

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring Lake Elementary School	57 72710 0138180	4/4/22	6/16/22

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

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.

N/A

Stakeholder 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

Spring Lake Elementary School's Site Council meets approximately 8 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Spring Lake Elementary. Including ELAC (English Learner Advisory Committee) , School Site Council, staff members and students. Each meeting included a review of local data as applicable. Additionally, informal needs assessments occurred on a frequent basis through conversations with leadership groups of parents and staff, as well as staff, students and the school community.

STUDENT INPUT

Student input was gathered through a survey focused on Social Emotional Learning, of which 148 students in grades 3rd through 6th grades responded. Student advisory groups met each month all year with the principal. At these meetings students in groups looked at previous years student surveys and provided input on next steps and goals for this year. They also completed a student survey mid-year along with a conversation with the principal. For this school year, students identified student clubs as an area of need, as well as enrichment opportunities open to any students who want to participate. Students then collaborated to provide recommendations for Career Day activities as well as student led clubs for lunch and after-school. The Student Advisory groups brainstormed together and then broke into groups to plan, organize, order materials, and lead these clubs. Many students signed up and the implementation has been very successful.

Additional needs assessments were conducted on February 2022 with our parent community, as well as a staff survey and discussion in March 2022. We reviewed data from iReady math and reading several times this year and with an iReady trainer, looking for focus areas for each teacher to work towards.

Needs assessment meetings were also held with ELAC on February 2022 and with School Site Council in November, January, February and March (one goal focus per month).

School site council reviewed the plan in February and March 2022. We considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 4, 2022.

Resource Inequities

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

N/A

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		
	18-19	19-20	20-21
Kindergarten	76	78	75
Grade 1	43	54	51
Grade 2	28	44	52
Grade3	23	30	43
Grade 4		30	31
Grade 5			24
Total Enrollment	170	236	276

Conclusions based on this data:

1. Our student and family population remains very diverse and growing every year as we progress toward the school being "full" with two classes at each grade level from K-6. Because of this growth and our nearby community, the largest cultures continue to grow - White, Hispanic and East Indian
2. This is our fourth year of development in our school. We have had approximately 334 students most of the year, with a few students dropping and adding as the year has progressed. The data above is from last year and does not count this year's class of 6th grade for the first time at our school.
3. It will be two more years before our school is completed with students. Next year for the 2022-23 school year will be approximately 375. The final year of growth will be 2023-2024 which will put us at approximately 410.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	27	24	21	15.9%	10.2%	7.6%
Fluent English Proficient (FEP)	6	16	17	3.5%	6.8%	6.2%
Reclassified Fluent English Proficient (RFEP)	0	6	1	0.0%	22.2%	4.2%

Conclusions based on this data:

