

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name

Glen Avon Elementary School

Address

4352 Pyrite Street
Jurupa Valley, CA 92509-3338

County-District-School (CDS) Code

33 67090 6032163

Principal

Jodie Piper

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 25, 2023

Local Board Approval Date

June 26, 2023

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Motto:

Roadrunners R.A.C.E for Success

Our students are learning how to be RESPONSIBLE, ACHIEVE, show CHARACTER, and how to be EMPATHETIC.

Mission Statement:

“Glen Avon Elementary School has no limits to the academic success of each child” is the mission statement by which every member of our learning community operates. Our goal is to ensure that every child succeeds at the highest level. At Glen Avon Elementary, we educate the whole child offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today’s world.

Vision Statement:

We believe in a growth mindset working with students to internalize the relationship between hard work and progress. The team at Glen Avon is committed to providing each child a superior education by ensuring engaging instruction in a safe environment.

School Profile

Describe The students and community and how school serves them.

The Story

Opened in 1951, Glen Avon Elementary School is one of seventeen elementary schools in the Jurupa Unified School District. Glen Avon underwent a modernization project that was completed in 2021 which included a new front office, refurbished classrooms in rooms 2-30, and a library/makerspace. The playground and outside landscaping were updated as well. The school campus is comprised of 34 classrooms, a multipurpose room, library/makerspace, and main office. Glen Avon enrolls approximately 515 students in grades TK – 6 and is a full-inclusion school, where about 79.4% of the students qualify for free or reduced lunch. Our enrollment is made of 90.9% Hispanic, 3.7% White, 2.3% Asian and 1.4% African American. English Learners make-up about 42.3% of the student enrollment and homeless/foster make-up about 2.3% of our population.

Glen Avon is an AVID (Advancement Via Individual Determination) Elementary school with 22 classroom teachers. We have two Literacy Support Teachers and one Math Support Teacher who provide instruction that is more explicit, systematic, and specifically designed to meet the individual needs of students who perform two or more years below grade level by “closing the gap” in reading and math. Our two Education Specialists and one Speech and Language Pathologist provide specially designed instruction and targeted support to students with an IEP. We also have one Psychologist and one band teacher. One Teacher on Special Assignment supports administration. Part-time bilingual tutors and special education aides provide additional specific support to targeted student populations. In an effort to provide a safe school environment at Glen Avon, seven activity supervisors assist with student supervision and safety before school, during the school day, and after school. An elementary media center clerk works full-time to check out books to students and teachers, inventory and track all library resources, and process the purchase of books and/or other instructional materials requested by teachers, and provide bi-weekly lessons while exploring the Makerspace. The library houses 7,000 books and reference materials, with a growing satellite K-4 collection of 2,000 books housed in classrooms for teacher use.

The Glen Avon staff provides every child with a rewarding and enriching educational experience. At Glen Avon our dedicated staff implements a Common Core State standards-based curriculum along with the very best educational teaching methods in reading, writing and mathematics to provide all of our children with an exemplary education. Glen Avon students, staff, parents, and community are working together to shape young minds and create lifelong learners. Glen Avon teachers review student assessment results to collaborate and plan rigorous classroom instruction. In the 2023-2024 school year, teachers and students will be provided with newly adopted textbooks for Math and Social Studies. All students in grades TK through sixth grade are provided with a district provided

Chromebook. Students in grades two through six can take their Chromebooks home daily to do homework or enhance their learning. TK, Kindergarten, and First Grade student Chromebooks are kept in their classrooms. Teachers access online resources to compliment all curriculum and employ the use of student devices in class to compliment instruction and expose students to interactive discussions using Canvas and Google Classroom.

Glen Avon has a variety of extended opportunities for learning and school engagement for students such as: Extended Learning Opportunities, Saturday School, AVID, Garden Club, Think Together, 100 Mile Club, GATE, and family events.

SPSA Highlights

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

The following are the key features of this school year's SPSA:

1. Teachers will focus on mathematics in their grade level professional development specifically on fractions and number sense. There will be additional PD as a result of the new math and social studies adoptions for the 2023-2024 school year.
2. Grade levels will continue to analyze data to plan instruction and to identify students who may need additional support in either math or ELA. Literacy and math intervention teachers will work with grades 1-6 to identify students who need additional support.
3. LSTs and MST will support students working below grade level and will continue to develop their knowledge of best practices in the areas of reading and math intervention.
4. The practice of Inclusion will continue at Glen Avon. We will target the needs of Students with Disabilities. Additional resources and professional development will be used to support inclusion. Classroom teachers will have opportunities to collaborate with RSP teachers in order to better support and meet the needs of students with disabilities. Additional resources and professional development will be used to support inclusion.
5. Glen Avon will continue to develop systems to support a positive school culture. PBIS and BSEL will continue to be a focus. Assemblies, Second Step and skill building will be utilized to support our schoolwide expectations, safety, and a positive learning environment. Activity Supervisors will participate in professional development in conflict management, PBIS strategies, and restorative practices to increase safety and support to students.
6. Staff will attend AVID Summer Institute as well as site based professional development to deepen understanding of AVID and implement AVID strategies more effectively.
7. We will increase parent engagement and participation by increasing our offerings of parent workshops, resources, and after school events such as math and literacy nights.
8. We will continue to develop students as leaders on campus.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- All Students (Hispanic, English Learners, Students with Disabilities and Socioeconomically Disadvantaged) were in the Very Low category for Suspension.
- 55.4% of English Learners progressed at least one ELPI level or maintained ELPI level 4.
- The percentage of EL students scoring 3 and 4 on the ELPAC increased from 36.76% to 46.29% and the percentage of students scoring 1 or 2 decreased from 63.252% to 53.71%.
- Majority of areas in the Spring 6th grade student panorama survey were above the district average.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- Students with Disabilities scored Very Low for Math and ELA performance.
- All student groups had Very High Chronic absentee rate on the CAASPP Dashboard.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP performance in ELA and Math had one student group with a performance gap: Students with Disabilities were very low while all students were low.

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.

The purpose of the School Plan for Student Achievement (SPSA) is to increase the academic achievement of ALL students, monitor progress and reclassify English Learner students, improve school climate, and broaden opportunities for parent and family engagement. As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

SPSA analysis is conducted in conjunction with a needs assessment secured from staff (Grade levels, Leadership team, Attendance Team) and parent groups (School Site Council and English Learner Advisory Committee). Parent groups meet throughout the year and are involved in the planning, development, revision, and approval process for the current SPSA. School data is shared with staff and families with recommendations being secured. SPSA development is a collaborative process with ELAC, staff, and other educational partners recommendations being shared with and approval by SSC.

Resource Inequities

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

Students with Disabilities subgroup received a Very Low status level in both ELA and Math. In ELA, this subgroup is 92.6 points below grade level. In math, this subgroup is 116.5 points below grade level. The academic needs of this subgroup need to be addressed.

Extended learning opportunities will focus on students with disabilities to ensure that they are included in this additional support.

Intervention teachers will include students with disabilities when working with small groups who are below grade level.

Education specialist will work closely with general ed teacher to ensure that students with disabilities are getting access to the core curriculum through effective teaching strategies and additional resources such as instructional aides. Release time will be available to make time for the education specialist and the general education teacher to collaborate.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 75 | 80 | 64 |
| Grade 1 | 61 | 68 | 80 |
| Grade 2 | 75 | 64 | 77 |
| Grade3 | 73 | 76 | 72 |
| Grade 4 | 83 | 72 | 81 |
| Grade 5 | 69 | 82 | 83 |
| Grade 6 | 61 | 73 | 80 |
| Total Enrollment | 497 | 515 | 537 |

Conclusions based on this data:

1. Enrollment has increased over the past three years.

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 | 184 | 218 | 230 | 37.00% | 42.3% | 42.8% |
| Fluent English Proficient (FEP) | 90 | 74 | 62 | 18.10% | 14.4% | 11.5% |
| Reclassified Fluent English Proficient (RFEP) | 16 | | | 8.7% | | |

Conclusions based on this data:

1. The percent of English Learners at Glen Avon has increased over the last three years.
2. The percent of Fluent English Proficient students at Glen Avon has steadily decreased over the last three years.

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 Scores | | | % of Enrolled 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 |
| Grade 3 | 71 | 77 | | 0 | 72 | | 0 | 72 | | 0.0 | 93.5 | |
| Grade 4 | 82 | 76 | | 0 | 75 | | 0 | 75 | | 0.0 | 98.7 | |
| Grade 5 | 71 | 77 | | 0 | 76 | | 0 | 76 | | 0.0 | 98.7 | |
| Grade 6 | 61 | 74 | | 0 | 71 | | 0 | 71 | | 0.0 | 95.9 | |
| All Grades | 285 | 304 | | 0 | 294 | | 0 | 294 | | 0.0 | 96.7 | |

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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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 | N/A | 2410.4 | | N/A | 20.83 | | N/A | 19.44 | | N/A | 23.61 | | N/A | 36.11 | |
| Grade 4 | N/A | 2426.9 | | N/A | 12.00 | | N/A | 12.00 | | N/A | 28.00 | | N/A | 48.00 | |
| Grade 5 | N/A | 2443.9 | | N/A | 6.58 | | N/A | 19.74 | | N/A | 21.05 | | N/A | 52.63 | |
| Grade 6 | N/A | 2501.6 | | N/A | 8.45 | | N/A | 35.21 | | N/A | 23.94 | | N/A | 32.39 | |
| All Grades | N/A | N/A | N/A | N/A | 11.90 | | N/A | 21.43 | | N/A | 24.15 | | N/A | 42.52 | |

| 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 | N/A | 15.28 | | N/A | 63.89 | | N/A | 20.83 | |
| Grade 4 | N/A | 9.33 | | N/A | 66.67 | | N/A | 24.00 | |
| Grade 5 | N/A | 7.89 | | N/A | 63.16 | | N/A | 28.95 | |
| Grade 6 | N/A | 8.45 | | N/A | 61.97 | | N/A | 29.58 | |
| All Grades | N/A | 10.20 | | N/A | 63.95 | | N/A | 25.85 | |

| 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 | N/A | 11.11 | | N/A | 63.89 | | N/A | 25.00 | |
| Grade 4 | N/A | 6.67 | | N/A | 52.00 | | N/A | 41.33 | |
| Grade 5 | N/A | 10.53 | | N/A | 46.05 | | N/A | 43.42 | |
| Grade 6 | N/A | 12.68 | | N/A | 57.75 | | N/A | 29.58 | |
| All Grades | N/A | 10.20 | | N/A | 54.76 | | N/A | 35.03 | |

| 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 | N/A | 5.56 | | N/A | 70.83 | | N/A | 23.61 | |
| Grade 4 | N/A | 8.00 | | N/A | 76.00 | | N/A | 16.00 | |
| Grade 5 | N/A | 5.26 | | N/A | 59.21 | | N/A | 35.53 | |
| Grade 6 | N/A | 9.86 | | N/A | 67.61 | | N/A | 22.54 | |
| All Grades | N/A | 7.14 | | N/A | 68.37 | | N/A | 24.49 | |

| 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 | N/A | 13.89 | | N/A | 65.28 | | N/A | 20.83 | |
| Grade 4 | N/A | 10.67 | | N/A | 62.67 | | N/A | 26.67 | |
| Grade 5 | N/A | 5.26 | | N/A | 65.79 | | N/A | 28.95 | |
| Grade 6 | N/A | 14.08 | | N/A | 67.61 | | N/A | 18.31 | |
| All Grades | N/A | 10.88 | | N/A | 65.31 | | N/A | 23.81 | |

Conclusions based on this data:

1. There is only one year of data due to cancellation of state testing due to COVID-19.
2. Third grade students above standard in overall reading is nearly double the average of all tested grades.
3. Overall, the writing strand shows the greatest number of students below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 3 | 71 | 77 | | 0 | 74 | | 0 | 74 | | 0.0 | 96.1 | |
| Grade 4 | 82 | 76 | | 0 | 76 | | 0 | 76 | | 0.0 | 100.0 | |
| Grade 5 | 71 | 77 | | 0 | 76 | | 0 | 76 | | 0.0 | 98.7 | |
| Grade 6 | 61 | 74 | | 0 | 72 | | 0 | 72 | | 0.0 | 97.3 | |
| All Grades | 285 | 304 | | 0 | 298 | | 0 | 298 | | 0.0 | 98.0 | |

* 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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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 | | 2421.8 | | | 18.92 | | | 28.38 | | | 20.27 | | | 32.43 | |
| Grade 4 | | 2434.7 | | | 7.89 | | | 14.47 | | | 39.47 | | | 38.16 | |
| Grade 5 | | 2427.4 | | | 3.95 | | | 6.58 | | | 27.63 | | | 61.84 | |
| Grade 6 | | 2491.7 | | | 6.94 | | | 22.22 | | | 29.17 | | | 41.67 | |
| All Grades | N/A | N/A | N/A | | 9.40 | | | 17.79 | | | 29.19 | | | 43.62 | |

| 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 | | 27.03 | | | 41.89 | | | 31.08 | |
| Grade 4 | | 11.84 | | | 44.74 | | | 43.42 | |
| Grade 5 | | 3.95 | | | 30.26 | | | 65.79 | |
| Grade 6 | | 9.72 | | | 47.22 | | | 43.06 | |
| All Grades | | 13.09 | | | 40.94 | | | 45.97 | |

| 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 | | 20.27 | | | 48.65 | | | 31.08 | |
| Grade 4 | | 9.21 | | | 48.68 | | | 42.11 | |
| Grade 5 | | 3.95 | | | 40.79 | | | 55.26 | |
| Grade 6 | | 5.56 | | | 58.33 | | | 36.11 | |
| All Grades | | 9.73 | | | 48.99 | | | 41.28 | |

| Communicating Reasoning | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 20.27 | | | 58.11 | | | 21.62 | |
| Grade 4 | | 10.53 | | | 53.95 | | | 35.53 | |
| Grade 5 | | 3.95 | | | 48.68 | | | 47.37 | |
| Grade 6 | | 13.89 | | | 58.33 | | | 27.78 | |
| All Grades | | 12.08 | | | 54.70 | | | 33.22 | |

Conclusions based on this data:

1. There is only one year of data due to cancellation of state testing due to COVID-19.

2. The percent of third grade students above standard in overall math is more than double the percent of students above standard in all grades.
3. More students scored Above or At/Near Standard in Communicating Reasoning than any other strand.

