

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
Lone Tree School	58-72751-6056832	September 8, 2022	October 20, 2022

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.

The site plan and expenditures within the site plan benefit the school-age students as a whole, therefore this is a School Wide Program (SWP). All students will be provided educational opportunities designed for academic progression and community connectivity to school. As part of California's Local Control Funding Formula (LCFF), as Local Education Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners and foster youth). This Site plan includes annual actions that are aligned with the district's LCAP plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Principal maintains an open door policy for communication with parents, teachers and students. We utilize Smore newsletter, Google Forms, Aeries, social media, website, calendar on website, classroom apps for instant updates, regular email communication to parents and paper notices home to communicate with families. We hold open meetings on topics with invitations to all. Summary of results is that our parental concerns are addressed promptly.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walkthroughs by administration occur unannounced and frequently. At the door conversations are held with staff and follow ups as needed. Formal observations and evaluations are conducted per district schedule. Our staff adheres to professional standards and curricular instructional methods.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of assessments are available to guide instruction.

- Kindergarten pre and post standards based assessment
- Trimester Kindergarten through 5th grade Standards Based Report Card
- Data from school entry diagnostics and each trimester diagnostic accountability assessments in reading and math (i.e. STAR Early Literacy, STAR Reading, curriculum diagnostics, Moby Max) is compiled and evaluated at a staff meeting for each classroom, grade level and for the whole school. Based on this, needs are identified and an action plan is developed. Also, students performing at far below, below basic, and basic levels are identified, RTI differentiated instruction in place, and any other applicable interventions are put into place.
- Star Literacy/SIPP/SORT and McGraw-Hill Wonders diagnostics for reading fluency scores are obtained each trimester and are used to address students at reading level for growth.
- English Language Learner testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming fluent English proficient.
- State testing, CAASPP, is administered annually to all students in 5th grade to measure student achievement in Science. CAASPP is administered to all 3rd-5th grade students in ELA and Math. This information is used to identify areas of for growth in the site program to create an action plan for site program improvement. Further, the data is used for the next teacher to help guide areas of intervention or enrichment for the students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum embedded assessments/diagnostics are given at the beginning of the year, at end of unit and/or at end of trimester depending on grade level. This information assists the instructional planning and individual response to intervention as needed for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the ESEA standards. Staff attends curriculum development, pacing and instructional planning meetings, to include new adoption training. We hold staff meetings regularly with topics ranging from student/family event planning to collaborative conversations for curriculum development and refinement to standards. We have curriculum leaders who provide peer-to-peer training for implementation into instructional lessons. District plans curriculum, technology, safety and student social growth training for staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to instructional supplies, standards-based/adopted curriculum, materials, textbooks and technological devices in order to provide standards-based instruction. Staff development is scheduled on our school year calendar and provided on a needs-based and current topic implementation plan basis each year. Staff has peer-to-peer collaboration.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development focuses on these areas:

- Research based instructional techniques: Essential Instructional Skills will continue with staff and administrative communication. Input sessions and classroom walk-through observations identify and expand appropriate application of this information. Walk through observations will be followed up by reflective conferences to further discuss and elaborate on instruction.
- Content specific instructional techniques: Through the McGraw-Hill reading and math specific staff development sessions are available to teachers on a yearly basis through webcasts and in training sessions. Additionally, teachers have been provided with training in the use of software programs and curriculum.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Publisher trainings, virtual/distance learning components, software/app technology-based, off site trainings when available and webinar platform trainings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Scheduled staff meetings and calendared minimum days.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At each grade level in the district, teachers use the state content area standards in reading and math to address essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. State adopted curriculums, McGraw-Hill Math and Wonders, are used at Lone Tree School. Both of these curriculums are standards based and utilize an explicit research based sequence of instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and are used within each classroom. Each year textbook funds are used to explore standards based materials. With Common Core Standards, teachers and administration work together to expand opportunities for curricular expansion.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our district reports minutes annually and is annually over the required instructional minute total. Our teachers have a schedule that allows for ELA and math instructional blocks.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We surpass state requirements for overall mandated school day minutes. The majority of our school day is spent with ELA and math.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The McGraw-Hill series incorporates social studies and science into their instructional activities throughout the year. As a result, the vocabulary and content incorporate diversity and are thus of interest to an ethnically diverse student population. In addition, the social studies standards-based instruction and Amplify Science curriculum have EL components, as well as leveled readers, computer based programs and supplemental standards-based social studies and science supplements which make it accessible to all students in a classroom. All students benefit from curriculum that is repetitious, scaffolded, each element builds upon previous learning, explicit and sequential (i.e. small steps build progressively). McGraw-Hill and Amplify have these features built into their activities, materials and instructional sequence.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Materials utilized for Response to Intervention (RTI) are standards based and associated with our ELA and math publishers, including on the state list of intervention materials. We also use standards aligned support materials to differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the general education classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group and small group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Students of RTI Tier 3 will receive intensive reading instruction. Tiers 1 and 2 RTI are instructed in their classrooms or within grade level homogeneous ability groups. The curriculum for the intervention groups includes a state adopted intervention program, Sonday, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs), Early Reading Intervention (ERI), Language for Learning and/or Reading Mastery. The mid-level groups may be working with Read Naturally or Accelerated Reader Power Lessons to better develop comprehension strategies, and the high-level groups will be working with Accelerated Reader Power Lessons. Additionally, the Common Core connectivity to integrating social science and science with reading instruction is in place. Supplemental writing lessons along with Wonders curriculum components are in place for writing in each grade level. In each classroom, one-to-one computer carts in each 1st - 5th grade classroom make it possible to supplement and reinforce instruction with additional practice. Software is available for reading and math practice as well as English Language Development. Additionally, our technology infrastructure has been updated to allow each classroom to access Moby Max, Accelerated Reader and McGraw-Hill ELA and math. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate smaller group instruction at these grade levels.