1. We have approximately 29 English Learners (EL) this year, a slow but steady increase in EL numbers since the school opened.
2. We support English Learners by providing intervention after school hours to prepare them for the ELPAC Summative Assessments in grades 2-6th grades.
3. We hope to continue to reclassify 4-5 students each year. Last year (2020-21) we reclassified 3 students during the COVID, and this year (2021-2022) 4 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		24	43		24	0		24	0		100	0.0
Grade 4			31			0			0			0.0
Grade 5			23			0			0			0.0
All Grades		24	97		24	0		24	0		100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		2445.			33.33			20.83			29.17			16.67	
All Grades	N/A	N/A	N/A		33.33			20.83			29.17			16.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3		37.50			37.50			25.00		
All Grades		37.50			37.50			25.00		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3		25.00			58.33			16.67		
All Grades		25.00			58.33			16.67		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		33.33			54.17			12.50	
All Grades		33.33			54.17			12.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		29.17			41.67			29.17	
All Grades		29.17			41.67			29.17	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Status level high - Average distance from standard +16.7
2. Out of the 24 students tested: 8 students were above standard, 13 were at or near standard, and 3 were below standard.
3. Sub-areas of ELA (English Language Arts) assessment: Reading 25% below standard, Writing 16% below standard, Listening 12% below standard, and Research/Inquiry 30% below standard. This class needs help in reading, and investigating, analyzing, and presenting information in the areas of Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		24	43		24	0		24	0		100	0.0
Grade 4			31			0			0			0.0
Grade 5			23			0			0			0.0
All Grades		24	97		24	0		24	0		100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		2424.			16.67			29.17			29.17			25.00	
All Grades	N/A	N/A	N/A		16.67			29.17			29.17			25.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3		16.67			50.00			33.33		
All Grades		16.67			50.00			33.33		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		33.33			45.83			20.83	
All Grades		33.33			45.83			20.83	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		25.00			45.83			29.17	
All Grades		25.00			45.83			29.17	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Status level medium - Average distance from standard -8.4.
2. Out of 24 students tested: 8 students were above standard, 11, were at or near standard, and 5 were below standard
3. Sub-component areas of Math: Concepts & Procedures 33% below standard, Problem Solving and Modeling 21% below standard, Communicating Reasoning 29% below standard.
These identified students across all these areas need extra support in math. We have special math groups now for these students and focused instructional strategies to help them meet their goals.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		1435.0	*		1452.7	*		1393.3	*		14	10
1		*	*		*	*		*	*		4	4
2		*	*		*	*		*	*		*	5
3		*	*		*	*		*	*		*	4
All Grades											22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		21.43	*		35.71	*		35.71	*		7.14	*		14	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
All Grades		13.64	16.00		36.36	56.00		36.36	24.00		13.64	4.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		28.57	*		42.86	*		21.43	*		7.14	*		14	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
All Grades		22.73	40.00		50.00	40.00		18.18	16.00		9.09	4.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		35.71	*		57.14	*		7.14	*		14	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
All Grades		40.91	24.00		45.45	72.00		13.64	4.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		28.57	*		71.43	*		0.00	*		14	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
All Grades		27.27	44.00		68.18	56.00		4.55	0.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		0.00	*		78.57	*		21.43	*		14	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
All Grades		0.00	12.00		63.64	72.00		36.36	16.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		42.86	*		42.86	*		14.29	*		14	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
All Grades		27.27	12.00		59.09	68.00		13.64	20.00		22	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data is limited due to small group size.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
276	24.3	7.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	7.6
Foster Youth		
Homeless	3	1.1
Socioeconomically Disadvantaged	67	24.3
Students with Disabilities	33	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.2
American Indian or Alaska Native	3	1.1
Asian	40	14.5
Filipino	1	0.4
Hispanic	85	30.8
Two or More Races	15	5.4
Native Hawaiian or Pacific Islander	1	0.4
White	113	40.9

Conclusions based on this data:

1. Our cultural diversity continues to grow here at Spring Lake Elementary

2. We are not a Title I school because the percentage of socioeconomically disadvantaged students is lower than what is needed for federal guidelines.
3. The Asian, Hispanic and White student groups are the largest groups by race/ethnicity and are growing each year.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="201 747 466 779">No Performance Color</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="678 747 943 779">No Performance Color</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1154 747 1422 779">No Performance Color</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="201 947 466 978">No Performance Color</p>		

Conclusions based on this data:

1. Not applicable at this time until we have dashboard data in the next two years.

School and Student Performance Data

Academic Performance English Language Arts

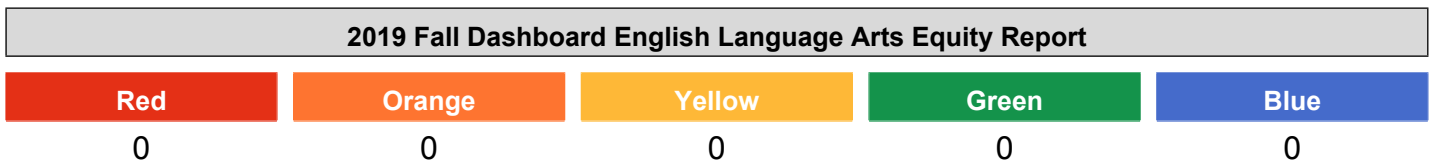
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>16.7 points above standard</p> <p>22</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>1 points below standard</p> <p>11</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 11 points above standard 11	 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	32.2 points above standard 16

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

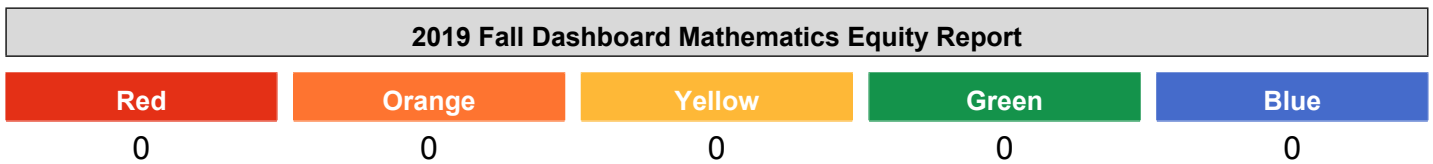
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>8.4 points below standard</p> <p>22</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>42.3 points below standard</p> <p>11</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students		 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 20.3 points below standard 11	 No Performance Color Less than 11 Students		 No Performance Color Less than 11 Students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	10.7 points above standard 16

Conclusions based on this data:

1. We have 2 English Learners in our highest grade when this data was taken.
2. We have 3 reclassified students in our highest grade.