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 | 1402.8 | 1417.9 | | 1416.4 | 1429.4 | | 1371.3 | 1390.6 | | 33 | 35 | |
| 1 | 1432.9 | 1423.2 | | 1450.3 | 1430.7 | | 1415.0 | 1415.3 | | 22 | 34 | |
| 2 | 1452.2 | 1473.0 | | 1445.9 | 1485.8 | | 1458.1 | 1459.8 | | 31 | 24 | |
| 3 | 1480.6 | 1498.1 | | 1476.5 | 1501.9 | | 1484.3 | 1493.7 | | 31 | 34 | |
| 4 | 1487.7 | 1492.5 | | 1487.3 | 1474.9 | | 1487.4 | 1509.7 | | 35 | 31 | |
| 5 | 1486.2 | 1515.6 | | 1482.7 | 1517.5 | | 1489.4 | 1513.2 | | 21 | 34 | |
| 6 | 1515.3 | 1514.0 | | 1513.1 | 1517.8 | | 1517.2 | 1509.7 | | 12 | 24 | |
| All Grades | | | | | | | | | | 185 | 216 | |

| 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 | 9.09 | 14.29 | | 21.21 | 20.00 | | 51.52 | 51.43 | | 18.18 | 14.29 | | 33 | 35 | |
| 1 | 0.00 | 2.94 | | 27.27 | 23.53 | | 50.00 | 47.06 | | 22.73 | 26.47 | | 22 | 34 | |
| 2 | 3.23 | 8.33 | | 41.94 | 50.00 | | 38.71 | 29.17 | | 16.13 | 12.50 | | 31 | 24 | |
| 3 | 6.45 | 20.59 | | 38.71 | 41.18 | | 38.71 | 23.53 | | 16.13 | 14.71 | | 31 | 34 | |
| 4 | 11.43 | 6.45 | | 28.57 | 41.94 | | 45.71 | 35.48 | | 14.29 | 16.13 | | 35 | 31 | |
| 5 | 0.00 | 2.94 | | 23.81 | 50.00 | | 52.38 | 41.18 | | 23.81 | 5.88 | | 21 | 34 | |
| 6 | 8.33 | 12.50 | | 33.33 | 33.33 | | 50.00 | 37.50 | | 8.33 | 16.67 | | 12 | 24 | |
| All Grades | 5.95 | 9.72 | | 30.81 | 36.57 | | 45.95 | 38.43 | | 17.30 | 15.28 | | 185 | 216 | |

| 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 | 9.09 | 20.00 | | 27.27 | 22.86 | | 42.42 | 45.71 | | 21.21 | 11.43 | | 33 | 35 | |
| 1 | 9.09 | 20.59 | | 40.91 | 20.59 | | 40.91 | 35.29 | | 9.09 | 23.53 | | 22 | 34 | |
| 2 | 9.68 | 25.00 | | 38.71 | 50.00 | | 35.48 | 25.00 | | 16.13 | 0.00 | | 31 | 24 | |
| 3 | 19.35 | 47.06 | | 48.39 | 26.47 | | 16.13 | 14.71 | | 16.13 | 11.76 | | 31 | 34 | |
| 4 | 14.29 | 19.35 | | 51.43 | 29.03 | | 22.86 | 29.03 | | 11.43 | 22.58 | | 35 | 31 | |
| 5 | 14.29 | 26.47 | | 33.33 | 64.71 | | 38.10 | 8.82 | | 14.29 | 0.00 | | 21 | 34 | |
| 6 | 16.67 | 33.33 | | 58.33 | 41.67 | | 25.00 | 16.67 | | 0.00 | 8.33 | | 12 | 24 | |
| All Grades | 12.97 | 27.31 | | 41.62 | 35.65 | | 31.35 | 25.46 | | 14.05 | 11.57 | | 185 | 216 | |

| 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 | 3.03 | 5.71 | | 15.15 | 14.29 | | 51.52 | 48.57 | | 30.30 | 31.43 | | 33 | 35 | |
| 1 | 0.00 | 2.94 | | 22.73 | 11.76 | | 31.82 | 38.24 | | 45.45 | 47.06 | | 22 | 34 | |
| 2 | 0.00 | 4.17 | | 38.71 | 29.17 | | 35.48 | 37.50 | | 25.81 | 29.17 | | 31 | 24 | |
| 3 | 0.00 | 8.82 | | 25.81 | 20.59 | | 51.61 | 52.94 | | 22.58 | 17.65 | | 31 | 34 | |
| 4 | 2.86 | 3.23 | | 11.43 | 38.71 | | 42.86 | 38.71 | | 42.86 | 19.35 | | 35 | 31 | |
| 5 | 0.00 | 0.00 | | 4.76 | 11.76 | | 42.86 | 67.65 | | 52.38 | 20.59 | | 21 | 34 | |
| 6 | 0.00 | 0.00 | | 8.33 | 20.83 | | 75.00 | 37.50 | | 16.67 | 41.67 | | 12 | 24 | |
| All Grades | 1.08 | 3.70 | | 19.46 | 20.37 | | 45.41 | 46.76 | | 34.05 | 29.17 | | 185 | 216 | |

| 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 | 6.06 | 17.14 | | 81.82 | 77.14 | | 12.12 | 5.71 | | 33 | 35 | |
| 1 | 22.73 | 20.59 | | 68.18 | 52.94 | | 9.09 | 26.47 | | 22 | 34 | |
| 2 | 22.58 | 20.83 | | 58.06 | 79.17 | | 19.35 | 0.00 | | 31 | 24 | |
| 3 | 29.03 | 32.35 | | 48.39 | 52.94 | | 22.58 | 14.71 | | 31 | 34 | |
| 4 | 22.86 | 45.16 | | 54.29 | 35.48 | | 22.86 | 19.35 | | 35 | 31 | |
| 5 | 14.29 | 5.88 | | 71.43 | 76.47 | | 14.29 | 17.65 | | 21 | 34 | |
| 6 | 8.33 | 12.50 | | 75.00 | 54.17 | | 16.67 | 33.33 | | 12 | 24 | |
| All Grades | 18.92 | 22.22 | | 63.78 | 61.11 | | 17.30 | 16.67 | | 185 | 216 | |

| 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 | 9.09 | 14.29 | | 51.52 | 62.86 | | 39.39 | 22.86 | | 33 | 35 | |
| 1 | 0.00 | 8.82 | | 90.91 | 64.71 | | 9.09 | 26.47 | | 22 | 34 | |
| 2 | 9.68 | 33.33 | | 74.19 | 62.50 | | 16.13 | 4.17 | | 31 | 24 | |
| 3 | 22.58 | 58.82 | | 58.06 | 29.41 | | 19.35 | 11.76 | | 31 | 34 | |
| 4 | 37.14 | 12.90 | | 51.43 | 58.06 | | 11.43 | 29.03 | | 35 | 31 | |
| 5 | 23.81 | 79.41 | | 66.67 | 17.65 | | 9.52 | 2.94 | | 21 | 34 | |
| 6 | 50.00 | 83.33 | | 50.00 | 8.33 | | 0.00 | 8.33 | | 12 | 24 | |
| All Grades | 20.00 | 40.28 | | 62.70 | 43.98 | | 17.30 | 15.74 | | 185 | 216 | |

| 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 | 3.03 | 5.71 | | 78.79 | 71.43 | | 18.18 | 22.86 | | 33 | 35 | |
| 1 | 9.09 | 5.88 | | 22.73 | 41.18 | | 68.18 | 52.94 | | 22 | 34 | |
| 2 | 9.68 | 4.17 | | 64.52 | 62.50 | | 25.81 | 33.33 | | 31 | 24 | |
| 3 | 0.00 | 5.88 | | 61.29 | 50.00 | | 38.71 | 44.12 | | 31 | 34 | |
| 4 | 2.86 | 0.00 | | 42.86 | 61.29 | | 54.29 | 38.71 | | 35 | 31 | |
| 5 | 0.00 | 2.94 | | 42.86 | 58.82 | | 57.14 | 38.24 | | 21 | 34 | |
| 6 | 0.00 | 0.00 | | 41.67 | 37.50 | | 58.33 | 62.50 | | 12 | 24 | |
| All Grades | 3.78 | 3.70 | | 53.51 | 55.09 | | 42.70 | 41.20 | | 185 | 216 | |

| 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 | 15.15 | 11.43 | | 42.42 | 57.14 | | 42.42 | 31.43 | | 33 | 35 | |
| 1 | 0.00 | 2.94 | | 68.18 | 67.65 | | 31.82 | 29.41 | | 22 | 34 | |
| 2 | 6.45 | 16.67 | | 64.52 | 62.50 | | 29.03 | 20.83 | | 31 | 24 | |
| 3 | 3.23 | 14.71 | | 80.65 | 76.47 | | 16.13 | 8.82 | | 31 | 34 | |
| 4 | 0.00 | 22.58 | | 74.29 | 64.52 | | 25.71 | 12.90 | | 35 | 31 | |
| 5 | 0.00 | 5.88 | | 61.90 | 85.29 | | 38.10 | 8.82 | | 21 | 34 | |
| 6 | 0.00 | 16.67 | | 100.00 | 66.67 | | 0.00 | 16.67 | | 12 | 24 | |
| All Grades | 4.32 | 12.50 | | 67.57 | 68.98 | | 28.11 | 18.52 | | 185 | 216 | |

Conclusions based on this data:

1. The number of English Learners has increased by 16.8%.
2. The Writing and Speaking domains show the greatest increase of the number of students scoring "Well Developed".

-
-
3. The Reading domain showed the least positive movement between performance levels.

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 |
| 515 | 79.4 | 42.3 | 1.7 |
| Total Number of Students enrolled in Glen Avon 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 | 218 | 42.3 |
| Foster Youth | 9 | 1.7 |
| Homeless | 2 | 0.4 |
| Socioeconomically Disadvantaged | 409 | 79.4 |
| Students with Disabilities | 68 | 13.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 1.4 |
| American Indian | | |
| Asian | 12 | 2.3 |

Enrollment by Race/Ethnicity

| Student Group | Total | Percentage |
|--------------------------|--------------|-------------------|
| Filipino | | |
| Hispanic | 468 | 90.9 |
| Two or More Races | 5 | 1.0 |
| Pacific Islander | | |
| White | 19 | 3.7 |

Conclusions based on this data:

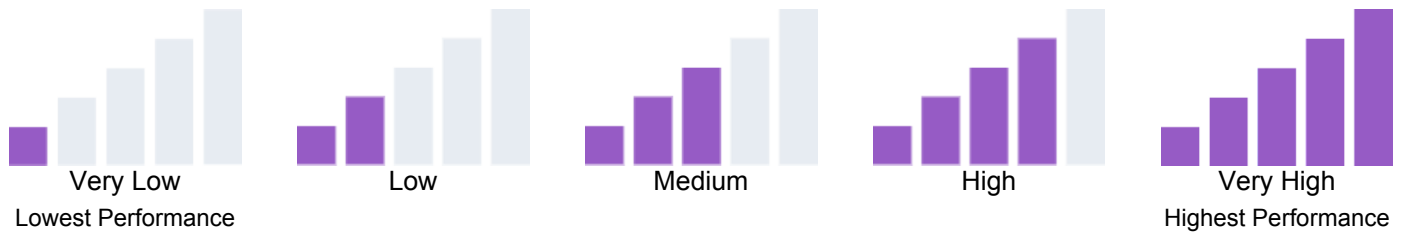
1. 42.3% of the student population are English Learners.
2. 90.9% of the student population are Hispanic.
3. 79.4% of the student population are Socioeconomically Disadvantaged.

School and Student Performance Data

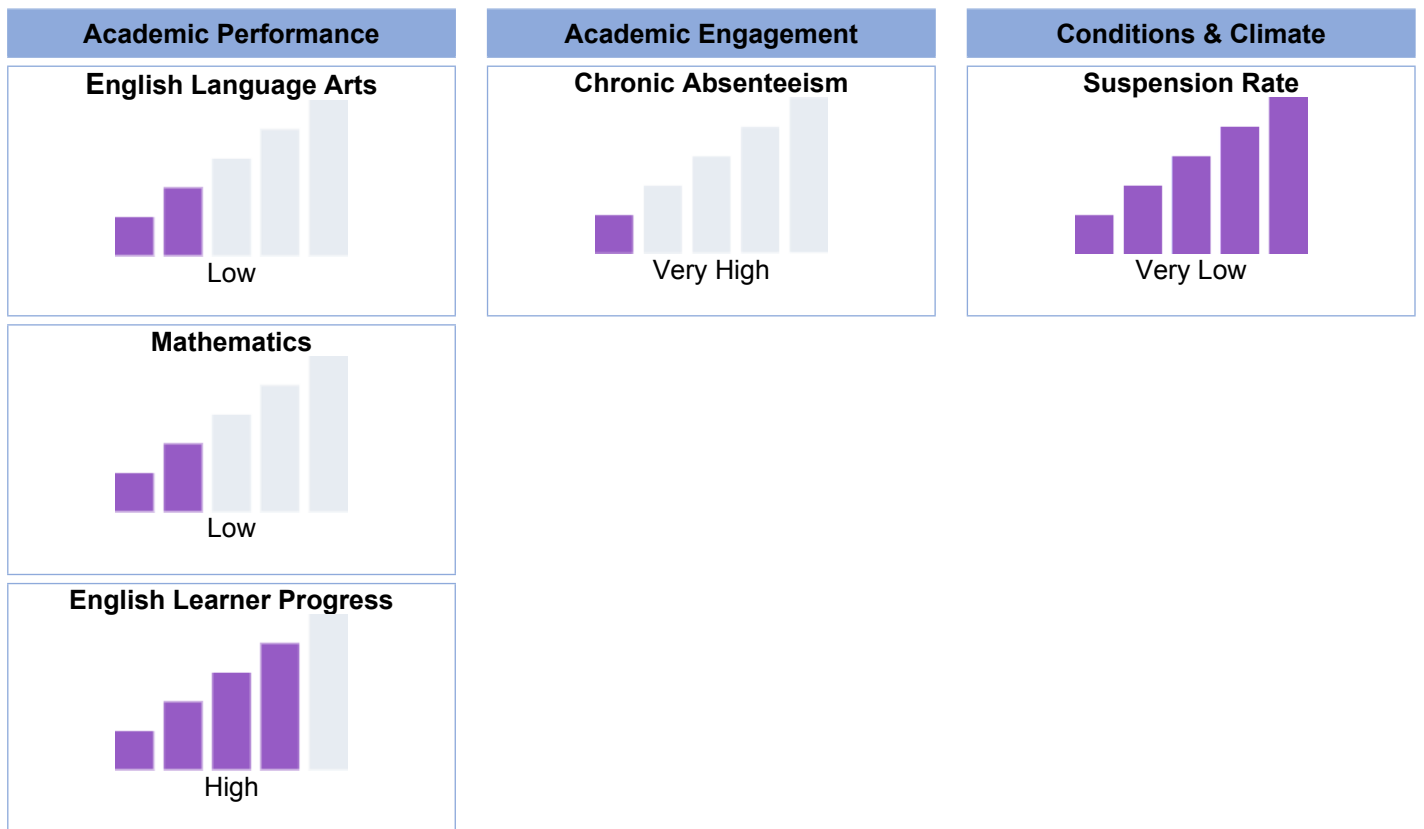
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

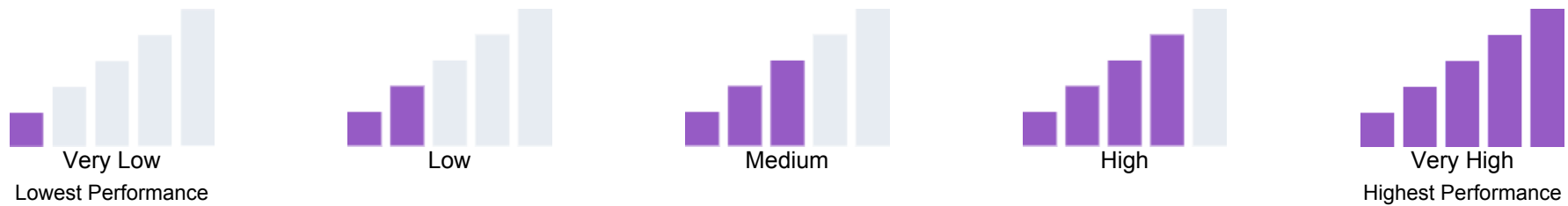
1. Performance is low in both English Language Arts and Math.
2. English Learner progress is high.
3. The suspension rate is very low.

