

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Beach Elementary School
	Havens Elementary School
	Wildwood Elementary School
Address	100 Lake Ave. Piedmont, CA 94611
	323 Highland Ave. Piedmont, CA 94611
	301 Wildwood Ave Piedmont, CA 94611
County-District-School (CDS) Code	01-61275-0000000
	Anne Valva
Principal	Anne Dolid
	Carol Cramer
District Name	Piedmont Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	October 27, 2022
Local Board Approval Date	November 9, 2022

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

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Introduction

Beach, Havens, and Wildwood Elementary Schools are the three elementary school programs in the Piedmont Unified School District. It is very intentional that the three elementary schools work closely together to promote parity in all aspects of education as we are part of a Unified School District preparing students for one middle school. Together the three schools submit one School Plan for Student Achievement, with goals developed through Tri-School collaboration and effort to ensure a consistent experience for our elementary students.

School Vision and Mission

We believe all students can learn at high levels and our mission is to collectively ensure the learning and well being of every student.

School Profile

Tri-School Profile

Beach, Havens, and Wildwood Elementary Schools (known as the “tri-schools”) are elementary schools located in Piedmont, California. Serving nearly 1,000 students in TK through fifth grades, the tri-schools are consistently ranked among the top public schools in California for their academic excellence, highly engaged staff, and rich programming spanning art, music, and social-emotional and physical wellness designed to meet the needs of all students.

One of our strengths is the partnership across all three schools, which all feed into the same middle school, Piedmont Middle School. Principals, teachers, staff, and parents from the tri-schools periodically share ideas, classroom materials, and best practices, as well as hold joint community events for the betterment of our students and schools. Another strength is the close partnership between parent groups and the tri-schools, including the Piedmont Anti-Racism and Diversity Committee (PADC); Parents, Resources, and Advocacy in Special Education (PRAISE); each school's respective parent organization, and others. Together, we are collaborating to evolve how we prepare students with the skills, tools, and growth mindsets to thrive in our changing world.

Current Enrollment as of Census Day, October 2022 in Grades Transitional Kindergarten - Fifth Grade: Beach 289, Havens 439, Wildwood 265 Total: 993

Seismic, safety, and accessibility upgrades were completed on all elementary schools between 2008 and 2012.

Each site has a separate comprehensive safety plan. The following drills help students and staff prepare for an emergency response.

- Monthly Fire Drills
- Earthquake Drill
- Shelter in Place Drill
- Lock Down Drill

Class Size and Grades Levels

Class size reduction funds and a local parcel tax have made it possible to provide primary class sizes of 24 or less in TK-3, and fourth and fifth grade classes of 28 or less.

All three schools serve students in kindergarten through 5th grade. Currently, the state is in the process of rolling out universal transitional kindergarten. Currently, there are two classes at Havens and one class at Beach. In the 2022-23 school year children who turn 5 between Sept. 2 - Feb. 2 are eligible for transitional kindergarten. In the 2023-24 school year children who turn 5 between Sept. 2 - April 2 are eligible. In the 2024-25 school year children who turn 5 between Sept. 2 - June 2 are eligible and in the 2025-26 school year all children will be eligible.

Teaching and Learning

Curriculum, pedagogy, and assessment intertwine to support each student’s academic growth. All students are required to learn the essential standards of a broad academic curriculum. The curriculum includes language arts, mathematics, science, technology, history/social studies, visual and performing arts, physical education, and health. Language arts and mathematics instruction are Common Core State Standard-aligned and all students have access to standards-based/Common Core instructional materials. Each year teachers review students’ progress on classroom and standardized tests, and collaborate across grade levels to provide the programming that meets each student’s needs.

In addition to the clear emphasis on a robust academic education, we maintain a strong focus on students’ social-emotional growth. In addition to the social-emotional curriculum, which is outlined later in this report, we emphasize problem-solving as a means to resolve conflict when it may occur.

The school district, with supplemental funding from the Piedmont Education Foundation, provides the following program specialists: reading intervention/ English Language Development, math intervention, counseling, technology, physical education, vocal music (K - 3rd grade), instrumental music (in 4th and 5th grade), art, school psychologist, speech and language therapist, district nurse, librarian, occupational therapist, resource specialist and Special Day Class teachers. Additionally, all classrooms have instructional paraeducators for the equivalent of one hour a day.

Language Arts

The K-5 literacy program we have in place includes The Reading and Writing Workshops (Calkins), Fountas and Pinnell Guided Reading, Units of study in Phonics K-2 (Calkins), Jump Rope Readers and additional decodables, Word Study 3-5 (Fountas and Pinnell) and Interactive Read Aloud (Fountas and Pinnell). Teachers use these materials to guide their students in becoming fluent readers and writers. All classrooms have leveled classroom libraries that are accessible to the students in the room. Many of our text selections, both fiction and nonfiction, enhance and extend concepts taught during social studies and science.

PUSD uses a balanced literacy approach, where students are taught both explicit foundational reading skills, as well as the comprehension skills needed to engage with texts in complex and meaningful ways.

<https://tinyurl.com/ReadingRopePUSD>

Reading and Writing Workshops are structured around explicit mini lessons where teachers connect students' learning to real life context and prior lessons. Through direct modeling, teachers introduce one teaching point, which could be a strategy, skill, or procedure, and provide students the opportunity to practice this teaching point through active involvement. The goal is to link the new learning to students' own reading and writing practices.