Evidence-based educational practices to raise student achievement

All state adopted curriculum is in place for core subject of ELA and Math.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lone Tree has a sitewide Response to Intervention (RTI) program, starting with intervention in each general education classroom and teachers communicating student progress with families. The Principal maintains an open door policy for communication with parents, teachers and students. We utilize Smore newsletter, Aeries, Google Forms, social media, website, calendar on website, classroom apps for instant updates, regular email communication to parents and paper notices home to communicate with families. We hold open meetings on topics with invitations to all. These district holds open events that include English Language Development meetings centrally located at the Wheatland Elementary School site. The Lone Tree School Family Resource Center and School Counselor host activities for parents to get information about the area and opportunities for parents to come to school for family activities (i.e. Yellow Ribbon Club). We hold events annually (as health guidelines, mandates and restrictions allow) to increase family connection to school (i.e. book fairs, parent/student dance, fall carnival). We support students through a myriad of programs to involve students, support specific basic needs for social connection, and encourage positive self-esteem (i.e. Yellow Ribbon Club, Recycling Club, Renaissance Leadership program, school counselor skill groups in the areas of school skills, friendship, and social-emotional growth). Our excellent volunteer parents are involved with campus fundraisers to provide opportunities for field trip experiences for students, assistance in the classrooms with projects and curriculum support, physical activity enhancements for students (i.e. Jump for Heart), and field trip chaperones. Parents and teachers working directly and personally for volunteer opportunities and supported by school administration communication for any whole campus opportunities. Lone Tree houses a State Preschool program. Sunset Housing and Bear River Apartments offer affordable housing within the Wheatland city limits, with more under construction. The military base offers a Family Support service which provides counseling, respite and parent education classes. The military base also has a variety of medical and community resources for military families. Other families are limited by Wheatland and Smartsville's geographic isolation and the lack of affordable transportation.

For 2022/2023 39% of our enrollment was through interdistrict (families choosing to attend Lone Tree School from outside our school zone) transfer and an additional 3% who attend Lone Tree School as intradistrict (families choosing to attend Lone Tree School from other schools in our district).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our elementary school site council is comprised of parents, school staff and principal. The District follows the guidelines established in California Code 32.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Special Education: Educational assessments are provided for those students who have received a variety of general education and specialized interventions and continue to experience academic difficulties. The special education program also provides intervention for identified special education students as prescribed in their IEPs. Early Intervention/Response to Intervention: Interventions are available through specially structured groups. Small group instruction is available to at-risk (RTI Tier III) students who have not mastered grade level standards as a result of general education instruction and general education intervention. The learning center also provides intervention to at-risk students in need of small group instruction. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This early intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards. K –1st Intervention program: Achieving our goal of having every child at grade level in reading and math requires that no child falls behind in the beginning. Therefore additional resources are applied at the K-1st grade levels to accelerate and support learning of our at-risk students. A para-educator is in place within each kindergarten and 1st grade classroom. Para-educators provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. Our most at-risk early readers receive support using research based WonderWorks, ERI program, SIPPS, Souday or Reading Mastery. After School Program: The after school program provides homework support, enrichment activities, and specific remedial academic instruction in the areas of reading and math. Classroom support materials and instructional para-educators are provided using a portion of categorical funds to support student with continued progress with meeting standards.

Fiscal support (EPC)

Our title 1 dollars are spent on the curricular support of students through technology (hardware and software), student connectivity to school via a schoolwide culture of Renaissance, the promotion of positive behaviors and development of resilience and personal best with the support of Lifeskills staffing, plus classroom tools for student use to further develop skills. Title 1 and categorical funds are expended to meet site goals. Students are supported with materials, technology and programmatic support systems with goal of further growth for students.

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

Annual Site Council meetings, staff meetings, annual events for families, conversations with parents, staff review of data, district goals reviewed, district programs implemented and collaboration with area services.

Resource Inequities

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

There are programmatic and supplemental opportunities that we would like to expand, however, we have funding limitations. Our geographic location limits the travel to experiences and events. Please note that many of the budget items relate to all four goals and a large portion of the funding expenditure budget is listed in goal 1, but so many areas are crossover supports to goals 3 - 4.

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	0.83%	%	0.28%	3		1
African American	5.79%	5.6%	4.84%	21	18	17
Asian	0.28%	0.3%	0.28%	1	1	1
Filipino	1.93%	0.9%	0.57%	7	3	2
Hispanic/Latino	22.87%	24.4%	21.08%	83	79	74
Pacific Islander	0.83%	0.3%	0.28%	3	1	1
White	52.34%	48.5%	54.13%	190	157	190
Multiple/No Response	14.6%	18.5%	15.38%	53	60	54
Total Enrollment				363	324	351

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	89	76	88
Grade 1	48	63	63
Grade 2	74	42	51
Grade3	69	69	44
Grade 4	44	43	53
Grade 5	39	31	52
Total Enrollment	363	324	351

Conclusions based on this data:

1. Students rolling over from K to 1st, 3rd to 4th and 4th to 5th did not always remain enrolled for consecutive years, due to military location and population of our school, therefore the ability to review longevity of progress is challenging
2. As we enter 2022/2023, we have 63 new students in 1st - 5th and many who moved. As of 8/30/2022, our enrollment is 355, so an increase over last year as we begin the school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	8	11	1.6%	2.2%	3.4%
Fluent English Proficient (FEP)	4	3	3	1.1%	0.8%	0.9%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	16.7%	0.0%

Conclusions based on this data:

1. Approximately 11 of our 351 student population for 2020/2021 were English Learners.
2. The ELPAC annual assessment was not able to be completed during the 2019/2020 school year due to COVID-19 restrictions and school closure.
3. Data will be reviewed from classroom performance and 2022/2023 ELPAC to determine reclassification for EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48	50	61	46	43	57	46	43	57	95.8	86	93.4
Grade 4	63	45	43	62	40	41	62	40	41	98.4	88.9	95.3
Grade 5	58	51	29	55	49	25	55	49	25	94.8	96.1	86.2
All Grades	169	146	133	163	132	123	163	132	123	96.4	90.4	92.5