School and Student Performance Data

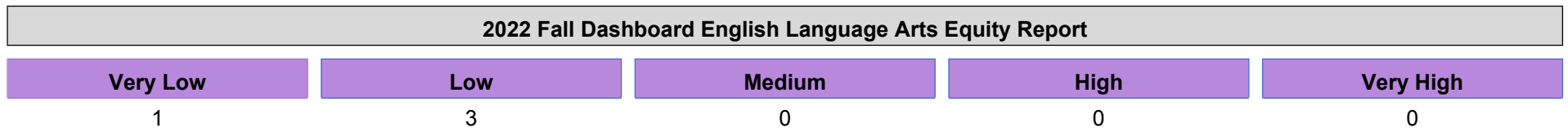
Academic Performance English Language Arts

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).

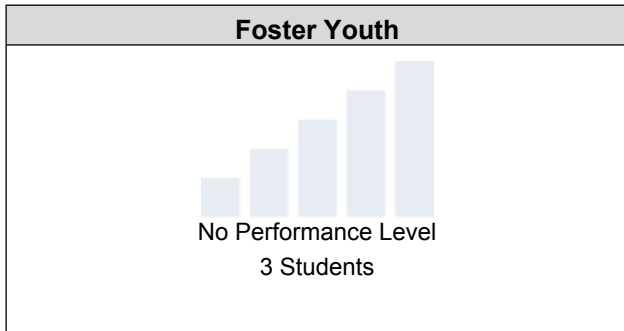
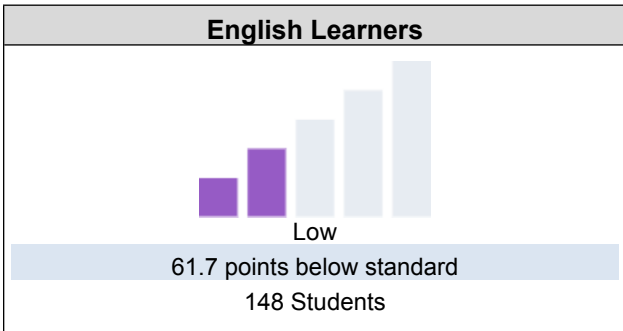
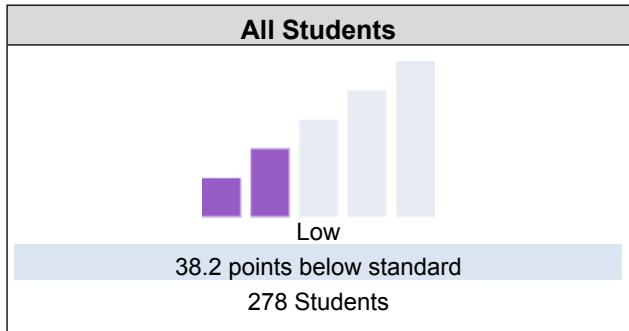


This section provides number of student groups in each level.

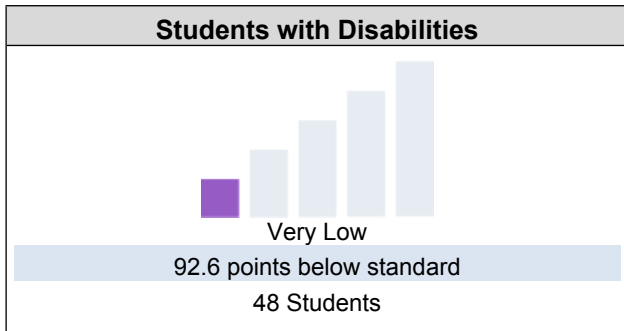
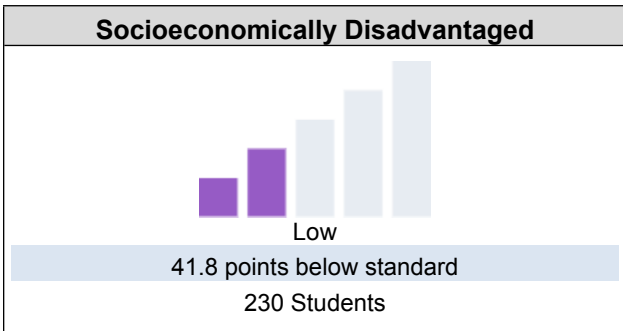


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

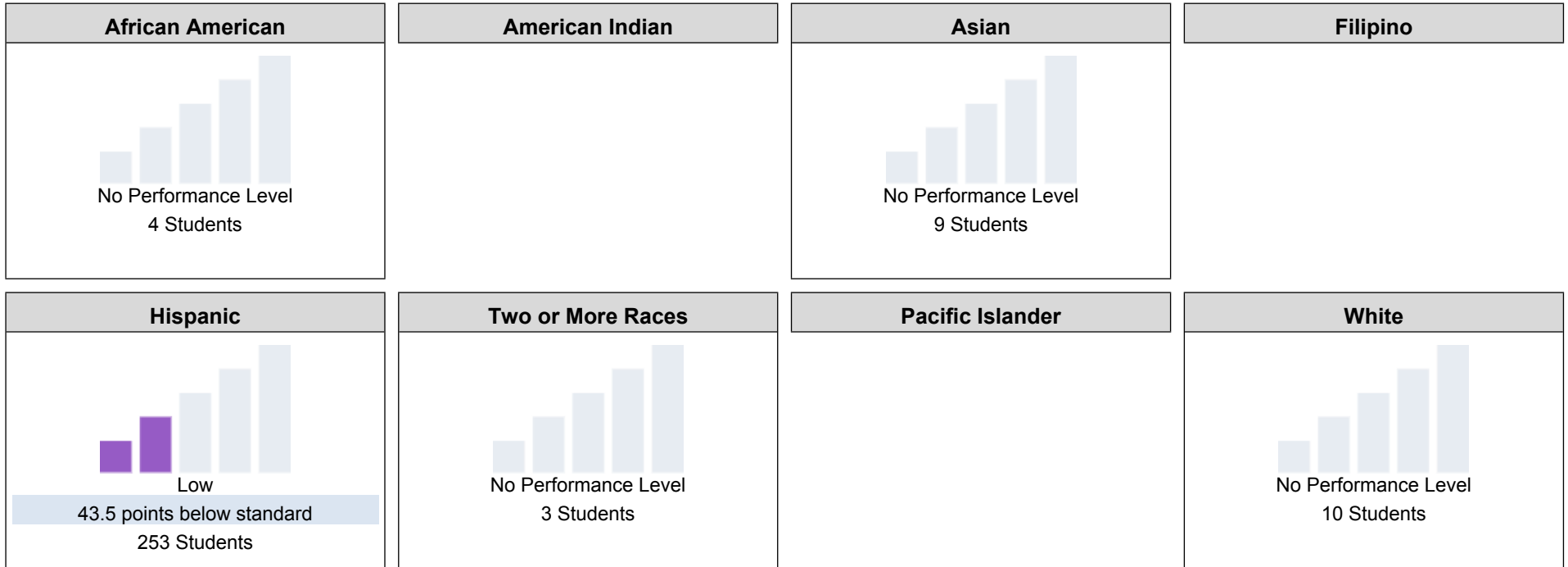
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



Homeless



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 90.0 points below standard 111 Students | 23.3 points above standard 37 Students | 21.7 points below standard 102 Students |

Conclusions based on this data:

- All student groups scored in the Low performance level with the exception of Students with Disabilities who scored in the Very Low performance level. Additional targeted supports will be put in place to support this student group.

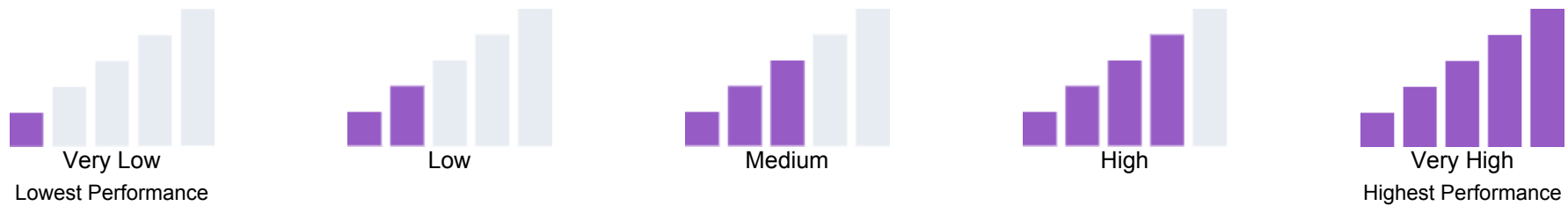
2. Current English Learners and Students with Disabilities scored the furthest from standard. Current English Learners scored 90.0 points below standard. Students with Disabilities scored 92.6 points below standard.

School and Student Performance Data

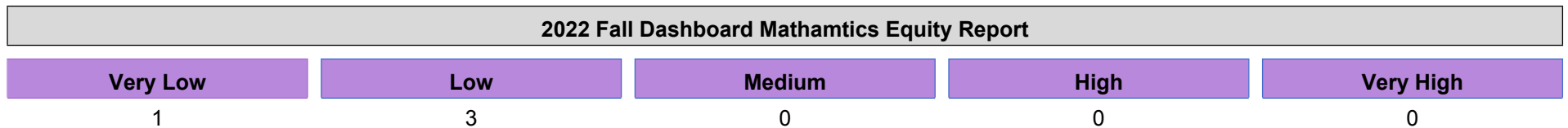
Academic Performance Mathematics

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

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



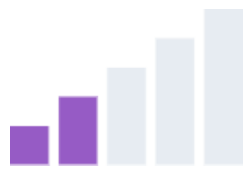
This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Low
56.4 points below standard
276 Students

English Learners



Low
70.0 points below standard
147 Students

Foster Youth



No Performance Level
3 Students

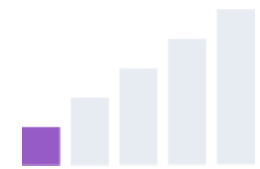
Homeless

Socioeconomically Disadvantaged



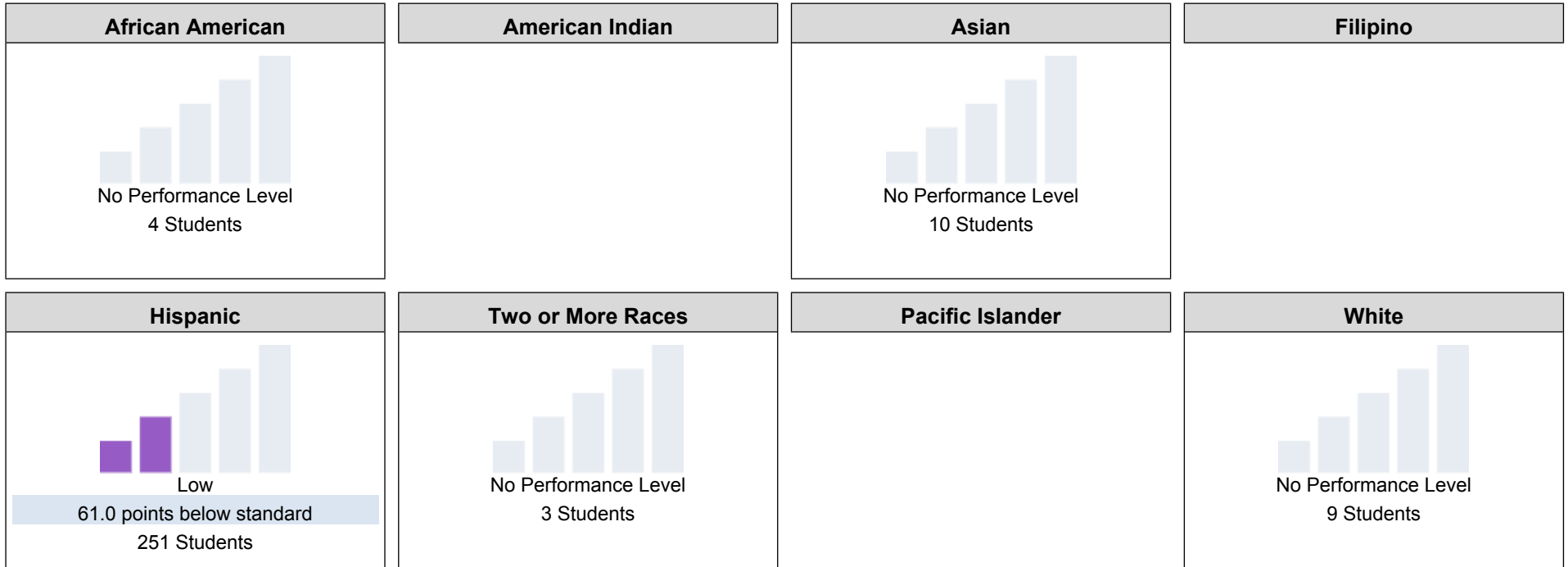
Low
60.5 points below standard
230 Students

Students with Disabilities



Very Low
116.5 points below standard
47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 93.7 points below standard 110 Students | 0.3 points above standard 37 Students | 49.8 points below standard 101 Students |

Conclusions based on this data:

- All student groups scored in the Low performance level with the exception of Students with Disabilities who scored in the Very Low performance level. Additional targeted supports will be put in place to support this student group.

2. Current English Learners and Students with Disabilities scored the furthest from standard. Current English Learners scored 93.7 points below standard. Students with Disabilities scored 116.5 points below standard.
3. One student group scored above standard. Reclassified English Learners scored 0.3 points above standard.

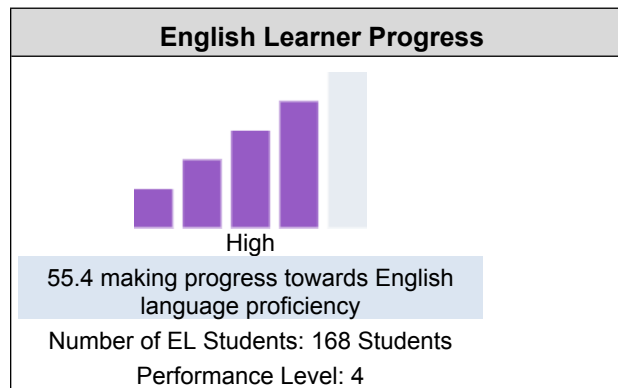
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 14.9% | 29.8% | 1.2% | 54.2% |

Conclusions based on this data:

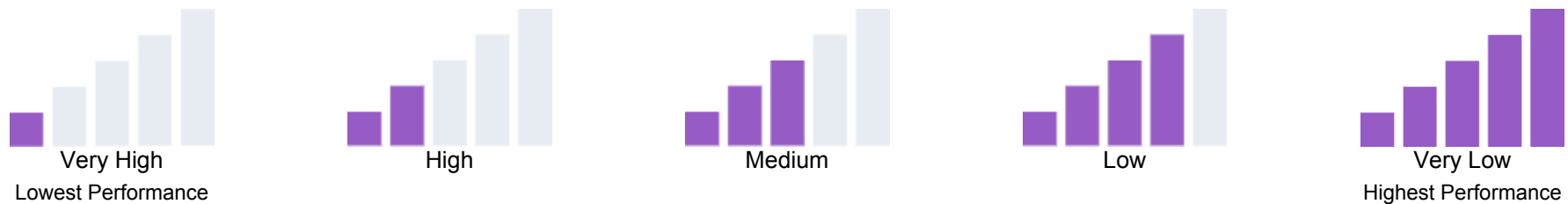
- Glen Avon English Learners made great progress with 55.4% making progress towards English proficiency.
- 14.9% of English Learners decreased one ELPI level.

