

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 |
|----------------------------------|-----------------------------------|--|---------------------------|
| Luther Burbank Elementary School | CA | 05/16/22 | June 8, 2022 |

Contact Person: Lauren Liotta
Position: Principal
Phone Number: 7078903902
Address: 203 S. A Street
 Santa Rosa, CA 95401-6302
E-mail Address: lliotta@srcs.k12.ca.us

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.

Luther Burbank Elementary School's plan will effectively meet the ESSA requirements because it takes local and state data and stakeholder input into consideration when developing site goals and actions to support those goals. After careful review of data and input received, the school plan then allocates resources to support achievement of school goals. School goals are in alignment with the Santa Rosa City Schools' District LCAP and are focused on academics and social emotional supports and preparing students to

be ready for college, career and life. The actions under our goals are all geared towards extra supports for struggling learners, ELs, socio-economically disadvantaged students, and foster youth.

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

Luther Burbank Elementary School consults with various stakeholders throughout the year as a part of the planning process. Data and feedback occurs during staff, School Site Council (SSC), and English Learners Advisory Committee Meetings.

Staff Meetings: 8/10/21, 8/23/21, 9/13/21, 10/11/21, 10/25/21, 11/08/21, 12/13/21, 1/10/22, 1/24/22, 2/28/22, 3/14/22, 3/28/22, 4/11/22, 4/25/22, 5/9/22, 5/23/22.

SSC Meeting Dates: 10/20/21, 11/15/21, 1/10/22, 2/21/22, 3/14/22, 4/4/22, 4/18/22, 5/16/22

ELAC Meeting Dates: 11/8/21, 12/13/21, 1/10/22, 2/23/22, 3/30/22, 4/27/22, 5/25/22

Resource Inequities – Required for CSI / ATSI

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 by Subgroup | | | | | | |
|--------------------------------|-------------------------|-------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0% | 0% | 0% | 0 | 0 | 0 |
| African American | 1.22% | 1.0% | 1.0% | 4 | 3 | 3 |
| Asian | 2.74% | 3.2% | 3.1% | 9 | 10 | 9 |
| Filipino | 0.61% | 1.0% | 0.34% | 2 | 3 | 1 |
| Hispanic/Latino | 89.94% | 89.7% | 88.4% | 295 | 278 | 260 |
| Pacific Islander | 0% | 0% | 0% | 0 | 0 | 0 |
| White | 4.88% | 5.2% | 6.80% | 16 | 16 | 20 |
| Multiple/No Response | 0.61% | 0% | 0.34% | 2 | 0 | 1 |
| | Total Enrollment | | | 328 | 310 | 294 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 62 | 37 | 38 |
| Grade 1 | 39 | 48 | 34 |
| Grade 2 | 37 | 41 | 43 |
| Grade3 | 38 | 42 | 40 |
| Grade 4 | 47 | 40 | 45 |
| Grade 5 | 52 | 49 | 47 |
| Grade 6 | 53 | 53 | 42 |
| Total Enrollment | 328 | 310 | 289 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 141 | 134 | 153 | 43.0% | 43.2% | 52.0% |
| Fluent English Proficient (FEP) | 128 | 91 | 66 | 39.0% | 29.4% | 22.6% |
| Reclassified Fluent English Proficient (RFEP) | 69 | 2 | 62 | 37.9% | 1.4% | 21.1% |

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 |
| 306 | 65.5% | 52.0% | 1.3% |
| 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. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | | 52.0% |
| Foster Youth | | 1.3% |
| Homeless | | 1.2% |
| Socioeconomically Disadvantaged | | 65.5% |
| Students with Disabilities | | 14.3% |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 3 | 1.0% |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 9 | 3.1% |
| Filipino | 1 | 0.3% |
| Hispanic | 260 | 88.4% |
| Two or More Races | 1 | 0.3% |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| White | 20 | 6.8% |

Conclusions based on this data:

1. Total enrollment has decreased, however enrollment by subgroup and ethnicity has remained similar.

2. Large Hispanic population deserves continued efforts to meet the needs of that specific population while also serving the needs of our other less populous race/ethnicity groups. Collaboration with the school parent club and community will continue to help meet these needs.
3. Continue to build community partnerships to support our economically disadvantage students and share available resources with families.





