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
Emmett S. Finley Elementary School	13631496008510	November 14, 2022	February 21, 2023

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
> Comprehensive Support and Improvement
> Targeted Support and Improvement
> Additional Targeted Support and Improvement
> Support and Intervention during distance learning

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.

> Emmett S. Finley Elementary's plan for meeting the ESSA requirements based on the Local Control and Accountability Plan is to provide ALL students with rigorous instruction with needed supports to ensure that all students are making progress toward grade level proficiency by the end of the school year.

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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).

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 observations are conducted on a weekly basis. All classes are observed during core academic instruction. Observations may last between fifteen and forty-five minutes depending on what is being observed and what target area the administration would like to provide feedback in. With a strong emphasis on struggling students, many of the observations during the 2022/2023 school year will focus on progress monitoring in the areas of reading and math. Focus will also remain on English Language Development through the implementation of rigorous curriculum that incorporates a variety of teaching strategies. Other observations conducted will focus on the implementation of AVID strategies and methodologies, intervention programs and the effectiveness of paraprofessionals in the classroom.

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)

State assessment result data was not available for the 2020/2021 school year based on the cancellation of CAASPP testing during the 2019-2020 school year due to COVID-19 school closures. STAR Reading and Math data is being analyzed to determine grade-level proficiency and the need for intervention and support. STAR Reading and Math, as well as Reading Plus data is analyzed by each teacher quarterly to determine strengths and weaknesses in the academic program and curriculum and to target instruction. Additionally, informal and formal curriculum assessment data in English Language Arts and Math along with STAR Reading and Math scores are analyzed to monitor student progress and provide intervention or rewards as needed.

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

Summative and cumulative assessments in ELA and Math, along with Reading Plus and SIPPS assessments are used to assist teachers in monitoring progress and identifying which areas of curriculum must be re-taught. Benchmark Advance assessments and Eureka Math Assessments are also administered to determine student progress and to determine the need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every teacher is required to attend weekly staff development meeting and/or grade-level collaboration meetings. Teachers are encouraged to provide input and make suggestions regarding the school goals, objectives and progress toward LCAP and SPSA goals. Teachers are encouraged to attend professional development training and conferences to further enrich their knowledge of content area subject matter, as well as to learn new strategies and techniques that can be used to ensure that all students are learning.

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

All teachers are highly credentialed or are in the process of becoming highly credentialed and are provided with instructional material training at the beginning and throughout the school year based on each teacher's individual interest and needs.

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

Staff development is based on the needs of the school site academic, behavior and cultural goals and the identified needs of the students and staff. Staff development is also determined based on the needs of the school and the input provided by teachers and staff in regards to curriculum and instruction. Teachers and staff make recommendations for future staff development and based on the goals of the site and the grade level.

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

A full-time Resource Teacher is on campus and accessible to teachers that may need additional assistance and support in the area of curriculum and instruction. The support staff member also assists in the area of assessment and monitoring of student progress. Additionally, all grade levels are now equipped with paraprofessionals in the classroom to assist in targeted instruction for those students not meeting grade level standards.

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

Teachers are provided collaboration time on a monthly basis to work cooperatively on lesson planning and developing lessons that meet the needs of all students, especially those that may need intervention. Additional time is provided to allow teachers to develop pacing guides and assessments in English Language Arts and Mathematics. Teachers are also provided additional days to desegregate and analyze data that will be used to develop class and individual student intervention plans.

Teaching and Learning

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

Teachers are introduced to various teaching strategies and methods that promote the implementation of State Standards. Teachers are also provided collaboration time to choose standards and identify materials that will be used for instruction. Teacher collaboration days are used to for vertical alignment of curriculum and instruction and supplemental materials are developed to meet the content standards.

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

Based on the recommended instructional minutes suggested by the State of California, Finley is providing the recommended instructional English Language Arts minutes and additional time for English Language Development. Finley also provides the recommended instructional Mathematics minutes based on the Eureka Math curriculum pacing guide.

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

Teachers using the pacing schedule are encouraged to make modifications in order to provide necessary intervention and to allow for re-teaching.

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

All students have been assigned textbooks or workbooks that have been adopted by the Holtville Unified School District Board of Trustees. Sufficiency of curriculum materials has been evaluated by the Imperial County Office of Education through the William's Visit that took place on August 26, 2019.

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

All English Language Arts, Social Science, Science and English Language Development curriculum has been approved by the California State Department of Education and the Holtville Unified School District Board of Trustees. The Mathematics and English Language Arts and Spanish Language Arts curriculum used by Finley School has been adopted by the Holtville Unified School District Board.

Opportunity and Equal Educational Access

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

Teachers provide intervention in the classroom, before and after school on an as-needed basis. Teachers may provide small group instruction, one-on-one tutoring or make accommodations to assignments or assessments based on the needs of each individual student. Paraprofessionals have been contracted in Pre-Kindergarten through fifth grade to assist teachers in evaluating, monitoring and assisting under performing students individually or in a small group setting before, during and after school on a daily basis. Additionally, there are several technology programs that are being implemented to assist students in developing concept knowledge. (i.e. Reading Plus, Freckle, Imagine Learning, Math Shelf, Learning Legends and Zearn).

