

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

Amount(s)	Source(s)
3,600	LCFF - Supplemental 4000-4999: Books And Supplies district

Strategy/Activity 5

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

All students not meeting grade level standards

Strategy/Activity

All students as needed will participate in the I-Ready individualized math modules to determine practice and retention of standards

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)
10,000	LCFF - Supplemental 4000-4999: Books And Supplies computer assisted math program

Strategy/Activity 6

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

1st through 3nd grade students

Strategy/Activity

Simple Solutions-grade level-spiral review of California State Standards-bell work-direct instruction review 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)
9,545	Unrestricted 4000-4999: Books And Supplies

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.

Data collected reflects a decrease in scores due to school closure and different learning models used in the years 2019-2020 and 2020-2021. We continue to mitigate the learning loss through reflective practice. Our data is not current as we have not received the latest data from the CASSPP Smarter Balance Assessment. I-Ready data in math at the end of the year: 2021 28%, 2022 17% , 2023 37%.

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

School was closed March 13, 2020 due to COVID 19. End of year assessment data was not collected. CAASPP was suspended for the 2020-2021 school year.

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.

We will continue with the implemented goal and activities planned in the 2023-2024 school year.

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 to encourage parental involvement and increasing attendance.ce

LEA/LCAP Goal

Create a physically, emotionally safe environment for all students that support students' social and emotional needs and encourages parental involvement, student learning and coming to school.

Goal 3

Reduce chronic absenteeism by 2 %, incorporate Positive Behavior Intervention strategies.

Identified Need

California School Dashboard reveals that chronic absenteeism is a priority area for the school- COVID continues to disrupt learning and social emotional health is impacted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Dashboard Chronic Absenteeism	2017-2018 school year percentage 15.3%; 2020-2021 school year 45% chronic absenteeism	Increase student engagement and attending school decrease by 5%

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 from all sub groups

Strategy/Activity

School Site Council act as a site safety planning committee and review attendance rates and develop strategies for improving attendance, planning family nights, such as meet and greet, back to school night, Kindergarten round up.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,789	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries extra help salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive Behavior Intervention System (PBIS) Trainings and Meetings;
Monitor PBIS data to inform best practices/interventions for all students
Provide incentives as needed; such as: Assemblies: attendance and behavior; Three B's paw days, 100th day Perfect attendance, Trimester award assemblies, Character education monthly assemblies

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)
12,700	LCFF - Supplemental 0000: Unrestricted LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students identified as chronically absent from last year will be monitored by Director of Engagement and Family Support and school administration (phone calls and meetings)

Strategy/Activity

Reduce chronic absenteeism by 2 percent

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide CATAPULT (emergency and disaster preparedness) procedures

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)
2,500	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Catapult platform

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

Implement a School-wide Social Emotional Learning Curriculum 7 Mindsets (1st - 3rd grades), Kindergarten Bouncy (KELVIN) strategies, PBIS strategies, and additional SEL curriculum with School Counselor, school administration and PBIS team 2 and team 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)
2,500	LCFF - Supplemental 4000-4999: Books And Supplies curriculum 7 Mindsets
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries salaries
9,000	General Fund 4000-4999: Books And Supplies curriculum Bouncy (Kelvin)

Strategy/Activity 6

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

all students as needed

Strategy/Activity

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

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)
116,408	Title I 1000-1999: Certificated Personnel Salaries counselor

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

Calm down room

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)

All Students

Strategy/Activity

PBIS team will continue to monitor PBIS program at HW guidance provided by Butte County office of Education

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)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies materials/incentives

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

PE activities with PE Coach; twice a week 30 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)
209,790	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5 PE teachers

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

American Indian students

Strategy/Activity

Indian Ed Enrichment

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)
14,335	Title I 2000-2999: Classified Personnel Salaries Indian Ed program

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Hispanic and English Learners

Strategy/Activity

Bilingual Instructional Assistant family liaison

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)
18,822	Title III 2000-2999: Classified Personnel Salaries instructional assistant (Title III) district wide

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Director of Family Engagement will help monitor attendance and student engagement

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)
37,661	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
25,407	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
71,437	Rural Education Achievement Program (REAP) 1000-1999: Certificated Personnel Salaries Title V
44,835	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extended learning time:
Before and after school targeted tutoring for students based on standard/intervention;
Before and after school High Interest Clubs for all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

25,000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries 7425-Expanded Learning Opportunity Grant
10,000	Extended Learning Opportunity 4000-4999: Books And Supplies 7425 Expanded Learning Opportunity Grant

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Communication through site website, social media platforms, Blackboard Connect, and REMIND.

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)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures REMIND
6,300	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Blackboard

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish a working relationship with CLOVERLEAF. A networking group to support Butte County especially South County. Meetings are monthly. Plan events to provide services for families to network with community services. (Partner with CloverLeaf to plan event during Meet and Greet).

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.

As students' needs are best supported through the supports of a counselor and a culture of family and kindness is created to meet our students' social-emotional needs, attendance will increase all demographic groups. COVID very much affected how families and students attended school and family events.