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.

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2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| English Language Arts  Orange | Graduation Rate | Suspension Rate  Green |
| Mathematics  Orange | Chronic Absenteeism  Orange | |
| English Learner Progress | | |
| College/Career | | |

Conclusions based on this data:

1. Data is frozen from 2018-2019 due to Covid-19 school closures in Spring of 2019-2020.
2. Continue to support the implementation of the revised SST process and utilization of the PRIM (Pre-Referral Intervention Manual) to address academic needs earlier.
3. Improvement needed in the area of attendance, monitoring attendance, and implementing earlier interventions. Improvement needed for targeted parent education on the importance of attendance.

School and Student Performance Data

Academic Performance English Language Arts

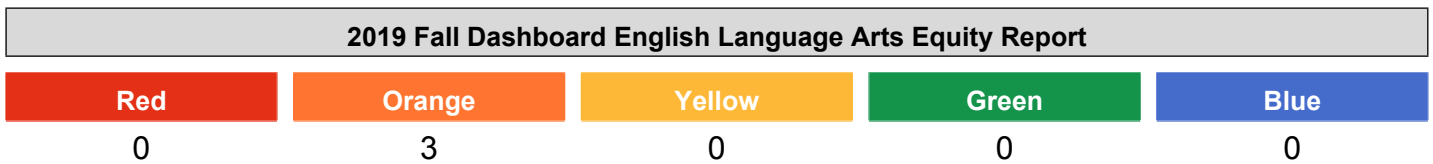
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Orange 24.1 points below standard 188 | <p>English Learners</p> Orange 25 points below standard 164 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p> Orange 28 points below standard 171 | <p>Students with Disabilities</p> No Performance Color 96.1 points below standard 28 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 28.4 points below standard 169 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |

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 |
|----------------------------------|---------------------------------|----------------------------------|
| 69.7 points below standard 37 | 12 points below standard 127 | 20.7 points below standard 22 |

Conclusions based on this data:

1. Data is frozen from 2018-2019 due to Covid-19 school closures in Spring of 2019-2020.
2. Continued focus on close reading, evidence-based writing and using the RACE Strategy: Restate the Question, Answer it, Cite Evidence, Explain and Extend, to support students with writing constructive responses. Continue designated and Integrated ELD instruction to support our EL students.
3. Focus on targeted interventions, including utilization of the Reading Specialist, and first best instruction, specifically for ELs and students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

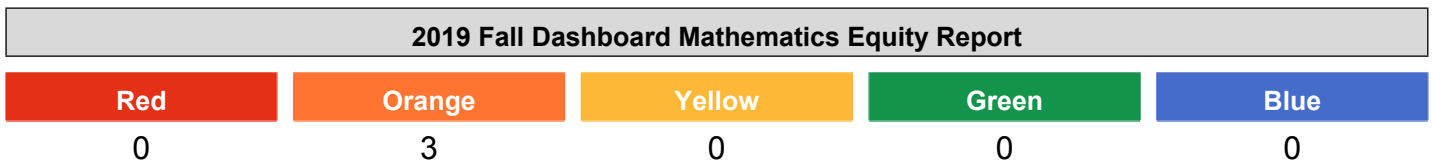
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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> Orange 22.3 points below standard 189 | <p>English Learners</p> Orange 20.2 points below standard 165 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p> Orange 23.3 points below standard 172 | <p>Students with Disabilities</p> No Performance Color 96.6 points below standard 28 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 25.4 points below standard 170 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |

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 |
|----------------------------------|----------------------------------|--------------------------------|
| 64.2 points below standard 38 | 7.1 points below standard 127 | 39 points below standard 22 |

Conclusions based on this data:

1. Data is frozen from 2018-2019 due to Covid-19 school closures in Spring of 2019-2020.
2. In-Depth analysis of the data to guide instruction as well as Increased use of supplemental math programs (IXL, LGL, Khan Academy, etc.).
3. Continued implementation of adopted math program and focus on basic skills/word problems and multi-step math problems. Implement math intervention support, prioritizing current ELs and students with disabilities.