Evidence-based educational practices to raise student achievement

Newly researched and implemented engagement and intervention teaching strategies are common practice throughout the school site. Teachers use Interactive notebooks, provide visual aides, Advancement Via Individual Determination (AVID) strategies, English Learner strategies, and other teaching practices and methodologies. Staff continues to implement Close Reading activities and writing strategies to develop vocabulary, reading comprehension and writing.

Parental Engagement

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

Emmett S. Finley Elementary School provides quarterly Parent Nights to assist families in developing reading and mathematics concepts and skills. The school also provides parents with opportunities to become involved through parent information nights (AVID, Literacy Nights, etc.)

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)

The School Site Council, English Learners Acquisition Committee, Parent Teacher Organization, Dual Immersion Parent Group, Local Control Accountability Plan (LCAP) Committee are various facets for parents to become involved and partake in the education of their children. The administration and staff at Finley Elementary also encourages parents to volunteer in the classroom and assist students with daily homework and reading goals. When possible, the Parent Teacher Organization provides support and assistance in meeting the education needs of the students. Parents and community members are encouraged to participate in various activities that take place each month.

Funding

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

Funding will be provided from various categorical funding sources. Local categorical funding sources will include previous year's EIA LCFF 0132 and LEP LCFF 0133. Other funding sources sources may include Title I 3010, Title IIA 4035, Title III 4203, Title IIIA 4201 and Lotto 6300. During the 2020-21 school year, CARES funding and additional COVID-19 funding will be used to provide the necessary materials and supplies needed to ensure the safety and success of all students.

Fiscal support (EPC)

The Finley Elementary School 2019-20 Categorical Funding budget was used to determine funding for the purchase of personnel services, equipment, materials, supplies and other necessary items needed to implement the School Site Plan for Student Achievement based on the goals of the site.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Emmett S. Finley Elementary School as part of the Holtville Unified School District surveyed parents of students enrolled at Emmett S. Finley Elementary School in the Fall of 2022. Parents completed the online H.U.S.D. LCAP Survey which was based on the 2021/2022 LCAP goals. The survey questions included information regarding parents understanding of progress toward increasing student achievement for all students in English language arts and math; knowledge of broad course of study to K - 12th grade students, including English learners, Low-income, foster youth, and students with exceptional needs; parent and student sense of safety and school connectedness. The survey also included parents perspectives on distance learning and communication preferences. Survey results were reviewed with goals being created by the School Site Council to address the needs of all stakeholders. Additional surveys will be conducted by the Finley students and staff to determine the needs of the school.

WASC Action Plan

Some additional resources that would be beneficial to the site would be additional assistance for "Newcomers". The assistance would require a pull-out program by a designated ELD teacher to provide the foundations of the English language necessary to obtain proficiency.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.18%	0.2%	0.18%	1	1	1
African American	0.18%	0.4%	0.37%	1	2	2
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	93.36%	93.6%	93.53%	506	512	506
Pacific Islander	0%	%	%	0		
White	4.8%	4.8%	5.18%	26	26	28
Multiple/No Response	1.11%	0.9%	0.55%	6	5	3
			Total Enrollment	542	547	541

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	121	109	113
Grade 1	95	107	85
Grade 2	89	83	103
Grade3	73	88	79
Grade 4	76	76	83
Grade 5	88	84	78
Total Enrollment	542	547	541

Conclusions based on this data:

1. The number of students identifying as White decreasing.

2. The number of students has increased each year and continues to increase in the 2020-21 school year.

3. The number Kindergarten students continues to increase each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	329	325	323	60.7%	59.40%	59.7%
Fluent English Proficient (FEP)	29	35	27	5.4%	6.40%	5.0%
Reclassified Fluent English Proficient (RFEP)	15	25		4.6%	4.60%	

Conclusions based on this data:

1. There is an increase in the number of students being reclassified in the 2018-19. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.

2. The number of identified English Learners continues to be the majority of the student population at Finley School.

3. The number of identified Fluent English Proficient students increased from 18-19 to 19-20.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	90	82	70	0	79	70	0	79	95.9	0.0	96.3
Grade 4	90	75	85	88	0	84	88	0	84	97.8	0.0	98.8
Grade 5	83	83	75	81	0	75	81	0	75	97.6	0.0	100.0
All Grades	246	248	242	239	0	238	239	0	238	97.2	0.0	98.3

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2439.		2401.	28.57		13.92	27.14		24.05	22.86		29.11	21.43		32.91
Grade 4	2484.		2465.	27.27		19.05	32.95		27.38	20.45		23.81	19.32		29.76
Grade 5	2511.		2497.	20.99		22.67	39.51		28.00	25.93		22.67	13.58		26.67
All Grades	N/A	N/A	N/A	25.52		18.49	33.47		26.47	23.01		25.21	17.99		29.83

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.00		17.72	55.71		62.03	14.29		20.25
Grade 4	18.18		17.86	64.77		66.67	17.05		15.48
Grade 5	22.22		14.67	59.26		65.33	18.52		20.00
All Grades	23.01		16.81	60.25		64.71	16.74		18.49