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2434.	2436.	2453.	21.74	25.58	31.58	23.91	27.91	33.33	36.96	30.23	17.54	17.39	16.28	17.54
Grade 4	2472.	2479.	2456.	22.58	30.00	19.51	29.03	22.50	14.63	22.58	22.50	36.59	25.81	25.00	29.27
Grade 5	2514.	2505.	2510.	21.82	22.45	16.00	36.36	26.53	44.00	23.64	28.57	20.00	18.18	22.45	20.00
All Grades	N/A	N/A	N/A	22.09	25.76	24.39	30.06	25.76	29.27	26.99	27.27	24.39	20.86	21.21	21.95

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.43	30.23	29.82	43.48	48.84	61.40	26.09	20.93	8.77
Grade 4	24.19	25.00	19.51	58.06	60.00	65.85	17.74	15.00	14.63
Grade 5	32.73	32.65	*	50.91	57.14	*	16.36	10.20	*
All Grades	28.83	29.55	24.39	51.53	55.30	63.41	19.63	15.15	12.20

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.91	20.93	21.05	54.35	65.12	63.16	21.74	13.95	15.79
Grade 4	29.03	10.00	9.76	48.39	67.50	58.54	22.58	22.50	31.71
Grade 5	30.91	20.41	*	45.45	53.06	*	23.64	26.53	*
All Grades	28.22	17.42	17.07	49.08	61.36	62.60	22.70	21.21	20.33

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.87	30.23	19.30	78.26	62.79	66.67	10.87	6.98	14.04
Grade 4	22.58	32.50	2.44	69.35	57.50	85.37	8.06	10.00	12.20
Grade 5	12.73	12.24	*	76.36	59.18	*	10.91	28.57	*
All Grades	15.95	24.24	12.20	74.23	59.85	73.98	9.82	15.91	13.82

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.09	13.95	22.81	56.52	60.47	66.67	17.39	25.58	10.53
Grade 4	14.52	17.50	9.76	59.68	55.00	68.29	25.81	27.50	21.95
Grade 5	30.91	24.49	*	45.45	51.02	*	23.64	24.49	*
All Grades	23.31	18.94	18.70	53.99	55.30	66.67	22.70	25.76	14.63

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. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term. Due to COVID-19, no CAASPP assessment statewide for 2019/2020 and for 2020/2021 CAASPP was a shortened assessment and did report on the CDE Dashboard.
2. Grades 3 and 4 made positive overall progress from 2017/2018 to 2018/2019
3. Grade 5 made 6% improvement from 2017/2018 to 2018/2019 from below standard to the at/near or above standard, however, the subtest of listening nearly tripled in a downward turn.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48	50	61	46	43	57	46	43	57	95.8	86	93.4
Grade 4	63	45	43	62	40	41	62	40	41	98.4	88.9	95.3
Grade 5	58	51	29	55	49	25	55	49	25	94.8	96.1	86.2
All Grades	169	146	133	163	132	123	163	132	123	96.4	90.4	92.5

* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2423.	2417.	2444.	8.70	4.65	26.32	34.78	34.88	35.09	32.61	27.91	15.79	23.91	32.56	22.81
Grade 4	2464.	2472.	2441.	11.29	12.50	7.32	24.19	27.50	19.51	43.55	47.50	39.02	20.97	12.50	34.15
Grade 5	2494.	2477.	2486.	12.73	10.20	8.00	23.64	12.24	20.00	38.18	44.90	36.00	25.45	32.65	36.00
All Grades	N/A	N/A	N/A	11.04	9.09	16.26	26.99	24.24	26.83	38.65	40.15	27.64	23.31	26.52	29.27

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.09	20.93	28.07	50.00	37.21	50.88	23.91	41.86	21.05
Grade 4	14.52	22.50	17.07	43.55	50.00	36.59	41.94	27.50	46.34
Grade 5	16.36	12.24	*	34.55	24.49	*	49.09	63.27	*
All Grades	18.40	18.18	21.14	42.33	36.36	47.97	39.26	45.45	30.89

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.04	13.95	33.33	60.87	58.14	45.61	26.09	27.91	21.05
Grade 4	14.52	15.00	2.44	53.23	62.50	65.85	32.26	22.50	31.71
Grade 5	23.64	10.20	*	47.27	53.06	*	29.09	36.73	*
All Grades	17.18	12.88	18.70	53.37	57.58	55.28	29.45	29.55	26.02

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	11.63	33.33	56.52	67.44	50.88	26.09	20.93	15.79
Grade 4	19.35	10.00	12.20	53.23	57.50	63.41	27.42	32.50	24.39
Grade 5	10.91	4.08	*	63.64	65.31	*	25.45	30.61	*
All Grades	15.95	8.33	21.95	57.67	63.64	56.10	26.38	28.03	21.95

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. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term. Due to COVID-19, no CAASPP assessment statewide for 2019/2020 and for 2020/2021 CAASPP was a shortened assessment and did report on the CDE Dashboard.
2. Grades 2 and 5 had overall drops from 2017/2018 to 2018/2019. In discussion with teachers during 2019/2020, math facts fluency was a common area for student growth and was being addressed in 2019/2020 to include and after school intervention class in math for 4/5.
3. Grade 4 had overall improvement with nearly 8% increase out of standard not met from 2017/2018 to 2018/2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3	1525	*	*	1523	*	*	1527	*	*	2	*	5
All Grades										*	7	9

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	100	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	100	*	*		*	*		*	*	*	*	*
2	*	*		50	*		50	*			*		*	*	
3	50	*	*	50	*	*		*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	100	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	50	*	*		*	*	*	*	*
2	*	*		50	*		50	*			*		*	*	
3	50	*	*	50	*	*		*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*	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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	100	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*		*	*			*			*		*	*	
3		*	*	100	*	*		*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	50	*	*		*	*	*	*	*
2	*	*		100	*			*		*	*	
3		*	*	100	*	*		*	*	2	*	*
All Grades	*	*	*	71	*	*		*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*		100	*			*		*	*	
3	100	*	*		*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	100	*	*	*	*	*		*	*	*	*	*
1	*	*	*	50	*	*		*	*	*	*	*
3		*	*	100	*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	100	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
3	50	*	*	50	*	*		*	*	2	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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. ELAPAC annual was not completed in 2019/2020 due to COVID-19.
2. ELPAC is an annual assessment with results reviewed at school level as they are received.