Differentiation, which includes student choice, is a critical component of both workshops, and allows the students' choice to guide their study. In Reader's Workshop, students choose from a selection of "just right books" to build stamina, fluency, and comprehension during independent reading periods. A "just right" book is one that a person can read fluently with 95% or better accuracy with strong comprehension. Teachers assist students in understanding what "just right" means for them (e.g. if a student does not easily understand 5 words within the first paragraph, it is likely not at the right level), while ensuring they are being challenged by the selections they are making. Teachers meet with students during this reading time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to ensure that they are meeting students' learning needs. Guided reading groups supplement the Readers Workshop.

Within Writing Workshop, the Units of Study include Opinion, Information, and Narrative Writing. Students learn the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Teachers give instructional attention to both content and conventions, for example, editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students' published writing is handwritten or word-processed and in some grades, they receive feedback from their peers. Students take a great deal of pride in showcasing their work.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous opportunities to practice their speaking activities: by reading books aloud, through dramatic presentations and plays, poetry recitals, presentations on current events, classroom community meetings/circles, discussions, cooperative learning groups, conflict resolution, and book talks. Approximately 90 instructional minutes are spent on language arts instruction daily.

Reading Intervention is offered through our general education reading intervention program, or through special education based on students' individualized education plans. Students who are assessed as needing additional support in a literacy area (fluency, decoding, comprehension) are provided a structured intervention program tailored to the student's area of need for four to five 30 to 45- minute periods a week depending on grade level. Intervention is provided in six to eight week cycles and the intervention team monitors progress and reassesses students to determine the effectiveness of the intervention. The team documents progress through the RtI process using a variety of assessment tools and parents receive regular updates on their child's progress

Library Program

Literacy and information literacy skills are promoted, strengthened, and supported by our library program. K-5 students meet every other week for 40-50 minutes with our teacher-librarian, with additional flexible time for resource-based projects and book check-out. The teacher-librarian, whose position is part time, is supported by a part-time library

assistant. The Common Core State Standards emphasize teacher-librarians' key skills: research; equipping students to access, evaluate, and synthesize information; and strengthening literacy. The Model School Library Standards for California Public Schools provide the structure for the elementary school library programs. The teacher-librarian actively maintains and updates an extensive collection of resources, both print and electronic, for students, teachers and parents; these resources support the Common Core curriculum as well as the independent reading and diverse learning needs of students. The library program consists of four components: Reading, Digital and Information Literacy, Collaboration with Classroom Teachers, and Technology.

Additionally, the library is available at most recess and lunch periods so that students have an alternate place to go during recess to engage in quieter activities. The library is also available to parents, who are encouraged to create a family account that allows them to check out and return books.

Mathematics

Bridges in Mathematics and Number Corner are our K-5 math curriculum. These complimentary programs, published by Math Learning Center are California Common Core State Standards aligned.

Bridges in Mathematics is a comprehensive K-5 curriculum that focuses on "developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems." Learning is facilitated through direct instruction, "workplaces" where students engage in skill based math games and activities, and individual practice. Number Corner is the numerical fluency component of the math program which complements the Bridges curriculum by providing short daily exercises that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level. For example, in Kindergarten, one of the Common Core Standards in math is recognizing and producing patterns. In the daily Number Corner activity, the Kindergarten classes use their monthly calendar to reinforce this concept. The days of the week feature increasingly complex patterns of color, shape, and number. This month, the students are looking at a pattern of leaves. The first of the month started with one brown leaf that is positioned stem-down. On subsequent days the leaf changes color and position, and on the fifth day there are two brown leaves. Students then start to see the pattern and predict the color, position, and number of leaves they will see.

Ongoing assessment in both programs guides teachers in differentiating for individual and small group needs. All students are provided opportunities to engage in problem solving activities including Silicon Valley Math Initiative's Problem of the Month, and MARS (Math Assessment Resource Service) activities.

When students struggle with math concepts or procedures in their classroom, they are referred for Math Intervention. The math interventionist assesses their needs, gives support to the teacher to help meet the student's needs. Interventionists also see students in small groups to reteach concepts covered in class. These groups meet four times per week and consist of students in the same grade with similar needs. Intervention is provided in six to eight-week cycles and the intervention team monitors progress and reassesses students to determine the effectiveness of the intervention. The team documents progress through the Rtl process using a variety of assessment tools and parents receive regular updates on their child's progress.

Approximately 70 instructional minutes are devoted to mathematics daily.

History/Social Studies

The history/social studies program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students learn about themselves as members of a community, learn about our free market economy, connections to the past, California's unique history as a state, and the development of our nation up to the year 1850. Once they have received a foundation of knowledge, they are asked to compare and contrast multiple viewpoints and to read information about our world, past and present, from multiple sources, such as Newsela, Scholastic Online, etc. In addition to the virtual experiences added to classroom curriculum in social studies during the pandemic, classes are once again beginning to take field trips to historically significant locations.

Science/Health

Smithsonian Science for the Classroom, aligned to the new California Science Standards, was adopted in the spring of 2020. This inquiry based program focuses on balancing hands-on learning experiences with content rich texts and instruction. During the 2021-2022 school year, our teachers implemented three units (earth and space, physical, and life science) in grades K-5. Teachers received professional development prior to the launch of each unit. The fourth unit will be implemented in the 2022-23 school year.

Fifth grade students in California participate in a computer-based science assessment called the California Science Test

(CAST) which assesses fourth and fifth grade science standards.

Fifth grade students receive five hour-long sessions over the course of a week in puberty education instruction taught by a health educator. Kinder, Second, and Fourth-grade students receive educational information about medication, poisons, tobacco and fourth graders receive additional information about drugs and alcohol from our PE teachers. The Second Step program, also described in the School Climate section, is used along with class meetings to teach students skills for academic success, development of empathy, emotion management and problem solving.

Physical Education (P.E.)