School and Student Performance Data

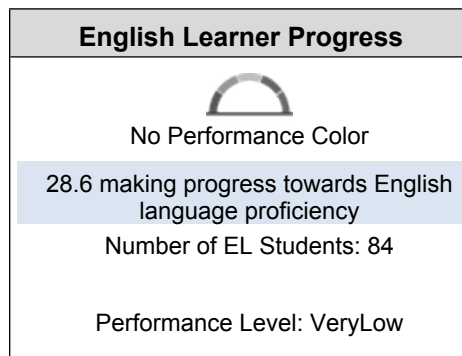
Academic Performance English Learner Progress

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.

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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

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 31 | 29 | 1 | 23 |

Conclusions based on this data:

1. Data is frozen from 2018-2019 due to Covid-19 school closures in Spring of 2019-2020.
2. Continued focus on EL instruction best-practices including the use of GLAD strategies and implementation on Lexia.
3. ELD focus should be on writing, reading, as well as continued work on vocabulary development.

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. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

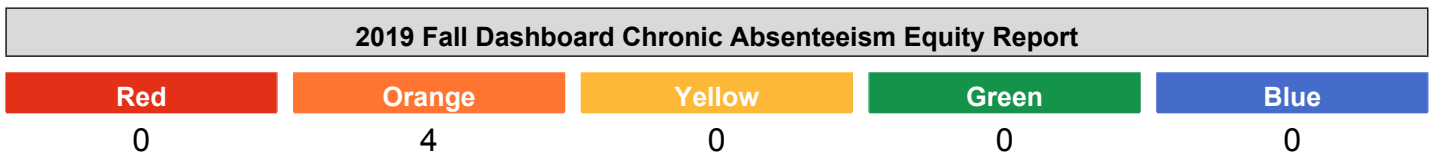
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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 | | |
|--|---|--|
| <p>All Students</p>  Orange 12.5 Increased +1.4 335 | <p>English Learners</p>  Orange 12.1 Increased +2.8 190 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p>  Orange 11 Increased +1.5 282 | <p>Students with Disabilities</p>  Orange 18.9 Increased +5.2 53 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 12.5 Increased +1.9 295 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 17.6 Declined -3.4 17 |

Conclusions based on this data:

1. Data is frozen from 2018-2019 due to Covid-19 school closures in Spring of 2019-2020.
2. Continue to work on decreasing Chronic Absenteeism by implementing incentives, increasing early interventions, and increased parent education.
3. Continue to work on decreasing Chronic Absenteeism by improving school culture and -----

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.

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| 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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