School and Student Performance Data

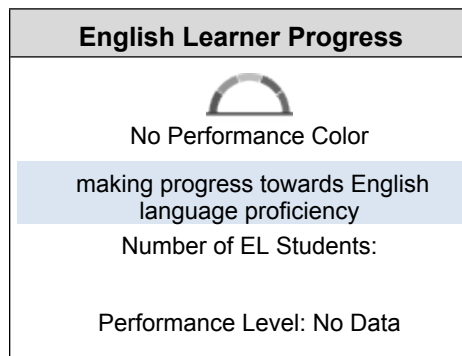
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Not applicable at this time until we establish dashboard data in the next two years

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable at this time until we establish dashboard data in the next two years

School and Student Performance Data

Academic Engagement Chronic Absenteeism

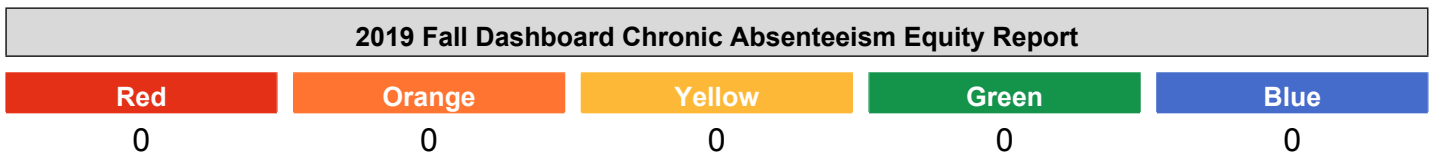
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 8.6 175	 No Performance Color 13.8 29	 No Performance Color Less than 11 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students	 No Performance Color 17.2 58	 No Performance Color 8 25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 4.2 24	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 17.7 62	 No Performance Color 0 15	 No Performance Color Less than 11 Students	 No Performance Color 3.1 64

Conclusions based on this data:

- Chronic absenteeism rate decreased by 2% the follow year from this data to 6% - down from 8.6% the first year.
- 58 out of 175 students chronically absent are in the low socioeconomic group (33%). Educating parents, and also calling to see if we can help with issues at home getting them to school.
- 29 out of 175 (16%) students chronically absent are English Learners. Same comment from #2 above. Breakdown by ethnicity: 62 White, 64 Hispanic, 24 Asian (India, Pakistan) More communication around this topic about expectations and how we can help.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable at this time

School and Student Performance Data

Conditions & Climate Suspension Rate

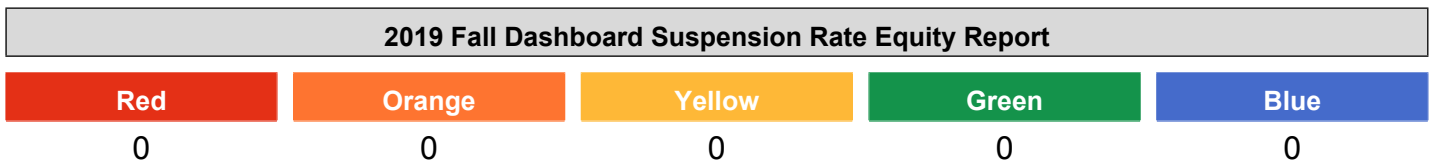
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>3.3</p> <p>182</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>3.3</p> <p>60</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>11.5</p> <p>26</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 26	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 3.2 63	 No Performance Color 0 15	 No Performance Color Less than 11 Students	 No Performance Color 3 66

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		3.3

Conclusions based on this data:

1. Three suspensions the first year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Increase opportunities for students to have meaningful participation in the Visual and Performing Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA)	2021-2022: 100% 335 Participated in VAPA activities	2022-2023: 100% of the students participating in VAPA activities
College & Career Opportunities for Students	2021-2022: College & Career Day - 100% of students participate in classroom presentations from parent and community members.	2022-2023: College & Career Day - Kinder, 4-6 grade students visit local colleges for presentations on C&C opportunities
Number of teachers attending professional development in the areas of visual and/or performing arts.	2020-2021: COVID prohibited in-person training that was originally planned	2022-2023: 100% of teachers will attend professional development in the areas of visual and/or performing arts.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide resources to create videos and google slide presentations on student choices of College and Career options as student projects in 4-6 grades. Students will improve their awareness of

local universities, community colleges and trade schools to prepare for various professions. Students in 6th grade will visit local businesses in a career interest and shadow for the day.