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
324	29.3	3.4	0.9
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	11	3.4
Foster Youth	3	0.9
Homeless	3	0.9
Socioeconomically Disadvantaged	95	29.3
Students with Disabilities	39	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	5.6
American Indian or Alaska Native		
Asian	1	0.3
Filipino	3	0.9
Hispanic	79	24.4
Two or More Races	60	18.5
Native Hawaiian or Pacific Islander	1	0.3
White	157	48.5

Conclusions based on this data:

1. Our enrollment fluctuates throughout the year with our military community assignment changes.

2. As we enter 2022/2023, our socioeconomic disadvantage rate is 33%. The rate does not put us in the range for receiving Title 1 funding, therefore, there is a possibility we may lose Title I funds. We contact and remind families to complete the annual EZMealApp.com.
3. Diversity of enrollment is generally consistent from one year to next.



School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>		

Conclusions based on this data:

- Math is a target area for curriculum. For 2019/20, we moved the math block to the morning hours for onsite 3rd - 5th instruction and have continued with this block for math. Due to COVID-19, school closed and we moved to distance learning as of mid-March 2019. Due to COVID-19, no CAASPP assessment statewide for 2019/2020 and for 2020/2021 CAASPP was a shortened assessment and did report on the CDE Dashboard. Our results for 2021/2022 are not
- Math is a 3rd - 5th grade target area with teacher focus on specific skills, informal assessment and reteach based on data.
- 2020/2021 started in distance learning, went to hybrid instruction and ended on transitional full day. As we entered 2021/2022, we were in a typical full day schedule. For 2022/2023, we continue in a typical full day school schedule.

School and Student Performance Data

Academic Performance English Language Arts

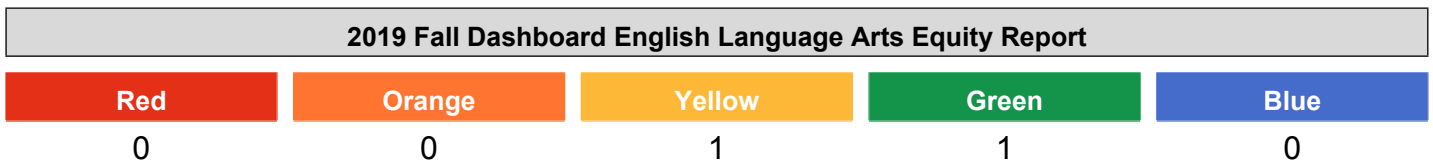
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 0.7 points above standard Declined -5.6 points 110	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Green 0.9 points above standard Increased ++8 points 35	<p>Students with Disabilities</p> No Performance Color 35.9 points below standard Increased ++3 points 16

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 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 16.7 points above standard Increased ++7.6 points 17	 No Performance Color 19.8 points above standard Declined -4.1 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 1 points above standard Declined -4.6 points 64

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	1 points above standard Declined -5.7 points 105

Conclusions based on this data:

- All Students and Socioeconomically Disadvantaged are testing areas with 11 students or more and indicated performance in yellow to green range.
- Due to COVID-19, no CAASPP assessment statewide for 2019/2020 and for 2020/2021 CAASPP was a shortened assessment and did report on the CDE Dashboard.

School and Student Performance Data

Academic Performance Mathematics

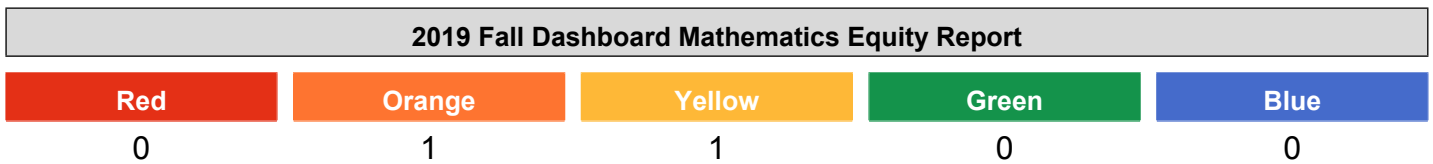
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>30.8 points below standard</p> <p>Declined -9.1 points</p> <p>110</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.4 points below standard</p> <p>Increased ++8.1 points</p> <p>35</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>70.6 points below standard</p> <p>Declined -7.4 points</p> <p>16</p>

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 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 9.8 points below standard Increased ++3.2 points 17	 No Performance Color 15.8 points below standard Declined -6.2 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 32.2 points below standard Declined -10.4 points 64

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	30.4 points below standard Declined -8.9 points 105

Conclusions based on this data:

- Overall, math is a target area for growth. Teachers have noted math fact fluency as a target zone.
- Due to COVID-19, no CAASPP assessment statewide for 2019/2020 and for 2020/2021 CAASPP was a shortened assessment and did report on the CDE Dashboard.
- In 2021/2022, our students were back to full day, usual schedule, however we do not have public results as of 8/30/2022 for 2021/2022 CAASPP.