The P.E. program is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students. Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

Locomotor and gross motor development

Sensory motor development

Organized elementary games aimed at skill acquisition and promoting the belief that movement is fun and healthy

Traditional sports including team handball, volleyball, basketball, track, wiffle-ball and softball

Rhythms and dance

The California Fitness Test is administered to fifth graders and individual results of this assessment are shared with parents and reviewed annually by the P.E. teachers and the Site Council.

Visual and Performing Arts

Students in K - 3 grade receive vocal music instruction weekly in which the following skills are built:

Singing in tune, unison, and in simple parts

Keeping rhythmic patterns in the body, starting with walking to a steady beat and building to performing rhythms from notation

Creativity and improvisation, both musical and poetic

Performing as part of an ensemble

Instrumental Music is a weekly class for Fourth and Fifth grade students. After spending the first few weeks of Fourth Grade learning about different instruments, students request which instrument they would like to play and are assigned to an for the duration of the academic year. The instruments offered are violin, viola, flute, clarinet, trumpet and trombone. Student are divided into three three classes: one orchestra, one brass and one woodwind.

Students receive weekly art lessons that follow the National Visual Arts Standards as well as lessons that are integrated with other subject areas. Topics include ceramics, acrylic painting, watercolor, and pastel. Students also learn about representative work by different artists, including how to identify those artists and their specific styles.

Instructional Technology

Technology and technology instruction supports inquiry, communication, and analysis. Additionally, students are taught foundational coding skills. In upper grades, students put together the skills they have learned in targeted projects, such as creating their own "click-bait." Implementation of technology resources is grounded in research, and focuses on positively impacting student learning. Informing our approach are best practices of 21st century skills, International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS) skills.

Piedmont's use of educational technology aims to improve student achievement by providing:

Equitable access to technology, through adequate student/computer ratios, support for instruction, security, maintenance, and reliability

Opportunities for students and staff to acquire 21st-century skills

Support for the Common Core Standards

Differentiation

Through our work as a Professional Learning Community we continuously ask 4 guiding questions:

What is it we want students to know/ be able to do?

How will we know when they know it?

What will we do when they haven't learned it?
What will we do when they have already learned it?

Classroom teachers monitor student progress through a combination of formal (pre and post content assessments, benchmark assessments, mid-unit checkpoints) and informal assessment measures (work samples, class participation, observation notes). CAASPP California Assessment of Student Performance and Progress proficiency is reviewed at the start of the school year for students entering fourth and fifth grades. When needed, a tiered intervention system (RTI - Response to Intervention) now known as MTSS (Multi-tiered Systems of Support) begins with classroom accommodations, modifications, small group targeted instruction and progresses to more targeted support that may include Reading and Math Intervention support with teacher specialists outside of the classroom setting.

A Student Study Team consisting of parents, teacher, the school principal, and the school's special education team can be convened by school personnel or parents when there is a concern about a child's progress in academic or social/emotional areas. The needs of the student are discussed, information from parents and the school team is shared, and recommendations may be made for students to receive additional tiered intervention that is assessed and monitored, or to be assessed for inclusion in the special education program. Similarly, a school team, with parents, can convene to discuss supporting advanced learners.

Gifted and Talented

Students in third grade and all new students are given the OLSAT (Otis Lennon Schools Abilities Test) in the spring, a group administered standardized measure. Students scoring in the 9th stanine will be considered eligible for GATE identification. Additionally, students in grades 3-5 may also be found eligible for GATE identification through teacher recommendation.

Classroom teachers are informed of students with GATE identification and their specified areas of giftedness to better support needed differentiation. The district identifies GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. There is no formal GATE program.

English Learner Program (E.L.)

The English Language Development specialist administers the ELPAC assessment (English Language Proficiency Assessments for California) to those students who speak languages other than English in their home. The EL teachers work with students and serve as a resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

Special Education

A broad range of special education support is available to students who have been identified and found eligible for services by a multidisciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom.

Special Education programming available in our elementary schools include: Intensive Language Program, Resource Specialist, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, Adaptive P.E., Facilitated Play and Social Skills.

Additional services can be arranged through a student's Individualized Education Plans when needed to help students access the core program.

Professional Learning

Professional learning opportunities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of all personnel. Topics for professional learning are driven by the LCAP and decisions are made in consultation with teachers. Professional development occurs during three full days and 9 two-hour Common Collaboration sessions spread throughout the academic year.

Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents, and levels of development.

Daily Common Planning time provides opportunities for collaborative planning among teachers at grade levels at the site and across the district. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Standards, Assessment, and Accountability

Students in our elementary schools participate in a broad-based curriculum with grade-level standards defined by the Common Core Standards for Mathematics and Literacy Instruction with emphasis on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum-based measures, individual diagnostic testing, progress reports, and classroom observation. Students in grades 3-5 are assessed each spring according to state guidelines using the CAASPP (California Assessment of Student Performance and Progress). We review, analyze and report on results with the community.

School Climate

Our elementary schools seek to provide a nurturing environment where all are respected. Children are taught the tools to get help from adults if they see anyone being hurt physically or emotionally. Additionally, we ask that students behave in a manner that demonstrates respect, inclusion, and problem solving both in the classroom and during less structured times such as at transitions and recess.

We foster a positive playground climate and intervene to support pro-social behavior through class meetings, assemblies, discussions and community (restorative justice) circles. Professional development has been provided by Teaching Tolerance, which focuses on the standards for social justice. These standards, which provide a framework for anti-bias education TK-12, are divided into four domains: Identity, Diversity, Justice and Action.

Second Step, a social emotional curriculum that addresses skills for learning, empathy, emotion management, and problem solving is used TK-5. We also teach lessons from the Welcoming Schools curriculum to embrace family diversity, create LGBTQ and gender inclusive schools and prevent bias-based bullying. A Gender Inclusion Leadership team is in place.