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

Admin team met with attendance clerk monthly to collect data and discuss names to submit for SARB review.

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.

We will continue with this implemented goal and activities. We have added Director of Special Programs to help assist with families and students in need. This will be district wide.

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 English Language Learners

LEA/LCAP Goal

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies, while supporting the loss of learning due to the impact of distance learning through the COVID pandemic.

Goal 4

English Learners will show growth of at least one ELPI level as measured by the ELPAC.

Identified Need

26% of EL students increased their oral language score by 1 point.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of EL students to move to RFEP status	8/79 of EL students were reclassified as fluent English proficient	5% each year will be reclassified RFEP (2021-2022 10.1%)
Percent of EL students who progressed at least one ELPI level.	26.8% of EL students increased at least one ELPI level	We will maintain a 10% growth of at least one ELPI 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)

EL students grades 2 and 3

Strategy/Activity

1.0 ELD teacher will work with students identified by the ELCAP levels 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)

151,234	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Teachers will participate in UDL training to effect change in lesson delivery to meet the needs of all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Other 1000-1999: Certificated Personnel Salaries Butte County Office of Education UDL professional development Educator Effectiveness Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL students grades TK-1

Strategy/Activity

paraprofessional for students to provide differentiated instruction to enhance student support. Bilingual paraprofessional will assist EL students and families.

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)
18,822	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries salary

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.

ELD strategies and support began again after COVID.

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 an ELD teacher at our site increased support for our EL students.

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	$129,341
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,245,721.43

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 ($)
Rural Education Achievement Program (REAP)	$71,437.00
Title I	$468,244.00
Title I Part A: Parent Involvement	$1,789.00
Title III	$56,468.00
Title III Part A: Language Instruction for LEP Students	$18,822.00
Title IV Part A: Student Support and Academic Enrichment	$37,661.00

Subtotal of additional federal funds included for this school: $654,421.00

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	$85,000.00
General Fund	$9,000.00
LCFF - Supplemental	$1,068,579.00
Lottery: Instructional Materials	$2,637.43
Other	$286,199.00
Special Education	$129,840.00
Unrestricted	$10,045.00

Subtotal of state or local funds included for this school: $1,591,300.43

Total of federal, state, and/or local funds for this school: $2,245,721.43

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	114,934.48	-353,309.52

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	85,000.00
General Fund	9,000.00
LCFF - Supplemental	1,068,579.00
Lottery: Instructional Materials	2,637.43
Other	286,199.00
Rural Education Achievement Program (REAP)	71,437.00
Special Education	129,840.00
Title I	468,244.00
Title I Part A: Parent Involvement	1,789.00
Title III	56,468.00
Title III Part A: Language Instruction for LEP Students	18,822.00
Title IV Part A: Student Support and Academic Enrichment	37,661.00
Unrestricted	10,045.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	12,700.00
1000-1999: Certificated Personnel Salaries	1,162,412.00
2000-2999: Classified Personnel Salaries	962,622.00
4000-4999: Books And Supplies	84,542.43

5000-5999: Services And Other Operating Expenditures	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	15,145.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	75,000.00
4000-4999: Books And Supplies	Extended Learning Opportunity	10,000.00
4000-4999: Books And Supplies	General Fund	9,000.00
0000: Unrestricted	LCFF - Supplemental	12,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	771,092.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	213,482.00
4000-4999: Books And Supplies	LCFF - Supplemental	47,860.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,145.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,637.43
1000-1999: Certificated Personnel Salaries	Other	39,179.00
2000-2999: Classified Personnel Salaries	Other	247,020.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	71,437.00
2000-2999: Classified Personnel Salaries	Special Education	129,840.00
1000-1999: Certificated Personnel Salaries	Title I	168,043.00
2000-2999: Classified Personnel Salaries	Title I	295,201.00
4000-4999: Books And Supplies	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,789.00
2000-2999: Classified Personnel Salaries	Title III	56,468.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	18,822.00

1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	37,661.00
4000-4999: Books And Supplies	Unrestricted	10,045.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,417,536.43
Goal 2	23,645.00
Goal 3	614,484.00
Goal 4	190,056.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Heather Scott	Principal
Heidi Butler	Classroom Teacher
Victoria Brothers	Classroom Teacher
Maria De Tello	Other School Staff
Cynthia Caratenuto	Parent or Community Member
Deleyza Reynoso	Parent or Community Member
Juana Carrillo	Parent or Community Member
Korinne Pyle	Classroom Teacher
Chandler McCauley	Parent or Community Member
Lacey Stafford	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

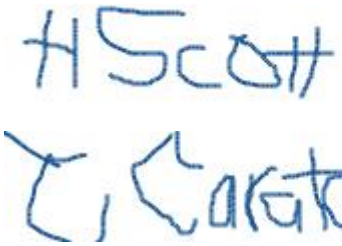
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Heather Scott on

SSC Chairperson, Cynthia Caratenuto on

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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