School and Student Performance Data

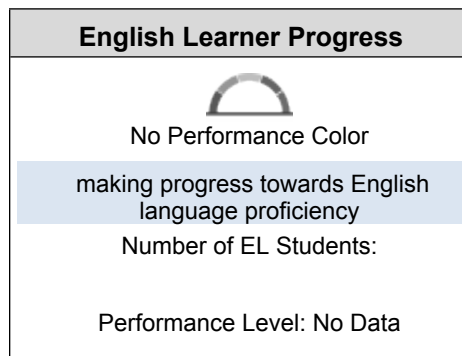
Academic Performance English Learner Progress

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

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

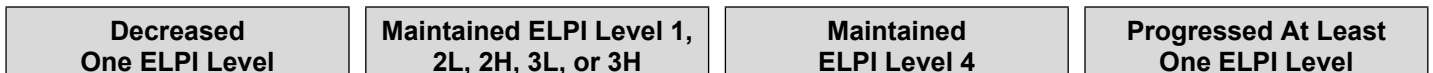
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. The dashboard did not indicate results in this area perhaps because we had few EL students. Reference other pages in this plan regarding EL student progress.

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. Non-indicative report. We are a TK - 5th grade school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 4.3 Maintained -0.2 419	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 5.8 Increased +0.6 171	Green 3.1 Declined -4.6 65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">4.8</div> Increased +2.2 42	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">6.7</div> Increased +0.6 90	 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">2.1</div> Declined -3.9 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">4</div> Declined -0.5 224

Conclusions based on this data:

1. We follow up on absences, making contact when parents do not initiate contact with the school.
2. Positive attendance is recognized in our school culture with Renaissance, however, with respect to COVID-19 conditions and varying occurrences of absences for both illness and precautions, we ensure further recognitions well beyond attendance rate.
3. Campus clubs, student activities, counseling services and integrated MTSS supports may influence positive student attendance, as we'll be monitoring as we move forward through this school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. Non-indicative report. We are a TK - 5th grade school.

School and Student Performance Data

Conditions & Climate Suspension Rate

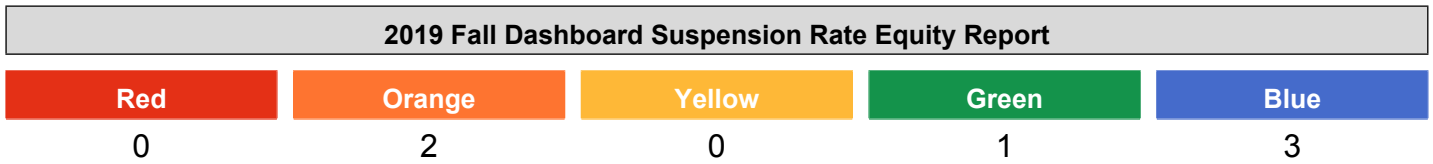
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5</p> <p>Maintained 0</p> <p>431</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.6</p> <p>Maintained 0</p> <p>174</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.5</p> <p>Increased +1.5</p> <p>67</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>42</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>8</p>
<p>Hispanic</p>  <p>Orange</p> <p>1.1</p> <p>Increased +1.1</p> <p>92</p>	<p>Two or More Races</p>  <p>Blue</p> <p>0</p> <p>Declined -2</p> <p>51</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>	<p>White</p>  <p>Blue</p> <p>0.4</p> <p>Maintained 0</p> <p>231</p>

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.5	0.5

Conclusions based on this data:

1. Campus clubs, student activities, counseling services and integrated MTSS supports may influence student behavior, as we will monitor as we go through the school year.
2. Communication between teachers, students, parents and admin is fluid to assist with positive student behavior.
3. Lifeskills is in place when onsite/in-person instruction is open on campus to support daily interventions with redirection and in class support of student behaviors, which may influence our low suspension rate. In addition, for 2021/2022 and continuing through 2022/2023 we have social emotional learning support para-eds through a grant funded opportunity.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CAASPP Targets

LEA/LCAP Goal

WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP 2021/2022 GOAL 1)

Goal 1

CAASPP proficiency level for math and ELA will decrease our Standard Nearly Met and Standard Not Met by 5% as compared for 2020/2021 results. School was closed for a portion of 2019/2020 due to COVID-19 restrictions and the CAASPP assessment was suspended statewide. For 2020/2021, CAASPP was administered, however, the assessment in whole was reduced.

Identified Need

CAASPP Standard Not Met scores need to be reduced, thereby pushing up the Standard Nearly Met to Exceeded ranges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MA Overall 3rd-5th Grade Standard Exceeded	2018/19 9.09% 2020/21 16.26%	2020/2021 9.54% or higher Exceeded
MA Overall 3rd - 5th Grade Standard Met	2018/19 24.24% 2020/21 26.83%	2020/2021 25.45% or higher Exceeded
MA Overall 3rd - 5th Grade Standard Nearly Met	2018/19 40.15% 2020/21 27.64%	2020/2021 42.16% or higher if the number NOT MET is lower than previous year Did Not Meet 2022/2023 Goal 26.25%
MA Overall 3rd - 5th Grade Standard Not Met	2018/19 26.52% 2020/21 29.27%	2020/2021 22.85% or lower Did not Meet 2022/2023 Goal 27.81%
ELA Overall 3rd-5th Grade Standard Exceeded	2018/19 25.76% 2020/21 24.39%	2020/2021 27.01% or higher Did not Meet
ELA Overall 3rd - 5th Grade Standard Met	2018/19 25.76% 2020/21 29.27%	2020/2021 27.01% or higher Exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Overall 3rd - 5th Grade Standard Nearly Met	2018/19 27.27% 2020/21 24.39%	2020/2021 28.58% or higher if the number NOT MET is lower than previous year Exceeded 2022/2023 Goal 23.17%
ELA Overall 3rd - 5th Grade Standard Not Met	2018/19 21.21% 2020/21 21.95%	2020/2021 17.4% or lower Did Not Meet 2022/2023 Goal 20.85%

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

1. Provide differentiated instruction within the instructional day.

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)

2,830.00

Source(s)

Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with classroom performance data indicating tier 3 RTI after in class intervention or identified disabilities.