- Substitutes for teachers visit other school sites outside the district (STEAM, Positive-Behavior Intervention Systems, Project-Based Learning schools) in order to better meet the wide skills levels and interests
- Outside community agencies and/or teachers in residence come on campus to help model and teach the visual and performing arts.
- Focus on culturally relevant teaching strategies and supported by our community with a multi-cultural celebration.
- After school clubs for enrichment opportunities
- School wide career day - parents and community members come in to do presentations in the classrooms. Visit local college and career presentations.
- School-wide Engineering Design opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were unable to complete many of the strategies/activities for the 2021-2022 academic year because of COVID and in-person activities and events we had planned. However, at the end of this year we were able to do student clubs and Career Day.

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

Most of the budget was used for enrichment and intervention purposes which could be done inside the classrooms.

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.

The Visual and Performing Arts goals were not able to be met for the most part, and some were able to be realized in March 2022 by adding in both lunch and after-school clubs and Career Day in May. We added back in the ones that are important to next year's goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

After a thorough analysis of our schools local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA (English Language Arts) and Math performance overall (with a specific focus on English Learners and students with disabilities). For reading, there is a need for parent education to support students at home. In the area of math, a lack of basic math facts and foundational skills. For English Learners, there is a need to focus on writing skills and reading comprehension and fluency. Based on our STEAM (Science, Technology, Engineering, Art, and Math) emphasis, our needs are for professional development and resources to integrate these areas into the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Progress to Annual Typical Growth	2021-2022: Reading 97% and Math 71%	2022-2023: Maintain or exceed
Performance level on ELA and Math Academic Indicator.	N/A	N/A
Performance level on English Learner Progress Indicator	TBD	TBD
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	N/A	TBD
Suspension rate	0%	0%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	N/A	2022-2023: TBD
Student sense of safety and school connectedness	Student Survey: 98% positive	Student Survey: 98% positive or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in student learning opportunities such as before and/or after-school clubs	2021-2022: 125+ in clubs that began in March 2022	2022-2023: 200 students for the academic year
Number of parents who participate in parent training and volunteerism	Baseline established: Due to COVID, minimal participation	2022-2023: 200 hours or more completed by parents
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2021-2022 Highly Satisfied	2022-2023 Highly Satisfied
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2021-2022: Reading 97% and Math 71%	2022-2023: Maintain or exceed
Number of students who are chronically absent	15 students/ 5.4%	10% or below

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will have the opportunity for STEAM experiences at school.

- Send staff to trainings/conferences (STEAM, GLAD, PBL, Growth Mindset) on-site/off-site
- Engineering experiences schoolwide
- Horizontal and vertical alignment across grade levels through planning time
- PBL (Project based learning) training/coaching who is trained in project based learning to help work through grade level units/next steps
- STEAM training for staff (conferences, trainers who are engineers, scientists, other)
- Science In the River City Teacher Training:
- Classroom supplies, Lamination Expenses and replenish supplies for the FOSS science kits
- Copier Related Expenses (Clicks, paper, lease, staples)
- Gifted and Talented resources / Intervention resources
- Family and/or Parent Engagement Opportunities
- Before and After-School intervention programs for academic help for targeted assistance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17676.00

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of the listed strategies/activities was low this year due to the pandemic's impact. However, the teachers teamed up and provided rigorous instruction, intervention and hands-on learning opportunities - including project-based learning and STEAM activities.

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

Some activities and strategies were limited, but overall we had a very successful year. The instruction, activities and projects that occurred in the classrooms was rigorous and progressive. No wasted time because of the impact COVID has had on many learners. All teachers doing their own intervention in reading and math

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.

Same goals for next year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction.

