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.

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|---|---|
| **School Name** | Ina Arbuckle Elementary School |
| **Address** | 3600 Packard Street<br>Jurupa Valley, CA 92509-4519 |
| **County-District-School (CDS) Code** | 33 67090 6032171 |
| **Principal** | Norma Arvayo |
| **District Name** | Jurupa Unified School District |

| | |
|---|---|
| **SPSA Revision Date** | April 26, 2023 |
| **Schoolsite Council (SSC) Approval Date** | May 17, 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

The staff at Ina Arbuckle Elementary is dedicated to creating a safe and productive learning environment for all students, filled with positive school experiences to foster the love of learning and developing universal citizens. They focus on the whole child and practice the best teaching strategies to equip each student with AVID tools for lifelong success.
We are committed to :

- Providing individualized academic programs for each student that best advocate for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to rigorous standards-based curriculum, innovative use of technology, and the development of 21-century skills needed to be college and/or career ready, upon graduation.
- Creating a positive and productive learning environment that promotes social-emotional skills and development by engaging students in activities that improve self-esteem; helping students learn to interact in a positive manner with others, and utilizing appropriate conflict resolution, PBIS, SEL, anger management, and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support, and demonstrates staff unity in standing firmly together on standards of behavior, academic performance, and ultimately the success of each and every student through AVID, STEAM, Lego Robotics, Digital Citizenship, Social Emotional Support with our Behavioral Therapist & Associate.

# School Profile

Describe The students and community and how school serves them.

### The Story

Ina Arbuckle Elementary School is one of seventeen TK-6 elementary schools in the Jurupa Unified School District and is located in Jurupa Valley, CA. The population of our community is very mobile. The majority of our students live within walking distance of the school in apartments, mobile home parks, or rented homes, which contributes to a high transient rate.

Aiming high academically and socially is the vision for Ina Arbuckle Elementary School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills. At Ina Arbuckle Elementary School, instruction is driven by the Common Core State Standards and researched-based teaching strategies to promote the love of learning and goal setting for achievement via individual student determination. Students receive instruction designed to develop critical thinking, literacy, and appropriate behavior that is essential to a democratic society. Students are college and career ready as measured by demonstrated independence, assessment achievement, and appropriate behavior. Student readiness is accomplished through the development of strongly built content knowledge; solid communication skills across disciplines and varying audiences; diligent and precise understanding for critiquing; valued interpretation of evidence; the strategic use of technology and digital media; and the understanding of other perspectives and cultures.

All staff members are highly qualified and poses the required credentialing and certifications. The Jurupa Unified School District actively seeks out highly qualified teachers and paraprofessionals. The district and site also provide quality, ongoing staff development to ensure teachers and staff are effective teachers, paraprofessionals, and even parents are included in a myriad of training, which include, but are not limited to: G.A.T.E., Least Restrictive Environment, inclusion practices, Positive Behavior Intervention Support (PBIS), social-emotional strategies, BSEL Committee, Community Schools Committee, GATE, STEAM, and GLAD strategies through staff development training, ELD training, Classroom Management, Student Study Team (Tier I - Tier III Interventions), Restorative Justice Practices, Technology Integration, AVID, STEAM, LEGO Robotics, guided reading intervention, math intervention, and School Safety training. We also have a Community Schools Teacher on Special Assignment as well as a Teacher on Special Assignment to support students, staff, and our community.

Ina Arbuckle's staff collaborates with parents to examine program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three-way partnership among teachers, parents, and students is the cornerstone to Ina Arbuckle's determination that all students have the opportunity to succeed.

Ina Arbuckle Elementary School is located in one of several communities in the city of Jurupa Valley served by the Jurupa Unified School District, a district of approximately 20,500 students. Ethnic distribution is 91% Hispanic, 5% African American, 2% White (not Hispanic), and 2% other. Ina Arbuckle Elementary School is currently serving approximately 425 transitional kindergarten through sixth-grade regular education students, 11 SDC Pre-K-1 students, 24 Head Start children, and 35 Spectrum students. According to CBEDS data, 93% of Ina Arbuckle students receive free or reduced lunch and 47% of students are English learners. Ina Arbuckle's school environment is rooted in interventions and supports for students. Staff members help students and parents with academic, social, emotional, and other school and family issues.

2023-2024 Expected outcome: Based on local assessment data, student outcomes will be adjusted. The new baseline will be set once students take the CAASPP in the 2022-2023 school year. PBIS & BSEL, Behavioral Social Emotional Learning Support Program, has been instituted. The program focuses in on three rules: 1) Be safe, 2) Be respectful, and 3) Be responsible. There are sixteen behavioral skills that support appropriate conduct: 1) accepting criticism or consequences, 2) accepting "no" for an answer, 3) asking for help, 4)asking for permission, 5) disagreeing appropriately, 6) following instructions, 7) getting the attention of the teacher, 8) giving criticism, 9) listening, 10) making an apology, 11) minding your own business, 12) resisting peer pressure, 13) staying on task, 14) using appropriate voice tone, 15) waiting your turn, and 16) working with others. Social skills are systematically taught to give every student tools to be successful in academic and social settings. Teachers introduce skills at scheduled times. Teachers model the skills and students have opportunities to practice them. Site staff consistently enforce the skills and re-teach when necessary.

All students on the Ina Arbuckle campus have access to the core curriculum, including RSP, SDC, Speech, GATE, Spectrum, and LEP students. The curriculum is guided by the Common Core State Standards. These standards are 1) researched and evidence-based, 2) aligned with college and career expectations; 3) rigorous, and 4) internationally benchmarked 5) STEAM ready. Differentiated instruction is provided through a variety of teaching strategies and learning patterns including, but not limited to, Marzano's Effective Strategies; focused instruction based upon Bloom's Taxonomy and Depth of Knowledge; small group and large group experiences; homogeneous and heterogeneous settings; academic task completion with various production methods; and opportunities that encourage the development of self-directed, in-depth inquiry. Instruction is focused on the five domains of learning: listening, speaking, reading, writing, and thinking.

Ina Arbuckle's English Language Arts Program reflects a balance between the skills and practices necessary to promote effective readers and writers. A literature base encourages personal reading while developing needed technical reading for college and career readiness. The Anchor Standards for College and Career Readiness have technology embedded in the teaching of reading and writing. Students research to build and present knowledge and publish writing for authentic, real-world audiences. The program promotes an integration of reading, writing, speaking, listening, and language through skill development and practice included in the Common Core English Language Arts and Literacy Standards. These standards include Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards: Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

Writing focuses on developing effective communication skills in the writer by applying knowledge of phonics, spelling, context, purpose, and grammatical/mechanical conventions. The core purposes and types of student writing are argumentative writing, informative/explanatory writing, and narrative writing. Vocabulary development focuses on the patterns of words enabling students to become better spellers and readers. Students develop a connection to the decoding and spelling of polysyllabic words through the micro-examination of one- and two-syllable words. High-frequency, commonly misspelled words are examined and applied to reading and writing. All students receive instruction from the district-adopted materials as well as weekly grade-level collaboration and district-provided professional development.

Students receive mathematics instruction in the fundamental concepts of each domain of mathematics: Number Sense, Operations and Algebraic Thinking, Measurement and Data, and Geometry. Students develop computation skills, problem-solving skills, mental arithmetic, and estimation as is presented in the adopted standards and supported by the district's mathematics adoption. The focus of instruction is on students developing mathematical power. Students learn

and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Mathematical practices include making sense of problems and perseveringly in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. These mathematical practices are connected to the standards for mathematical content. Standards for Mathematical Content balance procedure and understanding. We also have student and teacher support from our Math Support Teacher.

In social studies, students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. Students receive instruction in life, earth, and physical science. Six major themes (energy, evolution, patterns and change, stability, systems, and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed. Science instruction adheres to the Next Generation Science Standards (NGSS). These disciplines are supported by the Common Core State Standards ensuring literacy and mathematical understanding to better interpret the information created by today's technology.

Students are provided with age-appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education. Each year fifth-grade students participate in the Physical Fitness Test.

Student Study Team (SST) is a site-based, problem-solving group comprised of teachers, the school psychologist, the speech therapist, the resource specialist, and the principal. The mission of the SST is to assist teachers, administrators and school staff with researched-based intervention strategies to meet the academic and social-emotional behavioral needs of regular education students. SST collaborates to seek creative ways to maximize the use of available resources to support students and teachers. The SST has the potential to meet a broader range of student needs through professional collaboration; to employ researched-based procedures to resolve both academic and behavioral concerns; to provide structured support and assist teachers in varying instructional strategies; to assist teachers in developing and implementing positive behavioral supports to improve student behavior and class discipline; to reduce the number of inappropriate referrals for a Special Education evaluation; to identify for early intervention students who are at academic and/or behavioral risk; encourage attitude shifts from teaching to learning; to engage outside resources and foster positive relationships with parent and community partners; and to acknowledge a sense of teamwork and enhance professional development by sharing expertise.

Students meeting the criteria may be referred to special education programs that meet the Least Restrictive Environment guidelines. The Resource Specialist Program is designed to support students who need assistance less than 50% of the day. Those students requiring a special education program for more than 50% of the day are placed in Special Day Classes. In each program, a credentialed specialist employs a myriad of researched-based strategies to increase student achievement while using the core adopted materials for language arts and/or mathematics. Trained paraprofessionals also assist with instruction. The Speech and Language Program supports students who have shown significant challenges in language development, voice, fluency, and/or articulation.

The Ina Arbuckle GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Ina Arbuckle are clustered and there is not a GATE school in Jurupa Unified School District. Opportunities are provided for both GATE and high achievers. All GATE students receive a core curriculum in their regular grade level classrooms, including a differentiated curriculum that engages the academic and social/emotional development of the gifted learner.

English Learners are placed with authorized teachers. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques to provide differentiating instruction to address student levels and needs. Per Jurupa’s Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped together homogeneously, according to their ELD levels, to attend ELD. ELD lessons are designed to promote English learners’ acquisition of listening, speaking, reading, and writing skills in the second language.  TK-6 grade teachers received 4-6 Professional Development all-day sessions on the most efficient ELD strategies.

Parent Involvement is a priority. Ina Arbuckle works actively to increase parent participation as a strategy for increasing student achievement. The Parent Policy includes the following elements: an annual meeting of parents will be held to describe the school sites Title I program; opportunities to participate in the planning, review, and improvement of the Title I program through DAC, DELAC, SSC, ELAC, Community Schools Committee, and PTA; school communication about the Title I programs will be distributed in all the major languages spoken by the families of the students at the school; assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences in the fall; school leaders will determine who is responsible for the coordination of parent involvement activities at the site; training for meaningful parent involvement will be provided; appropriate roles for community organizations will be developed; and surveys will be conducted to assess needs and to evaluate the effectiveness of the parent involvement activities. Our parent involvement focus is based on the National Standards for Parent/Family Involvement: Parenting, Communicating, Volunteering, Learning and Home, Decision Making and Advocacy, Collaborating with the Community, and Relationship Building. We have a Community Schools Teacher on Special Assignment who supports parent engagement. She works closely with students, staff, and the community to close the communication gap.

The content of this school plan is aligned with Ina Arbuckle's goals for improving student achievement, Jurupa Unified School District Local Control Accountability Plan (LCAP), Academic Program Survey, and the Nine Essential Program Components: 1) Standards-aligned Instructional Materials, 2) Instructional Time, 3) Instructional Leadership, 4) Teacher Qualifications and Professional Development, 5) Student Achievement Monitoring System, 6) Instructional Assistance and Teacher Support, 7) Teacher Collaboration, 8) Pacing and Scheduling, and 9) Fiscal Support. School goals are based upon an analysis of verifiable state and federal data, including the Academic Performance Index, Annual Yearly Progress, the California English Language Development Test, and include local measures of pupil achievement.

# SPSA Highlights

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

The key features of this year's SPSA will be:

*Full-time Behavior Therapist
*Full-time Behavior Associate
*Part-Time SEL Support Interns
*Full-time Teacher on Special Assignment, TSA
*Full-time Community Schools Teacher on Special Assignment, CSTSA
*SEL Lessons in Second Step
*STEAM
*Lego Robotics
*Makerspace
*AVID
*Primary Grade Reading Intervention (grades 1-3)
*Upper-Grade Reading Intervention (grades 4-6)
*Primary Reading Support Coach
*Math Support Teacher in grades (1-6)
*Inclusive practices to support Special Education Students, English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.
*Restorative practices
*Peer Mediators

We will have Social Emotional and Academic support from our full-time Behavior Therapist as well as academic support from our TSA & CSTSA at Ina Arbuckle. These specialists will work in collaboration with TK-6 grade teachers, students, parents, and the community to help with students' academic and social-emotional needs.