Strategy/Activity

2. Learning Center services are available to tier 3 RTI students in addition to students with identified disabilities.

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)

Special Education
District Salaries

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

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar and English language acquisition.

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)

6,000.00

Source(s)

EIA Funds

1,000.00

Title I

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

4. Provide equal access to technology for students and staff.

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)

None Specified

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each 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)

5,490.00

Source(s)

Lottery: Instructional Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. All teachers will use research based instructional skills to promote standards based learning in the classroom. Classroom materials and supplies.

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)

3,500.00

Source(s)

LEP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

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)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

8. Staff development efforts will target instructional efficacy and content mastery.

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)

Title II Part A: Improving Teacher Quality

District Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

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)

None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

10. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.

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)

None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

11. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

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)

1,000.00

Admin

1,000.00

General Education

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

12. Learning Center para-educators, Lifeskill para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.

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)
31,141.48	Title I Lifeskills staffing
	District Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

1st - 5th Grade Students

Strategy/Activity

13. Use of web based software programs will be used in grades 1st -5th to enhance student achievement in ELA and Mathematics.

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)
1,405.78	LEP
1,000.00	Title I
2,076.46	EIA Funds

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

14. Expand available software to support remedial instruction.

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)

None Specified

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

2nd - 5th Grade Students

Strategy/Activity

15. Maintain one to one electronic tablets for all 2nd-5th grade students.

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)

5,000.00

EIA Funds

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

3rd - 5th grade students and 2nd grade students in spring

Strategy/Activity

16. Schedule interim CAASPP assessments and work with teachers to review data.

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)

None Specified

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

17. Supplemental instructional lessons, activities and experiences tied to common core standards with direct student lessons.

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)

10,189.86

Source(s)

EIA Funds

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.

Strategies implemented 2019/2020 and carry forward to 2020/2021.

Summary of goal progress comparing 2018 CAASPP to 2019 CAASPP

2018 OVERALL ELA Nearly Met Standard to Standard Exceeded = 79.71%

2019 OVERALL ELA Nearly Met Standard to Standard Exceeded = 78.74 %

Difference = -0.97%

Goal could not be completed. Due to COVID-19, no CAASPP testing 2020.

Goal to CONTINUE 2020/2021

2018 OVERALL MA Nearly Met Standard to Standard Exceeded = 77.09%

2019 OVERALL MA Nearly Met Standard to Standard Exceeded = 73.48%

Difference = -3.61%

Goal could not be completed. Due to COVID-19, no CAASPP testing 2020.

Goal to CONTINUE 2020/2021

2019 OVERALL ELA Nearly Met Standard to Standard Exceeded = 78.74%

2021 OVERALL ELA Nearly Met Standard to Standard Exceeded = 78.79%

Difference = .05%

2019 OVERALL MA Nearly Met Standard to Standard Exceeded = 73.48

2021 OVERALL MA Nearly Met Standard to Standard Exceeded = 70.73%

Difference = -2.75%

Goal Revised to move Standard Not Met into the Standard Nearly Met to Standard Exceeded ranges.

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

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.

Math continues to be an area for growth, however, in looking at the comparison data in the ranges from 2018/2019 and 2020/2021, moving students out of the Standard Not Met range is our target for both ELA and MA. The updated 2022/2023 goal will be to move students from Standard Not Met and Standard Nearly Met to the next level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELL Student Growth

LEA/LCAP Goal

WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP 2021/2022 GOAL 1)

Goal 2

ELPAC testing will be used to identify students in need of English instruction to help identify needs and proper placement in the academic setting with all students making at least one increase towards fluency per year. This goal will continue, as school was closed for a portion of 2019/2020 due to COVID-19 restrictions and the ELPAC annual assessment was suspended statewide.

Identified Need

Move English Learners forward with fluency levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2020/2021 student results by student (private student data that cannot be shared in this table)	2021/2022 student results by student to increase towards fluency per year (private student data that cannot be shared in this table)

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)

EL Students

Strategy/Activity

1. Provide small group instruction within instructional day, which may include Lifeskills support during in-school/onsite instruction, with targeted instruction for English Language Arts and Math.

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)

Title I

Lifeskills Staffing (budget included in goal 1) and District Salaries

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

2. Learning Center services are available to at-risk students in addition to students with identified disabilities.

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)

None Specified

District Salaries

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.

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)

EIA Funds

Technology (budget included in goal 1)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each 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)

Lottery: Instructional Materials

All budget noted in goal 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

5. All teachers will use research based instructional skills to promote standards based learning in 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)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

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)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

7. Staff development efforts will target instructional efficacy and content mastery.

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)

Title II Part A: Improving Teacher Quality

Staff Development (budget included in goal 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

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)

None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

9. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.

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)

None Specified

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

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)

1,000.00

Admin

General Education

Academic Incentive Programs (budget included in goal 1) and District Salaries

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

11. Improve achievement in the area of language enrichment with MobyMax.

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)

None Specified

Tech license specified in this goal and goal 1 as budget line item

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

12. Learning Center para-educators, Lifeskills para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.

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)

Title I

Lifeskills Staffing (budget included in goal 1) and District Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

13. Use of Renaissance Web Based programs Accelerated Reader and Moby Max in grades 1st - 5th to enhance student achievement in ELA and Mathematics.

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)

1,000.00

LEP

Title I

Technology (budget included in goal 1)

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

14. Expand available software to support remedial instruction.

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)

1,000.00

Source(s)

LEP

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

15. Maintain one to one electronic tablets for all 3rd-5th grade students and expand to 2nd grade.

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)

1,458.00

Source(s)

EIA Funds

Technology (budget included in goal 1)

LEP

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.

Strategies implemented and carry forward.
Goal to CONTINUE

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

2020/2021, funds were spent on 1-1 devices, technology licenses and on student materials.

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.