A progression of support and consequences is used to address students who have hurt anyone physically or emotionally or damaging school property. Discussions with adults, counseling, missed recesses, parent conferences, peer mediation, behavior plans, and in some circumstances, suspension, are part of the progression.

Service positions provide opportunities for students to have a direct positive influence on our school climate. Classes participate in a buddy program that pairs older and younger children in a mentoring relationship. Our schools participate in Green Initiatives to help make students aware of their role in the health of our environment locally and globally. Our waste reduction program includes separating waste into green waste/compost, paper, and other recyclables and landfill. SERVES, Student Engagement, Responsibility, and Volunteerism in our elementary schools is built on a parent-staff partnership to engage students in community service activities.

General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters. Lessons taught in Second Step support social emotional learning. Explicit health lessons in K, 2nd and 4th grade address safety with poisons, and medicines and provide instruction on the harmful effects of smoking and drugs. Vaping is included in lessons about the harmful effects of smoking beginning in fourth grade. Our PE curriculum also addresses nutrition, physical activity, injury prevention and safety related to sports and childhood activities such as bike riding.

Recruitment and Retention of Staff

The parent community and administrative staff values our teachers and support staff. When positions become available we work to recruit candidates of the highest caliber possible. In the 2021-22 school year the DEI council reviewed All staff are given frequent opportunities to continue their professional growth by participating in a range of relevant, high quality professional learning opportunities, made possible by PEF and parent clubs, as well as district funds.

Parent Involvement

Funding from our Piedmont Education Foundation/Parent Clubs enhances our program.

Parent Clubs partner with the school principals to ensure that the parent community has the information they need about activities, engagement and programming. Principals present monthly at Parent Club meetings to provide updates, and parents report out on the various ways they are contributing to the school community, including volunteer opportunities.

Parent volunteers make a significant positive impact on the school. Parents and faculty meet formally at Back to School

Night in September, at fall and spring conferences, and at Open House. Fundraising and community-building events occur throughout the year. Our Parent Clubs sponsor classes outside of the regular school day on our campus.

Parents are invited to participate in parent education activities through the PUSD speaker series and Parent Club sponsored events. Relevant information concerning school programs and how it relates to children is communicated out to parents. Communications include an orientation meeting for newcomers, weekly newsletters, monthly Parent Club meetings, parent-teacher conferences, bulletin board displays in the front entrance, and district, school, and some classroom websites. Additionally, we send messages through our student information system, Infinite Campus, and host Parent Education opportunities on curriculum and initiatives.

Membership in community support groups is encouraged. Support groups include:

PEF - Piedmont Education Foundation
Education Speaker Series
PRAISE - Parents, Resources and Advocacy in Special Education
PEF Arts Fund - Performing and Visual Arts
ALPS - Advanced Learner Program Support
PADC -Piedmont Anti-Racism and Diversity Committee
PAAC - Piedmont Asian American Club
Piedmont Makers

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. Emergency Drills are held monthly. A comprehensive School Safety Plan is reviewed annually. Water, food bars, lanterns and solar blankets are all available for use in an emergency. Each classroom space has an emergency backpack that is checked annually.

Funding and Governance

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least four times per year to review the school plan and its integration with PUSD's Local Control Accountability Plan. Members are elected to represent parents/community and school staff. The School Site Plan is presented to the Piedmont Board of Education in the first semester of each school year.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

TriSchool Site Council meets monthly, both in conjunction with LCAP meetings, as well as independent meetings to review goal progress from the previous year, review student data, and develop and monitor goals for the current year.

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
African American	%	%	1.4%			14
Asian	%	%	17%			169
Hispanic/Latino	%	%	10.7%			106
Pacific Islander	%	%	0%			0
White	%	%	51.3%			509
Multiple/No Response	%	%	19.4%			193
Total Enrollment						992

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten		160	146
Grade 1		134	153
Grade 2		168	137
Grade3		175	171
Grade 4		168	172
Grade 5		167	169
Total Enrollment		972	948

Conclusions based on this data:

1. We have been declining enrollment by 30-60 kids per year for the past 5 years. Enrollment continued to decline for the 2021-2022 school year, even with amending the inter-district policy to bring in additional students.
2. Our student group percentages has remained relatively constant.

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	23	23		0.9%	0.90%	
Fluent English Proficient (FEP)	298	312		11.6%	12.70%	
Reclassified Fluent English Proficient (RFEP)	12	11		54.5%	44.00%	

Conclusions based on this data:

1. Our EL program is effectively supporting our English Learners who are generally reclassified during their time in elementary school.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	158	171	168	157	166	165	157	166	165	99.4	97.1	98.2
Grade 4	165	165	169	163	158	167	163	158	167	98.8	95.8	98.8
Grade 5	190	167	166	188	163	165	188	163	165	98.9	97.6	99.4
Grade 6	230	166	159	230	156	147	230	156	147	100	94.0	92.5
Grade 7	214	191	164	209	178	162	209	178	162	97.7	93.2	98.8
Grade 8	210	231	188	208	206	175	208	206	175	99	89.2	93.1
Grade 11	212	236	213	192	138	181	192	138	181	90.6	58.5	85.0
All Grades	1379	1327	1227	1347	1165	1162	1347	1165	1162	97.7	87.8	94.7