STEAM, Lego Robotics and Coding will be introduced to Ina Arbuckle students by our EMCC through Makerspace activities and lessons focusing on Science, Technology, Engineering, Art, and Mathematics. Ina students will be participating in hands-on activities in grades TK-6 grade during their library time. Teachers will also participate in PDs to support STEAM activities in the classrooms. The library has a new collection of 300+ STEAM books for students to check out and discover jobs that use STEAM in their day-to-day practice as well as a 3D printer and LEGO Robotics Kits for grades TK-6 grade.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute training. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teachers and site administration. Assessments will be conducted in grades TK-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades First through Third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. One change taking place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades Fourth through Sixth. Teachers in grades 4th - 6th will continue guided reading interventions. As in primary grades, bilingual tutors are included in the training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade-level teachers. Changes to master calendars take place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

English Language Learners will be supported with PD support from TSAs in Language Services and with the implementation of the new Ellevations Digital Platform as well as collaboration with our on-site full-time TSA, CSTSA, and ELF. ELAC parents will also have access to sets of bilingual library books to check out in pack packs to enjoy and share with their families. We also bought two book carts with 300 books in English and Spanish to support Literacy classes for parents & PD for staff on how to best use these books. We also bought classroom book sets for grades TK-6, focused on SEL, SPED, and cultural awareness for classroom lessons.

Our TSA and CSTSA as well as grade level leaders will continue training in Restorative Practices and more supports and training will be provided to staff during PD meetings and discussed during collaborative grade level meetings to provide best practices to support Special Education Students, English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged students.

# 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

Ina Arbuckle has shown low test scores in the CAASPP test of 2021-2022 in ELA and Math these test sores have been attributed to COVID closures and Virtual Learning, this was the first year our students took the CAASPP since closures in the Spring of 2019. However little we do see positive growth in the NWEA assessments in both academic areas, this can be attributed to the emphasis on teaching math within the California State Standards, teacher collaboration, and district professional development. The focus will remain on ensuring our math, ELA, and ELD programs are being fully implemented including the various components: conducting math reviews, developing math fluency, computational skills, problem-solving, conceptual understanding, and implementing common formative assessments. Our Math Support Teacher and our Language Support Teachers, in collaboration with grade level leaders, have been a great support for our struggling students in grades 1-6. Professional development support and resources were provided at staff meetings, grade-level collaborations, and classroom observations. This year NWEA, & teacher assessments were used every trimester to monitor student progress. Students continued to show moderate progress in Math and ELA skills. Ina Arbuckle students & staff continue to show resilience in adopting our second year of in-person instruction.

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

Our Greatest Needs are with our students with disabilities, ELLs, Hispanic population and socioeconomically disadvantaged students. All students numbers fell according to Spring 2022 CAASPP state assessment. They also tested low in the NWEA quarterly assessment, however they did show steady improvement at each quarter mark. To support language arts, effective intervention programs such as our primary reading program and guided reading approach as well as primary and upper Language Support Teachers, Educational Coach, BLTs, and IA aides are supporting struggling readers and helping to address learning gaps and reading deficiencies. The need to focus on this area remains as the overall proficiency levels indicate that less than 30% of our students are attaining proficiency.
Our math support teacher has addressed math deficiencies in areas of greatest need in grades 1-6.

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

Our performance gaps are in 4 categories, students with disabilities, ELLs, the Hispanic population, and socioeconomically disadvantaged students, these 4 categories showed the greatest disparities in their academic progress according to the 2021-2022 CAASPP data results as well as the local assessments in NWEA, UOS, & teacher assessments. The shift away from a pull-out approach towards emphasizing an inclusion approach will continue to provide these students with greater and more consistent access to the core curriculum. Special education teachers will continue to collaborate closely with regular education teachers in order to scaffold supports for these students. TK - 6-grade teachers will have 4-6 full-day Professional Development days to support best practices and strategies to teach English Language Learners. We will also provide more training and supports will be provided to our staff on inclusion practices. Our Behavioral Therapist as well as our Community Schools Teacher on Special Assignment will work in collaboration to help support our socioeconomically disadvantaged students and their families.

# 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

The key features of this year's SPSA will be:

*Full-time Behavior Therapist
*Full-time Behavior Associate
*Part-Time SEL Support Interns
*Full-time Teacher on Special Assignment, TSA
*Full-time Community Schools Teacher on Special Assignment, CSTSA
* Social Emotional Learning, SEL, Lessons
*Science, Technology, Engineering, Art & Math, STEAM
*Lego Robotics
*Advancement Via Individual Determination, AVID
*Primary Reading Intervention (grades 1-3)
*Guided Reading Intervention (grades 4-6)
*Math Support Teacher in grades (1-6)
*Inclusive practices to support Special Education Students, English Language Learners, Hispanics, and Socioeconomically Disadvantaged Students.
*Restorative practices for all students
*Peer Mediators in grades 4-6 to support students in all grade levels

We will have Social Emotional and Academic support from our full-time Behavior Therapist as well as academic support from our TSA & CSTSA at Ina Arbuckle. These specialists will work in collaboration with TK-6 grade teachers, students, parents, and the community to help with re-engagement after COVID closures and coming back to our second year of in-person instruction.

STEAM, Lego Robotics and Coding will be introduced to Ina Arbuckle students by our EMCC through Makerspace activities and lessons focusing on Science, Technology, Engineering, Art, and Mathematics. Ina students will be participating in hands-on activities in grades TK-6 grade during their library time. Teachers will also participate in PDs to support STEAM activities in the classrooms. The library will have a new collection of 300+ STEAM books for students to check out and discover jobs that use STEAM in their day-to-day practice.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute training. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades TK-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades First through Third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. One change taking place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades Fourth through Sixth. Teachers in grades 4th - 6th will continue guided reading interventions. As in primary grades, bilingual tutors are included in the training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade-level teachers. Changes to master calendars take place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

English Language Learners will be supported with PD support from TSAs in Language Services and with the implementation of the new Ellevations Digital Platform as well as collaboration with our on-site full-time TSA, CSTSA, and ELF.

Restorative practices, more supports, and training will be provided to staff during PD meetings and discussed during collaborative grade-level meetings.

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.

Ina Arbuckle Elementary met ATSI criteria based on State Indicators that reflected both Orange and Red indicators as follows: ELA-Yellow, Math-Red, Chronic Absenteeism-Orange, and Suspension-Yellow. Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of 1) College and Career Readiness, 2) Safe, Orderly and Inviting Environment, and 3) Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification. In response to site level practices under Goal 1.0 College and Career, we are reviewing and expanding current leaders to be trained in best educational practices to focus discussion and better prepare teachers to focus grade level meetings on student learning, best instructional strategies, formative assessment, rubrics, and collaborative conversations. In addition, the use of AVID three column notes to support math instruction will be focused. Under Goal 2.0 Safe and Orderly Environment, we will continue to implement restorative practices support Social and Emotional Learning and Behavior Modification. Under Goal 3.0 Parent and Student Engagement, we plan to provide more engaging workshops to support the implementation of AVID and our Digital Citizenship focus, and support our college and career awareness initiatives.
As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partners 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, meetings with the principal, 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

Ina Arbuckle Elementary seeks input from all educational partners (students, staff, parents, and the community). We currently have 4-6th grade students serving on the student council in which every aspect of the school is discussed and the students are asked to share their thoughts, opinions, and input. Students have the opportunity each year to provide input via LCCF/ Panorama surveys. Staff also provide input by completing a similar survey. Staff can also provide input on school initiatives in staff meetings designated for such purposes. The leadership team meets monthly to discuss staff input. Parents share their input via a yearly LCFF/Panorama survey and are encouraged to attend Back to School Night, ELAC, SSC, PTA, Community Schools Committee meetings, and parent workshops.

In addition to site-level educational partners & the principal meet with district administrators to review and provide our annual evaluation, analysis of our outcome data, and budget review and modification for the following year.

# Resource Inequities

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

Due to decreases in enrollment, free and reduced lunch numbers as well as unduplicated student data, our funding was decreased in both federal Title I and state Local Control Funding Formula (LCFF) monies and the rising costs of STRS/PERS (employee benefits) impacted the school site's budget. Despite these funding decreases, we are able to continue to provide base and supplemental services for our students. With continued data review and current planning along with support from the district, and professional development that provides additional support to promote Restorative Practices as well as best teaching strategies to help focus on our students' social and emotional needs as well as our four focus groups of ELLs, Hispanics, Socioeconomically Disadvantaged, and Students with Special Needs. We are working collaboratively to help build strong relationships between all of our educational partners at Ina Arbuckle Elementary.

# 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** | 77 | 67 | 60 |
| **Grade 1** | 53 | 60 | 57 |
| **Grade 2** | 76 | 46 | 65 |
| **Grade3** | 65 | 73 | 41 |
| **Grade 4** | 69 | 64 | 67 |
| **Grade 5** | 72 | 62 | 56 |
| **Grade 6** | 78 | 69 | 59 |
| **Total Enrollment** | 490 | 441 | 405 |

**Conclusions based on this data:**

1. Students continue to need more re-engagement activities and support once they come back in the Fall after COVID Closures and virtual instruction. Over the past three years, our school is showing decreases in enrollment. Many incentives are provided for students to increase attendance on a daily, weekly, and monthly basis. We have shown a slow but steady increase in attendance especially in the Spring of 2023.
2. Demographics remains relatively unchanged with 90% Hispanic students and about 5% making up the African American student group.
3. The grade level with the highest enrollment was 4th grade in 2022-2023.

# 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** | 212 | 206 | 200 | 43.30% | 46.7% | 49.4% |
| **Fluent English Proficient (FEP)** | 93 | 62 | 38 | 19.00% | 14.1% | 9.4% |
| **Reclassified Fluent English Proficient (RFEP)** | 9 | 8 | 8 | 4.2% | 3.9% | 4% |

**Conclusions based on this data:**

1. Students continue to need reengagement once they came back in the Fall of 2022-2023. The percentage of ELs has slightly declined over the past three years from 212 students in 20-21 to 200 in 22-23.
2. The percentage of FEPs has decreased over the past three years.
3. The percentage of RFEPS has decreased over the past 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** | 66 | 68 | | 0 | 68 | | 0 | 68 | | 0.0 | 100.0 | |
| **Grade 4** | 70 | 62 | | 0 | 60 | | 0 | 60 | | 0.0 | 96.8 | |
| **Grade 5** | 72 | 63 | | 0 | 62 | | 0 | 62 | | 0.0 | 98.4 | |
| **Grade 6** | 75 | 68 | | 0 | 68 | | 0 | 67 | | 0.0 | 100.0 | |
| **All Grades** | 283 | 261 | | 0 | 258 | | 0 | 257 | | 0.0 | 98.9 | |

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 | 2323.2 | | N/A | 1.47 | | N/A | 2.94 | | N/A | 17.65 | | N/A | 77.94 | |
| **Grade 4** | N/A | 2371.5 | | N/A | 0.00 | | N/A | 8.33 | | N/A | 23.33 | | N/A | 68.33 | |
| **Grade 5** | N/A | 2400.9 | | N/A | 0.00 | | N/A | 12.90 | | N/A | 20.97 | | N/A | 66.13 | |
| **Grade 6** | N/A | 2444.3 | | N/A | 1.49 | | N/A | 7.46 | | N/A | 35.82 | | N/A | 55.22 | |
| **All Grades** | N/A | N/A | N/A | N/A | 0.78 | | N/A | 7.78 | | N/A | 24.51 | | N/A | 66.93 | |

| Reading<br>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 | 0 | 2.94 | | 0 | 45.59 | | 0 | 51.47 | |
| Grade 4 | 0 | 0.00 | | 0 | 61.67 | | 0 | 38.33 | |
| Grade 5 | 0 | 3.23 | | 0 | 51.61 | | 0 | 45.16 | |
| Grade 6 | 0 | 0.00 | | 0 | 44.78 | | 0 | 55.22 | |
| All Grades | 0 | 1.56 | | 0 | 50.58 | | 0 | 47.86 | |

| Writing<br>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 | 0 | 0.00 | | 0 | 26.47 | | 0 | 73.53 | |
| Grade 4 | 0 | 1.67 | | 0 | 31.67 | | 0 | 66.67 | |
| Grade 5 | 0 | 1.61 | | 0 | 38.71 | | 0 | 59.68 | |
| Grade 6 | 0 | 4.48 | | 0 | 32.84 | | 0 | 62.69 | |
| All Grades | 0 | 1.95 | | 0 | 32.30 | | 0 | 65.76 | |

| Listening<br>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 | 0 | 0.00 | | 0 | 66.18 | | 0 | 33.82 | |
| Grade 4 | 0 | 3.33 | | 0 | 56.67 | | 0 | 40.00 | |
| Grade 5 | 0 | 3.23 | | 0 | 56.45 | | 0 | 40.32 | |
| Grade 6 | 0 | 7.46 | | 0 | 68.66 | | 0 | 23.88 | |
| All Grades | 0 | 3.50 | | 0 | 62.26 | | 0 | 34.24 | |

| Research/Inquiry<br>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** | 0 | 0.00 | | 0 | 58.82 | | 0 | 41.18 | |
| **Grade 4** | 0 | 3.33 | | 0 | 61.67 | | 0 | 35.00 | |
| **Grade 5** | 0 | 4.84 | | 0 | 41.94 | | 0 | 53.23 | |
| **Grade 6** | 0 | 2.99 | | 0 | 59.70 | | 0 | 37.31 | |
| **All Grades** | 0 | 2.72 | | 0 | 55.64 | | 0 | 41.63 | |

**Conclusions based on this data:**

1. Students in grades 3-6 performed very low in all academic areas of ELA, Reading, and Writing according to the CAASPP for the 2021-2022 school year.
2. Low student performance is attributed to long term effects of COVID closures and virtual learning in 2019-2020 . We are still struggling to increase our daily attendance rate.
3. Language Support Teachers have been a vital support to our student population.