School and Student Performance Data

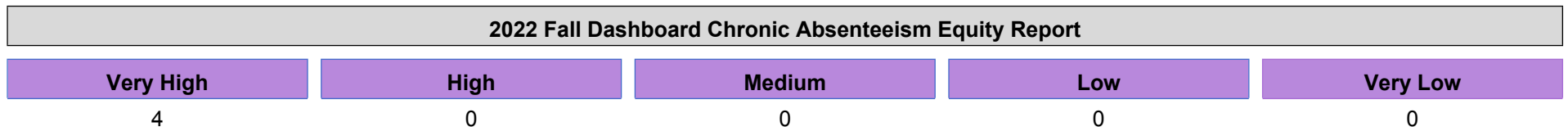
Academic Engagement Chronic Absenteeism

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

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

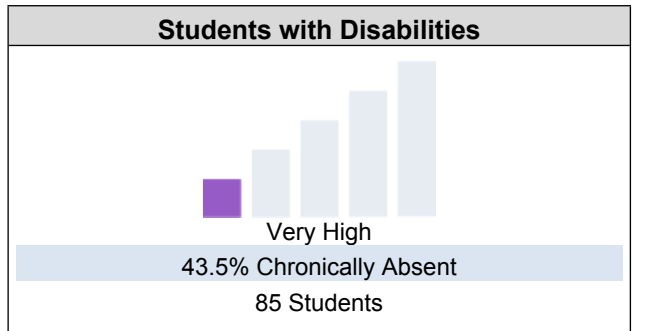
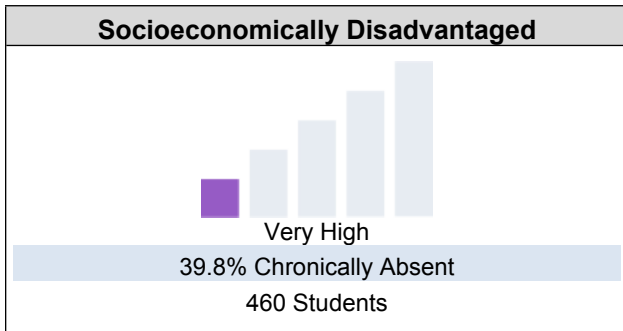
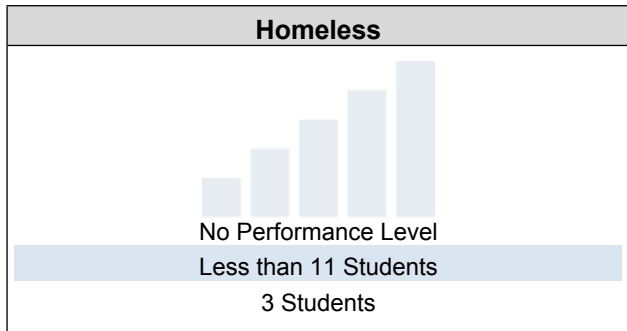
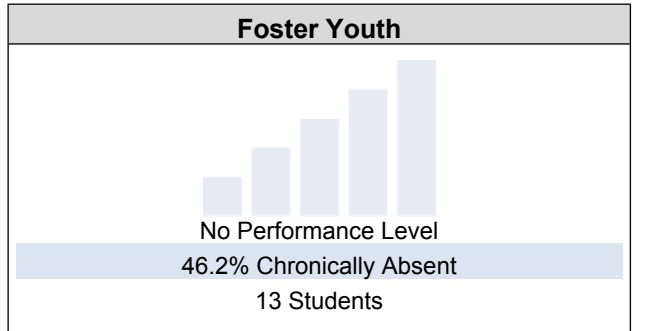
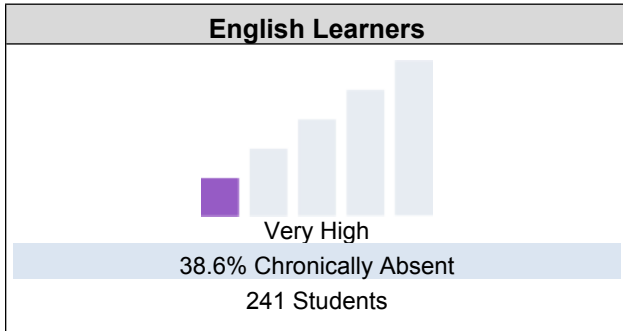
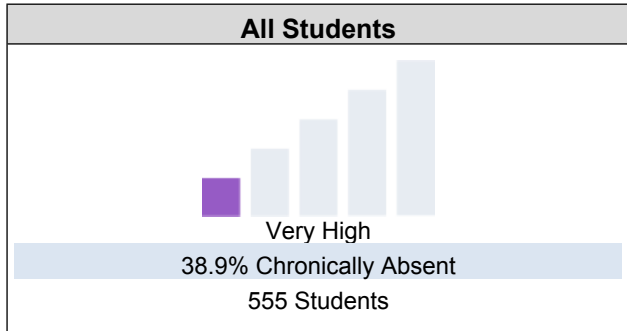


This section provides number of student groups in each level.

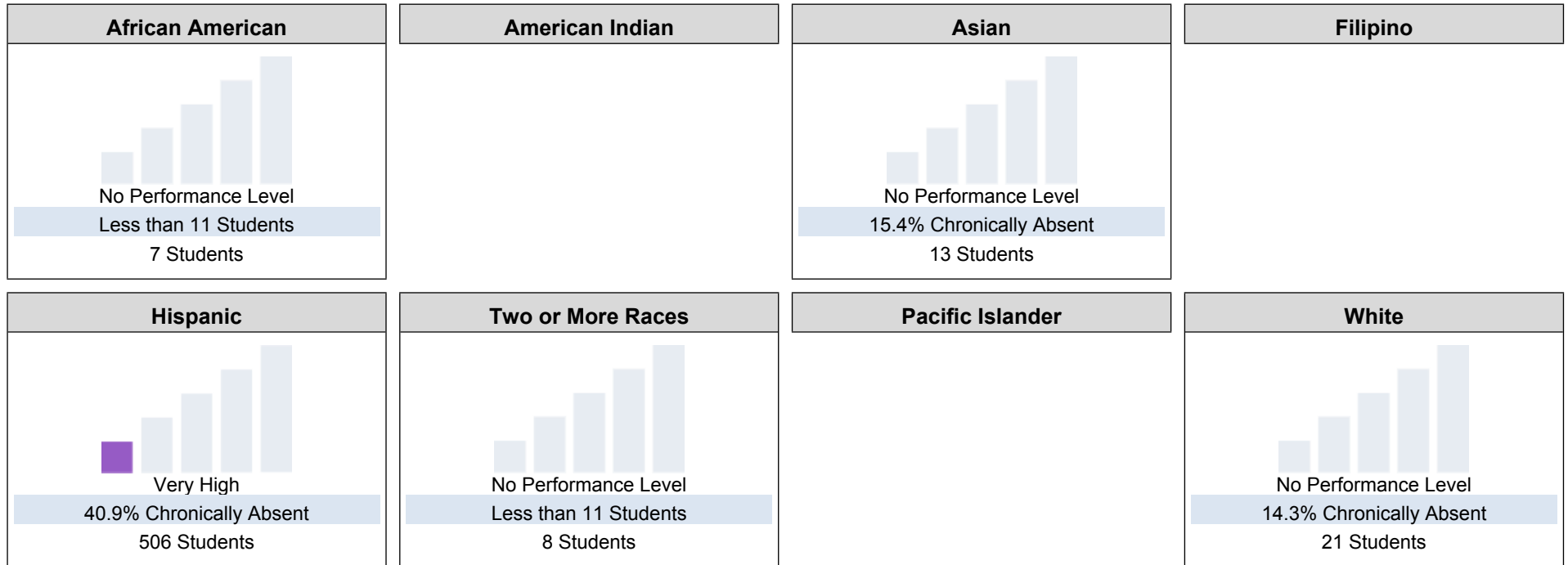


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

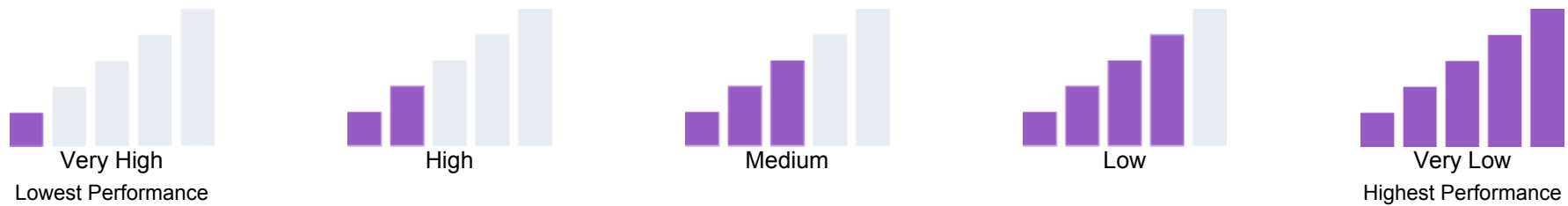
- All student groups are in the very high category for chronic absenteeism.
- The student groups with the highest chronic absenteeism are Foster Youth followed by Students with Disabilities.

School and Student Performance Data

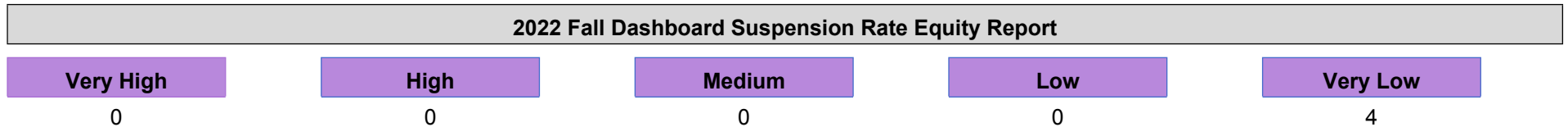
Conditions & Climate Suspension Rate

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

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

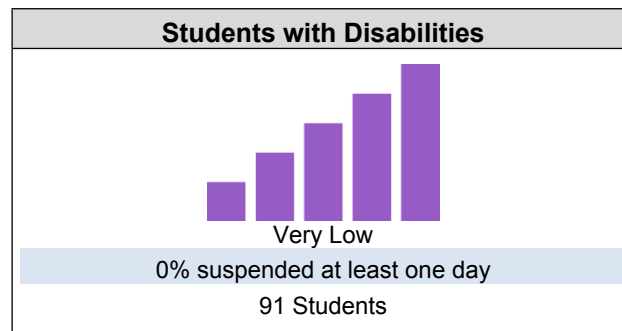
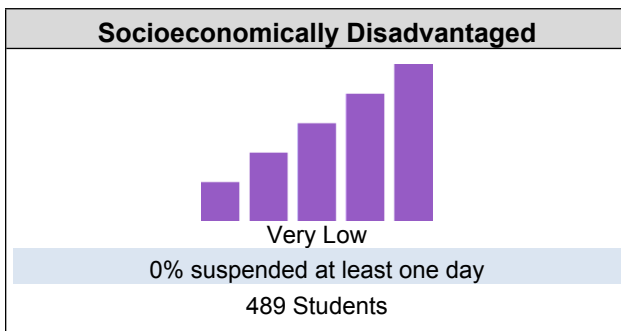
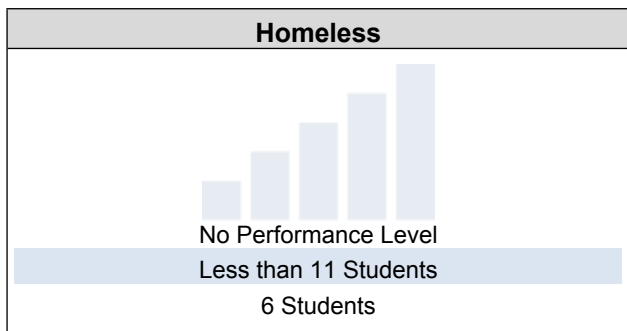
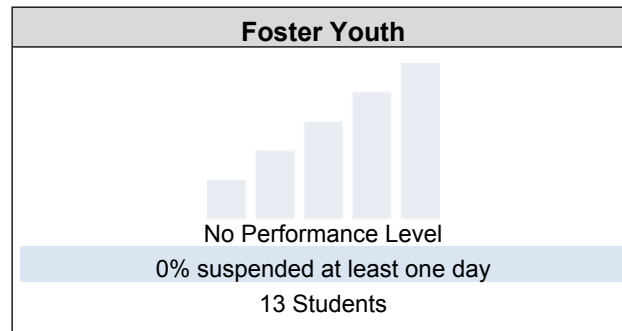
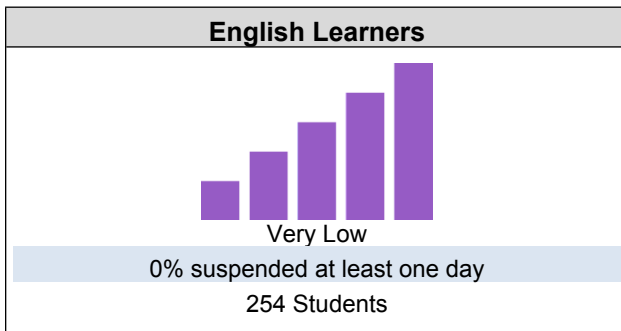
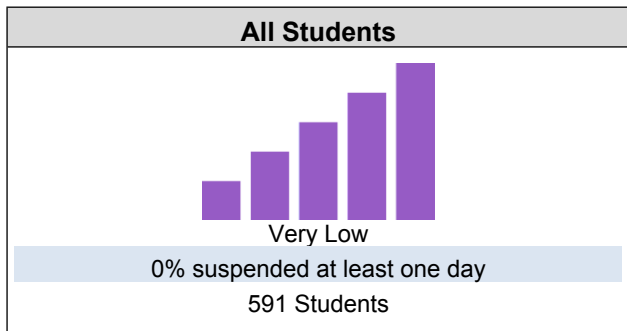


This section provides number of student groups in each level.