2019/2020 ELPAC annual assessment was not completed due to COVID-19.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Engagement and Climate Outcomes

LEA/LCAP Goal

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing and communication (LCAP 2021/2022 goal #3)

Goal 3

Staff will use behavior interventions and educational enrichment programs to maximize student learning, advancement with social emotional well-being and motivation in all academic subjects. This goal will continue. We had a positive growth plan in 2019/2020 with our counseling services and Positive Behavioral Intervention and Supports (PBIS) districtwide training with which a team from our school participated and engaged growth elements. School closed for a portion of 2019/2020 due to COVID-19 restrictions. School opened in 2020/2021 in distance learning, moved to hybrid model and ended the year with a transitional full day. For 2021/2022 and continuing into 2022/2023, we have opened school with a full day schedule.

Identified Need

Student connectivity to school and performance with personal best.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	2018/2019 = 6 2019/2020 = 2 (shortened onsite school year with COVID-19) 2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data. 2021/2022 = 1	2 or less
Referrals	2018/2019 = 27 2019/2020 = 7 (shortened onsite school year with COVID-19)	20 or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data. 2021/2022 = 16 15 of the 16 earned back merit points through classroom restorative practices	

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

1. Anti-Bully, social-emotional learning, positive behavior and resilience curriculum (Lifeskills, DoDEA grant "Pals" & School Counseling) will continue to be in place in TK – 5th grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	General Education DoDEA Grant
2,500.00	Lottery: Instructional Materials

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

2. A Life Skills para-ed and DoDEA grant "Pals" to support social-emotional learning strategies and skills for students.

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)

Title I

Lifeskills (All budget listed in goal 1) and DoDEA Grant

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

3. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.

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)

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

4. Trimester Renaissance assemblies (adjusted recognition program during distance learning) will honor all students who have positive attendance, have met academic goals, have high grades and show strong evidence of all-around effort and character with enhancement for academic and non-academic achievement.

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)

5,000.00

Admin

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

5. A counselor is available 5 days a week on site.

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)

District Salaries

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

6. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, seating options, chairs, white boards, visual aides, computers etc.) will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment.

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)

None Specified

District Maintenance

6,000

General Education

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

7. Playgrounds will be maintained with safe equipment to support physical development and organized games further developed for teambuilding and cooperative skills.

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)
	DoDEA Grant and District Maintenance

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

8. Incentives and activities, including family activities (i.e. STEAM) to encourage reading, academic achievement and strong character will continue to be in place coordinated by grade levels.

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)
1,000.00	Admin
	General Education
	All budget listed in goal 1
952.05	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

9. Jet Blast positive behavior recognition notes will be sent home with students and accounted for in the office along with Jet Cash for students to earn "cash" for positive actions on site with a classroom community banking system for classroom redemption of cash for unified incentive.

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)

1,000.00

Source(s)

Admin

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

10. Expanded communication booklet is provided to each parent in 2022/2023 to describe Renaissance programs and associated supports.

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)

200.00

Source(s)

Admin

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

11. Family engagement events are calendared and publicized for students and their families to come to school in the afternoons for scheduled events as COVID-19 restrictions allow (i.e. harvest festival, student & parent dance, STEAM night)

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)

Other

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

12. New student and exiting students will receive assistance with transition to new school and closure to leaving this school, as applicable, through school counseling and site events, such as new student social.

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)

200.00

Source(s)

Admin

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

Strategy/Activity**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.

Other

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.

2019/2020

- *school counselor as a full time staff member.
 - *expanded counselor's program to include weekly lessons for each class (TK - 5th), along with continuation of small group for focused/specific skills. All part of Multi-Tiered System of Support (MTSS)
 - *expanded Kitchen Cool Cats to include a junior program for 1st - 3rd grades to grow leadership skills.
 - *Positive Behavior Intervention System (PBIS) component for training as a district and a team was comprised from Lone Tree to gain training and bring it back for peer-to-peer.
 - *Renaissance program with incentives and built-in "job" opportunities for students to continue - adjusted for distance learning.
 - *Positive reinforcement with Jet Blasts to continue - adjusted for distance learning
 - *Teachers to continue use of classroom apps for expedient communication with parents.
- 2020/2021
- *Staff at entry points to personally greet student.
 - *All teachers supporting school dismissal for direct hand off of students
 - *Enhanced student recognitions through added positive calls and mailed cards from school principal
- 2021/2022
- *Jet Cash as classroom currency for community building within the classroom - earn it as an individual, but deposit in the classroom banking system for community redemption for class incentive
 - *Mix It Up Lunches to grow conversation starters, re-establish interpersonal communication/conversation amongst students and introduce new friends.
- 2022/2023
- *Curriculum based school counseling groups to support student skills (i.e. Zones of Regulation)
 - *Support staff communication meetings to increase intervention supports academically, socially and student skill based for regulation, emotional response and self-reflection of best self
 - *Expansion of sensory responsive atmosphere in counseling center.
 - *Expansion of sensory walks on site
 - *Continuance of positive reinforcement awards, incentives, and personalized messages provided to students.

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

Communication via conversations with parents, students and staff was positive for attachment to school and overall support of counseling program and school culture with Renaissance.

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.

2020/2021

Site health aide extended to support students' school day hours

2021/2022

Goal to Continue with PBIS supports and counseling services.

Para-educator hours extended to support students' school day hours

2022/2023

The piloted newsletter for families was well received in 2021/2022 and will continue for 2022/2023
Yellow Ribbon Reunion parties with parents moved to end of school day to better accommodate parental schedules and less impact to curriculum time in school day
Reni rallies piloted outdoors for 2021/2022 will continue for 2022/2023 as more space and open format allows for more community and decreased sound level for all
Reni awards have been reviewed by staff and based on feedback from families and students, some awards have been adjusted.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve instructional practice through professional development and professional learning communities.