# 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** | 66 | 68 | | 0 | 68 | | 0 | 68 | | 0.0 | 100.0 | |
| **Grade 4** | 70 | 62 | | 0 | 61 | | 0 | 61 | | 0.0 | 98.4 | |
| **Grade 5** | 72 | 63 | | 0 | 63 | | 0 | 63 | | 0.0 | 100.0 | |
| **Grade 6** | 75 | 68 | | 0 | 67 | | 0 | 67 | | 0.0 | 98.5 | |
| **All Grades** | 283 | 261 | | 0 | 259 | | 0 | 259 | | 0.0 | 99.2 | |

* 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** | 0 | 2357.0 | | 0 | 2.94 | | 0 | 7.35 | | 0 | 20.59 | | 0 | 69.12 | |
| **Grade 4** | 0 | 2384.1 | | 0 | 0.00 | | 0 | 6.56 | | 0 | 31.15 | | 0 | 62.30 | |
| **Grade 5** | 0 | 2394.6 | | 0 | 1.59 | | 0 | 3.17 | | 0 | 19.05 | | 0 | 76.19 | |
| **Grade 6** | 0 | 2422.3 | | 0 | 1.49 | | 0 | 4.48 | | 0 | 10.45 | | 0 | 83.58 | |
| **All Grades** | N/A | N/A | N/A | 0 | 1.54 | | 0 | 5.41 | | 0 | 20.08 | | 0 | 72.97 | |

| Concepts & Procedures<br>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 | 0 | 2.94 | | 0 | 36.76 | | 0 | 60.29 | |
| Grade 4 | 0 | 0.00 | | 0 | 32.79 | | 0 | 67.21 | |
| Grade 5 | 0 | 0.00 | | 0 | 26.98 | | 0 | 73.02 | |
| Grade 6 | 0 | 1.49 | | 0 | 25.37 | | 0 | 73.13 | |
| Grade 7 | | | | 0 | | | | | |
| All Grades | 0 | 1.16 | | 0 | 30.50 | | 0 | 68.34 | |

| Problem Solving & Modeling/Data Analysis<br>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 | 0 | 2.94 | | 0 | 27.94 | | 0 | 69.12 | |
| Grade 4 | 0 | 0.00 | | 0 | 31.15 | | 0 | 68.85 | |
| Grade 5 | 0 | 0.00 | | 0 | 34.92 | | 0 | 65.08 | |
| Grade 6 | 0 | 1.49 | | 0 | 29.85 | | 0 | 68.66 | |
| All Grades | 0 | 1.16 | | 0 | 30.89 | | 0 | 67.95 | |

| Communicating Reasoning<br>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 | 0 | 4.41 | | 0 | 52.94 | | 0 | 42.65 | |
| Grade 4 | 0 | 1.64 | | 0 | 39.34 | | 0 | 59.02 | |
| Grade 5 | 0 | 1.59 | | 0 | 47.62 | | 0 | 50.79 | |
| Grade 6 | 0 | 0.00 | | 0 | 49.25 | | 0 | 50.75 | |
| All Grades | 0 | 1.93 | | 0 | 47.49 | | 0 | 50.58 | |

**Conclusions based on this data:**

1. Third grade was my highest performer in overall Math at 2.94% of students who exceeded standards.

2. Second grade was the lowest with 0% of students who exceeded standards.

3. Overall students came in at 42-50% of students who were below standard and 39-52% who nearly met the standards and between 0-4 % who were above the standard in 3-6 grade. The conclusion is to support the who nely met the standards to meet or exceed the standards next year our CAASPP result would increase drastically.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | 1396.1 | 1400.9 | | 1411.9 | 1407.3 | | 1359.0 | 1385.9 | | 35 | 27 | |
| 1 | 1416.7 | 1427.4 | | 1445.3 | 1453.1 | | 1387.4 | 1401.1 | | 27 | 26 | |
| 2 | 1455.7 | 1450.7 | | 1457.1 | 1453.8 | | 1453.9 | 1447.4 | | 43 | 24 | |
| 3 | 1467.2 | 1467.7 | | 1461.8 | 1464.5 | | 1472.0 | 1470.3 | | 37 | 42 | |
| 4 | 1462.2 | 1486.4 | | 1454.0 | 1481.2 | | 1470.0 | 1491.1 | | 25 | 40 | |
| 5 | 1477.3 | 1476.1 | | 1467.3 | 1470.4 | | 1486.9 | 1481.3 | | 27 | 24 | |
| 6 | 1504.3 | 1512.3 | | 1492.7 | 1504.6 | | 1515.5 | 1519.6 | | 24 | 23 | |
| All Grades | | | | | | | | | | 218 | 206 | |

| Overall Language<br>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 | 2.86 | 3.70 | | 25.71 | 29.63 | | 45.71 | 48.15 | | 25.71 | 18.52 | | 35 | 27 | |
| 1 | 0.00 | 0.00 | | 25.93 | 26.92 | | 29.63 | 46.15 | | 44.44 | 26.92 | | 27 | 26 | |
| 2 | 2.33 | 8.33 | | 32.56 | 25.00 | | 48.84 | 41.67 | | 16.28 | 25.00 | | 43 | 24 | |
| 3 | 2.70 | 2.38 | | 24.32 | 26.19 | | 43.24 | 40.48 | | 29.73 | 30.95 | | 37 | 42 | |
| 4 | 0.00 | 10.00 | | 8.00 | 27.50 | | 56.00 | 32.50 | | 36.00 | 30.00 | | 25 | 40 | |
| 5 | 0.00 | 0.00 | | 19.23 | 29.17 | | 50.00 | 41.67 | | 30.77 | 29.17 | | 26 | 24 | |
| 6 | 12.50 | 0.00 | | 33.33 | 47.83 | | 33.33 | 34.78 | | 20.83 | 17.39 | | 24 | 23 | |
| All Grades | 2.76 | 3.88 | | 24.88 | 29.61 | | 44.24 | 40.29 | | 28.11 | 26.21 | | 217 | 206 | |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 5.71 | 7.41 | | 40.00 | 37.04 | | 34.29 | 29.63 | | 20.00 | 25.93 | | 35 | 27 | |
| 1 | 11.11 | 7.69 | | 37.04 | 46.15 | | 33.33 | 34.62 | | 18.52 | 11.54 | | 27 | 26 | |
| 2 | 6.98 | 12.50 | | 34.88 | 29.17 | | 51.16 | 41.67 | | 6.98 | 16.67 | | 43 | 24 | |
| 3 | 10.81 | 7.14 | | 43.24 | 42.86 | | 24.32 | 35.71 | | 21.62 | 14.29 | | 37 | 42 | |
| 4 | 4.00 | 17.50 | | 36.00 | 42.50 | | 32.00 | 20.00 | | 28.00 | 20.00 | | 25 | 40 | |
| 5 | 3.85 | 8.33 | | 42.31 | 50.00 | | 38.46 | 25.00 | | 15.38 | 16.67 | | 26 | 24 | |
| 6 | 12.50 | 26.09 | | 41.67 | 39.13 | | 25.00 | 26.09 | | 20.83 | 8.70 | | 24 | 23 | |
| All Grades | 7.83 | 12.14 | | 39.17 | 41.26 | | 35.02 | 30.10 | | 17.97 | 16.50 | | 217 | 206 | |

| Written Language<br>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 | 2.86 | 3.70 | | 0.00 | 14.81 | | 57.14 | 59.26 | | 40.00 | 22.22 | | 35 | 27 | |
| 1 | 0.00 | 0.00 | | 11.11 | 15.38 | | 25.93 | 23.08 | | 62.96 | 61.54 | | 27 | 26 | |
| 2 | 0.00 | 8.33 | | 27.91 | 25.00 | | 39.53 | 20.83 | | 32.56 | 45.83 | | 43 | 24 | |
| 3 | 0.00 | 0.00 | | 16.22 | 16.67 | | 40.54 | 47.62 | | 43.24 | 35.71 | | 37 | 42 | |
| 4 | 0.00 | 2.50 | | 8.00 | 22.50 | | 36.00 | 27.50 | | 56.00 | 47.50 | | 25 | 40 | |
| 5 | 0.00 | 0.00 | | 0.00 | 4.17 | | 53.85 | 41.67 | | 46.15 | 54.17 | | 26 | 24 | |
| 6 | 4.17 | 0.00 | | 8.33 | 13.04 | | 54.17 | 65.22 | | 33.33 | 21.74 | | 24 | 23 | |
| All Grades | 0.92 | 1.94 | | 11.52 | 16.50 | | 43.78 | 40.29 | | 43.78 | 41.26 | | 217 | 206 | |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 5.71 | 18.52 | | 80.00 | 59.26 | | 14.29 | 22.22 | | 35 | 27 | |
| 1 | 22.22 | 38.46 | | 66.67 | 53.85 | | 11.11 | 7.69 | | 27 | 26 | |
| 2 | 6.98 | 12.50 | | 72.09 | 70.83 | | 20.93 | 16.67 | | 43 | 24 | |
| 3 | 8.11 | 26.19 | | 70.27 | 57.14 | | 21.62 | 16.67 | | 37 | 42 | |
| 4 | 0.00 | 35.00 | | 76.00 | 42.50 | | 24.00 | 22.50 | | 25 | 40 | |
| 5 | 0.00 | 4.17 | | 80.77 | 70.83 | | 19.23 | 25.00 | | 26 | 24 | |
| 6 | 16.67 | 8.70 | | 54.17 | 73.91 | | 29.17 | 17.39 | | 24 | 23 | |
| All Grades | 8.29 | 22.33 | | 71.89 | 59.22 | | 19.82 | 18.45 | | 217 | 206 | |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 8.57 | 7.41 | | 54.29 | 55.56 | | 37.14 | 37.04 | | 35 | 27 | |
| 1 | 11.11 | 3.85 | | 66.67 | 80.77 | | 22.22 | 15.38 | | 27 | 26 | |
| 2 | 9.30 | 8.33 | | 83.72 | 70.83 | | 6.98 | 20.83 | | 43 | 24 | |
| 3 | 10.81 | 11.90 | | 64.86 | 61.90 | | 24.32 | 26.19 | | 37 | 42 | |
| 4 | 16.00 | 22.50 | | 56.00 | 55.00 | | 28.00 | 22.50 | | 25 | 40 | |
| 5 | 34.62 | 41.67 | | 34.62 | 29.17 | | 30.77 | 29.17 | | 26 | 24 | |
| 6 | 33.33 | 47.83 | | 50.00 | 43.48 | | 16.67 | 8.70 | | 24 | 23 | |
| All Grades | 16.13 | 19.42 | | 60.83 | 57.28 | | 23.04 | 23.30 | | 217 | 206 | |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 0.00 | 3.70 | | 68.57 | 77.78 | | 31.43 | 18.52 | | 35 | 27 | |
| 1 | 3.70 | 0.00 | | 22.22 | 26.92 | | 74.07 | 73.08 | | 27 | 26 | |
| 2 | 6.98 | 8.33 | | 62.79 | 41.67 | | 30.23 | 50.00 | | 43 | 24 | |
| 3 | 0.00 | 0.00 | | 45.95 | 45.24 | | 54.05 | 54.76 | | 37 | 42 | |
| 4 | 0.00 | 2.50 | | 32.00 | 50.00 | | 68.00 | 47.50 | | 25 | 40 | |
| 5 | 0.00 | 0.00 | | 53.85 | 29.17 | | 46.15 | 70.83 | | 26 | 24 | |
| 6 | 8.33 | 0.00 | | 20.83 | 43.48 | | 70.83 | 56.52 | | 24 | 23 | |
| All Grades | 2.76 | 1.94 | | 46.54 | 45.63 | | 50.69 | 52.43 | | 217 | 206 | |

| Writing Domain<br>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 | 2.86 | 18.52 | | 40.00 | 66.67 | | 57.14 | 14.81 | | 35 | 27 | |
| 1 | 0.00 | 3.85 | | 48.15 | 53.85 | | 51.85 | 42.31 | | 27 | 26 | |
| 2 | 4.65 | 8.33 | | 53.49 | 58.33 | | 41.86 | 33.33 | | 43 | 24 | |
| 3 | 2.70 | 0.00 | | 62.16 | 85.71 | | 35.14 | 14.29 | | 37 | 42 | |
| 4 | 0.00 | 12.50 | | 72.00 | 57.50 | | 28.00 | 30.00 | | 25 | 40 | |
| 5 | 3.85 | 0.00 | | 80.77 | 66.67 | | 15.38 | 33.33 | | 26 | 24 | |
| 6 | 12.50 | 13.04 | | 75.00 | 82.61 | | 12.50 | 4.35 | | 24 | 23 | |
| All Grades | 3.69 | 7.77 | | 59.91 | 67.96 | | 36.41 | 24.27 | | 217 | 206 | |

**Conclusions based on this data:**

1. Overall highest level of increase to Level 4 had been in grades 4, 2, & K .
2. The lowest level of increase in Level 4 has been in grades, 1,3, 5, and 6 at 0%.