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.14		7.59	52.86		56.96	30.00		35.44
Grade 4	22.73		13.10	65.91		65.48	11.36		21.43
Grade 5	20.99		13.33	62.96		62.67	16.05		24.00
All Grades	20.50		11.34	61.09		61.76	18.41		26.89

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.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.00		12.66	70.00		67.09	10.00		20.25
Grade 4	29.55		8.33	57.95		76.19	12.50		15.48
Grade 5	14.81		13.33	67.90		70.67	17.28		16.00
All Grades	21.76		11.34	64.85		71.43	13.39		17.23

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.14		12.66	57.14		67.09	15.71		20.25
Grade 4	18.18		21.43	65.91		65.48	15.91		13.10
Grade 5	22.22		18.67	59.26		66.67	18.52		14.67
All Grades	22.18		17.65	61.09		66.39	16.74		15.97

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. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.
2018-19 data showed the following: 58.99% decreased from 59.55% of the students in grades 3-5 are meeting grade level standards. 3rd and 5th grade made a 4-5% growth in meeting where 4th grade decreased by 14% in the number of student meeting standard.

2. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. There was a 3.3% decrease in students exceeding the standard overall from the 17-18 school year. There was a 2.8% increase in the number of students meeting the standard.

3. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. There was a 3% increase in the number of students not meeting standards and a 2.5% decrease in the number of students nearly meeting the standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	90	82	72	0	82	72	0	82	98.6	0.0	100.0
Grade 4	90	75	85	90	0	84	90	0	84	100	0.0	98.8
Grade 5	83	83	75	83	0	75	83	0	75	100	0.0	100.0
All Grades	246	248	242	245	0	241	245	0	241	99.6	0.0	99.6

Overall Participation for All Students

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

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2443.		2412.	16.67		8.54	37.50		30.49	26.39		28.05	19.44		32.93
Grade 4	2487.		2458.	21.11		11.90	32.22		27.38	33.33		30.95	13.33		29.76
Grade 5	2528.		2484.	21.69		13.33	26.51		16.00	39.76		36.00	12.05		34.67
All Grades	N/A	N/A	N/A	20.00		11.20	31.84		24.90	33.47		31.54	14.69		32.37

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

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.78		13.41	50.00		59.76	22.22		26.83
Grade 4	41.11		14.29	30.00		58.33	28.89		27.38
Grade 5	27.71		14.67	49.40		54.67	22.89		30.67
All Grades	32.65		14.11	42.45		57.68	24.90		28.22

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.39		8.54	52.78		57.32	20.83		34.15
Grade 4	23.33		13.10	54.44		52.38	22.22		34.52
Grade 5	15.66		8.00	60.24		65.33	24.10		26.67
All Grades	21.63		9.96	55.92		58.09	22.45		31.95

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00		10.98	56.94		74.39	18.06		14.63
Grade 4	23.33		13.10	55.56		55.95	21.11		30.95
Grade 5	19.28		9.33	61.45		64.00	19.28		26.67
All Grades	22.45		11.20	57.96		64.73	19.59		24.07

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. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.
Data from the 18-19 school year showed the following: The number of students categorized as Not Meeting Standards between fourth and fifth grades increased from the previous year from 6.09 to 12.05.

2. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.
Data from the 18-19 school year showed the following: The number of students categorized as Above Standards increased by approximately 1 point from the 17-18 school year. Overall 51.84% of students in grades 3rd - 5th Met or Above Standards, while 48.16% are categorized as Nearing Standard or Below Standard.

3. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.
Data from the 18-19 school year showed the following: The number of students Not Meeting Standards has decreased from 21.03% to 14.69% over the last 3 years.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1401.2	1356.7	1385.8	1410.6	1368.9	1391.3	1379.1	1327.9	1372.8	67	67	61
1	1458.1	1422.9	1425.2	1456.7	1424.7	1432.4	1458.9	1420.7	1417.6	60	76	54
2	1497.5	1441.7	1451.2	1487.0	1433.9	1435.8	1507.6	1449.0	1466.1	42	42	73
3	1514.1	1480.0	1482.9	1506.7	1474.5	1476.0	1520.9	1484.8	1489.4	50	57	42
4	1534.9	1486.1	1496.8	1524.6	1473.6	1478.5	1544.8	1498.1	1514.4	55	48	52
5	1556.9	1498.9	1552.9	1540.0	1498.0	1567.4	1573.3	1499.3	1537.9	54	46	42
All Grades										328	336	324

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	5.97	1.49	11.48	26.87	11.94	19.67	41.79	35.82	31.15	25.37	50.75	37.70	67	67	61
1	15.00	3.95	3.70	38.33	27.63	20.37	28.33	28.95	40.74	18.33	39.47	35.19	60	76	54
2	16.67	2.38	4.11	54.76	28.57	30.14	23.81	35.71	34.25	4.76	33.33	31.51	42	42	73
3	34.00	14.04	9.52	42.00	28.07	42.86	16.00	29.82	26.19	8.00	28.07	21.43	50	57	42
4	41.82	10.42	9.62	38.18	35.42	40.38	9.09	35.42	28.85	10.91	18.75	21.15	55	48	52
5	50.00	17.39	42.86	33.33	30.43	26.19	5.56	32.61	21.43	11.11	19.57	9.52	54	46	42
All Grades	26.52	7.74	12.04	37.80	26.19	29.32	21.65	32.74	31.17	14.02	33.33	27.47	328	336	324