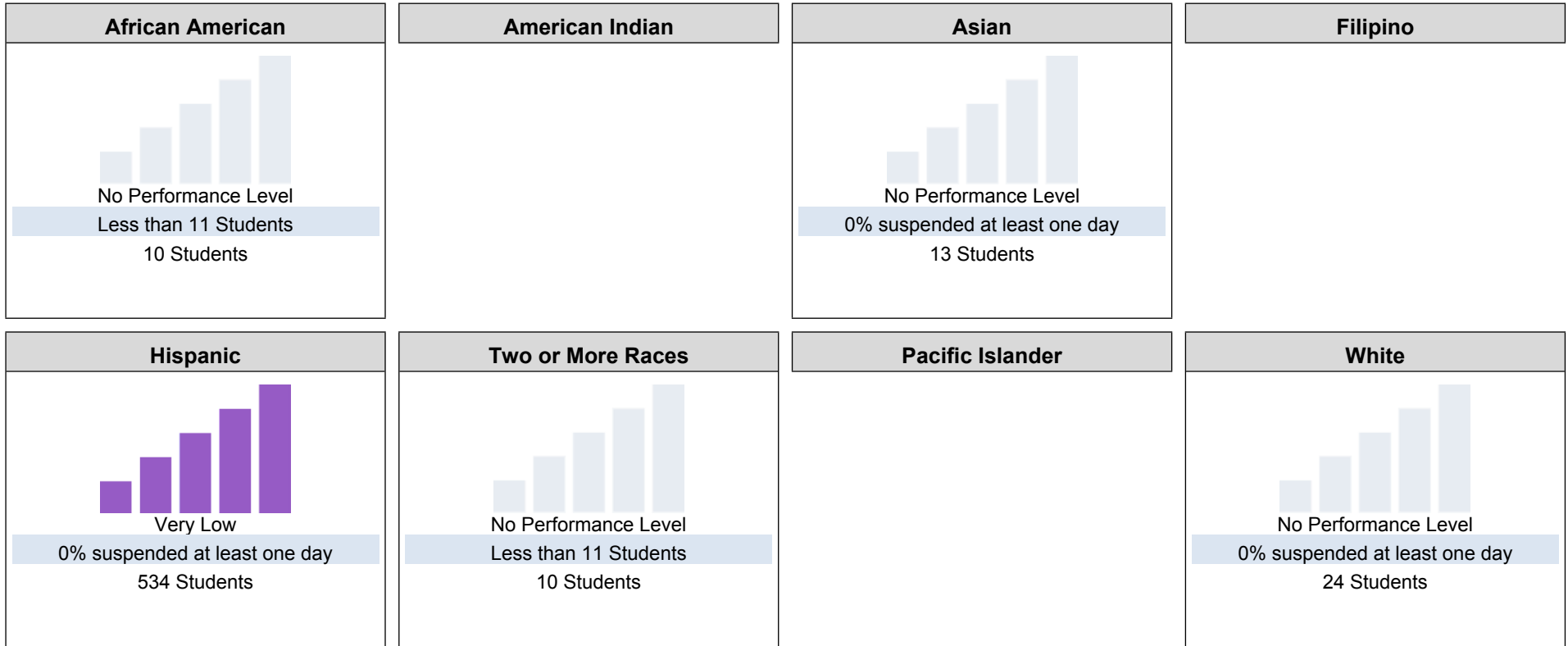


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We maintained a 0% suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Spring 2022-2023 NWEA ELA Data:

1st Grade - Spring - 34% students scored average to high
2nd Grade - Spring - 27% students scored average to high
3rd Grade - Spring - 39% students scored average to high
4th Grade - Spring - 35% students scored average to high
5th Grade - Spring - 35% students scored average to high
6th Grade - Spring - 45% students scored average to high

Spring 2022-2023 NWEA Math Data:

1st Grade - Spring - 21% students scored average to high
2nd Grade - Spring - 23% students scored average to high
3rd Grade - Spring - 40% students scored average to high
4th Grade - Spring - 26% students scored average to high
5th Grade - Spring - 16% students scored average to high
6th Grade - Spring - 36% students scored average to high

The analysis shows that students perform lower in Math than ELA. No grade level scored with 50% or more students at average or above in either academic area. We need to continue to refine our efforts in ELA through Guided Reading and Intervention. We need to continue to provide the first best teaching practices for all student in both ELA and mathematics. We also need to continue to provide reading and math intervention to all students performing below grade level. A Primary Literacy Support Teacher teacher and our English Language Facilitator (ELF) will continue to support Bilingual Language Tutors(BLTs) through the Guided Reading process and refine the support of Foundation Reading skills. The primary LST will also support teachers with Reading Running records and modeling lessons for Guided Reading. The intermediate grade LST will continue to provide support for teachers and students in Language Arts, including Guided Reading. A Math Support Teacher (MST) will support students with number sense and conceptual understanding of foundational mathematics. Designated and Integrated ELD will continue to be provided at all English Learners.

Through the 2023-2024 school year, staff will participate in professional development in math. The professional development will focus on building strategies to help develop number sense and conceptual understanding of math with students. PD and training in AVID WICOR strategies will also be explored as a means of increasing math performance.

Due to the data, more resources, professional development, collaboration, and trainings need to be put in place to support the academic and SEL growth off all students in order to close the achievement gap. Teachers need time for standards based instructional planning, co-teaching opportunities, sharing of resources and goal setting based on data analyses.

We will continue with refining AVID strategies and implementation by providing untrained staff to AVID Path and/or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies and AVID Path trainings. Grades 3-6 will continue to conduct AVID assessments to analyze progress towards AVID site team goals.

We will continue to be an Inclusion School and will support our Special Education students with two Resource Specialist Teachers and Instructional Aides. Academic progress of Students with Disabilities will be prioritized throughout the year.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students. Our students who are struggling emotionally will be supported with a full-time district provided Behavior Health Associate/Therapist, our school wide practice of PBIS and by using our SEL program Second Step.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS) | 2021-2022 ELA CAASPP Performance Overall Distance from Standard: 38.2 points below standard. Students with Disabilities: 92.6 points below standard. English Learners: 61.7 points below standard. Hispanic: 43.5 points below standard Socioeconomically Disadvantaged: 41.8 points below standard | 2022-2023 ELA CAASPP Expected Outcomes: Overall Distance from Standard: 33.2 points below standard. Students with Disabilities: 87.6 points below standard. English Learners: 56.7 points below standard. Hispanic: 38.5 points below standard Socioeconomically Disadvantaged: 36.8 points below standard |
| P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS) | 2021-2022 Math CAASPP Performance Overall Distance from Standard: 56.4 points below standard. Students with Disabilities: 116.5 points below standard. English Learners: 70 points below standard. Hispanic: 61 points below standard Socioeconomically Disadvantaged: 60.5 points below standard | 2022-2023 Math CAASPP Expected Outcomes: Overall Distance from Standard: 51.4 points below standard. Students with Disabilities: 111.5 points below standard. English Learners: 65 points below standard. Hispanic: 56 points below standard Socioeconomically Disadvantaged: 55.5 points below standard |
| P4 Percentage of English Learner pupils who make progress towards English proficiency as | 2021-2022 ELPAC Data | 2022-2023 ELPAC Expected Outcomes: |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI) | 55.4% making progress towards English Proficiency 54.2% progressed at least one ELPI level 1.2% maintained ELPI Level 4 29.8% maintained ELPI Levels 1, 2L, 2H, 3L, 3H 14.9% decreased at least one ELPI level | 62% will make progress towards English Proficiency 58% will progress at least one ELPI level 4% will maintain ELPI Level 4 28% will maintain ELPI Levels 1, 2L, 2H, 3L, 3H 10% will decrease at least one ELPI level |
| P4 English Learner Reclassification Rate | For the 2021-2022 school year 5% of Glen Avon English Learners were reclassified. | Expected Outcomes for 2022-2023 school year: 10% of Glen Avon English Learners will be reclassified. |
| P8 Other Student Outcomes - NWEA ELA | Spring 2022-2023 NWEA ELA Data: 1st Grade - Spring - 34% students scored average to high 2nd Grade - Spring - 27% students scored average to high 3rd Grade - Spring - 39% students scored average to high 4th Grade - Spring - 35% students scored average to high 5th Grade - Spring - 35% students scored average to high 6th Grade - Spring - 45% students scored average to high | 2023-2024 NWEA ELA Expected Outcomes: 1st Grade - Spring - 36% students will score average to high 2nd Grade - Spring - 29% students will score average to high 3rd Grade - Spring - 41% students will score average to high 4th Grade - Spring - 37% students will score average to high 5th Grade - Spring - 36% students will score average to high 6th Grade - Spring - 47% students will score average to high |
| P8 Other Student Outcomes - NWEA Math | Spring 2022-2023 NWEA Math Data: 1st Grade - Spring - 21% students scored average to high 2nd Grade - Spring - 23% students scored average to high 3rd Grade - Spring - 40% students scored average to high 4th Grade - Spring - 26% students scored average to high 5th Grade - Spring - 16% students scored average to high 6th Grade - Spring - 36% students scored average to high | 2023-2024 NWEA Math Expected Outcomes: 1st Grade - Spring - 23% students will score average to high 2nd Grade - Spring - 25% students will score average to high 3rd Grade - Spring - 42% students will score average to high 4th Grade - Spring - 28% students will score average to high 5th Grade - Spring - 18% students will score average to high 6th Grade - Spring - 38% students will score average to high |

Planned Strategies/Activities

Action 1.1

1.1 CCSS/NGSS Implementation

| | | |
|--|-------------------|--|
| | X Modified Action | |
|--|-------------------|--|

| Planned Actions/Services | Students to be served | Budget and Source |
|--|--|---|
| <p>A. Provide opportunities for teachers to support full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, Literacy Support Teachers, Math Support Teacher, and when necessary outside consultants to support implementation plan.</p> <p>B. Provide supplemental materials, resources, instruction, release time for collaboration or professional development, library resources, technology, substitutes, etc. for ELA, ELD, Math, NGSS/Science, STEM/STEAM, and intervention to support ALL students.</p> <p>C. Teachers will be trained on the use and implementation of all newly adopted district curriculum, materials, and programs, including but not limited to Math and Social Studies.</p> <p>D. Teachers and support staff will be provided with necessary supplies for their classroom and students. This includes but is not limited to copy machines, laminator, poster maker, adequate supply of paper, appropriate working technology, district print shop services, print materials, etc.</p> <p>E. Digital resources/online subscriptions including: technology, software, and other supplemental materials to support all students across all curriculum. Including but not limited to Lexia, IXL, and Heggerty.</p> <p>F. EMCC will provide students, families, and educational partners access to the library, coordinate materials & provide technology support. EMCC and teachers inform selection of library materials/books and Digital Resources (eBooks) to support CCSS and Students with Disabilities. EMCC will have the option to purchase new books as necessary for the whole student population as well as specifically to meet the needs of our Students with Disabilities.</p> | <p>X All Students</p> <p>X Other student group(s) Students with Disabilities</p> | <p>B. Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8000</p> <p>D. Maintenance Contracts for Office Machines 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>F. Follett for Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>D. Printshop services 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$2500</p> <p>A. B. C. Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5445</p> <p>G. Materials and Supplies for Makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>F. EMCC Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63531</p> |

G. Technology support and makerspace materials for classroom and school library to support CCSS. Materials and supplies for school library/makerspace include earbuds, eBooks, digital resources, and other needed supplies.

H. Testing incentives and recognition will be utilized to encourage students to try their best and demonstrate growth on both local and state assessments.

I. Provide student engagement materials, incentives, and awards for academic performance, citizenship recognition, attendance, and progress.

J. Resources and incentives will be provided to our Students with Disabilities to allow for support and recognition as they continue to make progress towards their IEP goals and grade level CCSS.

E. Software Subscriptions
5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707
\$15000

B. D. Office Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1000

Action 1.2

1.2 Staff Development/Collaboration

X

Modified Action

| Planned Actions/Services | Students to be served | Budget and Source |
|---|--|---|
| <p>A. Provide staff development for classified, certificated, and administrators throughout the school year. Professional development may include professional books, coaching, training, conferences, in supporting student academic achievement, inclusive of the use of technology, effective student behavior management strategies to keep students engaged in learning: CCSS, ELA, ELD, AVID, inclusion, math, SEL, science/NGSS (STEAM/STEM) in order to prepare staff to implement rigor and depth required by CCSS and ensure students are college and career ready.</p> | <p><u>X</u> All Students <u>X</u> Other student group(s) Students with Disabilities</p> | <p>A. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2448 A. C. Subs for Teacher Release 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,500</p> |
| <p>B. Teachers will take part in professional development with a focus on math as the instructional area priority.</p> | | |
| <p>C. Provide release time to teachers and support staff for collaboration with RSP teachers and professional development to support students with disabilities.</p> | | |
| <p>D. Provide supports and collaborative planning time for implementation of reading and math intervention and support.</p> | | |

E. Teachers and Administration will have opportunities to attend conferences/professional development in the areas of educational equity, best instructional practices, supporting students with social emotional learning, etc.

Action 1.3

1.3 Intervention

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Provide intervention teachers and supports/resources for implementation of guided reading and intensive intervention for students in grades 1-6 (early literacy/reading, writing, math, SEL) and data analysis support.

X All Students
Other student group(s) Students with Disabilities

B. Extended learning opportunities will be provided before and after school to provide additional targeted support to students. Academic needs of Students with Disabilities will be prioritized. Extended learning opportunities may be offered within the Saturday School program to support with remediation/acceleration of skills, CCSS, SEL needs, test prep for CAASPP, EL and GATE.

C. Provide resources and materials to support intervention which may include: printed materials, professional development, programs, technology, and/or planning/release time.

D. Provide two Literacy Support Teacher and resources/supports for implementation of guided reading and intensive intervention for all students.

E. Student Success Team will regularly meet to support students who have been referred by the classroom teachers. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to students to meet their academic and social needs.

F. Communication Enrichment Program (CEP): Provide voice, fluency, and/or articulation skill enrichment. Identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered approach.

A. Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$127707

A. Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707
\$164957

A. Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$22536

A. C. Supplies for intervention supports
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$4000

Action 1.4

1.4 Enrichment

Modified Action

| Planned Actions/Services | Students to be served | Budget and Source |
|--|--|--|
| <p>A. Provide enrichment opportunities such as field trips, assemblies, coding, STEM, and STEAM for students to support core instruction and promote critical thinking, problem-solving analyzing, and collaboration skills needed to meet grade level standards.</p> <p>B. Provide materials such as robots, art supplies, STEM/STEAM supplies, sports supplies, and other supplies needed for enrichment programs.</p> <p>C. Provide release time and/or collaboration time for both certificated and classified staff to provide support to school events and student needs throughout the year in order to train, plan, and collaborate.</p> <p>D. Provide band instrument classes for 4th - 6th grade students.</p> <p>E. Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners.</p> <p>F. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CCSS in ELA, Math, Science, and Social Studies.</p> | <p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) GATE</p> | <p>C. F. Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>A. B. E. Enrichment Opportunities for GATE students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$700</p> |

Action 1.5

1.5 AVID

Modified Action

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| <p>A. Provide supplies, materials, incentives, and professional development to support AVID implementation in TK-6 and promote a College and Career Readiness culture on campus. May include: trainings, workshops,</p> | <p><input checked="" type="checkbox"/> All Students</p> | <p>C. D. Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> |

presentations, speakers, field trips, binders, agendas, folders, pencil pouches, banners, signs, etc.

B. Purchase additional materials to support AVID implementation.

C. Provide release time for AVID Team and/or Leadership Team to collaborate, plan, and organize AVID and school wide activities to promote college and career readiness.

D. Provide time for the AVID Lead and staff to promote college and career readiness among students by planning activities such as College and Career spirit week, activities, incentives, career fairs, field trips, etc.

E. Incentives and supplies for activities to support and reward utilization of AVID strategies.

F. Organize and fund College and Career events on campus and other AVID activities including visits and tours to local colleges and universities.

F. Bus Transportation for Field Trips
5700-5799: Transfers Of Direct Costs
LCFF Suppl/Conc -- 0707
\$3000

A. B. E. Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2000

Action 1.6

1.6 ELD

X

Modified Action

Planned Actions/Services

A. Provide appropriate daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using district adopted ELD materials. Teachers will also teach ELD.

B. Ensure that students are grouped by their appropriate proficiency English Learner Levels: Emerging, Expanding, and Bridging.

C. Bilingual Language Tutors (BLTs) will be assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition.

D. BLTs will provide assistance to EL students to clarify instruction in both English and Spanish.

Students to be served

X

Other student group(s) English Learners

Budget and Source

C. D. E. Salary, Three Bilingual Language Tutors (3 hours each)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$14241

C. D. E. Salary, Three Bilingual Language Tutors (3 hours each)
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$24473

C. D. E. Salary, Bilingual Language Tutor (3 hours)
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203

E. BLTs will provide extra support during state testing, guided reading, and intervention opportunities.

F. Provide professional development to support ELD program.

G. Newcomer students will be provided with additional supports and resources to support language acquisition and their transition into school.

\$3982

F. Classified Hourly
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$535

Action 1.7

1.7 Transitions

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Prospective students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.

B. TK/K teachers will offer a parent workshop for kindergarten orientation.

C. Kindergarten students and their parents may also attend transition kindergarten classes that are available through the District Parent Involvement Office.

D. Pre-school students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.

E. Registration information for TK and Kindergarten will be provided in the spring and available in both English and Spanish.