**3.** We need more PD to help teachers with strategies to support our ELLs to reach Level 4 and then reclassify.

# 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** |
| **441** | **97.5** | **46.7** | **0.2** |
| Total Number of Students enrolled in Ina Arbuckle 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** | 206 | 46.7 |
| **Foster Youth** | 1 | 0.2 |
| **Homeless** | 5 | 1.1 |
| **Socioeconomically Disadvantaged** | 430 | 97.5 |
| **Students with Disabilities** | 41 | 9.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 14 | 3.2 |
| **American Indian** | | |
| **Asian** | 2 | 0.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **Filipino** | | |
| **Hispanic** | 413 | 93.7 |
| **Two or More Races** | 2 | 0.5 |
| **Pacific Islander** | 1 | 0.2 |
| **White** | 6 | 1.4 |

**Conclusions based on this data:**

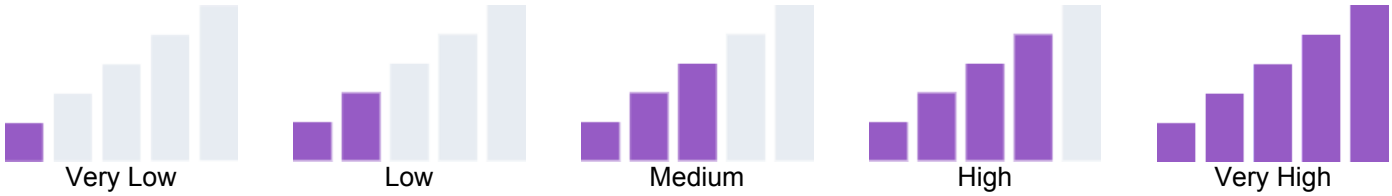
1. Our enrollment is decreasing every school year.
2. 97.5% of our 441 students are socially disadvantaged.
3. 46.7% of our students are ELL. We need to focus on Success Criteria to support this population of students and their families.

# School and Student Performance Data

## Overall Performance

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

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




**2022 Fall Dashboard Overall Performance for All Students**

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

**Conclusions based on this data:**

1. Academic areas of ELA and Math are very low.
2. English Learner Progress is low yet better than ELA & Math progress.

3. Chronic Absenteeism and Suspension rate are very high. There needs to be more incentives to get students to school and address home and school environment that leads to a high suspension rates.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

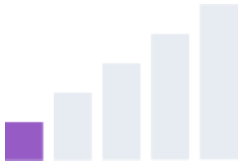
This section provides number of student groups in each level.

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

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

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

### All Students

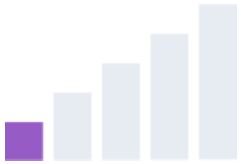


Very Low

99.6 points below standard

250 Students

### English Learners



Very Low

104.8 points below standard

151 Students

### Foster Youth

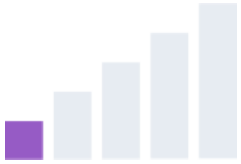
### Homeless



No Performance Level

7 Students

### Socioeconomically Disadvantaged



Very Low

99.9 points below standard

249 Students

### Students with Disabilities



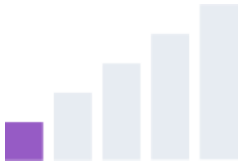
No Performance Level

146.3 points below standard

24 Students

## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  No Performance Level<br>7 Students | |  No Performance Level<br>1 Student | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
|  Very Low<br>100.8 points below standard<br>236 Students |  No Performance Level<br>1 Student |  No Performance Level<br>1 Student |  No Performance Level<br>3 Students |

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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 120.6 points below standard | 56.2 points below standard | 104.4 points below standard |
| 114 Students | 37 Students | 83 Students |

**Conclusions based on this data:**

1. Reclassified English Language Learners were 56.2 points below standard which was higher than EO students and current ELL students.
2. Current ELL were the lowest points below standards. We need to address ELD strategies.

3. EO students were in the middle and still need support with ELA.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

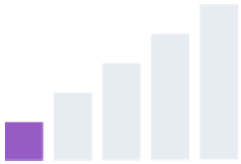
This section provides number of student groups in each level.

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

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

## 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

### All Students

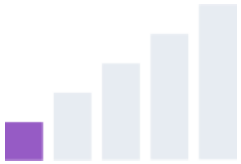


Very Low

107.2 points below standard

249 Students

### English Learners



Very Low

113.3 points below standard

151 Students

### Foster Youth

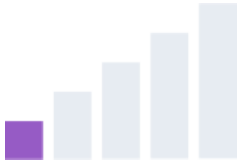
### Homeless



No Performance Level

7 Students

### Socioeconomically Disadvantaged



Very Low

107.5 points below standard

248 Students

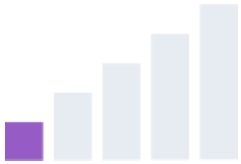
### Students with Disabilities



No Performance Level

142.1 points below standard

24 Students

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| <br>No Performance Level<br>7 Students | | <br>No Performance Level<br>1 Student | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  <br>Very Low<br>107.6 points below standard<br>235 Students | <br>No Performance Level<br>1 Student | <br>No Performance Level<br>1 Student | <br>No Performance Level<br>3 Students |

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

| 2022 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 123.0 points below standard<br>114 Students | 83.3 points below standard<br>37 Students | 109.2 points below standard<br>82 Students |

**Conclusions based on this data:**

1. RFEP students performed the best in Math compared to their EO and current ELL counterparts.
2. ELL performed the lowest.

**3.** EO were in the middle perfomance bracket.  Yet all students performed slightly better in Math than ELA.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

**2022 Fall Dashboard English Learner Progress Indicator**

**English Learner Progress**

Low

40.9 making progress towards English language proficiency

Number of EL Students: 171 Students

Performance Level: 2

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 |
|---|---|---|---|
| 15.2% | 43.9% | 0.0% | 40.9% |

**Conclusions based on this data:**

1. We can see that 40.9% of ELL progressed at least one ELPI level.
2. he concern is for the 15.2 % who decreased one ELPI Level.

**3.** We need to offer more staff PD to help support ELLs. Ellevations training will continue to be a focus next school year.

# School and Student Performance Data

## Academic Performance
## College/Career Report

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

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# 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.

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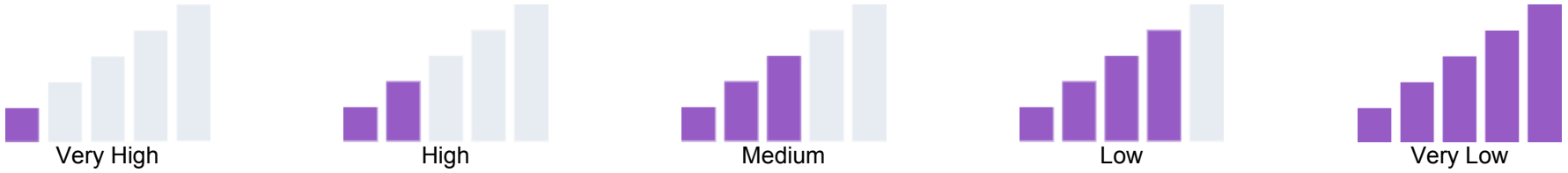


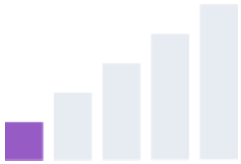

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 4 | 0 | 0 | 0 | 0 |

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

## 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

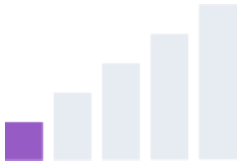


Very High

43.7% Chronically Absent

462 Students

### English Learners



Very High

38.7% Chronically Absent

222 Students

### Foster Youth



No Performance Level

Less than 11 Students

3 Students

### Homeless

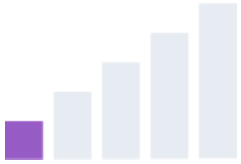


No Performance Level

Less than 11 Students

10 Students

### Socioeconomically Disadvantaged

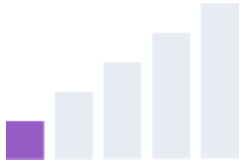


Very High

43.8% Chronically Absent

452 Students

### Students with Disabilities



Very High

36.2% Chronically Absent

47 Students

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level<br>50% Chronically Absent<br>14 Students | | No Performance Level<br>Less than 11 Students<br>2 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Very High<br>43.1% Chronically Absent<br>432 Students | No Performance Level<br>Less than 11 Students<br>7 Students | No Performance Level<br>Less than 11 Students<br>1 Student | No Performance Level<br>Less than 11 Students<br>6 Students |

**Conclusions based on this data:**

1. 43.1 % of our students are chronically absent, the population that's most affected is our students with disabilities, English Learners, Hispanic population, and socioeconomically disadvantaged students.
2. We need to continue to focus on these student subgroups to bring them into to school on a consistent daily basis .
3. We have already seen an increase of 3.4 % in attendance in all groups from 2021-2022 to 2022-2023 school year.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

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

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

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

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

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# 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.

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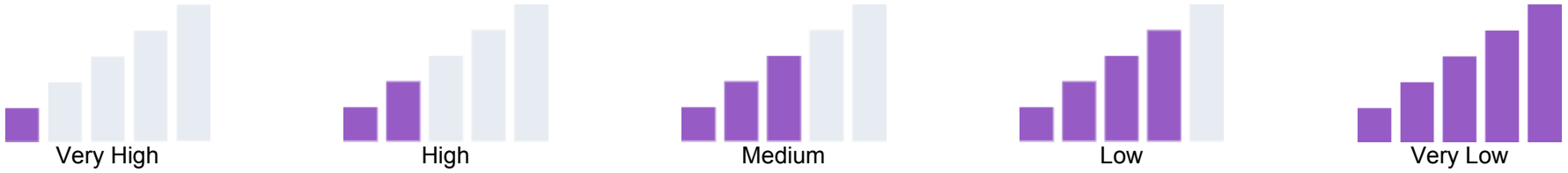


This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 0 | 0 | 0 | 2 | 2 |

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

## 2022 Fall Dashboard Suspension Rate for All Students/Student Group

### All Students

Low

0.8% suspended at least one day

478 Students

### English Learners

Very Low

0% suspended at least one day

227 Students

### Foster Youth



No Performance Level

Less than 11 Students

3 Students

### Homeless



No Performance Level

Less than 11 Students

10 Students

### Socioeconomically Disadvantaged

Low

0.9% suspended at least one day

465 Students

### Students with Disabilities

Very Low

0% suspended at least one day

50 Students

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  | |  | |
| No Performance Level | | No Performance Level | |
| 7.1% suspended at least one day | | Less than 11 Students | |
| 14 Students | | 2 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| |  |  |  |
| Low | No Performance Level | No Performance Level | No Performance Level |
| 0.7% suspended at least one day | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 447 Students | 7 Students | 1 Student | 7 Students |

**Conclusions based on this data:**

1. Our Suspension rate increased in our students with disabilities, English Learners, the Hispanic population, and socioeconomically disadvantaged students.
2. We need to have more supports for our students with disabilities, English Learners, Hispanic population and socioeconomically disadvantaged students.
3. We need to have more PDs and support for staff to address SEL & other factors that affect our students with disabilities, English Learners, Hispanic population and socioeconomically disadvantaged students.

# 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:

Analysis reflects that a decline in ELA and Math in all grade levels according to the California Dashboard data released in the Fall 2022. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Best Practices for grades TK-6, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, Inclusive practices school wide as well as Math Support from our MST.
Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and individualized student academic goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. Additional training was being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. Additional guided reading materials were provided than was originally planned through the use of district print shop. As in primary grades, bilingual tutors were included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and

the speech pathologist are part of this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (BSEL) coaches, TSA, CSTSA & Behavioral Therapist provides support for those students who are in need of social skills awareness. Restorative Practices along with restorative circles and Second Step are integrated with interventions to support students in all classrooms.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| P4 Statewide Assessments - CAASPP ELA | Spring 2022 CAASPP ELA test results for were low in all student subgroups this is the percentage of students that meet the standard.<br><br>3rd grade = 2.94%<br>4th grade = 8.33%<br>5th grade = 12.90%<br>6th grade = 7.46% | Expected Spring 2023 CAASPP ELA test results 10% growth for students that meet the standard<br><br>3rd grade = 12.94%<br>4th grade = 18.33%<br>5th grade = 22.90%<br>6th grade = 17.46% |
| P4 Statewide Assessments - CAASPP MATH | Spring 2022 CAASPP Math test results for were low in all student subgroups this is the percentage of students that meet the standard.<br><br>3rd grade = 7.35%<br>4th grade = 6.56%<br>5th grade = 3.17%<br>6th grade = 4.48% | Spring 2023 CAASPP Math test results 10% growth for students that meet the standard<br><br>3rd grade = 17.35%<br>4th grade = 16.56%<br>5th grade = 13.17%<br>6th grade = 14.48% |
| P4 Statewide Assessments - ELPAC Data | 2021-2022 ELPAC dashboard data:<br><br>40.9% made progress at least one ELPI Level<br>43.9% maintained<br>15.2% decrease | Expected Outcome for Spring 2022-2023: test results 10% growth for students that show progress on their Levels, 10% decrease on the one who maintain their level an 10% decrease on the one who decrease their level.<br><br>50.9% made progress at least one ELPI Level<br>33.9% maintained<br>5.2% decrease |
| P4: English Learner Reclassification Rate as reported on Data Quest | Using data from 2021-2022 Data Quest:<br><br>Total enrollment 447 students: 207 (47%) are ELLs of those ELLs 88 (20%) are Fluent English Speakers and 8 (4%) are redesignated FEP students. | Expected Outcome for 2022-2023: 10% increase<br><br>14% are redesignated FEP students. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| P8 Other Student Outcomes - NWEA ELA | The percentage of  K-6 grade students who met growth projections in Spring 2023 due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inpreson learning has been difficult yet, it's a steady growth process.<br><br>Kinder = used other means of classroom assessments to measure growth<br>First =  36 %<br>Second = 18%<br>Third = 43%<br>Fourth = 23%<br>Fifth = 24%<br>Sixth = 20% | Expected Outcome for Spring 2024: 10% growth<br><br>Kinder = might use other means of classroom assessments to measure growth<br>First =  46 %<br>Second = 28%<br>Third = 53%<br>Fourth = 33%<br>Fifth = 34%<br>Sixth = 30% |
| P8 Other Student Outcomes -NWEA Math | The percentage of K-6 grade students who met growth projections in  Spring 2023 due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inpreson learning has been difficult yet, it's a steady growth process.<br><br>Kinder = used other means of classroom assessments to measure growth<br>First =  10 %<br>Second = 18%<br>Third = 42%<br>Fourth = 29%<br>Fifth = 35%<br>Sixth = 27% | Expected Outcome for Spring 2024: 10% growth<br><br>Kinder = might use other means of classroom assessments to measure growth<br>First =  20 %<br>Second = 28%<br>Third = 52%<br>Fourth = 39%<br>Fifth = 45%<br>Sixth = 37% |