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Lowest Performance



Red



Orange



Yellow



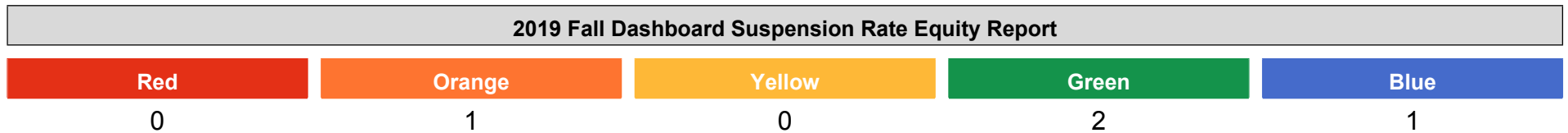
Green



Blue

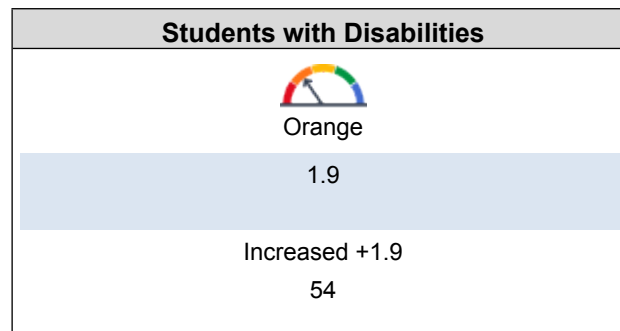
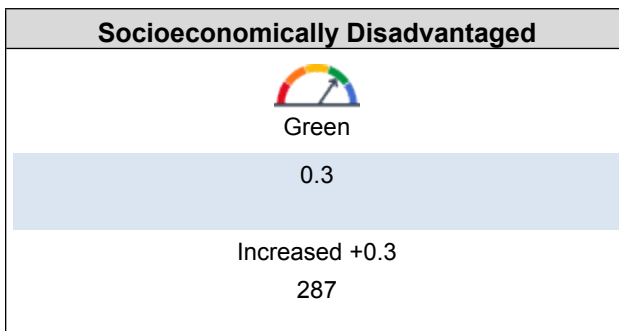
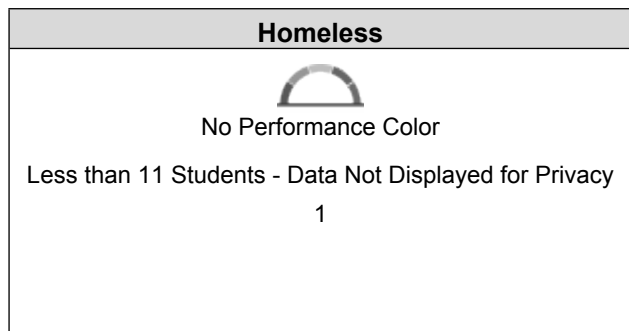
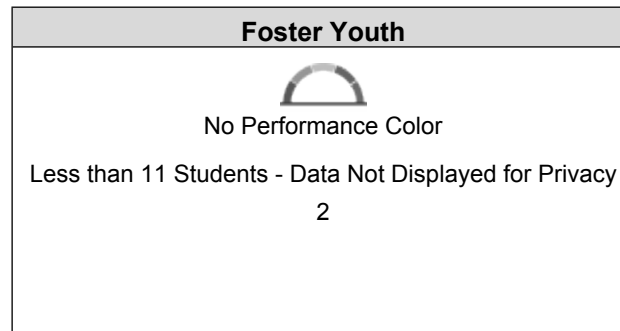
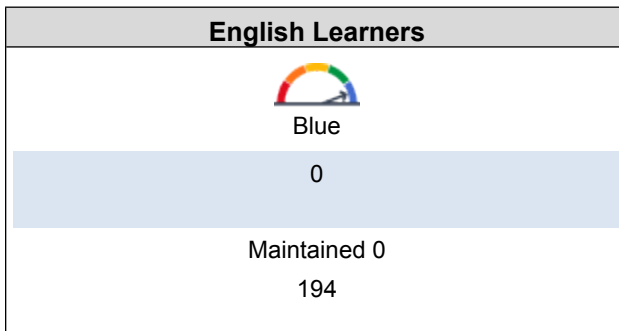
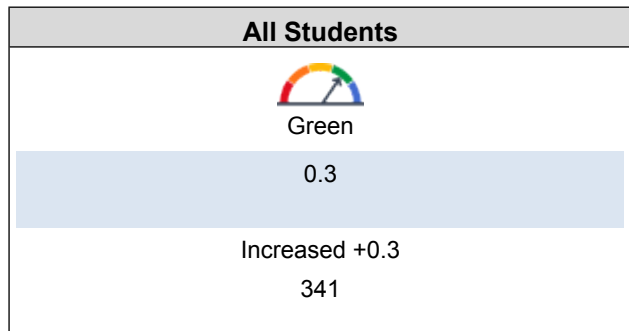
Highest Performance

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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not 5 | |  No Performance Color Less than 11 Students - Data Not 8 |  No Performance Color Less than 11 Students - Data Not 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 0.3 Increased +0.3 301 |  No Performance Color Less than 11 Students - Data Not 5 | |  No Performance Color 0 Maintained 0 17 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0 | 0.3 |

Conclusions based on this data:

1. Increase in alternative interventions to help our students going through trauma are needed.
2. Continue to use restorative practices and alternative practices such as logical and community support consequences as well as in-house suspension when suspension not warranted or in the best interest of the student.
3. Increase community resources in our school to support student needs decreasing behavior that may lead to suspensions.

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

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

Provide student-centered teaching and learning opportunities that lead to equitable outcomes for students. Focus on increasing student proficiency in reading, writing, and math through providing best-first instruction, targeted intervention and ELD support. Foster multiple areas of growth for students.