X

Other student
group(s) Head
Start/Preschool

Classified Hourly
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$535

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Chronic Absenteeism Rate for 2022-2023

All Students - 38.9%

EL - 38.6%

Hispanic - 40.9%

SED - 39.8%

SWD - 43.5%

Attendance Outcomes from August to December 2022:

TK = 88.04%

1st = 87.5%

2nd = 92.7%

3rd = 93.6%

4th = 90.4%

5th = 91.8%

6th = 92.3%

Attendance is a great area of need moving into the next school year. Current data shows that 38.9% of our students are chronically absent. Overall our school attendance rate is approximately 92%. This is an improvement from last year, we will continue to place an emphasis on the importance of attendance as it relates to student well-being and their achievement. We commit to continuing the practices of SART, SARB, providing resources to families, making mental health connections, conducting home visits, celebrating students with awards and incentives, and Saturday School, etc.

As part of our continued efforts to improve the culture and environment of our school, we will continue to implement and expand our PBIS and use our Second Step program to address SEL. In addition, we will use a MTSS approach to address all students and make them feel comfortable in their learning environment. Our data supports providing school wide incentives, activities, events, trainings, and resources for all educational partners.

Activity supervisors will be provided with ongoing trainings to increase effectiveness with conflict resolution and to help create a positive safe space during recesses. We will continue to offer students diverse activities during their recess and lunch breaks to decrease behaviors and increase a sense of belonging.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| P5 School Attendance Rates | Attendance Outcomes from August to December 2022: TK = 88.04% 1st = 87.5% 2nd = 92.7% 3rd = 93.6% 4th = 90.4% 5th = 91.8% 6th = 92.3% | Attendance Expected Outcomes for 2023-2024: TK = 90.04% 1st = 89.5% 2nd = 94.7% 3rd = 95.6% 4th = 95.4% 5th = 93.8% 6th = 94.3% |
| P5 Chronic Absenteeism Rate | Chronic Absenteeism Rate for 2022-2023 All Students - 38.9% EL - 38.6% Hispanic - 40.9% SED - 39.8% SWD - 43.5% | Chronic Absenteeism Expected Outcomes for 2023-2024: Decrease all areas by 5% All Students - 33.9% EL - 33.6% Hispanic - 35.9% SED - 34.8% SWD - 38.5% |
| P6 Pupil Suspension Rate | There were no suspensions during the academic year 2021-2022. | Suspension Expected Outcomes for 2023-2024: 0 suspensions |
| P6 Surveys of pupils, parents, teachers on sense of safety | LCAP Survey Outcomes for 2022-2023: LCAP Student Survey: "How often do you worry about violence at your school?" 44% responded "Almost Never" or "Once in a while." A 4% increase over Fall 2022. LCAP Teacher Survey: "For students who need extra support, how difficult is it for them to get the support that they need?" 35% responded "Not at all difficult" or "Slightly difficult." A 3% increase from Winter 2022 LCAP LCAP Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey. | LCAP Survey Expected Outcomes for 2023-2024: LCAP Student Survey: "How often do you worry about violence at your school?" 60% will respond "Almost Never" or "Once in a while." LCAP Teacher Survey: "For students who need extra support, how difficult is it for them to get the support that they need?" 45% will respond "Not at all difficult" or "Slightly difficult." LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| | | students?" 55% will respond "Quite Well" or "Extremely Well" |
| P1 School facilities are maintained in good repair | Facility Inspection Tool: Average percentage of 8 categories - 95%. School Rating - Good. Systems - 100% Interior - 86% Cleanliness - 100% Electrical - 92% Restrooms/Fountains - 80% Safety - 100% Structural - 100% External - 100% | The school facility will be maintained as expected. |
| P6 Pupil Expulsion Rate | Expulsion Rate for 2022-2023: 0% expulsions | Expulsion Rate Expected Outcomes for 2023-2024: 0 expulsions |

Planned Strategies/Activities

Action 2.1

2.1 Healthy/Safe Environment

| | | |
|--|--------------------------|--|
| | <u>X</u> Modified Action | |
|--|--------------------------|--|

| Planned Actions/Services | Students to be served | Budget and Source |
|---|-----------------------|--|
| A. Provide health care aide to support students' well being by attending to their needs. Serve as a resource to families for medical, vision, hearing, dental, and other health related concerns. Supplies will be replenished as needed. | <u>X</u> All Students | A. Health Care Aide Salary 3 hrs (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$35646 |
| B. Provide healthy snacks to students during the school year. To include: CAASPP, NWEA, CAST, ELO, etc. | | A, I, J, K. Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3500 |

C. Provide social skills and character building programs (PBIS/SEL), speakers, assemblies, etc. to encourage a positive school culture and climate.

D. Provide awards and incentives to support a positive school culture and climate that reinforces student expectations and decrease suspensions and expulsions. (Monthly/Trimesterly)

E. Provide professional development to both certificated and classified staff both on and off site and attend conferences on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution and implement PBIS/SEL tiers 1 - 3 strategies.

F. Provide training, resources, and supports to students and staff in order to implement site based student leadership such as peer mediators, student ambassadors, or other such program.

G. Provide additional counseling services for students who continue to struggle with behavior goals with the support of PICO services.

H. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Students and staff will participate in monthly safety drills and practice disaster procedures. The plan will be approved every year by the school site council.

I. Purchase playground equipment and other play equipment for use during recess or structured physical education instruction.

J. Create and maintain a safe, healthy, drug, alcohol, and tobacco-free learning environment through various activities such as Red Ribbon Week, bullying assemblies, digital citizenship, 100 Mile Club, and other school based activities/spirit weeks.

K. Provide resources and supports needed to adequately support the safety of all educational partners. To include: emergency supplies, walkie-talkies, and etc.

L. Provide classified personnel to support school events.

M. Provide an additional activity supervisor (1.25 hours) to assist with supervision of recesses for full day TK/K.

C. PBIS/SEL Programs/Assemblies
5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707

\$6000

B. Healthy Snacks for Testing

5700-5799: Transfers Of Direct Costs

LCFF Suppl/Conc -- 0707

\$500

D. Awards and Incentives

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$1000

E. Travel and Conference

5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707

\$3000

F. Training and Implementation of Student Leadership Program

5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707

\$1000

E. L. Classified Hourly

2000-2999: Classified Personnel Salaries

LCFF Suppl/Conc -- 0707

\$1000

Action 2.2

2.2 Attendance

X

Modified Action

| Planned Actions/Services | Students to be served | Budget and Source |
|--|-----------------------|---|
| <p>A. To encourage increased student attendance, monitor and celebrate attendance individually, by classroom, grade level, and school wide. Students will continue to have the opportunity to make-up absences in Saturday School. We will increase communication with families regarding students' attendance.</p> <p>B. Continue to implement processes of SART and SARB, providing resources to families, referrals to mental health connections, home visits, medical releases/supports, awards, rewards, incentives, Saturday School, perfect attendance celebrations/recognitions, assemblies, etc.</p> <p>C. Host school wide spirit weeks and incentives throughout the year to increase attendance and positive school culture and provide a school spirit t-shirt to each student.</p> | <p>X All Students</p> | <p>Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8730 T-Shirt for Students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,780</p> |

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Providing a welcoming environment is key at Glen Avon. We will continue to use various forms of communication tools including social media to communicate with parents in English and Spanish. As COVID-19 restrictions are being lifted, more emphasis will be put back on welcoming families back on campus by offering various family events, trainings, and/or meetings. Moving forward, in-person and virtual meetings will continue to be an option for parents as well as providing staff to translate for families.

More opportunities for parent involvement will be planned and offered.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|---|---|
| P3 Parent Engagement | <p>LCAP Parent/Family Survey Spring 2023: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"</p> <p>A report was not able to be generated due to low participation rate in the survey.</p> | <p>LCAP Parent/Family Survey Spring 2024: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 70% will respond "Extremely Important" or "Quite Important."</p> |
| P5 Parent Engagement | <p>LCAP Parent/Family Survey Spring 2023: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"</p> | <p>LCAP Parent/Family Survey Spring 2024: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 91% will respond "Extremely Important" or "Quite Important."</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------|---|--|
| | A report was not able to be generated due to low participation rate in the survey. | |
| P5 Student Engagement | LCAP Student Survey, Spring 2023: Overall, how much do you feel like you belong at your school?" 67% responded "Belong quite a bit" or "Completely belong." | LCAP Student Survey, Spring 2024: Overall, how much do you feel like you belong at your school?" 72% will respond "Belong quite a bit" or "Completely belong." |
| P5 Teacher Engagement | LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 90% responded "Quite Enthusiastic" or "Extremely Enthusiastic." | LCAP Teacher Survey, Spring 2024: "On most days, how enthusiastic are the students about being at school?" 92% will respond "Quite Enthusiastic" or "Extremely Enthusiastic." |

Planned Strategies/Activities

Action 3.1

3.1 Parent Outreach

| | | |
|--|--------------------------|--|
| | <u>X</u> Modified Action | |
|--|--------------------------|--|

| Planned Actions/Services | Students to be served | Budget and Source |
|---|-----------------------|--|
| <p>A. Provide site-based parent training and student opportunities including a variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, student programs, Chromebooks, PBIS, digital citizenship). Meetings may be held virtually and/or in-person. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials. Support and training will be available to parents of students with disabilities to assist with understanding their child's IEP and the IEP process.</p> <p>B. Parent meetings, informational newsletters, phone messages, emails, social media, and flyers will be provided in both English and Spanish.</p> <p>C. Bilingual office staff/TCT will be available to translate for Spanish speaking families as needed.</p> | <u>X</u> All Students | <p>Supplies for Parent Meetings 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$635</p> <p>C. Translator Clerk Typist Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$40765</p> <p>B. D. E. Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> |

- D. Provide families with materials that promote literacy in the home in all areas including but not limited to SEL, AVID, GATE, CCSS and NGSS.
- E. Provide materials, incentives, and refreshments for events, activities, meetings, etc. to increase parental support.
- F. Provide opportunities for all educational stakeholders with leadership opportunities (i.e. ELAC, SSC, PBIS, AVID Booster, etc.)
- G. Provide personnel, materials, and equipment to support communication with families and the community including the maintenance of audio visual equipment.

G. Classified hourly
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$1,000
 A. B. Parent Workshops
 5800: Professional/Consulting Services And
 Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$750

Action 3.2

3.2 Provide Family Activities

| | | |
|--|---|--|
| | <input checked="" type="checkbox"/> Modified Action | |
|--|---|--|

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|--|
| <p>A. Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community. Encourage families to attend district/community events throughout the year.</p> <p>B. Provide families with resources, services and trainings that improve academic achievement, SEL, school climate, and promote a sense of school connectedness (i.e. parent conferences, Coffee with the Principal, etc).</p> <p>C. Childcare is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs and other meetings and events.</p> <p>D. The school library will be utilized for parent engagement activities after school. Such activities may include book access, research, Read Alouds, literacy events, assisting with digital resources, etc.</p> | <p><input checked="" type="checkbox"/> All Students</p> | <p>B. D. Family activity supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1790</p> <p>B. D. Materials for parents 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>C. Classified Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$2000</p> <p>B. D. Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$366</p> |

Action 3.3

3.3 Student Engagement

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Grow and maintain a garden through the development of a committee: staff, parents, and students.

X All Students

A. Garden Club
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$700

B. Provide activities, incentives, and games during recess to promote a sense of community especially during heat alerts and/or inclement weather.