LEA/LCAP Goal

WSD will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning (LCAP 2021/2022 Goal #2)

Goal 4

Staff will attend professional development and work collaboratively to further promote instructional development and become leaders within the community with peer to peer training. This goal will continue and for 2020/2021 has evolved into Distance Learning elements for instructional delivery due to COVID-19 restrictions.

Identified Need

Evolving and changing technology. Community health. Continued growth with providing lessons to involve and engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Training and Implementation	<p>2019/2020 One Note training, however teachers did not find it useful for their applications to instructional outcomes for students.</p> <p>2019/2020 Moby Max, LanSchool, Office 365 and ESGI.</p> <p>2020/2021 expand training based on districtwide teacher survey conducted before school started.</p> <p>2020/2021 Training from 2019/2020 carried over to classroom integration. Moby Max is utilized by all K - 5th. LanSchool has been replaced with a new program for which training was provided. Office 365 is utilized by all teachers. ESGI is a testing tool in use by TK - 1st grade.</p> <p>2021/2022 Amplify, CATCH PE and Stop the Bleed</p>	<p>2022/2023</p> <ul style="list-style-type: none"> *Further science adoption training - Amplify *Sunday *SiPPS *Stop the Bleed *Zones of Regulation *Second Steps

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

1. Staff offers input on areas of need to carry out the technology and curriculum adoption plan developed by the district.

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)

None Specified

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

2. Scheduled staff development days, staff meetings and trainings.

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)

Title II Part A: Improving Teacher Quality

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

3. Communication to remain open with teachers and administration for peer-to-peer trainings/collaborative experiences.

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)

[Empty input field for Amount(s)]

None Specified

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

4. Stay current with updated technology programs in the district for student access, resource for teachers and to support instruction.

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)

[Empty input field for Amount(s)]

Title II Part A: Improving Teacher Quality

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5. Equip classrooms with technology tools to improve educational experiences in 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)

[Empty input field for Amount(s)]

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7,679.67	EIA Funds
	LEP
	All budget listed in goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. Support supplemental curriculum and instruction needed to teach standards for students.

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)
2,900.00	Lottery: Instructional Materials
3,000.00	General 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.

Administrative team works with Technology Team to seek and bring training to our district. Teacher input requested/received for training needed/requested. 2019/2020 off site and district provided training with a PBIS training component. 2020/2021 continue with PBIS component to integrate into school culture. Virtual conferences and district provided training will continue. 2021/2022 restorative practices through classroom supports to give students opportunity to earn back merit points following referral

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

Communication in conversations with teachers is positive for having needs met with materials, training and technology.

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.

2019/2020

*Positive Behavior Intervention System (PBIS) component for training as a district and a team was comprised from Lone Tree to gain training and bring it back for peer-to-peer.

*Staff attended CUE conference.

*Moby Max, Office 365 and LanSchool training for all teachers was presented August 2019.

2020/2021 Distance Learning tools, software (i.e. Zoom, Google Classroom, Office 365) and app training for teachers to create most user-friendly and accessible student platform.

2021/2022 New science adoption. Restorative Practices development.

2022/2023 Continue science adoption development. Create pacing guide for Second Steps by grade level and integrate with school counseling program support for a web of student support.

Expand Zones of Regulation verbage, tools and implementation.

Goal to continue.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,523.30

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 (\$)
Title I	\$34,093.53

Subtotal of additional federal funds included for this school: **\$34,093.53**

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 (\$)
Admin	\$9,400.00
EIA Funds	\$30,945.99
General Education	\$15,000.00
LEP	\$8,363.78
Lottery: Instructional Materials	\$13,720.00

Subtotal of state or local funds included for this school: **\$77,429.77**

Total of federal, state, and/or local funds for this school: **\$111,523.30**

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
General Education	35,100.00	20,100.00
Title I	34,093.53	0.00
Lottery: Instructional Materials	22,815.00	9,095.00
EIA Funds	30,945.99	0.00
LEP	8,363.78	0.00
Admin	21,579.48	12,179.48

Expenditures by Funding Source

Funding Source	Amount
Admin	9,400.00
EIA Funds	30,945.99
General Education	15,000.00
LEP	8,363.78
Lottery: Instructional Materials	13,720.00
Title I	34,093.53

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Admin	9,400.00
	EIA Funds	30,945.99
	General Education	15,000.00

	LEP	8,363.78
	Lottery: Instructional Materials	13,720.00
	Title I	34,093.53

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,633.58
Goal 2	4,458.00
Goal 3	21,852.05
Goal 4	13,579.67

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
- 5 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jodie Jacklett	Principal
Melinda Smith	Classroom Teacher
Kaleene Appleton	Classroom Teacher
Julie Garabedian	Classroom Teacher
Jennifer Walsh	Classroom Teacher
Dylan Purbaugh	Classroom Teacher
Jennifer Bender	Other School Staff
Jennifer Hanrion	Parent or Community Member
Lakia Lopez	Parent or Community Member
Jaime Beckman	Parent or Community Member
Anna Nelson	Parent or Community Member
Raquel Raya-Punty	Parent or Community Member
Alt. Melissa Leahy	Other School Staff
Alt. Cory Garcia	Classroom Teacher

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.


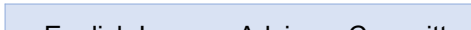
Recommendations and Assurances

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:

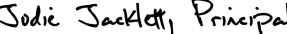

Signature	Committee or Advisory Group Name
<p>DocuSigned by:  <small>C7E5BDB43E5A4FB...</small></p>	<p> English Learner Advisory Committee Principal Wheatland Elementary School</p>

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 9/8/2022.

Attested:

<p>DocuSigned by:  <small>205269D859CD46E...</small></p>	<p>Principal, Jodie Jacklett on 9/8/2022</p>
<p>DocuSigned by:  <small>CC89D58208474E2...</small></p>	<p>SSC Chairperson, Chairperson, <u>Jaime Beckman</u> on 9/8/2022</p>