Identified Need

Increase student academic proficiency to meet grade level benchmarks.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|---|---|
| Youth Truth Survey Data | Based on Spring 2021 Youth Truth data, 16% of families answered "Stronger Academics" to the question "What is one area in which your school could improve? - Overall" | Improve response rate to this question |
| CAASPP | There were no tests in 2020-21 for ELA and Math, so the site will need to compare 2017-2018 data for baseline. | The number of students meeting or exceeding standards will increase for ELA and Math. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| English Learner Reclassification Rates | Initial ELPAC and ELPAC Summative Scores | Increase the number of students reclassified as compared to the previous school year. |
| Let's Go Learn (LGL) | Beginning of the Year Assessment for DORA and ADAM | End of Year Assessment will demonstrate student academic progress for all students as compared to beginning of year assessment. |

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

Reading Specialist for Intervention support in ELA and ELD, Increased Library Technician hours, Instructional Assistant

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: CAASPP, DRA, DIBELS, LGL, reclassification rates, number of students served through reading intervention and instructional assistant.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 71192.24 | 0500 - Supplemental 1xxx – FTE Certificated Salaries Reading Specialist Teacher (.65 FTE) |
| 23183.77 | 0500 - Supplemental 3000 – Certificated FTE Benefits |

| | |
|----------|--|
| | Reading Specialist Teacher (.65 FTE) |
| 38334.33 | 3010 - Title I 1xxx – FTE Certificated Salaries Reading Specialist Teacher (.35 FTE) |
| 12483.65 | 3010 - Title I 3000 – Certificated FTE Benefits Reading Specialist Teacher (.35 FTE) |
| 2215.83 | 0500 - Supplemental 2xxx – FTE Classified Salaries Librarian Technician (.04950 FTE) |
| 1542.21 | 0500 - Supplemental 3000- Classified FTE Benefits Librarian Technician (.04950 FTE) |
| 14033.66 | 3010 - Title I 2111 - Instructional Assistant Instructional Assistant (.25 FTE) |
| 8293.08 | 3010 - Title I 3000- Classified FTE Benefits Instructional Assistant (.25 FTE) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Extended Day - After School Tutorial to support student learning.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: CAASPP, DRA, DIBELS, LGL, number of students served.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 500 | 0500 - Supplemental 1112 - Teacher Extended Day After School Math and ELA Tutorial |
| 148.30 | 0500 - Supplemental 3000 - Certificated Hourly Benefits After School Tutorial for Math and ELA |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental instructional materials and technology to support curricular delivery, best first instruction, and to enhance student learning.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: CAASPP, DRA, DIBELS, LGL

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1923.83 | 0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Instructional Materials (Consumable), MTSS/School culture materials and supplies. |
| 0 | |

| | |
|------|---|
| | |
| 2500 | 0500 - Supplemental 5817 - Online Computing Services / Software Licenses Technology - AR, IXL, and/or other online software to supplement instruction |
| 200 | 0500 - Supplemental 4200 - Books - Other than Textbooks |

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.

Most strategies and activities were implemented to increase the academic levels thus having students move closer or achieving grade level benchmarks.

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

After school tutorials were provided and all assessments were administered. Additional online software was utilized this year for math support.

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.

Resources will continue to be allocated for after school tutoring to support academic success. Resources will continue to be allocated for materials and supplies and online technology to support academic success for our students. Further review of data and outcomes need to be analyzed to determine effectiveness and high impact practices.

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

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase parent engagement in the school community and foster a positive and inclusive school culture. Decrease chronic absenteeism and increase the average daily attendance rate.

Identified Need

Additional parent education and engagement programs, social emotional wellness and attendance for students, and continued focus on fostering an inclusive and positive school culture.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|---|---|
| Youth Truth Survey Data | Based on Spring 2021 Youth Truth data, 17% of Families responded " Better Family Engagement Programs" is an area for improvement. | Improve response rate to this question. |
| Youth Truth Survey Data | 27% of our families completed the Youth Truth Survey in Spring 2021. | Increased number of families completing the survey. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|--|---|
| Youth Truth Survey Data | Based on Spring 2021 Youth Truth data, 17% of students responded "culture" is an area for improvement. | Improve response rate to this question. |
| ADA | 2021-2022 School Year ADA Report | Improve ADA as compared to baseline pre-covid. |
| Chronic Absenteesism | 2021 Chronic Absenteeism Data | Decrease Chronic Absenteeism as compared to baseline pre-covid. |