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.46	1.49	9.84	31.34	22.39	22.95	34.33	22.39	26.23	26.87	53.73	40.98	67	67	61
1	25.00	13.16	14.81	28.33	26.32	22.22	31.67	26.32	42.59	15.00	34.21	20.37	60	76	54
2	26.19	16.67	10.96	52.38	16.67	21.92	16.67	38.10	31.51	4.76	28.57	35.62	42	42	73
3	54.00	21.05	26.19	18.00	40.35	30.95	18.00	12.28	23.81	10.00	26.32	19.05	50	57	42
4	60.00	18.75	11.54	23.64	41.67	50.00	9.09	16.67	21.15	7.27	22.92	17.31	55	48	52
5	61.11	39.13	59.52	22.22	34.78	30.95	3.70	13.04	4.76	12.96	13.04	4.76	54	46	42
All Grades	37.80	16.96	19.75	28.66	30.06	29.01	19.82	21.43	26.23	13.72	31.55	25.00	328	336	324

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	6.56	35.82	5.97	16.39	46.27	46.27	50.82	17.91	47.76	26.23	67	67	61
1	6.67	5.26	3.70	38.33	25.00	16.67	36.67	27.63	25.93	18.33	42.11	53.70	60	76	54
2	11.90	0.00	6.85	50.00	26.19	24.66	30.95	30.95	39.73	7.14	42.86	28.77	42	42	73
3	26.00	5.26	4.76	38.00	22.81	30.95	28.00	43.86	35.71	8.00	28.07	28.57	50	57	42
4	32.73	16.67	11.54	38.18	16.67	23.08	18.18	35.42	40.38	10.91	31.25	25.00	55	48	52
5	37.04	4.35	16.67	33.33	13.04	19.05	18.52	50.00	47.62	11.11	32.61	16.67	54	46	42
All Grades	18.29	5.06	8.02	38.41	18.15	21.60	30.49	38.69	40.12	12.80	38.10	30.25	328	336	324

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.99	5.97	11.48	83.58	59.70	72.13	13.43	34.33	16.39	67	67	61
1	43.33	27.63	25.93	50.00	55.26	57.41	6.67	17.11	16.67	60	76	54
2	26.19	11.90	20.55	69.05	69.05	49.32	4.76	19.05	30.14	42	42	73
3	30.00	28.07	26.19	64.00	47.37	57.14	6.00	24.56	16.67	50	57	42
4	36.36	35.42	63.46	54.55	45.83	26.92	9.09	18.75	9.62	55	48	52
5	29.63	17.39	40.48	59.26	65.22	54.76	11.11	17.39	4.76	54	46	42
All Grades	27.44	21.13	29.94	63.72	56.55	53.09	8.84	22.32	16.98	328	336	324

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.93	1.52	9.84	52.24	30.30	44.26	32.84	68.18	45.90	67	66	61
1	18.33	1.32	7.41	55.00	51.32	59.26	26.67	47.37	33.33	60	76	54
2	26.19	14.29	9.59	64.29	52.38	58.90	9.52	33.33	31.51	42	42	73
3	56.00	31.58	42.86	30.00	43.86	30.95	14.00	24.56	26.19	50	57	42
4	65.45	14.58	5.77	27.27	62.50	69.23	7.27	22.92	25.00	55	48	52
5	61.11	63.04	76.19	22.22	23.91	19.05	16.67	13.04	4.76	54	46	42
All Grades	39.33	18.51	21.60	41.77	43.88	49.07	18.90	37.61	29.32	328	335	324

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	6.56	85.07	51.52	68.85	14.93	48.48	24.59	67	66	61
1	26.67	13.16	7.41	56.67	38.16	38.89	16.67	48.68	53.70	60	76	54
2	21.43	7.14	6.85	71.43	59.52	61.64	7.14	33.33	31.51	42	42	73
3	18.00	7.02	4.76	70.00	50.88	57.14	12.00	42.11	38.10	50	57	42
4	30.91	16.67	7.69	56.36	45.83	67.31	12.73	37.50	25.00	55	48	52
5	46.30	8.70	19.05	42.59	52.17	54.76	11.11	39.13	26.19	54	46	42
All Grades	23.17	8.66	8.33	64.02	48.66	58.64	12.80	42.69	33.02	328	335	324

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	38.81	4.48	19.67	28.36	41.79	45.90	32.84	53.73	34.43	67	67	61
1	6.67	3.95	0.00	75.00	53.95	72.22	18.33	42.11	27.78	60	76	54
2	16.67	4.76	17.81	73.81	28.57	57.53	9.52	66.67	24.66	42	42	73
3	34.00	12.28	7.14	62.00	66.67	83.33	4.00	21.05	9.52	50	57	42
4	36.36	6.25	23.08	54.55	70.83	55.77	9.09	22.92	21.15	55	48	52
5	35.19	2.17	30.95	57.41	76.09	59.52	7.41	21.74	9.52	54	46	42
All Grades	28.35	5.65	16.36	57.01	55.95	61.11	14.63	38.39	22.53	328	336	324

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. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: 26.52% of students tested are at Level 4, 37.8% tested are at Level 3, 21.65% of students tested are at a Level 2 and 14.02% of students tested at Level 1.

2. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: Second grade has the highest percentage of students in Level 3 with 54.76% of students.

3. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: Level 3 decreased from 17-18 to 18-19 and the number of students from 4th to 5th grade increased by one level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**86.1**	**59.7**	**0.6**
Total Number of Students enrolled in Emmett S. Finley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	323	59.7
Foster Youth	3	0.6
Homeless	25	4.6
Socioeconomically Disadvantaged	466	86.1
Students with Disabilities	45	8.3

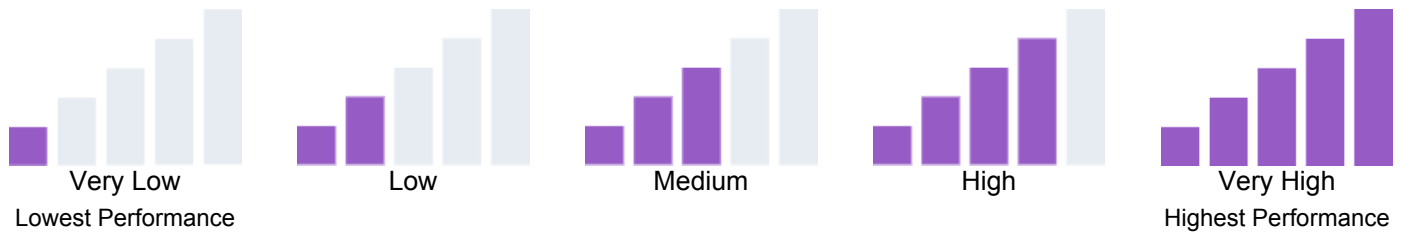| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	1	0.2
Asian		
Filipino		
Hispanic	506	93.5
Two or More Races	3	0.6
Pacific Islander		
White	28	5.2

Conclusions based on this data:

1. 2018-19 data showed the following: 79.0% of students enrolled are identified as Socioeconomically Disadvantaged. An increase from the previous year.

2. 2018-19 data showed the following: The number of English Learners comprises the majority of students enrolled with a 60.3% rate.

3. 2018-19 data showed the following: Students enrolled identify as Hispanic comprise 92.6%.
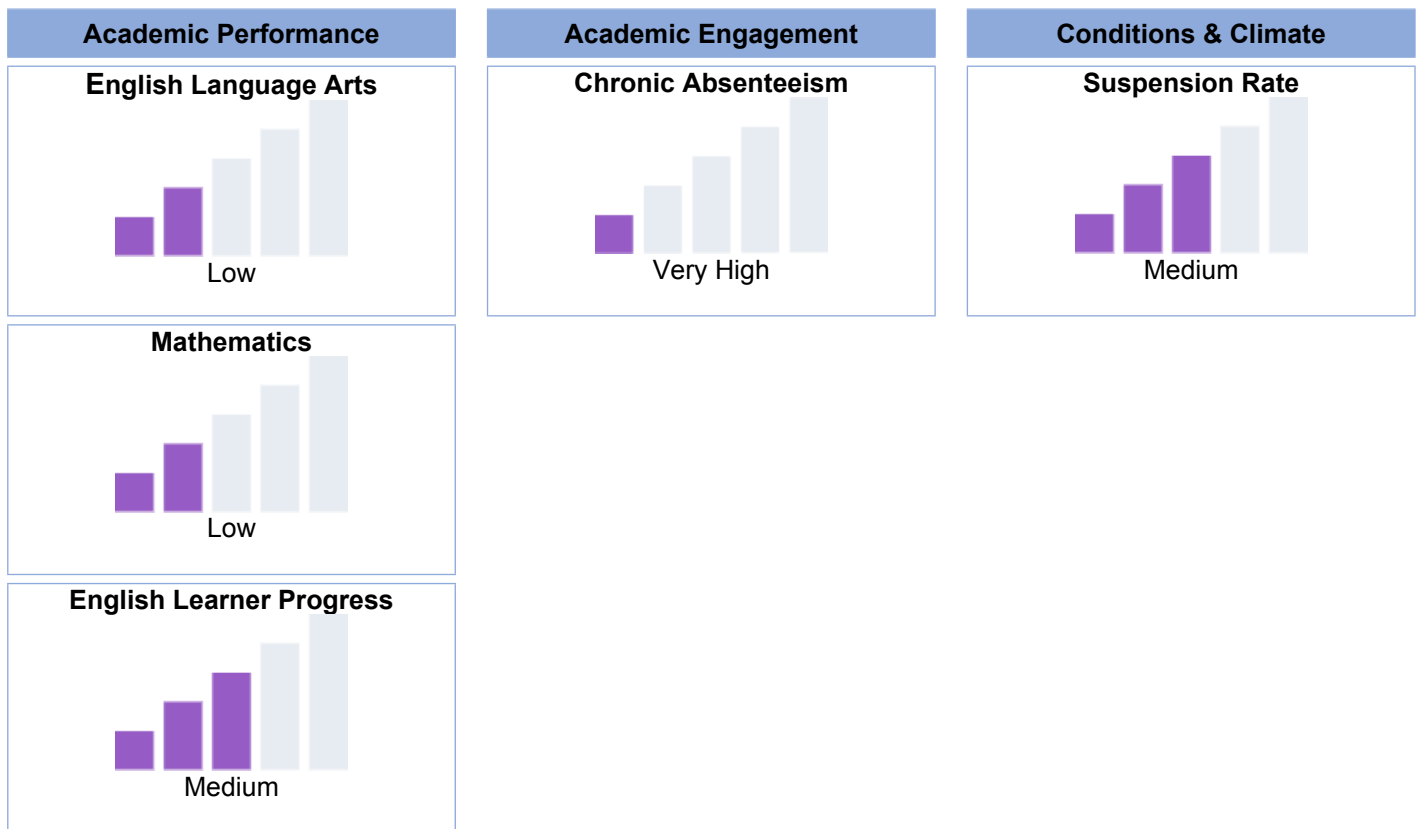
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Medium		