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2497.	2491.	2512.	53.50	52.41	62.42	32.48	28.31	25.45	10.83	15.66	9.09	3.18	3.61	3.03
Grade 4	2546.	2542.	2556.	58.28	53.16	63.47	28.22	32.28	22.16	9.82	9.49	11.98	3.68	5.06	2.40
Grade 5	2602.	2576.	2595.	64.36	51.53	59.39	28.19	34.36	28.48	4.79	9.20	10.91	2.66	4.91	1.21
Grade 6	2629.	2601.	2610.	60.87	45.51	49.66	30.87	32.05	35.37	6.52	18.59	11.56	1.74	3.85	3.40
Grade 7	2644.	2654.	2638.	51.20	53.37	51.85	38.76	38.20	36.42	8.61	5.06	9.26	1.44	3.37	2.47
Grade 8	2646.	2666.	2667.	46.63	51.94	53.71	36.06	36.89	36.57	14.42	8.25	7.43	2.88	2.91	2.29
Grade 11	2673.	2705.	2683.	56.77	67.39	51.38	23.96	16.67	33.15	10.94	10.14	11.05	8.33	5.80	4.42
All Grades	N/A	N/A	N/A	55.90	53.30	56.02	31.40	31.85	31.07	9.35	10.73	10.15	3.34	4.12	2.75

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.87	41.57	53.33	42.68	53.01	44.85	4.46	5.42	1.82
Grade 4	53.37	40.51	44.31	42.94	55.70	53.29	3.68	3.80	2.40
Grade 5	63.83	41.10	44.85	33.51	55.83	53.94	2.66	3.07	1.21
Grade 6	60.43	37.18	47.62	36.96	55.77	47.62	2.61	7.05	4.76
Grade 7	55.50	52.25	37.65	40.19	45.51	58.02	4.31	2.25	4.32
Grade 8	60.39	49.03	53.14	32.37	47.09	42.29	7.25	3.88	4.57
Grade 11	60.42	63.04	55.80	28.65	32.61	40.88	10.94	4.35	3.31
All Grades	58.40	46.27	48.28	36.48	49.53	48.54	5.13	4.21	3.18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.94	27.11	38.18	56.69	65.06	57.58	6.37	7.83	4.24
Grade 4	46.01	36.71	44.31	48.47	59.49	53.29	5.52	3.80	2.40
Grade 5	52.66	47.85	51.52	43.62	42.94	44.85	3.72	9.20	3.64
Grade 6	61.74	39.10	44.22	34.78	55.13	47.62	3.48	5.77	8.16
Grade 7	58.85	53.37	58.02	37.32	43.26	40.12	3.83	3.37	1.85
Grade 8	54.11	52.43	53.14	41.55	43.20	44.57	4.35	4.37	2.29
Grade 11	59.90	62.32	51.38	30.21	29.71	42.54	9.90	7.97	6.08
All Grades	53.79	45.58	48.80	41.01	48.50	47.16	5.20	5.92	4.04

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.50	22.89	32.73	50.32	72.89	61.82	3.18	4.22	5.45
Grade 4	50.31	29.75	28.74	46.63	63.92	67.07	3.07	6.33	4.19
Grade 5	53.72	29.45	26.67	44.15	66.87	68.48	2.13	3.68	4.85
Grade 6	47.39	25.64	29.93	50.87	71.15	68.71	1.74	3.21	1.36
Grade 7	37.32	34.83	28.40	59.33	61.80	69.75	3.35	3.37	1.85
Grade 8	37.68	29.61	38.29	59.42	67.48	61.14	2.90	2.91	0.57
Grade 11	44.27	34.06	34.81	51.04	60.14	61.33	4.69	5.80	3.87
All Grades	45.02	29.44	31.50	52.01	66.44	65.32	2.97	4.12	3.18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.41	38.55	40.00	47.77	56.63	57.58	3.82	4.82	2.42
Grade 4	48.47	36.08	34.73	47.24	62.03	62.28	4.29	1.90	2.99
Grade 5	66.49	41.10	39.39	31.38	53.99	57.58	2.13	4.91	3.03
Grade 6	64.35	42.31	38.78	34.35	55.13	58.50	1.30	2.56	2.72
Grade 7	59.33	57.30	38.89	40.19	40.45	54.94	0.48	2.25	6.17
Grade 8	50.72	56.31	49.71	44.44	42.23	49.14	4.83	1.46	1.14
Grade 11	51.04	57.25	43.09	41.15	38.41	53.04	7.81	4.35	3.87
All Grades	56.09	47.30	40.79	40.49	49.61	56.02	3.42	3.09	3.18

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. Our students in grades 3-5 did not perform as well on the 2021-22 CAASPP assessment as pre-pandemic cohorts in all literacy areas, with "listening" being an area of particular concern.
2. Overall scores, while dipping slightly, did not see as significant a decrease as the individual literacy areas once it is broken out into 4 categories rather than three.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	158	171	168	157	166	165	157	165	165	99.4	97.1	98.2
Grade 4	165	165	169	163	157	167	163	157	167	98.8	95.2	98.8
Grade 5	190	167	166	187	164	165	187	164	165	98.4	98.2	99.4
Grade 6	230	166	159	230	156	148	230	156	148	100	94.0	93.1
Grade 7	214	191	164	209	180	162	209	180	162	97.7	94.2	98.8
Grade 8	210	231	188	208	210	175	208	210	175	99	90.9	93.1
Grade 11	212	236	213	194	134	190	194	133	189	91.5	56.8	89.2
All Grades	1379	1327	1227	1348	1167	1172	1348	1165	1171	97.8	87.9	95.5