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

Parent Education and Engagement

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: Parent participation in school activities, Response to Youth Truth Data, Feedback from ELAC and Parent Club.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1398.00 | 3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials and Supplies for Parent Education and Engagement activities; school wide assemblies. |

| | |
|--------|---|
| 0 | |
| 0 | |
| 121.83 | 3010 - Title I 5901 - Postage Home communication |
| 150 | 0500 - Supplemental 5901 - Postage Home communication |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MTSS and PBIS, focus on student wellness and foster a positive and inclusive school culture.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: ADA, Chronic Absenteeism, and development and implementation of attendance interventions, enrichment opportunities for students beyond the classroom.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 417.00 | 3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional support for attendance interventions.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: ADA, Chronic Absenteeism

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11595.72

0500 - Supplemental
2xxx – FTE Classified Salaries
Elementary Technician (.25 FTE)

7984.83

0500 - Supplemental
3000- Classified FTE Benefits
Elementary Technician (.25 FTE)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enrichment opportunities for students and extended learning beyond the classroom.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: number of students served and number of activities offered.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 600 | 0500 - Supplemental 5832 - Field Trip Transportation Field Trips, outdoor education |

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.

Most strategies and activities were implemented however, due to COVID, the goal of maintaining an average daily attendance rate of 95% or better was not met. Due to COVID there were few activities throughout the year designated to increase parent engagement and/or education.

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

COVID quarantine requirements affected our ability to decrease chronic absenteeism and provide meaningful parent engagement opportunities.

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.

A deeper focus on parent engagement and education will be implemented and the SSC will use the metrics stated previously to measure our success. The Elementary Technician (.25 FTE) will be utilized in the following school year to help decrease chronic absenteeism more effectively.

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

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

Educators will have the opportunity to participate in professional development to further develop skills in pedagogical innovation, leadership and better implement instructional tools needed to provide a positive and flexible learning environments. Educators will have the opportunity to collaborate with each other to ensure these tools are implemented to their maximum capacity.

Identified Need

Increase professional development opportunities and opportunities for deep collaboration among staff to support growth minded professionals.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|--|---|
| Youth Truth Survey Data | Based on Spring 2021 Youth Truth data, 12% of staff responded "Better Professional Development" as an area of improvement. | Improve response rate to this question. |

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

Teacher Release Time for data analysis to identify high impact practices, grade level collaboration and articulation, and assessments.

Monitoring Effectiveness

How will this activity be monitored during the year?

School Site Council will monitor the effectiveness of this activity. The following data will be used to monitor this activity: CAASPP, DRA, DIBELS, LGL, teacher participation in professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

0500 - Supplemental
1122 - Teacher Release Time
Professional development, Data Analysis, Grade-level
collaboration and articulation

148.30

0500 - Supplemental
3xxx – Benefits

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.

During the 2021-2022 school year, few strategies and activities were implemented that provided staff the opportunity for professional development or collaboration.

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

Due to COVID restrictions, few professional development opportunities outside of district offerings were attended. Teachers had the opportunity to attend district provide professional development/collaboration via zoom.

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.

To meet this goal in the following year, opportunities will be provided for staff to attend professional development and/or utilize collaboration time. A combination of both virtual and in person options will be considered.

Staffing

Subject: Staffing

| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|--|-----------------------------------|---------------------|--------------------------------------|---------------------------------------|
| Reading Specialist to provide reading intervention to students struggling to meet challenging academic standards. | | | | Goal 1 |
| | Reading Specialist (.65 FTE) | 0500 - Supplemental | 94376.01 | |
| | Reading Specialist (.35 FTE) | 3010 - Title I | 50817.98 | |
| Instructional Assistant to provide additional targeted support to struggling students. | | | | Goal 1 |
| | Instructional Assistant (.25 FTE) | 3010 - Title I | 22326.74 | |
| Elementary Technician to provide additional support for attendance interventions for students not regularly attending school. | | | | Goal 2 |
| | Elementary Technician (.25 FTE) | 0500 - Supplemental | 19580.55 | |
| Librarian Technician to provide additional opportunities for students to access resources in the library to meet challenging academic standards. | | | | Goal 1 |
| | Librarian Technician (.04950 FTE) | 0500 - Supplemental | 3758.04 | |
| | | | | |
| | | | | |
| | | | | |

| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|---|----------|----------------|--------------------------------------|---------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 | \$75,081.55 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$199,466.58 |