B. Playground Equipment/Games
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1500

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| <p>P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p> | <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> | <p>ELA CAASPP Performance Overall Distance from Standard: 38.2 points below standard. Students with Disabilities: 92.6 points below standard. English Learners: 61.7 points below standard. Hispanic: 43.5 points below standard Socioeconomically Disadvantaged: 41.8 points below standard</p> |
| <p>P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p> | <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> | <p>Math CAASPP Performance Overall Distance from Standard: 56.4 points below standard. Students with Disabilities: 116.5 points below standard. English Learners: 70 points below standard. Hispanic: 61 points below standard Socioeconomically Disadvantaged: 60.5 points below standard</p> |
| <p>P4 Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p> | <p>2022-2023 ELPAC Expected Outcomes: 8% of EL students will be Proficient as indicated on the ELPAC. Level 3 and Level 4 will have an increase while Level 1 and Level 2 will have a decrease.</p> | <p>9.72% of EL students were Proficient as indicated on the ELPAC. Level 3 and Level 4 increased from 36.76% to 46.29%. Level 1 and Level 2 decreased from 63.25% to 53.71%</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| P4 English Learner Reclassification Rate | Expected Outcomes for 2022-2023 school year: 20% of Glen Avon students will be reclassified. | 5% of Glen Avon English Learners were reclassified. |
| P8 Other Student Outcomes - NWEA ELA | 2022-2023 NWEA ELA Expected Outcomes: All grade levels K - 6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA | All grade levels K - 6 had a decrease of 6% in the number of students who score average to high average on the Spring 2023 NWEA Math compared to the Spring 2022 NWEA Math. |
| P8 Other Student Outcomes - NWEA Math | 2022-2023 NWEA Math Expected Outcomes: All grade levels K - 6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math | All grade levels K - 6 had a decrease of 10% in the number of students who score average to high average on the Spring 2023 NWEA Math compared to the Spring 2022 NWEA Math. |
| P8 Other student outcomes - 6th Grade HMH Reading Inventory for ELA/Read 180 | HMH Reading Inventory Expected Outcomes for 2022-2023: 6th grade students will have an increase of 2% in the HMH Reading Inventory for ELA overall. | 6th grade students had an overall decrease of 11% in the HMH Reading Inventory for ELA overall. The percent of students scoring proficient or advanced on Read180 decreased from 38% to 27%. |
| P8 Other student outcomes - 6th Grade MDTP for Math (Mathematics Diagnostic Test Project) | MDTP Goals for 2022-2023: 6th grade students will have an increase of 2% in the MDTP for math overall. | <p>Math Not Met - 31% Nearly Met - 28% Met - 8% Exceeded - 33%</p> <p>72 sixth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 13% of 6th graders showed no mastery of these mathematical concepts 25% of 6th graders showed mastery in one of these mathematical concepts 7% of 6th graders showed mastery in two of these mathematical concepts 10% of 6th graders showed mastery in three of these mathematical concepts</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|-------------------|--|
| | | 5% of 6th graders showed mastery in four of these mathematical concepts 6% of 6th graders showed mastery in five of these mathematical concepts 2% of 6th graders showed mastery in six of these mathematical concepts 4% of 6th graders showed mastery in all seven of these mathematical concepts |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>1.1 CCSS/NGSS Implementation</p> <p>A. Provide opportunities for full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, instructional coaches, NGSS coordinators, Literacy Support Teachers, Math Support Teacher, and when necessary outside consultants to support implementation plan.</p> <p>B. Provide supplemental materials, resources, instruction, release time for collaboration or professional development, incentives, library resources, technology, substitutes, and etc. for ELA, ELD, Math, NGSS/Science, STEM/STEAM, and intervention to support ALL students. Examples, copy machines, printers, printing, calculators, novels, leveled readers, manipulatives, software, informational texts, and etc.</p> <p>C. Digital resources/on-line subscriptions including: technology,</p> | <p>1.1 CCSS/NGSS Implementation</p> <p>A. Teachers provided full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, NGSS coordinators, Literacy Support Teachers, Math Support Teacher. Two additional intervention teachers were provided through CSI funding.</p> <p>B. Supplemental materials, resources, instruction, release time for collaboration or professional development, incentives, library resources, technology, substitutes, and etc. for ELA, ELD, Math, NGSS/Science, STEM/STEAM, and intervention to support ALL students were provided. Assessment and intervention reading materials were purchased for Literacy Support Teachers. A new copy machine was purchased. CSI funding was used to purchase a color printer for each grade level and an additional</p> | <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5970</p> <p>Copier maintenance contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,166</p> <p>Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,600</p> <p>Materials and Supplies for Makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> | <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$15000</p> <p>Copier maintenance contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5000</p> <p>Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p> <p>Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Materials and Supplies for Makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>software, and other supplemental materials to support all students across all curriculum.</p> <p>D. The Media Center Clerk will provide students, families, and educational partners access to the library, support for distributions and collection of core materials and provide technology support.</p> <p>E. Purchase materials and supplies for school library/makerspace such as earbuds, eBooks, digital resources, and other needed supplies.</p> <p>F. Provide incentives during CAASPP testing to enhance performance.</p> <p>G. Provide student engagement materials, incentives, and awards for academic performance, citizenship recognition, attendance, and progress.</p> <p>H. Support literacy by purchasing library books (recreational outside reading) to support reading and numeracy fluency.</p> | <p>computer monitor for each classroom. Class sets of novels were purchased. Supplies were provided to assist with AVID implementation. Print and digital resources from Heggerty were purchased to support phonemic awareness and literacy foundations in TK-1.</p> <p>C. Digital resources/on-line subscriptions were purchased including Lexia, IXL, Heggerty, and other supplemental materials to support all students across all curriculum.</p> <p>D. The Media Center Clerk provided students and educational partners access to the library, support for distributions and collection of core materials and provided technology support.</p> <p>E. Materials and supplies for school library/makerspace such as printed books and eBooks, digital resources, makerspace supplies were purchased.</p> <p>F. Snacks and recognition for effort were provided during CAASPP testing to enhance performance.</p> <p>G. Awards assemblies were held each trimester recognizing student academic achievement, behavior and attendance. An attendance incentive plan was implemented to increase attendance. Perfect attendance was recognized and rewarded daily by class and monthly by student.</p> | <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,364</p> <p>Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9000</p> | <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,730</p> <p>Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$15919</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| | H. Provided funds for EMCC to purchase needed informational books and books supporting social emotional learning. | | |
| <p>1.2 Staff Development/Collaboration</p> <p>A. Provide staff development for classified, certificated, and administrators throughout the school year. Professional development will include professional books, coaching, training, conferences, in supporting student academic achievement, inclusive of the use of technology, effective student behavior management strategies to keep students engaged in learning: CCSS, ELA, ELD, AVID, inclusion, math, SEL, science/NGSS (STEAM/STEM) in order to prepare staff to implement rigor and depth required by CCSS and ensure students are college and career ready.</p> <p>B. Provide release time and/or collaboration time for both certificated and classified staff to provide support to school events and student needs throughout the year. This can include GATE, AVID, Special Ed/Inclusion, Science Fair, and etc.</p> <p>C. Professional development to support all students across the curriculum: AVID, ELD, CCSS, NGSS, Math, Social Studies, Physical Education, Cultural Sensitivity, and etc.</p> | <p>1.2 Staff Development/Collaboration</p> <p>A. Staff development for classified, certificated, and administrators was provided throughout the school year which included supporting academic achievement in CCSS Math/ELA, student safety, inclusion, and behavior management strategies</p> <p>B. Provided time for both certificated and classified staff to provide support to school events and student needs throughout the year. This included GATE, AVID, Special Ed/Inclusion, and a Math and Literacy Night.</p> <p>C. Teachers were provided opportunities through jORS to attend professional development to support all students across the curriculum in the following areas AVID, ELD, CCSS, NGSS, Math, Social Studies, Cultural Sensitivity, etc.</p> <p>D. All teachers received one release day in order to have the opportunity to participate in planning time, data analysis, collaboration with SpEd team, and other practices that support all students reaching grade level proficiency. Special Ed team had the opportunity to collaborate with grade levels or individual teachers as</p> | <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2946</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500</p> | <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6000</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>D. Provide release time/substitutes for teachers to have the opportunity to participate in planning time, data analysis, collaboration with SpEd team, and other practices that will support all students reaching grade level proficiency.</p> | <p>needed to support the academic goals of students on an IEP.</p> | | |
| <p>1.3 Intervention A. Extended learning opportunities will be provided through Universal Access time and skills focused structured before/after-school Extended Learning Opportunity classes. Extended learning opportunities may be offered during monthly Saturday School Academics. The Saturday Academics will be offered for all grade levels K - 6th. Classes will be for targeted students using the results of data analysis.</p> <p>B. Provide resources and materials to support intervention which may include: printed materials, professional development, programs, technology, and/or planning/release time.</p> <p>C. Provide 2 Literacy Support Teacher and resources/supports for implementation of guided reading and intensive intervention for all students.</p> <p>D. Communication Enrichment Program (CEP): Provide voice, fluency, and or articulation skill enrichment. Identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive</p> | <p>1.3 Intervention A. Extended learning opportunities were provided through skills focused structured before/after-school Extended Learning Opportunity (ELO) classes. Saturday school was offered monthly to all students. Students with absences received personalized invitations to attend Saturday school.</p> <p>B. Intervention teachers were provided the resources and materials needed to support intervention including printed materials, professional development, programs, technology, and planning/release time. Math Support Teacher participated in math PD - Foundations of Fractions.</p> <p>C. Provided two additional Literacy Support Teacher and resources/supports for implementation of guided reading and intensive intervention for all students using CSI funding.</p> <p>D. Communication Enrichment Program (CEP): Provided voice, fluency, and articulation skill enrichment in order to resolve speech</p> | <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100,702</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$74,153</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$74,153</p> <p>Guided Reading Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> | <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$156,687</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$86,045</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$86,045</p> <p>Guided Reading Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| differentiated instruction based upon a tiered approach. | difficulties before the need for more intensive interventions arise. Students received differentiated instruction based upon a tiered approach. | | |
| <p>1.4 Enrichment</p> <p>A. Provide enrichment opportunities such as field trips, assemblies, coding, STEM, and STEAM for students to support core instruction and promote critical thinking, problem-solving analyzing, and collaboration skills needed to meet grade level standards.</p> <p>B. Provide materials such as robots, art supplies, STEM/STEAM supplies, sports supplies, and other supplies needed for enrichment programs.</p> <p>C. Provide release time and/or collaboration time for both certificated and classified staff to provide support to school events and student needs throughout the year in order to train, plan, and collaborate.</p> <p>D. Provide band and string instrument classes for 4th - 6th grade students.</p> <p>E. Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners.</p> <p>F. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CCSS in ELA, Math, Science, and Social Studies.</p> | <p>1.4 Enrichment</p> <p>A. Grade levels participated in on-site or off-site field trips which supported core instruction. Classes participated in engaging STEM/STEAM activities biweekly in the Makerspace during library visits. Two assemblies were provided promoting SEL and social skills and testing motivation.</p> <p>B. Provided materials within the Makerspace such as robots, art supplies, STEM/STEAM supplies.</p> <p>C. Provided release time for both certificated and classified staff to provide support to school events and student needs throughout the year in order to train, plan, and collaborate.</p> <p>D. Provided band and string instrument classes for 4th - 6th grade students.</p> <p>E. GATE students attended an on-campus enrichment presentation through UCR Geoscience Department on Earth Science.</p> <p>F. GATE coordinator attended district meetings and led GATE testing for second grade.</p> | <p>Additional time for BLTs to provide services to EL students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5000</p> | <p>Additional time for BLTs to provide services to EL students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>1.5 AVID</p> <p>A. Provide supplies, materials, incentives, and professional development to support AVID implementation in TK-6 and promote a College and Career Readiness culture on campus. May include: trainings, workshops, presentations, speakers, field trips, binders, agendas, folders, pencil pouches, banners, signs, and etc.</p> <p>B. Purchase additional materials to support AVID implementation including hourly compensation to support AVID coordinator and AVID team time to plan and organize.</p> <p>C. Provide release time for AVID Team and/or Leadership Team to collaborate, plan, and organize AVID and school wide activities to promote college and career readiness.</p> <p>D. Provide time for the AVID Lead and staff to promote college and career readiness among students by planning activities such as College and Career spirit week, activities, incentives, career fairs, field trips, and etc.</p> | <p>1.5 AVID</p> <p>A. Provided binders, agendas, folders, pencil pouches, banners and signs to support AVID implementation in TK-6 to promote a College and Career Readiness culture on campus.</p> <p>B. Purchased additional materials to support AVID implementation.</p> <p>C. Provided release time for AVID Team to collaborate, plan, and organize AVID and school wide activities to promote college and career readiness.</p> <p>D. Provided time for the AVID Lead and staff to promote college and career readiness among students by planning activities such as College and Career spirit week, activities, incentives, career fairs, field trips, and etc.</p> | <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> | <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> |
| <p>1.6 ELD</p> <p>A. Provide appropriate daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using SBE adopted ELD materials. Teachers will also teach ELD.</p> <p>B. Ensure that students are grouped by their appropriate proficiency English</p> | <p>1.6 ELD</p> <p>A. Provided appropriate daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using SBE adopted ELD materials. Teachers taught daily integrated and designated ELD.</p> | <p>Salary, Three Bilingual Language Tutors (3 hours each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$23,768</p> <p>Salary, Three Bilingual Language Tutors (3 hours each)</p> | <p>Salary, Three Bilingual Language Tutors (3 hours each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, Three Bilingual Language Tutors (3 hours each)</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>Learner Levels: Emerging, Expanding, and Bridging.</p> <p>C. Bilingual Language Tutors (BLTs) will be assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition.</p> <p>D. BLTs will provide assistance to EL students to clarify instruction in both English and Spanish.</p> <p>E. BLTs will provide extra support during state testing, guided reading, and intervention opportunities.</p> <p>F. Provide professional development to support ELD program.</p> <p>G. Support the transition to school for scholars who are new to the country and/or non English speaking.</p> | <p>B. Students were grouped by their appropriate proficiency English Learner Levels: Emerging, Expanding, and Bridging.</p> <p>C. Bilingual Language Tutors (BLTs) were assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition.</p> <p>D. BLTs provided assistance to EL students to clarify instruction in both English and Spanish.</p> <p>E. BLTs provided extra support during state testing, guided reading, and intervention opportunities.</p> <p>F. Provided professional development to support ELD program through district trainings and jORS.</p> <p>G. Supported the transition to school for scholars who are new to the country and/or non English speaking.</p> | <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$28,382</p> <p>Salary, Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4,614</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$535</p> | <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Salary, Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p> |
| <p>1.7 Transitions</p> <p>A. Prospective students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p> <p>B. TK/K teachers will offer a parent workshop for kindergarten orientation.</p> <p>C. Kindergarten students and their parents may also attend transition kindergarten classes that are available</p> | <p>1.7 Transitions</p> <p>A. Prospective students had the opportunity to visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p> <p>B. TK/K teachers offered a parent workshop for kindergarten orientation.</p> <p>C. Kindergarten students and their parents also had the opportunity to attend transition kindergarten classes</p> | <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$535</p> | <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>through the District Parent Involvement Office.</p> <p>D. Pre-school students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p> <p>E. Registration information for TK and kindergarten will be provided in the spring and available in both English and Spanish.</p> | <p>made available through the District Parent Involvement Office.</p> <p>D. Pre-school students and classes took part in events when the scheduled allowed. Pre-school teachers encouraged parent participation in school activities.</p> <p>E. Registration information for TK and kindergarten was provided in the Spring and available in both English and Spanish.</p> | | |

Analysis

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

Through CSI funding, two additional intervention teachers supported students in Language Arts and Math grades TK-6. A total of five Support Teachers (LST, MST, CSI) used formative and summative assessments like Guided Reading, running records, NWEA results, and small group instruction to gather and identify data regarding academic areas of concerns for students. Each classroom received up to one hour of intervention time with their designated intervention teacher (LST, MST, CSI) . Paraprofessionals were used to support these efforts as well.

AVID implementation continued through this school year. Students have access to all necessary supplies to cover the goals set by the AVID committee; agenda, binder, and three column note-taking. Activities such as GATE, ELO, and Saturday School provided teachers an opportunity to work with students in a different capacity. Extended Learning Opportunities (ELO) provided teachers an opportunity to address SEL and/or academics. ELO teachers had the liberty to identify and work with students based on any need or gap they wanted to address. Extended learning opportunities were offered throughout the year in a total of six sessions. Teachers provided additional academic support both before school and after school to support learning in the classroom. EMCC supported literacy and provided enrichment in STEM through the Maker Space.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The school's English Learner Progress was high with 55.4% of EL students making progress towards English proficiency.

Spring 2022-2023 NWEA ELA Data:
 1st 35% students scored average to high
 2nd 27% students scored average to high
 3rd 39% students scored average to high
 4th 36% students scored average to high
 5th 35% students scored average to high
 6th 46% students scored average to high

Spring 2022-2023 NWEA Math Data:
1st 24% students scored average to high
2nd 23% students scored average to high
3rd 41% students scored average to high
4th 27% students scored average to high
5th 16% students scored average to high
6th 36% students scored average to high

Data from 2022 CAASPP testing shows that SWD scored in the VERY LOW range overall in both ELA and Math, whereas the average of the total population of students at Glen Avon scored in the LOW range for both ELA and Math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Glen Avon Elementary's three Bilingual Language Tutor positions remained vacant much of the school year. Substitute BLT's often filled the role, however the positions were unfilled for many days as well leaving students without primary language support. Funding was utilized to purchase a copy machine.

Fewer parent meetings and events were held.

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.

With the data showing larger gaps in Math, there will be a focus on professional development in Math next year. The professional development will focus on building conceptual understanding and foundations of numerical reasoning.

AVID implementation and refinement will continue. Five teacher and the administrator will attend the AVID Summer Institute. Teachers will continue to implement AVID strategies for organization and note taking and will also work to incorporate more AVID strategies during math as it is the focus of the school's site professional development plan.