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2530.	2511.	2532.	66.88	58.79	70.30	28.66	26.06	23.03	3.82	10.91	4.85	0.64	4.24	1.82
Grade 4	2564.	2560.	2572.	58.90	59.87	62.28	32.52	28.03	29.34	7.36	10.83	7.78	1.23	1.27	0.60
Grade 5	2607.	2595.	2600.	71.12	58.54	64.24	17.65	27.44	16.97	8.02	12.80	15.15	3.21	1.22	3.64
Grade 6	2633.	2584.	2614.	63.48	39.10	54.73	25.22	32.05	18.92	7.83	16.67	20.27	3.48	12.18	6.08
Grade 7	2651.	2651.	2632.	62.20	60.56	50.62	23.44	25.56	27.16	9.09	9.44	16.67	5.26	4.44	5.56
Grade 8	2676.	2666.	2686.	63.94	56.67	62.86	19.71	18.10	20.00	10.58	19.05	11.43	5.77	6.19	5.71
Grade 11	2700.	2737.	2689.	52.58	63.91	42.86	22.16	18.80	24.87	13.92	7.52	19.58	11.34	9.77	12.70
All Grades	N/A	N/A	N/A	62.69	56.74	58.07	23.89	24.98	22.97	8.83	12.79	13.66	4.60	5.49	5.29

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82.17	60.00	70.91	15.29	38.18	27.27	2.55	1.82	1.82
Grade 4	74.85	65.61	65.87	22.70	33.12	32.34	2.45	1.27	1.80
Grade 5	75.94	54.27	62.42	17.65	43.90	33.33	6.42	1.83	4.24
Grade 6	67.83	35.90	52.03	26.09	49.36	43.92	6.09	14.74	4.05
Grade 7	68.42	59.44	52.47	25.36	36.11	42.59	6.22	4.44	4.94
Grade 8	66.83	50.24	64.00	24.04	44.02	30.29	9.13	5.74	5.71
Grade 11	63.92	71.43	45.50	19.59	21.05	39.15	16.49	7.52	15.34
All Grades	70.85	56.19	58.92	21.88	38.57	35.44	7.27	5.24	5.64

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73.89	60.00	71.52	24.84	36.97	25.45	1.27	3.03	3.03
Grade 4	62.58	52.23	56.89	33.13	43.95	42.51	4.29	3.82	0.60
Grade 5	64.71	51.83	53.94	32.09	44.51	41.21	3.21	3.66	4.85
Grade 6	64.35	31.41	45.95	30.87	57.05	45.95	4.78	11.54	8.11
Grade 7	63.64	53.33	42.59	31.58	39.44	49.38	4.78	7.22	8.02
Grade 8	66.83	52.38	57.71	28.37	42.86	37.14	4.81	4.76	5.14
Grade 11	53.61	66.92	47.62	35.57	26.32	42.86	10.82	6.77	9.52
All Grades	64.02	52.36	53.80	31.01	41.89	40.56	4.97	5.75	5.64

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71.34	55.76	64.24	28.03	39.39	32.73	0.64	4.85	3.03
Grade 4	61.35	53.50	53.29	36.20	42.04	44.91	2.45	4.46	1.80
Grade 5	64.71	40.85	51.52	29.41	58.54	45.45	5.88	0.61	3.03
Grade 6	60.00	32.69	47.97	35.65	61.54	47.97	4.35	5.77	4.05
Grade 7	61.24	50.56	46.91	33.97	45.00	46.91	4.78	4.44	6.17
Grade 8	61.06	49.52	52.00	32.69	45.71	44.57	6.25	4.76	3.43
Grade 11	57.22	60.15	46.03	33.51	36.84	47.62	9.28	3.01	6.35
All Grades	62.09	48.84	51.67	32.94	47.12	44.32	4.97	4.03	4.01

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. Fewer students in math scored in the overall "above average" range than previous cohorts, however our our percentage of students in the below standard range is decreased.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family Identity surveys distributed as a baseline survey.	50% of families will complete the survey in 2022-23. less than 10% of respondents re-surveyed report that their sense of belonging is "kind of" "not very much at all" or "not at all"	Fewer than 50% of families completed 2022-23 survey. The survey was distributed in a different format using a different process resulting in fewer families responding.
Administer the BESS social emotional screener three times per year in the fall, winter and spring to identify and monitor student social emotional needs.	Upon re-administration of the BESS, all students scoring in the Extremely Elevated range on the baseline screener will move into the Elevated or Normal range.	Overall, in fall 2022, our students decreased to only 2% responding in the Extremely elevated range, a 50% decrease.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify ways to counteract bias and stereotyping in learning material- Providing Staff Development of Social Justice Standards in district directed common collaboration time.	Four District Common Collaboration Times focused on social emotional well-being, bias, social justice standards and counteracting bias and stereotypes in teaching and learning materials.		
Provide and expand identity-based supports and programming- Beach, Havens and Wildwood lead staff members will work in collaboration with the ASB, BSU and AAA advisors and students to develop a model for HS students to provide learning experiences focused on racial identity and equity.	Not complete. Too dependent on other sites. Will continue to work on relationship building but not possible at this time.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish social-emotional learning-based multi-tiered systems of support (MTSS) - TriSchool SEL tiered interventions will be identified and articulated.	Use of BESS screener results, ELOs and Rtl process to identify needs and provide interventions through regular Rtl team meetings and coordination of support.		
Establish social-emotional learning-based multi-tiered systems of support (MTSS) - All elementary staff will be provided training in restorative practices.	Incomplete- restorative justice training not provided.		
Establish social-emotional learning-based multi-tiered systems of support (MTSS) - All elementary staff will be provided training in supporting SEL needs of students.	<p>Complete and Ongoing.</p> <p>Training provided through coaching within the Rtl processes at each school site.</p> <p>Paraeducators are increasingly used to provide targeted support on an identified goal toward improving students' social skills and emotional regulation.</p>		
Expand counseling and mental health/wellness services- Consent presentation	<p>Consent presentation piloted in 5th grade at WWD. Otherwise too dependent on other sites to roll out across all sites.</p> <p>Increased counseling allocation provided for the 2022-23 school year.</p>		

Analysis

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

Trischool we worked in collaboration with our counselors, school psychologist and our instructional teachers on special assignment to ensure that we articulated our MTSS in the area of social emotional well-being and counteracting bias in our classrooms. Utilizing the content expertise of our counselors allowed us to develop systems for monitoring and supporting students in grades 3-5 based on the BESS data. This additional follow through and support had positive outcomes for our students, as demonstrated by the improvements in the BESS data this fall. Additionally, focusing our CCTs throughout the year in an articulated and differentiated ways for staff, allowed teachers to access the content at their readiness level and to get support using techniques that moved practice.