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Students did not perform as well in English Language Arts from previous years. There was a decrease in the number of fourth grade students meeting or exceeding the standards. The change in teachers to different grade levels could be one reason for this decrease.
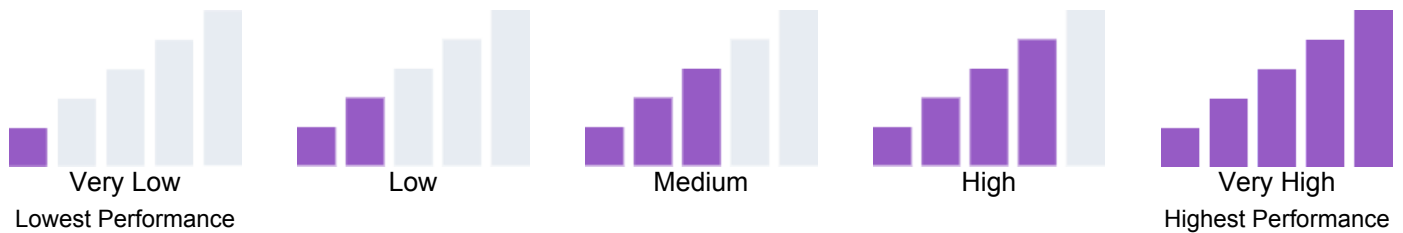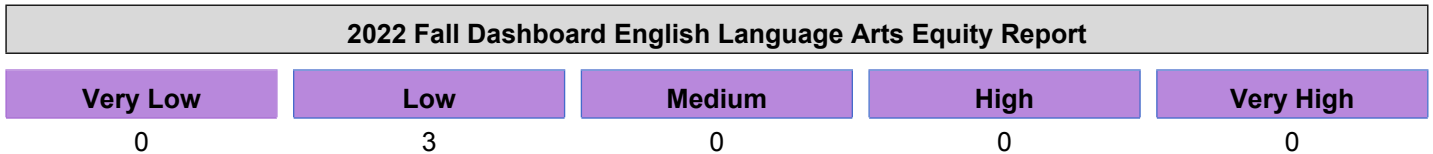
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Chronic absenteeism has increased which might have been attributed to the number of students requesting Independent Study.

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Mathematics is rated as above average but is now higher than the English Language Arts rating.