Identified Need

After a thorough analysis of our schools' local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified to improve in Math and provide before and/or after school learning opportunities for EL students who are below grade level in writing and reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	20-21: Dataquest has 1 student, 4.2% out of 21 EL's.	Increase reclassification rate to 15%
English Learner Progress Indicator	N/A	N/A
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	2021-2022: January, March and May 2021 Element A - Score 3 Element B - Score 3 Element C - Score 4 Element D - Score 4 Element E - Score 2	2022-2023: A: Continuing high levels of support for language and cultures that students bring are important contributions to the classrooms in multiple languages. Focus on: Culturally responsive curriculum piece. Teachers would develop culturally responsive curriculum. B: Recognizing that there no one approach for all EL students and multiple strategies will need to be utilized depending on their individual needs. Focus on: Collaborate with EL specialist on different EL typologies. C: Continue with programs that value, affirm and uplift all groups represented at the school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>D: Continue building strong partnerships with families, 2 way engagement, communications and involvement of parents in our programs.</p> <p>E: - Need more professional development with teachers and special ed staff - collaborate together to develop language goals that support dually identified students.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional development and differentiated instruction to meet the individual needs of each English Learner

- English Language Development (ELD) review training, strategies and co-teaching model. EL Specialist to provide PD/Coaching to model and collaborate with staff to implement research-based strategies for integrated ELD instruction.
- English Learner Resources and materials
- Order books in other languages or stories about their countries in the library
- English Learner Specialist on-site during school hours to model and co-teach
- Continue with after-school English Learner Club opportunities
- Resources to parents to help their children at home with reading and math
- Kinder Camp or EL camp - focus on oral language and English Learners
- CAFE opportunity for one parent of ELAC - need to write a grant/scholarship to cover this expense.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

335

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were able to hold virtual ELAC meetings and discussed and trained as a schoolwide staff EL Roadmap Principal 1 A-E

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

We were able to meet most of the goals this year.

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

Would like to offer Kinder camp or an EL camp during the summer

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Partnerships within and outside of our school community

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	2021-2022: Due to COVID, students not involved in community partnerships	2022-2023: Community partnership opportunities for students (i.e. - Woodland Regional Park)
Number of extracurricular programs offered	2021-2022: In March 2022, we began extracurricular programs	2022-2023: Run extracurricular programs all year long
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2021-2022: 144 students - all students in grades 3-6	2022-2023: All students in grades 3-6
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2021-2022: Student Advisory Committee consisted of 22 students from grades 4-6 representing a variety of demographics and academic levels at our school.	2022-2023: Continue with Student Advisory Committee - but less students. The larger group was more challenging to gain consensus.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Leadership Opportunities for most grade levels, with an emphasis in the upper grades depending on the activity.

- Student Council (upper grades only)
- Conflict Mediator Training
- Student led presentations to other classes about specific topics/themes of interest
- Buddy classrooms set up for reading, math, science, STEAM and PBL projects. Older student paired with younger student.
- Student led tours "Ambassador Program" of the school when we have visitors and/or in classrooms. Focus on STEAM and Project-Based Learning, Growth Mindset, and Restorative Practices
- Student led after/school groups (Upper grades)
- Tutoring - older students helping younger students with academic help (reading, writing, math) (Upper grades)
- Guest Readers in lower grade classrooms
- Student led family nights: Math, Reading, Engineering (Upper grades)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to COVID, many of the activities were not done until March 2022. These programs began in March 2022: Conflict Mediation Training, Student Council, Buddy Classrooms with STEAM, Ambassadors, student-led after school clubs and tutoring club (total students participating 112) and guest readers.

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

We did not have any family nights during COVID. We offered a STEAM activity for Open House this year.

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

The only different in this goal, would be to do these activities for the entire school year in 2022-2023

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$18,811.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$18,811.00

Subtotal of state or local funds included for this school: \$18,811.00

Total of federal, state, and/or local funds for this school: \$18,811.00

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
Art Pimentel	Parent or Community Member
Eric Garber	Parent or Community Member
Brian Coward	Parent or Community Member
Richard Smith	Parent or Community Member
Shanna Durr	Parent or Community Member
Brenda Hansen	Classroom Teacher
Elizabeth Maurer	Classroom Teacher
Andrea Gonzales	Other School Staff
Robyn Miller	Principal

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
<i>Tatiana Bonilla</i>	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 4/5/2022.

Attested:



Principal, Robyn Miller on 4/4/2022
SSC Chairperson, Art Pimentel on 4/4/2022