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

We made great progress in this area with the support of our teachers on special assignment and counseling staff.

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

n/a

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Develop and use alternative assessment strategies	80% of student referred for SELP in summer of 2021 will be at benchmark for math and/or literacy by May 2022.	Both special education and general education students were served in this program.
Sites are currently utilizing baseline data and school based Rtl processes to identify and support learners requiring academic recovery support.	Staff will utilize baseline assessments at multiple intervals during the school year to monitor, and guide, the implementation of interventions for students with identified needs.	School based Rtl teams are meeting routinely throughout the year to review baseline and ongoing formal and informal assessments to determine students who require intervention cycles, and the targeted area of need.
Students will be taught newly adopted science curriculum.	Students will show proficiency in NGSS science standards aligned to new science curriculum.	All students received instruction and participated in three science units during the 2021-22 school year.
Selected health standards will be taught to all students K-5.	All students K-5 will be taught three health lessons in PE class.	Students in grades 2 and 4 participating in three lessons during PE class that targeted drugs, alcohol, tobacco and poisons.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All students will have completed three newly developed health lessons aligned to health standards within PE classes.	Complete. New lessons delivered trischool addressing alcohol, drugs and poisons as well as nutrition, physical activity, injury prevention and safety.		
All students will have participated in three of the four new science units.	Complete.		
TriSchool tiered interventions will be expanded at each of the elementary school sites in response to student needs.	Completed by site. Need to norm across all three sites.		

Analysis

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

Physical Education Department, along with Health Committee identified, developed and implemented three lessons focused on drugs, alcohol and poisons to reorganize and align to the grade levels where that content is designed to be taught.

Elementary teachers engaged in professional learning and taught three of the four new science units. Teachers engaged with an online professional learning platform for support throughout the year.

Each site has developed an RtI process and procedures implemented across the site to monitor student progress and provide intervention based on assessed need.

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

Our strategies and activities were effective in meeting these goals.

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

n/a

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Elementary staff will participate in professional learning opportunities to support the social emotional well-being of students returning to in person instruction.	At least four professional learning opportunities will be provided to staff to support the social emotional well-being of their students.	Four district common collaboration times, one professional learning day and staff meeting time were dedicated to professional learning for teachers in supporting the social emotional well-being of their students, and supporting students in developing learner behaviors.
Elementary staff will participate in professional learning opportunities to support the teaching of Social Justice standards.	At least four professional learning opportunities to support the teaching of Social Justice standards.	Not met.
Provide increased parent and family engagement opportunities	At least three affinity community circles hosted. Increased participation in the mentorship program. Engagement of community partners in the facilitation of three or more community education events and/or professional development presentations	Affinity circles were hosted at one site, but not all three. Mentorship participation remained steady. Two parent engagement events were provided on understanding how to engage others in conversations about race and identity and how to talk to children about race and identity.
A mentorship group will be provided to every student who requests to participate.	Over the course of the 2021-22 school year we expect to increase elementary participants by 15 students.	Affinity mentorship participation remained steady at the elementary level and additional affinity groups were added.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Train and coach staff on how to interpret results from the BESS SEL screener and methods for supporting students as they re-enter school post-pandemic (ELO Grant)	School counselors and school psychologists interpret BESS results, check in with students and parents, and provide follow up support to students and recommendations to classrooms teachers and school staff in supporting		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	students who score in the elevated range.		
Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)	Partially complete. Teachers were provided a selection of professional development options that were differentiated based on individually reported needs. As a result each teacher participated in different professional learning with different learning and outcomes.		
Expand identity-based affinity and support groups for students and staff	Complete. Affinity mentorship groups are available to any elementary students who want to participate and for whom there are similarly identifying mentors.		
Re-establish community partnerships to provide resources to staff in support of differentiated instruction through arts Integration, science and social justice/equity instruction.	Not met.		

Analysis

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

We focused on differentiated professional learning based on the students in the classroom and as a result not all teachers received the same training, however every teacher received the support they requested and needed as we asked for their needs and planned each session based on their responses.

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

While we did not have the time or resources to re-establish our arts integration program, we omitted that in favor of working on social emotional needs. We were successful in providing the needed support in the areas of focus.

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

n/a

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.

Going forward we will be developing a social emotional screener for grades Tk-2, providing more consistent professional learning for teachers in the areas of the social justice standards and social emotional learning.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Social Emotional Well-Being

Goal Statement

All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community

LCAP Goal

All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community

Basis for this Goal

This goal supports PUSD's commitment to provide a safe and inclusive learning environment for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
BESS K-2 Parent and Teacher Reporting forms.	Administered to fewer than 10 students in the 2021-22 School Year.	Administer to parents and teachers of all K-2 students referred for counseling support.
BESS 3-5 Social Emotional Self-Reporting Tool	Fall 2022 133 3rd grade students responded- 93% (124 students) expected range, 5% (7 students) elevated and 2% (2 students) extremely elevated. 157 4th grade students responded- 91% (143 students) expected range, 6% (10 students) elevated and 3% (4 students) extremely elevated. 174 5th grade students responded- 91% (159 students) expected range, 6% (11 students) elevated and 2% (4 students) extremely elevated.	95% of student respondents in the expected range.