School and Student Performance Data

Academic Performance
English Language Arts

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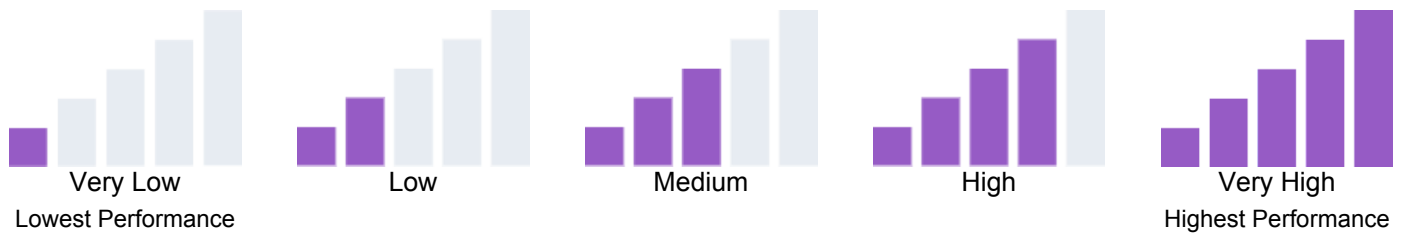ls (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
11.6 points below standard	35.3 points below standard	2 Students
225 Students	134 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
8 Students	22.1 points below standard	48.2 points below standard
	191 Students	27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 14.3 points below standard 214 Students	No Performance Level 2 Students		No Performance Level 9 Students
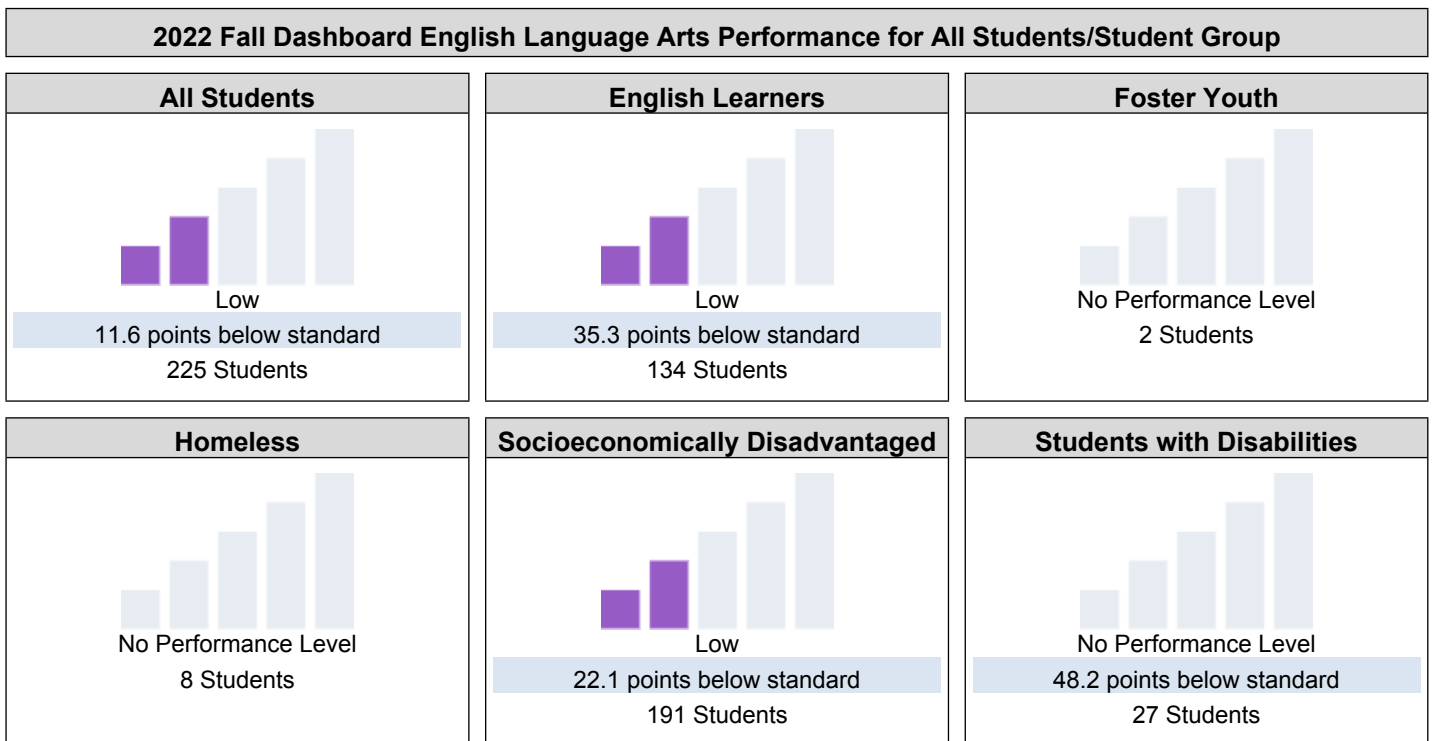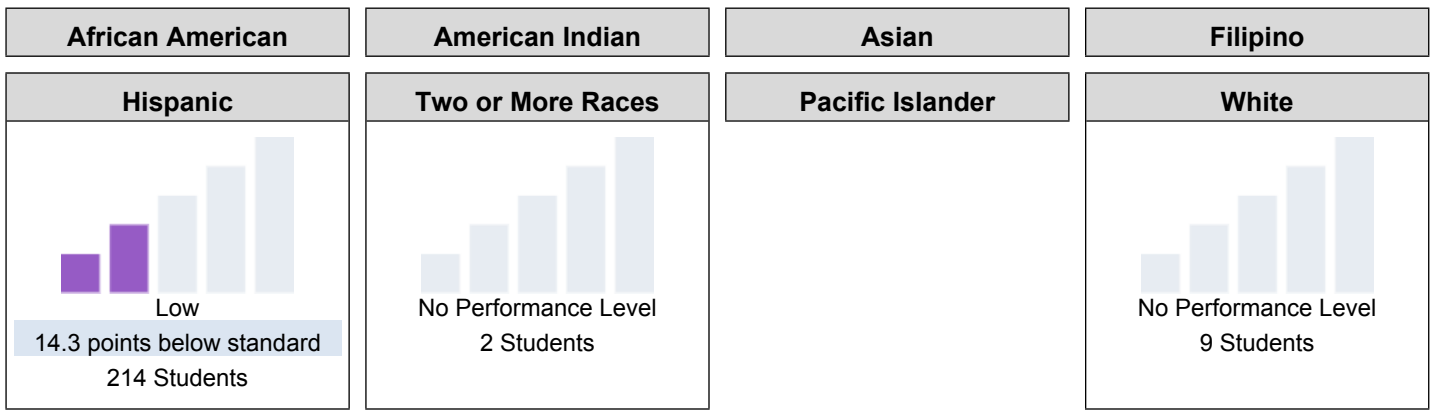
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
44.5 points below standard	67.3 points above standard	23.3 points above standard
123 Students	11 Students	85 Students

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: The number of students meeting or exceeding the standard decreased in all subgroups except Students with Disabilities..