## Planned Strategies/Activities

### Action 1.1
1.1 CSS & NGSS Implementation

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. ELA/Math CCSS & NGSS implementation professional development, NGSS coordinators, Math & Language Support Teachers, and when necessary outside consultants, will support the implementation plan.<br><br>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for TK-6), Common Sense Media, Digital Citizenship, and distance learning. Site initiatives will be developed by leadership throughout the year.<br><br>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.<br><br>D. NWEA in ELA & Math assessments to drive instruction.<br><br>E. Site developed common assessments to monitor student progress and achievement.<br><br>F. Teacher data collaboration meetings using online student data management systems in NWEA for ELA & Math to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.<br><br>G. Media Clerk coordinates materials & provides technology support as well as Makers Space, Lego Robotics, and Coding lessons.<br><br>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, informational texts, etc.<br><br>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate CSS in ELA, Math, Science, and Social Studies.<br><br>J. Band and string instruments classes for 4-6 grade students each week. | X All Students | Salary, EMCC<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$76039<br><br>Substitute, Tchr<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$3,000<br><br>Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.)<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$2,800<br><br>Travel/Conferences<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$1,875<br><br>Contract Services for Laminator<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$480<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$13,031<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$1,147<br><br>Print Shop Orders<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$1,205 |

| | | |
|---|---|---|
| K. Science Fair Coordinator-release days to support planning, coordination, and activities for the science fair.<br><br>L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan & coordinate CC activities and career day events.<br><br>M. Extra Clerk Hours to support school events/needs throughout the school year.<br><br>N. Science camp for 6th-grade students if grants are available to support over 80% of total costs. | | Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000<br>Science Camp Partial Funding<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$0 |

## Action 1.2

1.2 Interventions

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. 1-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.<br><br>B. K-6 use NWEA to monitor and assess reading foundational skills. NWEA & Ellevations, Collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.<br><br>C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.<br><br>D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support the inclusion program.<br><br>E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students. | X All Students | Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$200<br>Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$1,000<br>Salary, Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I District -- 500 3010<br>$143665<br>Salary, Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$35916<br>Salary, Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010 |

| | | |
|---|---|---|
| F. GATE enrichment activities/lessons are provided to students/parents periodically during the year. | | $100566<br><br>Salary, Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>LCFF District -- 500 0707<br>$7183 |

## Action 1.3

1.3 ELD

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. 30 minutes of designated ELD instruction in TK-6.<br><br>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.<br><br>C. EL levels for EL newcomers are determined at the district assessment center.<br><br>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.<br><br>E. Teachers monitor and evaluate EL levels using multiple measures including ELPAC.<br><br>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.<br><br>G. Professional development to support ELs/ELD program.<br><br>H. Full-time TSA as of Fall 2022 to support teachers in Curriculum and instruction for ELD support. | X Other student group(s) English Learners | Salaries, (3) Bilingual Language Tutors (3 hrs)<br>2000-2999: Classified Personnel Salaries<br>Title I Basic -- 3010<br>$27782<br><br>Salaries, (3) Bilingual Language Tutors (3 hrs)<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$27782<br><br>Hourly, Certificated<br>1000-1999: Certificated Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$500 |

## Action 1.4

1.4 AVID

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.<br><br>B. Purchase additional materials to support AVID, STEAM, Lego Robotics implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives. Hourly compensation to support the AVID coordinator to plan. | X All Students | AVID Implementation Supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0 |

## Action 1.5

1.5 Resources

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Supplemental ELA/ELD and Mathematics materials<br><br>B. Digital Resources/On-line subscriptions<br><br>C. Technology and software support for classroom integration<br><br>D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021 | X All Students | Software Licenses<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1000 |

## Action 1.6

1.6 Pre-school Transition Plan

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|

| | | |
|---|---|---|
| A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.<br><br>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.<br><br>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.<br><br>D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities. | X Other student group(s) Preschool/ Head Start | Materials/Supplies to support pre-school transitions<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$100 |

## Action 1.7

1.7 Communication Enhancement Program

| | | |
|---|---|---|
| | X Unchanged Action | |

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions. | X Other student group(s) Students with Disabilities | |

## Action 1.8

1.8 Inclusion - Special Education

| | | |
|---|---|---|
| | X Unchanged Action | |

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum. | X Other student group(s) Special Education | |

# 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)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement) |
| Local Priorities: | P1 |

## Identified Need from the Annual Evaluation and Needs Assessment:

Many strategies/activities have been fully implemented to support improved attendance, which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives occur weekly, monthly, and at the end of each trimester. Classrooms attendance is closely monitored and recognized; those with the highest attendance for the month can showcase a trophy and an attendance banner in their rooms. In addition, students receive recognition for perfect individual attendance at the trimester award assemblies; students meeting attendance, behavior, and AVID criteria get to visit the video game trailers at the end of each trimester.

Ina Arbuckle staff learned about trauma's effects on students and gained strategies to help them overcome personal challenges and become resilient learners. These practices and strategies are in place to support student behavior each year. Our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach office works with our staff to provide mental health services to students via outside agencies and on-site intern social workers. PBIS/BSEL implementation is ongoing throughout the school year. Additional training has been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Teachers teach social skills and location expectations on a daily basis. Students are coached on conflict resolution and other issues by our site TSA, CSTSA, school psychologist, intern social worker, full-time Behavioral Therapist, and site administration. Students are reminded and encouraged to meet behavior expectations in weekly morning announcements. Students earn Ina bucks as a result of practicing PBIS/BSEL skills and expectations; each week a raffle is conducted and several winners are recognized and earn prize incentives each week.

Sports tournaments, 100 Mile Club, reading club, computer coding club, student council, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in the 100 Mile Club, lunchtime sports tournaments, and clubs through the video announcements. Teachers plan to implement this program with student council members. beginning in the Fall of 2023. The leadership team is also exploring a student leadership and character development approach through BSEL/ PBIS and Second Step training will take place in the Fall of 2023. Supports and training will continue to be provided for restorative practices during staff meetings and discussed during collaborative grade-level gatherings. Conflict mediation and anger management lessons were provided to students in grades TK-6 grades students through Second Step. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavioral situations and to address changes in rules and procedures. A site-based clinician will also be added to coordinate mental health and social supports for students.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| P 5 School attendance rate | Our ADA was 87.92% in 2021-2022 and in 2022-2023 increased by 3.42% to 91.34% | Expected Outcomes for 2023-2024 : 4% increase<br><br>Attendance Increase to 95.34% |
| P5 Chronic Absenteeism rate | Our Chronic Absenteeism rate was very high at 43.7% . We still see absences due to COVID and/or family trauma . | Expected Outcomes for 2023-2024:<br><br>Decrease by 10% to 33.7% |
| P6 Pupil Suspension rate | Actual: Pupil Suspension rate: is 0.8% | Expected Outcomes for 2023-2024:<br><br>Pupil Suspension rate decrease of 0% because we have more SEL support as well as Second Step, a full time behavioral therapist, TSA and CSTSA |
| P6 Surveys of pupils, parents, teachers on sense of safety | Panorama, report the only 7% of staff and 4% teachers responded to the LCAP Survey, Spring 2023 participation rate decreased from last Spring.<br>Students 3-5 graders 141 students took survey:<br>Spring 2023 50% feel safe decreased 7% from Fall 2022<br>Staff/Teachers: Spring 41% feel safe increased from 33% in the Winter of 2022 | Expected Outcomes for 2023-2024: see a 50% increase in staff and teachers responding to the survey<br><br>Panorama, report the 57% of staff and 54% teachers responded to the LCAP Survey, Spring 2024<br><br>Students 3-5 graders who took survey: Spring 2024<br>95% feel safe<br><br>Staff/Teachers: Spring 2024<br>95% feel safe |
| P6 Surveys of pupils, parents, teachers on sense of safety | LCAP Parents Survey, Spring 2023:<br>“A report was not able to be generated due to low participation rate in the survey.”<br>The problem was that the Community Schools Parent Survey went out a week prior and many parents thought it was the same survey. | Expected Outcomes for 2023-2024:<br><br>Have participation rate of at least 50% of our parent population. |

## Planned Strategies/Activities

## Action 2.1

2.1 Health Care Aide (HCA)

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Health Care Aide (HCA) to support health services and parent communications added 3 extra hours to HCA 4 more days a week . | X All Students | Salary, Health Care Aide (3 hrs)<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$17596 |

## Action 2.2

2.2 PBIS

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. PBIS coaches & committees facilitate Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coaches & committee will meet monthly to review discipline data & brainstorm schoolwide interventions.<br><br>B. Promote PBIS Skills via weekly video announcements, lessons, and incentives, 2-3 PBIS assemblies will be held at least each year.<br><br>C. Student groups such as the student council will support & promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).<br><br>D. Attendance incentives include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance—monthly SART meetings are held to address chronic absentees. More serious cases undergo the SARB process. | X All Students | PBIS Resource Materials<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$2,400<br>Saturday School Enrichment Materials<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0<br>PBIS/AVID/Attendance Incentives<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$400 |

| | | |
|---|---|---|
| E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.<br><br>E. Daily, weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals. | | |

## Action 2.3

2.3 School Safety Plan

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Staff practices emergency, disaster preparedness, fire, and lockdown drills during the school year. Safety coordinator and additional staff, if needed, will ensure the school safety plan is reviewed and approved yearly according to district mandates and protocols, and site-specific needs. Release time for the development of the plan<br><br>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100-mile club, etc.) | X All Students | Safety Supplies/equipment<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$400 |

## Action 2.4

2.4 100-Mile Club

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. 100 Mile Club/coaches/committee supports healthy living. Student mileage is tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator to promote & support the program. | X All Students | 100 Mile Club Materials<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1,000 |

| | | |
|---|---|---|
| B. Organized activities/sports during recess. | | Sub Teachers<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000 |

## Action 2.5

2.5 Activity Supervisors

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA-sponsored events and provide babysitting for parent training, meetings, and school events such as PTA, ELAC, SSC, Community Schools Committee, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures. | X All Students | Activity Supervisor Meetings<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$2000 |

## Action 2.6

2.6 Community Outreach/ Mental Health

| | | |
|---|---|---|
| | X New Action | |

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Staff will annually revise and distribute the parent/student handbook.<br><br>B. Via grants, students receive fresh fruit and vegetables every week.<br><br>C. School site-based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social-emotional wellness.<br><br>D. School-based outreach intern to support families with referrals and access to health, school, and community resources.<br><br>E. Full-time Behavioral Associate | X All Students | Site based Clinician<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$6,607 |

| | | |
|---|---|---|
| F. Full-time Community Schools Teacher on Special Assignment. | | |

# 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)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement) |
| Local Priorities: | P3 and P6 |

## Identified Need from the Annual Evaluation and Needs Assessment:

Parent outreach addressed academic, health, SEL, and safety concerns. The overall attendance at parent meetings and workshops has remained steady according to sign-in sheet data. Parent Connect, Parent Square, and Q Communications enable parents to remain connected and be made aware of important school announcements. The school website, class dojo, Twitter account, Intouch calls, marquee, and flyers have been fully implemented to communicate engagement opportunities and increase parent involvement.  Parents can access our on-site courses on computers, ESL, nutrition, and parenting.

The following school activities have been implemented to engage students: garden committee,  morning announcements, band, and assemblies. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the fall of 2022, students will undergo training on peer-to-peer conflict resolution. Our PTA leads fundraising efforts for field trips and activities, to increase parent and student engagement.