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 (\$) |
|------------------|-----------------|
| 3010 - Title I | \$75,081.55 |

Subtotal of additional federal funds included for this school: \$75,081.55

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 (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| 0500 - Supplemental | \$124,385.03 |

Subtotal of state or local funds included for this school: \$124,385.03

Total of federal, state, and/or local funds for this school: \$199,466.58

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---------------------|------------|---------|
| 3010 - Title I | 75,081.55 | 0.00 |
| 0500 - Supplemental | 124,385.03 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| | 0.00 |
| 0500 - Supplemental | 124,385.03 |
| 3010 - Title I | 75,081.55 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|----------------------------------|------------|
| | 0.00 |
| 1112 - Teacher Extended Day | 500.00 |
| 1122 - Teacher Release Time | 500.00 |
| 1xxx – FTE Certificated Salaries | 109,526.57 |
| 2111 - Instructional Assistant | 14,033.66 |
| 2xxx – FTE Classified Salaries | 13,811.55 |

| | |
|--|-----------|
| 3000 - Certificated Hourly Benefits | 148.30 |
| 3000 – Certificated FTE Benefits | 35,667.42 |
| 3000- Classified FTE Benefits | 17,820.12 |
| 3xxx – Benefits | 148.30 |
| 4200 - Books - Other than Textbooks | 200.00 |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 1,815.00 |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings) | 1,923.83 |
| 5817 - Online Computing Services / Software Licenses | 2,500.00 |
| 5832 - Field Trip Transportation | 600.00 |
| 5901 - Postage | 271.83 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|-------------------------------------|---------------------|-----------|
| | | 0.00 |
| 1112 - Teacher Extended Day | 0500 - Supplemental | 500.00 |
| 1122 - Teacher Release Time | 0500 - Supplemental | 500.00 |
| 1xxx – FTE Certificated Salaries | 0500 - Supplemental | 71,192.24 |
| 2xxx – FTE Classified Salaries | 0500 - Supplemental | 13,811.55 |
| 3000 - Certificated Hourly Benefits | 0500 - Supplemental | 148.30 |
| 3000 – Certificated FTE Benefits | 0500 - Supplemental | 23,183.77 |
| 3000- Classified FTE Benefits | 0500 - Supplemental | 9,527.04 |
| 3xxx – Benefits | 0500 - Supplemental | 148.30 |

| | | |
|--|---------------------|-----------|
| 4200 - Books - Other than Textbooks | 0500 - Supplemental | 200.00 |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings) | 0500 - Supplemental | 1,923.83 |
| 5817 - Online Computing Services / Software Licenses | 0500 - Supplemental | 2,500.00 |
| 5832 - Field Trip Transportation | 0500 - Supplemental | 600.00 |
| 5901 - Postage | 0500 - Supplemental | 150.00 |
| 1xxx – FTE Certificated Salaries | 3010 - Title I | 38,334.33 |
| 2111 - Instructional Assistant | 3010 - Title I | 14,033.66 |
| 3000 – Certificated FTE Benefits | 3010 - Title I | 12,483.65 |
| 3000- Classified FTE Benefits | 3010 - Title I | 8,293.08 |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 3010 - Title I | 1,815.00 |
| 5901 - Postage | 3010 - Title I | 121.83 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 176,550.90 |
| Goal 2 | 22,267.38 |
| Goal 3 | 648.30 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

| Name of Members | Role |
|--------------------------|--|
| Lauren Liotta | Principal |
| Brenda Martinez | Parent or Community Member |
| Ismael Arriaga Rodriguez | Parent or Community Member |
| Tanya Knapp | Parent or Community Member |
| Eric Gibbs | Other School Staff Parent or Community Member |
| Rose Morgan | Classroom Teacher |
| Lori Lapham | Classroom Teacher |
| Heather Rosales | Other School Staff |

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

on file

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 16, 2022.

Attested:



Principal, Lauren Liotta on May 16, 2022

SSC Chairperson, Lori Lapham on May 16, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019