Planned Strategies/Activities

Strategy/Activity 1

By June 2023, counselors will adapt ELOs into draft "I can" statements to be reviewed by all staff.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2023

Person(s) Responsible

Administrators, Counselors

Strategy/Activity 2

By June, 2023 research and implement a TK-2 monitoring tool to use within the RtI process.

Students to be Served by this Strategy/Activity

TK-2 Students

Timeline

June 2023

Person(s) Responsible

Administrators, Counselors, Classroom Teachers

Strategy/Activity 3

By June 2023 convene a committee and begin an audit of SEL curriculum based on the SEL ELOs.

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Administrators, Counselors, Classroom Teachers

Strategy/Activity 4

Offer optional training in restorative practices and classroom community circles.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2023

Person(s) Responsible

Administrators, MTSS coaches, Affinity Mentorship Teacher, Consultant

Strategy/Activity 5

Explicitly communicate language used with students to support shelter in place and lock down procedures to model language that can be used at home to reassure students and reinforce procedures and practice.

Students to be Served by this Strategy/Activity

All students.

Timeline

June 2023.

Person(s) Responsible

Classroom teachers, site administrators.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance

Goal Statement

All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

LCAP Goal

All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Basis for this Goal

PUSD is committed to providing high quality, rigorous instruction that meets the needs of all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Baseline data measuring K-3 students' proficiency in foundational literacy skills will be collected November 28-Dec 16, 2022	98-100% of students in Grades K-3 will be assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) At least 85% of students will show progress on the indicators from the beginning to the end of year as measured using DIBELS
Scholastic Reading Inventory (SRI)	4th grade students- 84% proficient/advanced; 11% basic; 5% below basic 5th grade students- 78% proficient/advanced; 18% basic; 4% below basic	By May 2023, a minimum of 25% of 4th-grade students scoring basic or below will increase their proficiency by at least one proficiency band. By May 2023, a minimum of 25% of 5th-grade students scoring basic or below will increase their proficiency by at least one proficiency band.

Planned Strategies/Activities

Strategy/Activity 6

Convene a committee and begin an audit of the social studies curriculum and instruction based on the framework.

Students to be Served by this Strategy/Activity

All students.

Timeline

June 2023

Person(s) Responsible

Classroom teachers, TOSAs, administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Administer SRI to 4th and 5th grade students.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2023

Person(s) Responsible

Classroom teachers, reading intervention teachers, site administrators.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

PUSD will implement and administer a comprehensive foundational reading assessment for TK-3 (inclusive of a dyslexia risk assessment screener).

Students to be Served by this Strategy/Activity

Students K-3

Timeline

December 2022

Person(s) Responsible

Classroom teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Select and pilot alternative foundational literacy program K-2.

Students to be Served by this Strategy/Activity

K-2 students

Timeline

June 2023.

Person(s) Responsible

K-2 teachers, reading intervention teachers, site administrators.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Partnership and Professional Growth

Goal Statement

Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

LCAP Goal

Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

Basis for this Goal

PUSD works in partnership with our community and stakeholder groups in support of student inclusion and learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional learning and coaching hours completed for K-5 teachers	<p>In the 2019-20 school year K-5 teachers completed 6.5 hours of professional development on foundational literacy skills and/or phonics/word study.</p> <p>In the 2020-21 school year: K-2 teachers completed 3 hours of professional development on foundational literacy skills and/or phonics/word study in the context of the pandemic. 3-5 teachers completed 1.5 hours of professional development on upper grade phonics. Para-educators completed 1.5 hours of professional development on phonics.</p>	100% of K-5 teachers will complete a minimum of 10 hours of additional professional learning on foundational literacy skills and/or phonics/word study

Planned Strategies/Activities

Strategy/Activity 1

The district will provide one day of professional learning focused on foundational literacy skills.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022.

Person(s) Responsible

District staff, site administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

The district will provide a series of 4 professional learning opportunities and corresponding model lessons focused on phonics/word study mini lessons, assessment, and intervention.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2023.

Person(s) Responsible

District staff, site administrators.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

The district will provide training on the implementation of DIBELS and the data analysis.

Students to be Served by this Strategy/Activity

Students K-3

Timeline

December 2022.

Person(s) Responsible

District staff, site administrators.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Offer three parent education events on topics related to the social and emotional well-being of their children. (eg. Tobacco/vaping, internet safety, community building, puberty)

Students to be Served by this Strategy/Activity

n/a

Timeline

June 2023

Person(s) Responsible

Site leadership, in partnership with parent clubs and support groups

Proposed Expenditures for this Strategy/Activity

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:

- 3 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Iris Warchall	Parent or Community Member
Carol Cramer	Principal
Anne Valva	Principal
Lindsay Thomasson	Parent or Community Member
Regina Myers	Parent or Community Member
Diana Lee	Parent or Community Member
Jessica Siebert	Other School Staff
Bonnie Forbes	Classroom Teacher
Martina Heppner	Classroom Teacher
Jaimie Lasky	Classroom Teacher
Riley Pfeiffer	Other School Staff
Ruchi Medhekar	Parent or Community Member
Jessica Sprague	Classroom Teacher
Anna Weber Kneitel	Parent or Community Member
Clara Chou	Parent or Community Member
Nicole Moore	Parent or Community Member
Patrick Lang	Parent or Community Member
Colleen Stormer	Other School Staff
Amiee Peri	Classroom Teacher
Val Reilly	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/26/2021.

Attested:



Principal, Anne Dolid on 10/27/22

SSC Chairperson, Carol Cramer on 10/27/22