Ina Arbuckle LCFF survey data indicates that 73% of parents feel a school is a welcoming place and now reflects a total of 74% (1% less from last year) of them indicating feeling moderately to extremely welcomed; an increase of 19% of students and now reflects a total of 93% students feeling their school site is moderate to extremely welcoming; an increase of 13% of staff reflects a total of 93% of staff feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

The focus for 2023-2024 will be to increase parent communication through Peachjar, and Parent Square; informing parents of this new way of communication. Pairing parent workshops/meetings with school functions will be increased to promote higher levels of parent involvement—more email and staff time dedicated to sharing efforts to engage parents and staff.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| P3 Parent Engagement | LCAP/Panoram Parent/Family Survey, Spring 2023 (Parents): | Expected Outcome: LCAP/Panoram Parent/Family Survey, Spring 2024<br><br>50% Parent Participation in the Survey |

| 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 | Community Schools Survey, Spring 2023 (Students)<br><br>"Worried about not having enough food at home 68%" | Expected Outcome: Community Schools Survey, Spring 2024 (Students) 50% decrease<br><br>"Worried about not having enough food at home 18%" |
| P5 Student Engagement | LCAP/Panorama Student Survey, Spring 2023 (Students):<br><br>"Overall, how much do you feel like you belong at your school?" 68% responded "Belong quite a bit or Completely belong" | Expected Outcome: LCAP/Panorama Student Survey, Spring 2024. An increase of 30%<br><br>"Overall, how much do you feel like you belong at your school?" 98% responded "Belong quite a bit or Completely belong" |
| P6 Surveys of pupils, parents, teachers on sense of school connectedness | LCAP/Panoram Teacher Survey, Spring 2023 (Teachers):<br><br>"On most days, how enthusiastic are the students about being at school?" 65% responded ""Quite Enthusiastic or Extremely Important" | Expected Outcomes: LCAP/Panoram Teacher Survey, Spring 2023 (Teachers): An increase of 30%<br><br>"On most days, how enthusiastic are the students about being at school?" 95% responded ""Quite Enthusiastic or Extremely Important" |

## Planned Strategies/Activities

### Action 3.1
3.1 Parent & Community Engagement

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|

| | | |
|---|---|---|
| A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, the school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.<br><br>B. All parents and staff will be provided opportunities to be involved through advisory committees: DELAC, ELAC, SSC, DAC, GAC, Community Schools Committee, African American Parent Council, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.<br><br>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, Basic computer skills, the benefits of Parent Connect and Parent Phone System.<br><br>D. Computer station in office for parents ensuring access to parent connect and other district resources.<br><br>E. Fall and Spring picnics, Band performances, Winter Performances, Talent shows, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.<br><br>F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, phone calls, emails, notices, etc. | X All Students | Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1000<br><br>Classified Hourly - Babysitting &<br>2000-2999: Classified Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$830<br><br>Parent Enrichment Classes/workshops<br>4000-4999: Books And Supplies<br>Title III LEP -- 4203<br>$3020<br><br>School Events/ Materials (i.e. assemblies, incentive events, etc.)<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$500<br><br>Salary, Translator Clerk Typist<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$41049 |

## Action 3.2

3.2 Parent Education

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Parent workshops focus on topics of interest such as technology, AVID, cyberbullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.<br><br>B. ESL classes support parents in developing literacy and oral language proficiency in English. | X All Students | Parent Enrichment Classes/workshops<br>1000-1999: Certificated Personnel Salaries<br>Title III LEP -- 4203<br>$2500<br><br>Parent Enrichment Classes/workshops |

| | | |
|---|---|---|
| C. Latino Literacy, Enhancing Families, Zumba, Nutrition Classes | | 5800: Professional/Consulting Services And Operating Expenditures<br>Title I Parent Involvement -- 3010 1902<br>$789 |

## Action 3.3

3.3 Student engagement

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

| Planned Actions/Services | Students to be served | Budget and Source |
|---|---|---|
| A. Regularly organized sports contests/activities during recess.<br><br>B. Students volunteer to develop a Community Garden.<br><br>C. Weekly music program.<br><br>D. Weekly student-created video broadcasts announce and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, and showcases.<br><br>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.<br><br>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.<br><br>G. Student Council will support student leadership development. SC students will also support school-wide initiatives, activities, and events and support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation. | X All Students | Student Council<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$400<br>Student Council T-shirts<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$200<br>Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1000 |

# Annual Evaluation and Update

## SPSA Year Reviewed: 2022-23

## Goal 1

College and Career Readiness

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| P4 Statewide Assessments - CAASPP ELA | Due to suspension of the 2020 & 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported in the Fall 2022 Dashboard. | Spring CAASPP test results for ELA were low, 99.6 points below standard overall in grade 3-6 due to COVID-19 closures and the suspension of the CAASPP test for 2020 & 2021 and virtual learning . |
| P4 Statewide Assessments - CAASPP MATH | Due to suspension of the 2020 & 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported in the Fall 2022 Dashboard. | Spring CAASPP test results for Math were low, 107.2 points overall below standard in grade 3-6 due to COVID-19 closures and the suspension of the CAASPP test for 2020 & 2021 and virtual learning . |
| P4 Statewide Assessments - ELPAC Data | Expected Outcome for 2022-2023:<br>10% of EL students will be Proficient as indicated on the ELPAC<br>Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased. | Proficient 3.88%%<br>Level 1 (Minimally Developed) 26.21%<br>Level 2 (Somewhat Developed) 40.29%<br>Level 3 (Moderately Developed) 29.61%<br>Level 4 (Well Developed) 3.88% |
| P4: English Learner Reclassification Rate as reported on 2020-2021 Data Quest | Expected Outcome for 2022-2023:<br>10% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC | Using data from 2021-2022 Data Quest:<br>Total enrollment 447 students: 207 (47%) are ELLs of those ELLs 88 (20%) are Fluent English Speakers and 8 (4%) are redesignated FEP students. |
| P8 NWEA ELA | Expected Outcome for 2022-2023:<br>Students K-6 grade will grown and average of 5-8% . | The percentage of K-6 grade students who met growth projections in Spring 2023 due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inpreson learning has been difficult yet, it's a steady growth process.<br>Kinder = used other means of classroom assessments to measure growth |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | | First = 36 %<br>Second = 18%<br>Third = 43%<br>Fourth = 23%<br>Fifth = 24%<br>Sixth = 20% |
| P8 -NWEA Math | Expected Outcome for 2022-2023:<br>Students K-6 grade will grown and average of 5-10%. | The percentage of K-6 grade students who met growth projections in Spring 2023 due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inpreson learning has been difficult yet, it's a steady growth process.<br>Kinder = used other means of classroom assessments to measure growth<br>First = 10 %<br>Second = 18%<br>Third = 42%<br>Fourth = 29%<br>Fifth = 35%<br>Sixth = 27% |
| MDTP / Math (6th Grade Only) | Expected Outcomes for 2022-2023: 6 grade will grown and average of 5-10%. | MDTP Math was replaced by the NWEA Math Assessments |
| Reading Inventory (6th Grade Only) | Expected Outcomes for 2022-2023: 6 grade will grown and average of 5-10%. | The Reading Inventory was replaced by the NWEA ELA Assessments |

## Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.1 CSS & NGSS Implementation<br>A. ELA/Math CSS & NGSS implementation professional development. Instructional coaches, NGSS coordinators, math facilitators, Math Support Teacher, UOS writers, and when necessary outside | 1.1 CSS & NGSS Implementation<br>_____<br>A. ELA/Math CSS & NGSS implementation professional development. IMath Support Teacher, and when necessary outside | Salary, EMCC<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$66,539 | Salary, EMCC<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$66,539 |
| | | Substitute, Tchr<br>1000-1999: Certificated Personnel Salaries | Substitute, Tchr<br>1000-1999: Certificated Personnel Salaries |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| consultants, will support implementation plan.<br><br>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.<br><br>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.<br><br>D. ELA/Math UOS lessons<br><br>E. Units of study and site developed common assessments to monitor student progress and achievement.<br><br>F. Teacher data collaboration meetings using on-line student data management systems to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.<br><br>G. Media Clerk coordinates materials & provide technology support.<br><br>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, | consultants, will support implementation plan.<br><br>B. Professional development to support the district Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.<br><br>C. Principa coordinated & monitored all professional development and instruction. Staff surveys and classroom observations determined site needs for training.<br><br>D. ELA/Math/TWIG Science, & ELD PDs.<br><br>E. NWEA Assessments in ELA & Math and site-developed assessments to monitor students' progress and achievement.<br><br>F. Teacher data collaboration meetings using online student data management systems, such as NWEA, to monitor & analyze formative & summative assessments. disaggregated data was used to drive/adjust instruction.<br><br>G. Media Clerk coordinated materials & provided technology support & our Technology Coordinator provided 1:1 staff support.<br><br>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for | Title I Basic -- 3010<br>$3,000<br><br>Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.)<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$2,800<br><br>Travel/Conferences<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$4,500<br><br>Contract Services for Laminator<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$480<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$41,147<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$1,147<br><br>Print Shop Orders<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$1,205<br><br>Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000<br><br>Science Camp Partial Funding | Title I Basic -- 3010<br>$2,000<br><br>Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.)<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$2,000<br><br>Travel/Conferences<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$4,000<br><br>Contract Services for Laminator<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$480<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$41,000<br><br>Materials & supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$1,147<br><br>Print Shop Orders<br>5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$1,200<br><br>Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000<br><br>Science Camp Partial Funding |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.<br><br>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.<br><br>J. Band and string instruments classes for 4-6 grade students each week.<br><br>K. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair.<br><br>L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan & coordinate CC activities and career day event.<br><br>M. Extra Clerk Hours to support school events/needs throughout the school year.<br><br>N. Science camp for 6th grade students if grants are available to support over 80% of total costs. | ELA/ELD/Math/science(NGSS)/intervention to support ELLs/SDC/RSP/GATE students. Examples: 2 new copy machines, printing, calculators, novels, leveled readers, manipulatives, software, informational texts, etc.<br><br>I. GATE facilitators administered assessments to identify GATE students and coordinated activities/events that enriched CSS in ELD, ELA, Math, Science, and Social Studies.<br><br>J. Band and string instruments classes for 4-6 grade students each week.<br><br>K. Science / STEAM after-school events for all parents and students<br><br>L. Promoted college and career readiness culture via incentives and student council. Funding was used to support release days for teachers to plan & coordinated common core activities and career day events as well as Community Schools events headed by our CSTSA & Teachers.<br><br>M. Extra Clerk Hours to support school events/needs throughout the school year.<br><br>N. Science camp for 6th-grade students was not offered due to lack of funding but next year 2023-2024 early fundraising will be started. | 5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$0 | 5000-5999: Services And Other Operating Expenditures<br>Title I Basic -- 3010<br>$0 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.2 Interventions<br>A. 1-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.<br><br>B. K-6 use NWEA to monitor and assess reading foundational skills. NWEA & Ellevations, Collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.<br><br>C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.<br><br>D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.<br><br>E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.<br><br>F. GATE enrichment activities/lessons provided to students/parents periodically during the year. | 1.2 Interventions<br>_____<br>_____<br>A. 1-6 grade students two levels or more below grade level in reading participated in upper grade intensive guided reading intervention. Students were identified for this program using different data results and assessments. A reading intervention teacher supported this program in grades 4-6.<br><br>B. K-6 used NWEA to monitor and assess reading foundational skills. NWEA & Elevations, Collaboration focused on intervention strategies. A reading intervention teacher supported the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.<br><br>C. Professional development was used to support our intervention program. The district elementary TSA provided on-site literacy support for teachers in grades K-6.<br><br>D. SPED students received support via special education program using pull-out and inclusion methods. Professional development and release time was provided to support the inclusion program. The District SPED department supported site staff in PDs.<br><br>E. In response to ELD/ELA/Math data, Extended Learning Opportunities (ELO) was offered to provide & | Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$200<br><br>Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$1,000<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I District -- 500 3010<br>$71,649<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>LCFF District -- 500 0707<br>$71,649<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$109,372 | Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$200<br><br>Hourly, Tchr<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$1,000<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I District -- 500 3010<br>$72,920<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>LCFF District -- 500 0707<br>$72,920<br><br>Literacy Support Teacher<br>1000-1999: Certificated Personnel Salaries<br>Title I Basic -- 3010<br>$145,839 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | support students' academic achievement.<br><br>F. Summer LEAP classes TK-6 grade to continue academic support for all students<br><br>G. GATE enrichment activities/lessons were provided to students/parents periodically during the year. | | |
| 1.3 ELD<br>A. 30 minutes of designated ELD instruction in TK-6.<br><br>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.<br><br>C. EL levels for EL newcomers are determined at the district assessment center.<br><br>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.<br><br>E. Teachers monitor and evaluate EL levels using multiple measures including ELPAC.<br><br>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.<br><br>G. Professional development to support ELs/ELD program. | 1.3 ELD<br>_____<br>A. 30 minutes of designated ELD instruction in TK-6.<br><br>B. Integrated ELD support (i.e. SDAIE strategies) over multiple subjects.<br><br>C. EL levels for EL newcomers were determined at the district assessment center.<br><br>D. When possible, classes were configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provided flexibility to respond to student needs.<br><br>E. Teachers monitored and evaluated EL levels using multiple measures including the ELPAC.<br><br>F. Bilingual language tutors supported EL students by providing lesson reinforcement in both English and Spanish. | Bilingual Language Tutors<br>Salaries 3 hrs each (3)<br>2000-2999: Classified Personnel Salaries<br>Title I Basic -- 3010<br>$30,586<br><br>Bilingual Language Tutors<br>Salaries 3 hrs each (3)<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$30,062<br><br>Hourly, Certificated<br>1000-1999: Certificated Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$500 | Bilingual Language Tutors<br>Salaries 3 hrs each (3)<br>2000-2999: Classified Personnel Salaries<br>Title I Basic -- 3010<br>$20,148<br><br>Bilingual Language Tutors<br>Salaries 3 hrs each (3)<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$20,148<br><br>Hourly, Certificated<br>1000-1999: Certificated Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$500 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| H. Full time TSA as of Fall 2022 to support teachers in Curriculum and instruction for ELD support. | G. Professional development to support ELs/ELD program by District Language Learners Department.<br><br>H. Full-time TSA & CSTSA as of Fall 2022 to support teachers in Curriculum and instruction for ELD support.<br><br>I. Full-Time Educational Coach as of February 2023 to help support TK-6 grade students & PDs for staff support. | | |
| 1.4 AVID<br>A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.<br><br>B. Purchase additional materials to support AVID, STEAM, Lego Robotics implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan. | 1.4 AVID<br>_____<br>A. District provided all supplies, materials, incentives, and professional development support for AVID implementation in TK-6.<br><br>B. Purchased additional materials to support AVID, STEAM, Lego Robotics implementation, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives. Hourly compensation to support the AVID coordinator to plan.<br><br>C. AVID staff PDs provided for TK-6 grade teachers by our AVID Coordinators on best practices for students.<br><br>D. AVID college field trips and college career nights for parents and students | AVID Implementation Supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0 | AVID Implementation Supplies<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.5 Resources<br>A. Supplemental ELA/ELD and Mathematics materials<br><br>B. Digital Resources/On-line subscriptions<br><br>C. Technology and software support for classroom integration<br><br>D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021 | 1.5 Resources<br>_____<br>A. Supplemental ELA/ELD/TWIG Science and Mathematics materials<br><br>B. Digital Resources/On-line subscriptions<br><br>C. Technology and software support for classroom integration<br><br>D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021 | Software Licenses<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1000 | Software Licenses<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1,000 |
| 1.6 Pre-school Transition Plan<br>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.<br><br>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.<br><br>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. | 1.6 Pre-school Transition Plan<br>_____<br>A. All preschool students visited the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.<br><br>B. Pre-school teachers and Kindergarten teachers met to discuss opportunities for joint activities to become familiar with routines and expectations.<br><br>C. Registration information for Transitional Kindergarten and Kindergarten was sent to the parents of preschool students in the Spring. All information was sent in both English and Spanish. Ina Arbuckle held an orientation meeting for parents in the Spring to discuss the transition to | Materials/Supplies to support pre-school transitions<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$100 | Materials/Supplies to support pre-school transitions<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$100 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities. | Kindergarten. This meeting was in English and Spanish.<br><br>D. Preschool students were invited to all school events and activities. Pre-school teachers encouraged parent participation in school activities. | | |
| 1.7 Communication Enhancement Program<br>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions. | 1.7 Communication Enhancement Program<br>_____<br>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency, and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arises. Students may receive differentiated instruction based on a tiered pyramid of interventions. | | |
| 1.8 Inclusion - Special Education<br>A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum. | 1.8 Inclusion - Special Education<br>_____<br>A. Special education followed an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals supported students in this setting. This approach increased SPED students' access to the core curriculum. | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | B. Monthly SPED team meetings to collaborate on high-priority cases as well as more behavioral goals in IEPs for students with behavioral issues.<br><br>C. Monthly Attendance team meetings to address chronic absenteeism in SPED students population, ELLs, and Socioeconomically disadvantaged students.<br><br>D. 1:1 meetings with case carriers and general education teachers collaborating on progress monitoring SPED students' IEP goals.<br><br>E. Staff PDs were provided by District SPED department staff and our school's case carriers and school phycologist on best strategies for our SPED student population. | | |