Inclusion practices will continue at Glen Avon. Additional Targeted Supports will be put in place for students with disabilities to support their specific needs. Time will be given to SAI teacher and the general education teacher to collaborate and plan.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|---|
| P5 School Attendance Rates | Attendance Expected Outcomes for 2022-2023: TK - 1st = 92% 2nd = 95% 3rd = 92% 4th & 5th = 93% 6th = 94% | Attendance Outcomes from August to December 2022: TK = 88.04% 1st = 87.5% 2nd = 92.7% 3rd = 93.6% 4th = 90.4% 5th = 91.8% 6th = 92.3% |
| P5 Chronic Absenteeism Rate | Chronic Absenteeism Expected Outcomes for 2022-2023: EL - 17% SWD - 15% SED - 20% | Chronic Absenteeism Rate All Students - 38.9% EL - 38.6% Hispanic - 40.9% SED - 39.8% SWD - 43.5% |
| P6 Pupil Suspension Rate | Suspension Expected Outcomes for 2022-2023: 0 suspensions | Suspension Rate: 0 |
| P6 Surveys of pupils, parents, teachers on sense of safety | LCAP Survey Expected Outcomes for 2022-2023: LCAP Student Survey: "How often do you worry about violence at your school?" 61% responded "Almost Never" or "Once in a while." LCAP Teacher Survey: | LCAP Survey Outcomes for 2022-2023: LCAP Student Survey: "How often do you worry about violence at your school?" 44% responded "Almost Never" or "Once in a while." A 4% increase over Fall 2022. LCAP Teacher Survey: |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| | <p>"For students who need extra support, how difficult is it for them to get the support that they need?" 28% responded "Not at all difficult" or "Slightly difficult."</p> <p>LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 53% responded "Quite Well" or "Extremely Well"</p> | <p>"For students who need extra support, how difficult is it for them to get the support that they need?" 35% responded "Not at all difficult" or "Slightly difficult.". A 3% increase from Winter 2022 LCAP</p> <p>LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" A report was not able to be generated due to low participation rate in the survey.</p> |
| P1 School facilities are maintained in good repair | The school facility will be maintained as expected. | <p>Facility Inspection Tool: Average percentage of 8 categories - 95%. School Rating - Good.</p> <p>Systems - 100%</p> <p>Interior - 86%</p> <p>Cleanliness - 100%</p> <p>Electrical - 92%</p> <p>Restrooms/Fountains - 80%</p> <p>Safety - 100%</p> <p>Structural - 100%</p> <p>External - 100%</p> |
| P6 Pupil Expulsion Rate | Expulsion Rate Expected Outcomes for 2022-2023: 0 expulsion | Expulsion Rate: 0 |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>2.1 Healthy/Safe Environment</p> <p>A. Provide health care aide to support students' well being by attending to their needs. Serve as a resource to families for medical, vision, hearing, dental, and other health related concerns.</p> | <p>2.1 Healthy/Safe Environment</p> <p>A. The health care aide was provided to support students' well being by attending to their needs. Served as a resource to families for medical, vision, hearing, dental, and other health related concerns.</p> | <p>Health Care Aide 3 hrs (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27,735</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p> | <p>Health Care Aide 3 hrs (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$32,263</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>B. Provide healthy snacks to students during the school year. To include: CAASPP, NWEA, CAST, ELO, and etc.</p> <p>C. Provide social skills and character building programs (PBIS/SEL), speakers, assemblies, and etc. to encourage a positive school culture and climate.</p> <p>D. Provide awards and incentives to support a positive school culture and climate that reinforces student expectations and decrease suspensions and expulsions.</p> <p>E. Provide staff both certificated and classified professional development both on and off site and attend conferences on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution and implement PBIS/SEL tiers 1 - 3 strategies.</p> <p>F. Provide training, resources and supports to students and staff in order to implement site based peer mediators.</p> <p>G. Provide additional counseling services for students who continue to struggle with behavior goals with the support of the Family Outreach Program Provider.</p> <p>H. Complete a School Safety Plan and discuss it with all educational partners.</p> | <p>B. Provided healthy snacks to students during the school year. To include: CAASPP, NWEA, CAST, ELO, and etc.</p> <p>C. Provided two assemblies to promote social skills and character building programs (PBIS/SEL) to encourage a positive school culture and climate.</p> <p>D. Provided awards and incentives to support a positive school culture and climate that reinforces student expectations and decrease suspensions and expulsions. Trimester awards assemblies were held to recognize academic achievement, effort, and behavior.</p> <p>E. Staff, both certificated and classified, had the opportunity to attend professional development through jORS on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution and implement PBIS/SEL tiers 1 - 3 strategies.</p> <p>F. Provided training, resources and supports to students and staff in order to implement site based peer mediators.</p> <p>G. Provided additional counseling services for students who continue to struggle with behavior goals with the support of the Family Outreach Program Provider.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>I. Purchase playground equipment and other play equipment for use during recess or structured physical education instruction.</p> <p>J. Create and maintain a healthy and safe environment through various activities such as Red Ribbon Week, Screen Free Week, 100 Mile Club, and other school based activities/spirit weeks.</p> <p>K. Provide resources and supports needed to adequately support the safety of all educational partners. To include: emergency supplies, walkie-talkies, and etc.</p> | <p>H. Completed a School Safety Plan and discuss it with all educational partners.</p> <p>I. Purchased playground equipment and other play equipment for use during recess or structured physical education instruction.</p> <p>J. Created and maintained a healthy and safe environment through various Spirit Weeks and activities such as Red Ribbon Week, 100 Mile Club, College and Career Week, Kindness Challenge, Attendance Awareness and other school based activities/spirit weeks.</p> <p>K. Provided resources and supports needed to adequately support the safety of all educational partners including emergency supplies and walkie-talkies.</p> | | |
| <p>2.2 Attendance</p> <p>A. Provide incentives, assemblies, awards, and etc to increase student attendance so that academic achievement is increased.</p> <p>B. During the SART/SARB process, work with families to support student attendance.</p> <p>C. Host school wide spirit weeks and incentives throughout the year to increase attendance and positive school</p> | <p>2.2 Attendance</p> <p>A. Provided incentives, assemblies and awards to increase student attendance so that academic achievement is increased. An attendance incentive plan was developed which included daily, weekly and monthly attendance incentives and recognition to increase attendance.</p> <p>B. Monthly SART meetings were held in order to work with families to support student attendance. SARB</p> | <p>Materials & Incentives to promote Positive Behavior at Glen Avon 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8730</p> <p>T-Shirt for Students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,780</p> <p>Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p> | <p>Materials & Incentives to promote Positive Behavior at Glen Avon 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>T-Shirt for Students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>culture and provide a school spirit t-shirt to each student</p> | <p>meetings were held with families who continued to have excessive absences. During the SART/SARB process, work with families to support student attendance.</p> <p>C. School wide spirit weeks were held and incentives provided throughout the year to increase attendance and positive school culture.</p> | <p>\$1,000</p> | <p>\$500</p> |
| | | <p>Lanyards & Vests for students and staff 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> | <p>Lanyards & Vests for students and staff 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> |
| | | <p>Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> | <p>Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> |
| | | <p>Staff and Student training for Peer Mediators 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> | <p>Staff and Student training for Peer Mediators 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> |
| | | <p>Empathy Interviews 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500</p> | <p>Empathy Interviews 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3500</p> |
| | | <p>Materials for AED equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100.00</p> | <p>Materials for AED equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> |
| | | <p>Project Wisdom Site License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> | <p>Project Wisdom Site License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> |

Analysis

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

Teachers presented lesson through Second Step to build Social Emotional Learning. Students practiced goal setting, learned conflict management, social skills and build character. Two school-wide assemblies were held which focused on SEL, conflict management, and making good choices.

Assemblies were held each trimester to recognize student achievement in academics, attendance, behavior and good character. Incentives were given through weekly drawings of Roadrunner Tickets.

An attendance team was formed and met monthly and created an attendance incentive plan. SART meetings were held monthly to meet with parents, address concerns and offer support to assist in increasing attendance. Incentives and recognition were provided individually and for classes for perfect and improved attendance. School-wide spirit weeks were held throughout the year to increase attendance and positive school culture

In March, Glen Avon received a grant to take part in the Fresh Fruit and Vegetable Program which provides a fresh fruit or vegetable daily with the goal of introducing elementary school children to a variety of produce that they otherwise might not have the opportunity to sample.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students learned and applied many of the skills taught in the Second Step program. Students benefited from increased parent involvement during recognition events and family nights.

Attendance increased by .21% after introducing the attendance incentive program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

TShirts, lanyards and vests were not purchased for students. Project Wisdom Site License was not purchased.

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.

Glen Avon will continue to strive for a student attendance rate of at least 96%. The attendance team will collaborate and work to target student and family needs to increase attendance.

We will continue to promote SEL with daily lessons from Second Step and school-wide focus on character traits and social skills.

We will continue to evaluate data to determine best practices in meeting the needs of our students.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------|--|---|
| P3 Parent Engagement | <p>LCAP Parent/Family Survey, Spring 2023 Expected Outcomes: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 73% will respond "Extremely Important" or "Quite Important."</p> | <p>LCAP Parent/Family Survey Spring 2023: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" A report was not able to be generated due to low participation rate in the survey.</p> |
| P5 Parent Engagement | <p>LCAP Parent/Family Survey, Spring 2023 Expected Outcomes: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 91% will respond "Extremely Important" or "Quite Important."</p> | <p>LCAP Parent/Family Survey Spring 2023: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" A report was not able to be generated due to low participation rate in the survey.</p> |
| P5 Student Engagement | <p>LCAP Student Survey, Spring 2023 Expected Outcomes: Overall, how much do you feel like you belong at your school?" 75% will respond "Belong quite a bit" or "Completely belong."</p> | <p>LCAP Student Survey, Spring 2023: Overall, how much do you feel like you belong at your school?" 67% responded "Belong quite a bit" or "Completely belong."</p> |
| P5 Teacher Engagement | <p>LCAP Teacher Survey, Spring 2023 Expected Outcomes: "On most days, how enthusiastic are the students about being at school?" 47% will respond "Quite Enthusiastic" or "Extremely Important."</p> | <p>LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 90% responded "Quite Enthusiastic" or "Extremely Enthusiastic."</p> |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>3.1 Parent Outreach</p> <p>A. Provide site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, digital citizenship). Meetings may be held virtually and/or in-person. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials.</p> <p>B. Parent meetings, informational newsletters, phone messages, emails, social media, and flyers will be provided in both English and Spanish.</p> <p>C. Bilingual office staff/TCT will be available to translate for Spanish speaking families as needed.</p> <p>D. Provide families with materials that promote literacy in the home, SEL, AVID, GATE, CCSS, NGSS, and other areas.</p> <p>E. Provide materials, incentives, and refreshments for events, activities, meetings, and etc. to increase parental support.</p> <p>F. Provide opportunities for all educational stakeholders with leadership</p> | <p>3.1 Parent Outreach</p> <p>A. Parent engagement opportunities were provided throughout the year. EL parents were provided additional opportunities to take part in meetings and events related to ELPAC, ELAC, ELD instruction and primary language materials.</p> <p>B. Parent meetings, informational newsletters, phone messages, emails, social media, and flyers were provided in both English and Spanish.</p> <p>C. Bilingual office staff/TCT was provided to translate for Spanish speaking families as needed.</p> <p>D. Provided families with materials that promote literacy in the home, SEL, AVID, GATE, CCSS, NGSS, and other areas.</p> <p>E. Provided materials, incentives, and refreshments for events, activities, meetings, and etc. to increase parental support.</p> <p>F. Provided opportunities for all educational stakeholders with leadership opportunities (i.e. ELAC, AAPAC, SSC, PBIS, AVID Booster, etc.)</p> <p>G. Provided personnel, materials, and equipment to support communication</p> | <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$33,286</p> <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33,286</p> <p>Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$750</p> | <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$37,559</p> <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$37,559</p> <p>Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$750</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>opportunities (i.e. ELAC, SSC, PBIS, AVID Booster and etc.</p> <p>G. Provide personnel, materials, and equipment to support communication with families and the community including the maintenance of audio visual equipment.</p> | <p>with families and the community including the maintenance of audio visual equipment.</p> | | |
| <p>3.2 Provide Family Activities</p> <p>A. Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community. Encourage families to attend district/community events throughout the year.</p> <p>B. Provide families with resources, services and trainings that improve academic achievement, SEL, school climate, and promote a sense of school connectedness (i.e. parent conferences, Coffee with the Principal, etc).</p> <p>C. Childcare is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs and others meetings.</p> <p>D. Provide access time to the school library after school for families.</p> | <p>3.2 Provide Family Activities</p> <p>A. Family math and literacy night and perfect attendance parent picnic provided parent engagement opportunity to support learning at home while effectively connecting home, school, and the community. Encouraged families to attend district/community events throughout the year.</p> <p>B. Provide families with resources, services and trainings that improve academic achievement, SEL, school climate, and promote a sense of school connectedness (i.e. parent conferences, Coffee with the Principal, etc).</p> <p>C. Childcare was provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs and others meetings.</p> <p>D.</p> | <p>Family activity supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1790</p> | <p>Family activity supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$800</p> |
| | | <p>Materials for parents 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> | <p>Materials for parents 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> |
| | | <p>EMCC extra time 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000</p> | <p>EMCC extra time 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> |
| | | <p>Family Events to promote attendance, SEL & academics 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$1363</p> | <p>Family Events to promote attendance, SEL & academics 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$600</p> |
| <p>3.3 Student Engagement</p> <p>A. Grow and maintain a garden through the development of a committee: staff, parents, and students.</p> | <p>3.3 Student Engagement</p> <p>A. Students were provided with the opportunity to take part in Garden Club.</p> | | |

**Planned
Actions/Services**

B. Provide activities, incentives, and games during recess to promote a sense of community especially during heat alerts and/or inclement weather.

**Actual
Actions/Services**

B. Provided activities, incentives, and games during recess to promote a sense of community especially during heat alerts and/or inclement weather

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Translators and childcare were available and provided at all parent meetings. Parent communications were provided through Q, Parent Square, ClassDojo, flyers, phone calls, and social media in both English and Spanish. Meetings such as IEPs, SSTs, SSC, and ELAC are offered as in-person and virtual to fit parent needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The parent events that were held this year had a tremendous turnout. Glen Avon parents partnered with us and participated in ELAC, SSC and Booster Club. Glen Avon Garden Club repaired and added a garden bed. Students planted and harvested many types of produce. Students had the opportunity to play large scale games and listen to music on Fridays during lunch.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is a significant difference in the EMCC extra time as the library was not open for family access after school hours. Fewer number of family events took place than originally planned.

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 engage our families more through school wide events such as festivals, math and literacy nights, performances, awards and assemblies, parent workshops, and 100 Mile Club events.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 170,468 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 596,752.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---------|---------|
| Title I Basic -- 3010 | 161,695 | 0.00 |
| Title I Parent Involvement -- 3010 1902 | 2,425 | 0.00 |
| Title III LEP -- 4203 | 6,348 | 0.00 |
| LCFF Suppl/Conc -- 0707 | 162,150 | 0.00 |
| LCFF District -- 500 0707 | 264,134 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| LCFF District -- 500 0707 | 264,134.00 |
| LCFF Suppl/Conc -- 0707 | 162,150.00 |
| Title I Basic -- 3010 | 161,695.00 |
| Title I Parent Involvement -- 3010 1902 | 2,425.00 |
| Title III LEP -- 4203 | 6,348.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 1000-1999: Certificated Personnel Salaries | 329,593.00 |
| 2000-2999: Classified Personnel Salaries | 187,708.00 |
| 4000-4999: Books And Supplies | 42,001.00 |
| 5000-5999: Services And Other Operating Expenditures | 30,700.00 |
| 5700-5799: Transfers Of Direct Costs | 6,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF District -- 500 0707 | 164,957.00 |
| 2000-2999: Classified Personnel Salaries | LCFF District -- 500 0707 | 99,177.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Suppl/Conc -- 0707 | 31,484.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Suppl/Conc -- 0707 | 57,006.00 |
| 4000-4999: Books And Supplies | LCFF Suppl/Conc -- 0707 | 36,210.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Suppl/Conc -- 0707 | 30,700.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF Suppl/Conc -- 0707 | 6,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Suppl/Conc -- 0707 | 750.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Basic -- 3010 | 133,152.00 |
| 2000-2999: Classified Personnel Salaries | Title I Basic -- 3010 | 25,543.00 |
| 4000-4999: Books And Supplies | Title I Basic -- 3010 | 3,000.00 |
| 4000-4999: Books And Supplies | Title I Parent Involvement -- 3010 1902 | 2,425.00 |
| 2000-2999: Classified Personnel Salaries | Title III LEP -- 4203 | 5,982.00 |
| 4000-4999: Books And Supplies | Title III LEP -- 4203 | 366.00 |

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 |
|-----------------------|----------------------------|
| Jodie Piper | Principal |
| Josefina Castro | Classroom Teacher |
| Jyll Little | Classroom Teacher |
| Robert Schiefer | Classroom Teacher |
| Daniela Hernandez | Other School Staff |
| Lizbeth Ibarra | Parent or Community Member |
| Fredis Palencia | Parent or Community Member |
| Jessica Diaz | Parent or Community Member |
| Kristin Castillo | Parent or Community Member |
| Savannah Millan-Moore | 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 May 25, 2023.

Attested:



Principal, Jodie Piper on May 25, 2023

SSC Chairperson, Josefina Castro on May 30, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program