## Analysis

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

Ina Arbuckle's representatives in ELA, Math Pilot, Social Studies Pilot, and TWIG Science and ELD attended in-person district PDs. Some PDs were changed to after-school hours due to sub shortages. Despite COVID grade level team leaders worked with their grade level to implement the California state standards through the use of UOS
and followed suggested pacing guides. Grade-level teams meet weekly and worked collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. Teachers had optional PDs provided by the district and site technology coordinators. AVID was implemented fully in TK-6 grade. All AVID supplies were provided for all students this school year. Teachers participated in staff development for SEL, BSEL/PBIS, Ellevations, ELD, SPED, & AVID best practices. School Plan for Student Achievement (SPSA) Page 74 of 102 Ina Arbuckle Elementary and common grade level assessments have been implemented. Classroom observations, grade-level planning, and data analysis reflect the implementation of common assessments across the grade level. Reading intervention has been fully implemented across grades K-6 as evidenced by master schedules submitted, NWEA data (grades K-6), classroom observations, and grade level meeting minutes, and Intervention continue in grades K-6. In grades 1-3, Guided Reading intervention has been fully implemented as well as in grades 4-6. Each daily session for grades 1-6 consists of small group reading interventions provided simultaneously by the regular classroom teacher, a reading intervention teacher, and a bilingual language tutor.
Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas.

As of January 10, 2022, we now have a full-time Math Intervention teacher supporting grades 1-6 focusing on the grade levels that needed the most strategic math support based on NWEA Math assessment and 1 on 1 assessments. District training was provided to Bilingual Language Tutors to support ELD strategies and practices. Technology strategies and resources are fully implemented in grades TK-6. All students continue to utilize their Chromebooks as a tool to supplement and enhance their learning instruction within all subjects. Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of Chromebooks and other instructional resources across all grade levels. Students' technology skills have greatly improved because of the usage of Chromebooks on a daily basis. The use of online subscription services such as NWEA has given more experience with online assessment as well as support strategies to support the goal of students being college and career ready. All students in grades TK-6 participate in AVID. Students were provided with all necessary supplies to cover our three AVID goals: Organization/Planning, Note Taking, and One Pagers. The district provided every school site with binders, folders, pocket pouches, dividers, pencil boxes, highlighters, and agendas as determined age appropriate by the site Leadership Team and suggested by AVID consultants. The requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading. Grade-level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten, Parent Square, mailers and digital flyers also reflect the full implementation of including Preschool students and families in school activities.

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

CAASPP showed that overall our 3-6 graders were low in ELA as well as Math. However, this is only a baseline measure for strategic planning for next year's CAASPP of 2022-2023. AVID & BSEL/PBIS played a vital role in the organization component of getting students in the positive mindset of College and Career Readiness. Best academic practices are evidence of learning and will continue to grow in the areas of Analysis and Action Steps. Training as well as interdistrict collaboration will continue to help TK-6 grade teachers grow. Intervention Teachers played a major role in helping student support to fill in the gaps for reading foundations and fluency, guided reading groups, and collaboration with teachers on success strategies for growth in ELA. Intervention Teachers also supported teachers with NWEA assessment, ELPAC & CAASPP 2022 testing.

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

Due to COVID-19, we obtained CARES money for AVID supplies. We also did not have Science Camp or travel PD expenditures due to COVID. We had virtual free field trips as well as after-work hours voluntary free PD opportunities for teachers. One-time COVID-19 monies were used to cover the costs of many actions. We also had ELO and Summer LEAP to support student re-engagement to fill in the academic gaps. We focus on SEL lessons at the beginning of every school day & had support from our Behavioral Therapist and interns.

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.

Analysis of available data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include expanding and refining SEL, BSEL/PBIS, STEAM, Lego Robotics, AVID strategies, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school-wide. Math Intervention Support & refinement to include grade level coaching support, accompanied by professional development, grade level specific assistance, and an emphasis on best academic practices during grade level planning times. Professional development and coaching will be provided by consultants, district TSAs, and our on-site TSA, CSTSA, previously trained grade level teams, and site administration to support ELLs, Hispanics, students with disabilities, and socioeconomically disadvantaged students.

# 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 |
|---|---|---|
| P 5 School attendance rate | School Attendance decreased due to COVID absences | Our attendance increased by 1.71% from :<br>ADA Totals and Percentages First Trimester<br>2021-2022 = 89.53%<br>2022-2023 = 91.24%<br>We continue to grow every Trimester. |
| P5 Chronic Absenteeism rate | School Chronic Absenteeism rate increased due to COVID absences | Our Chronic Absenteeism rate was very high at 43.7% . We still see absences due to COVID and/or family trauma . |
| P6 Pupil Suspension rate | Pupil Suspension rate decrease of 0% | Our Pupil Suspension rate increase of 0.8% |
| P6 Surveys of pupils, parents, teachers on sense of safety | Panorama / LCAP Survey increase of 30% for parents<br>increased to 40% for teachers<br>increased to 10 % for students | Panorama, report the only 7% of staff and 4% teachers responded to the LCAP Survey, Spring 2023 participation rate decreased from last Spring.<br>Students 3-5 graders 141 students took survey:<br>Spring 2023 50% feel safe decreased 7% from Fall 2022<br>Staff/Teachers: Spring 41% feel safe increased from 33% in the Winter of 2022 |
| P6 Surveys of pupils, parents, teachers on sense of safety | Maintain 88% or above feeling safe | LCAP Parents Survey, Spring 2023:<br>“A report was not able to be generated due to low participation rate in the survey.” |

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 2.1 Health Care Aide (HCA)<br>A. Health Care Aide (HCA) to support health services and parent communications | 2.1 Health Care Aide (HCA)<br><br>A. Health Care Aide (HCA) to support health services and parent communications | Health Care Aide (1) 3 hrs<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$25,757 | Health Care Aide (1) 3 hrs<br>2000-2999: Classified Personnel Salaries<br>LCFF District -- 500 0707<br>$31,163 |
| 2.2 PBIS<br>A. PBIS coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coach & committee will meet monthly to review discipline data & brainstorm schoolwide interventions.<br><br>B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.<br><br>C. Student groups such as student council will support & promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).<br><br>D. Attendance incentives will include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic | 2.2 PBIS<br><br>A. PBIS coordinators & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coordinators & committee met monthly to review discipline data & brainstorm school-wide interventions.<br><br>B. Promoted PBIS Skills via weekly video announcements, lessons, and incentives. 2-3 PBIS assemblies were held at least each year.<br><br>C. Student groups such as the student council was supported & promote implementation via peer coaching, conflict resolution, etc.). Student incentives rewarded positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).<br><br>D. Attendance incentives included monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings were held to address chronic | PBIS Resource Materials<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$2,400<br><br>Saturday School Enrichment Materials<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0<br><br>PBIS/AVID/Attendance Incentives<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$400 | PBIS Resource Materials<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$2,000<br><br>Saturday School Enrichment Materials<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$0<br><br>PBIS/AVID/Attendance Incentives<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$1,000 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| absentees. More serious cases undergo the SARB process.<br><br>E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.<br><br>E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals. | absentees. More serious cases underwent the SARB process.<br><br>E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.<br><br>E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals. | | |
| 2.3 School Safety Plan<br>A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional staff, will ensure the school safety plan is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan<br><br>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100 mile club, etc.) | 2.3 School Safety Plan<br><br>A. Staff practiced emergency, disaster preparedness, fire, and lock down drills during the school year. The safety coordinator and additional staff, if needed, ensured the school safety plan was reviewed and approved yearly according to district mandates and protocols, and site-specific needs. Release time for the development of the plan<br><br>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment was maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100-mile club, etc.) | Safety Supplies/equipment<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$400 | Safety Supplies/equipment<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$500 |
| 2.4 100-Mile Club<br>A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage | 2.4 100-Mile Club | 100 Mile Club Materials<br>4000-4999: Books And Supplies | 100 Mile Club Materials |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| is tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes & support the program.<br><br>B. Organized activities/sports during recess. | A. 100 Mile Club/coordinator (s) /committee supported healthy living. Student mileage was tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promote & support the program.<br><br>B. Organized activities/sports during recess. | LCFF Suppl/Conc -- 0707<br>$1,000<br><br>Sub Teachers<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000 | 5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$500<br><br>Sub Teachers<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1,000 |
| 2.5 Activity Supervisors<br>A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures. | 2.5 Activity Supervisors<br><br>A. Supervisors received conflict resolution and positive reinforcement training. They met monthly to discuss important updates and make adjustments to support students. They supervised PTA-sponsored events, provided babysitting for parent trainings, meetings, and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, math, science, STEAM, Lego Robotics, cultural nights and school dances, etc. They supervised students and enforced school rules and promoted PBIS activities. | Activity Supervisor Meetings<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$2000 | Activity Supervisor Meetings<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$2000 |
| 2.6 Community Outreach/ Mental Health<br>A. Staff will annually revise and distribute parent/student handbook.<br><br>B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity. | 2.6 Community Outreach/ Mental Health<br><br>A. Staff annually revised and distributed the parent/student handbook.<br><br>B. Via grants, students received fresh fruit and vegetables every week. | Site based Clinician<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$6,607 | Site based Clinician<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$6,607 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| C. School site based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social emotional wellness.<br><br>D. School based outreach intern to support families with referrals and access to health, school, and community resources. | C. School site behavioral therapist & behavioral associate (2-3 times per week) met to support students with counseling and social-emotional wellness and provided resources to parents and the community. They also provided PDs for staff.<br><br>D. School-based outreach intern to support families with referrals and access to health, school, and community resources. | | |

## Analysis

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

School Attendance continues to be a challenge in this second year of in-person learning. Many attendance strategies and activities have been fully implemented to support and improve attendance. We implemented daily, weekly, & monthly incentives for our TK-6 grade students, as well as parent phone calls, SART, SARB meetings, home visits, and awards, have been put in place to achieve the goal of increasing student attendance and a safe and orderly learning environment. Students receive awards in individual classrooms from teachers and at our awards assemblies. Classroom attendance is closely monitored, students are recognized for good behavior, and AVID criteria by their teachers. Ina Arbuckle staff participated in professional development where they learned about trauma and its effects on students]. They gained strategies to help students overcome personal challenges and become resilient learners. These practices and strategies are in place to support students' social-emotional behavior, our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach such as PICO & our office staff work closely with our students, parents & staff to provide needed support. We also provide mental health services to students via our Mental Health Therapist, Mental Health Interns, our School Psychologist & outside agencies. PBIS/BSEL social skills implementation is ongoing throughout the school year. Teachers teach social skills and expectations on a daily basis during their first 15 minutes of instruction by teaching SEL lessons and reviewing them on a weekly basis. Students are coached on conflict resolution, restorative practices and by our on-site peer mediators, TSA, Community School Teacher on Special Assignment, school psychologist, mental health therapist, intern social worker, and administration. Twenty-five 4-6 grade students were certified by RCOE as Peer Mediators and actively support 1-6 students during AM & lunch recesses.

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

By implementing trauma-informed, Second Step, SEL, and restorative practices, we plan to continue to improve staff and student relationships and promote positive reintegration and prosocial interactions to create a more empathetic and resilient school community. School attendance was monitored & encouraged by the support of office
staff, TSA, Community School Teacher on Special Assignment (CSTSA), & administration making daily phone calls to support families with attendance, COVID-related issues, and concerns. Our Behavioral Therapist was available for mental health services for students, supporting parents with resources and referrals and staff with SEL presentations during staff meetings and to help support with students' emotional needs working in collaboration with school psychologist, TSA, CSTSA, teachers, and administration.

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

One-time COVID-19 monies were used to cover the costs of AVID supplies, ELO and Summer LEAP.  Our budget was modified due to staff salary raises and decreasing student enrollment .  ESSER funds were also used to double the size of our outdoor lunch / learning area and other outdoor learning areas on the black top and in our community garden.

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.

Supports and more training will be provided for Second Step, SEL, PBIS, & restorative practices during staff meetings and discussed during collaborative grade-level gatherings. Trauma due to lingering COVID effects and reintegration into 2nd year of in-person learning, conflict mediation, anger management, and loss of a loved ones will be addressed by our Mental Health Therapist, School Psychologist, TSA, CSTSA, Principal, Teachers, Activity Supervisors, Campus Supervisor, and Office Staff. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both social-emotional stress, trauma, and medical behavior situations and to address changes in rules and procedures.

# 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 | LCAP survey parent satisfaction to increase by 5% until reach 90%, then maintain. | LCAP/Panoram Parent/Family Survey, Spring 2023 (Parents): “A report was not able to be generated due to low participation rate in the survey.” |
| P5 Student Engagement | LCAP survey student satisfaction to increase by 5% until reach 90%, then maintain | LCAP/Panoram Parent/Family Survey, Spring 2023<br>(Parents): “A report was not able to be generated due to low participation rate in the survey.” |
| P5 Student Engagement | CHKS increase results by 5% until reach 90%, then maintain | LCAP/Panoram Teacher Survey, Spring 2023 (Teachers):<br>"On most days, how enthusiastic are the students about being at school?" 65% responded ""Quite Enthusiastic or Extremely Important" |
| P6 Surveys of pupils, parents, teachers on sense of school connectedness | LCAP survey staff satisfaction to increase by 5% until reach 95%, then maintain | LCAP/Panorama Student Survey, Spring 2023 (Students):<br>"Overall, how much do you feel like you belong at your school?" 68% responded "Belong quite a bit or Completely belong" |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 3.1 Parent & Community Engagement<br>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.<br><br>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.<br><br>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, Basic computer skills, the benefits of Parent Connect and Parent Phone System.<br><br>D. Computer station in office for parents ensuring access to parent connect and other district resources.<br><br>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school. | 3.1 Parent & Community Engagement<br><br>A. Principal provided regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, parent square, monthly calendar, notifications, newsletter, and marquee.<br><br>B. All parents and staff were provided opportunities to be involved through advisory committees: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting was provided. & materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.<br><br>C. Provided parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, Basic computer skills, and the benefits of Parent Connect and Parent Phone System.<br><br>D. Computer station in office for parents ensuring access to parent connect and other district resources.<br><br>E. Fall and Spring picnics, Band performanced, Winter Performances, Talent show, Fall and Spring festivals, Math, Science, STEAM nights, | Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1000<br><br>Classified Hourly - Babysitting<br>2000-2999: Classified Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$732<br><br>Parent Enrichment Classes/workshops<br>4000-4999: Books And Supplies<br>Title III LEP -- 4203<br>$3227<br><br>School Events/ Materials (i.e. assemblies, incentive events, etc.)<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$500<br><br>Translator / Clerk Typist<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$37,134 | Salary, Clerk, Hrly<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$1000<br><br>Classified Hourly - Babysitting<br>2000-2999: Classified Personnel Salaries<br>Title I Parent Involvement -- 3010 1902<br>$732<br><br>Parent Enrichment Classes/workshops<br>4000-4999: Books And Supplies<br>Title III LEP -- 4203<br>$3020<br><br>School Events/ Materials (i.e. assemblies, incentive events, etc.)<br>4000-4999: Books And Supplies<br>Title I Basic -- 3010<br>$500<br><br>Translator / Clerk Typist<br>2000-2999: Classified Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>$43,175 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, phone calls, emails, notices, etc. | classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.<br><br>F. Parents were regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, Parent Square, phone calls, emails, notices, etc. | | |
| 3.2 Parent Education<br>A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.<br><br>B. ESL classes support parents to develop literacy and oral language proficiency in English. | 3.2 Parent Education<br><br>A. Parent workshops focused on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.<br><br>B. ESL classes supported parents to develop literacy and oral language proficiency in English. Parenting Classes, Watch Dogs, College Nights, Latino Literacy, Enhancing Families. | Parent Enrichment Classes/workshops<br>1000-1999: Certificated Personnel Salaries<br>Title III LEP -- 4203<br>$2500<br><br>Parent Enrichment Classes/workshops<br>5800: Professional/Consulting Services And Operating Expenditures<br>Title I Parent Involvement -- 3010 1902<br>$789 | Parent Enrichment Classes/workshops<br>1000-1999: Certificated Personnel Salaries<br>Title III LEP -- 4203<br>$2500<br><br>Parent Enrichment Classes/workshops<br>5800: Professional/Consulting Services And Operating Expenditures<br>Title I Parent Involvement -- 3010 1902<br>$789 |
| 3.3 Student engagement<br>A. Regularly organized sports contests/activities during recess.<br><br>B. Students volunteer to develop a Community Garden.<br><br>C. Weekly music program.<br><br>D. Weekly student-created video broadcasts announce and promote | 3.3 Student engagement<br><br>A. Regularly organized sports contests/activities during recess.<br><br>B. Students volunteered to develop a Community Garden.<br><br>C. Weekly music program. | Student Council<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$400<br><br>Student Council T-shirts<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$200 | Student Council<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$400<br><br>Student Council T-shirts<br>5000-5999: Services And Other Operating Expenditures<br>LCFF Suppl/Conc -- 0707<br>$200 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, and showcases.<br><br>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.<br><br>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.<br><br>G. Student Council will support student leadership development. SC students will also support school-wide initiatives, activities, and events as well as support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation. | D. Weekly student-created video broadcasts announced and promoted school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, and showcases.<br><br>E. Students participated in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.<br><br>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.<br><br>G. Student Council supported student leadership development. SC students also supported school-wide initiatives, activities, and events as well as supported and promoted PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation. | Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1000 | Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc<br>4000-4999: Books And Supplies<br>LCFF Suppl/Conc -- 0707<br>$1,000 |

## Analysis

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

Due to post-COVID guidelines, parent outreach took place in person yet meetings were also available by parent request via virtual Zoom, Google Meets, phone calls, emails, School & Class Dojo messages, Parent Square, and in person when possible following all CDC guidelines to address academic, health, social-emotional and safety concerns. The overall attendance at parent meetings dropped due to Trauma caused by COVID. Parent attendance for IEPs remained at 100% parent participation. Parent Connect, Parent Square, and Class Dojo enable parents to remain connected and be made aware of important school announcements. The school website, Class Dojo, Twitter account, Intouch calls, marquee, and digital flyers have been fully implemented to communicate engagement opportunities and increase parent involvement. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the Fall of 2022, Student Council students became certified in peer-to-peer conflict resolution through RCOE. Parent participation in SSC and ELAC

meetings was highly encouraged. Our PTA will lead fundraising efforts for field trips and activities in the Fall of 2022 to increase parent and student engagement. We continue to address welcoming environments through facility upgrades and addressing safety needs and the support of our CSTSA & TSA as well as Administration. Community Schools Implementation Plan in place to help School Plan.

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

Due to post-COVID guidelines, parent engagement opportunities were expanded to include Parent Square Communications, Peachjar, School Dojo, Class Dojo, Instagram, emails, Zoom, and Google Meets as well as home visits following all CDC guidelines. All information continues to be communicated to parents in both English and Spanish and translating services are always available upon request. See new data 2022-2023 CHKS & Panorama Surveys.

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

Due to post COVID guidelines all in person activities were held in person unless requested by parents to be virtual. COVID-19 monies were used to cover the costs of many actions.

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.

Increase parent communication through Parent Square, School Dojo, Class Dojo, Peachjar, Instagram, emails, virtual Zoom, and Google Meets. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement in school as well as SSC, ELAC, Community Schools events & more phone calls, home visits, emails, and staff time dedicated to sharing efforts to engage parents and staff with the support of our Community Schools Teacher on Special Assignment (CSTSA) & TSA as well as Administration.

# 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 | 292559 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 528,962.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I Basic -- 3010 | 141,255 | 0.00 |
| Title I Parent Involvement -- 3010 1902 | 2,119 | 0.00 |
| Title I District -- 500 3010 | 143,665 | 0.00 |
| Title III LEP -- 4203 | 5,520 | 0.00 |
| LCFF Suppl/Conc -- 0707 | 135,585 | 0.00 |
| LCFF District -- 500 0707 | 100,818 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF District -- 500 0707 | 100,818.00 |
| LCFF Suppl/Conc -- 0707 | 135,585.00 |
| Title I Basic -- 3010 | 141,255.00 |
| Title I District -- 500 3010 | 143,665.00 |
| Title I Parent Involvement -- 3010 1902 | 2,119.00 |
| Title III LEP -- 4203 | 5,520.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 295,530.00 |
| 2000-2999: Classified Personnel Salaries | 201,685.00 |
| 4000-4999: Books And Supplies | 23,998.00 |
| 5000-5999: Services And Other Operating Expenditures | 6,960.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 789.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF District -- 500 0707 | 7,183.00 |
| 2000-2999: Classified Personnel Salaries | LCFF District -- 500 0707 | 93,635.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Suppl/Conc -- 0707 | 37,116.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Suppl/Conc -- 0707 | 79,438.00 |
| 4000-4999: Books And Supplies | LCFF Suppl/Conc -- 0707 | 18,431.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Suppl/Conc -- 0707 | 600.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Basic -- 3010 | 104,566.00 |
| 2000-2999: Classified Personnel Salaries | Title I Basic -- 3010 | 27,782.00 |
| 4000-4999: Books And Supplies | Title I Basic -- 3010 | 2,547.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Basic -- 3010 | 6,360.00 |
| 1000-1999: Certificated Personnel Salaries | Title I District -- 500 3010 | 143,665.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Parent Involvement -- 3010 1902 | 500.00 |
| 2000-2999: Classified Personnel Salaries | Title I Parent Involvement -- 3010 1902 | 830.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Parent Involvement -- 3010 1902 | 789.00 |
| 1000-1999: Certificated Personnel Salaries | Title III LEP -- 4203 | 2,500.00 |
| 4000-4999: Books And Supplies | Title III LEP -- 4203 | 3,020.00 |

# 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 |
|---|---|
| Norma Arvayo | Principal |
| Connie Dam | Classroom Teacher |
| Nicholas Rangel | Classroom Teacher |
| Jonathan McClure | Classroom Teacher |
| Martha Montes | Other School Staff |
| Liz Lucero | Parent or Community Member |
| Christina Arroyo | Parent or Community Member |
| Claudia Rivera | Parent or Community Member |
| Linda Alvarado | Parent or Community Member |
| Delia Zapien | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2023.

Attested:

Principal, Norma Arvayo on 5/17/2023

SSC Chairperson, Nicholas Rangel on 5/17/2023

# 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 measureable 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