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Students with disabilities show an increase in performance but are still 48.9 points below standard.

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Overall ALL students are 9.2 points above meeting or exceeding the standard in ELA.

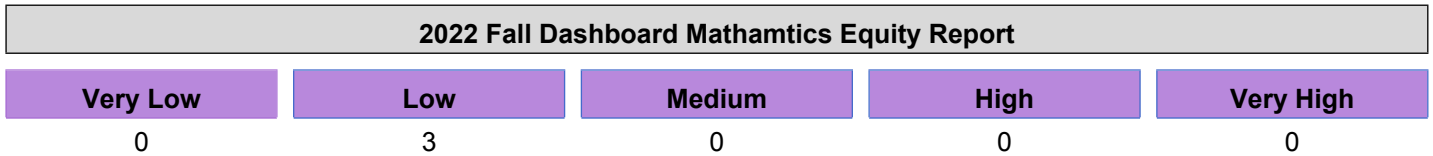# School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
30.1 points below standard	46.9 points below standard	2 Students
225 Students	134 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
8 Students	39.0 points below standard	55.8 points below standard
	191 Students	27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Low
30.3 points below standard
214 Students

Two or More Races

No Performance Level
2 Students

White

No Performance Level
9 Students
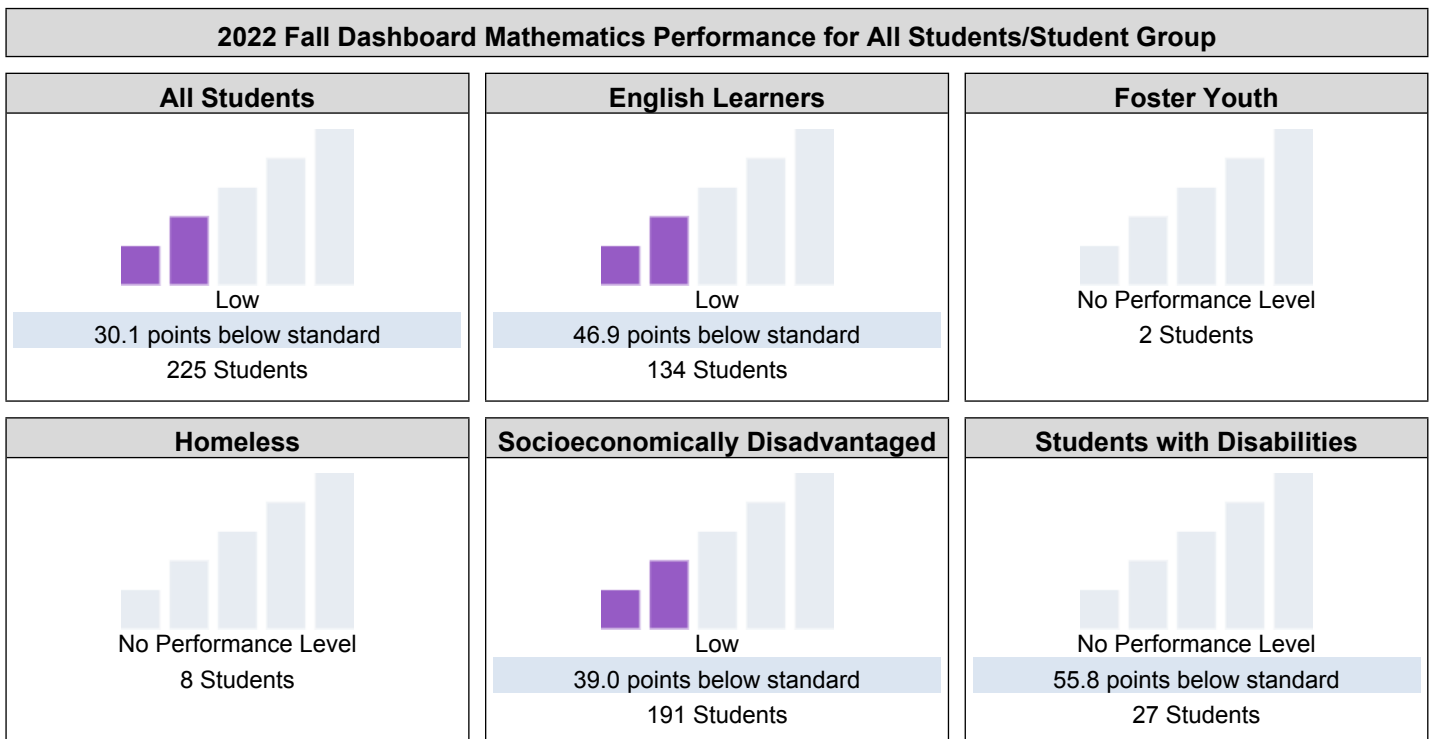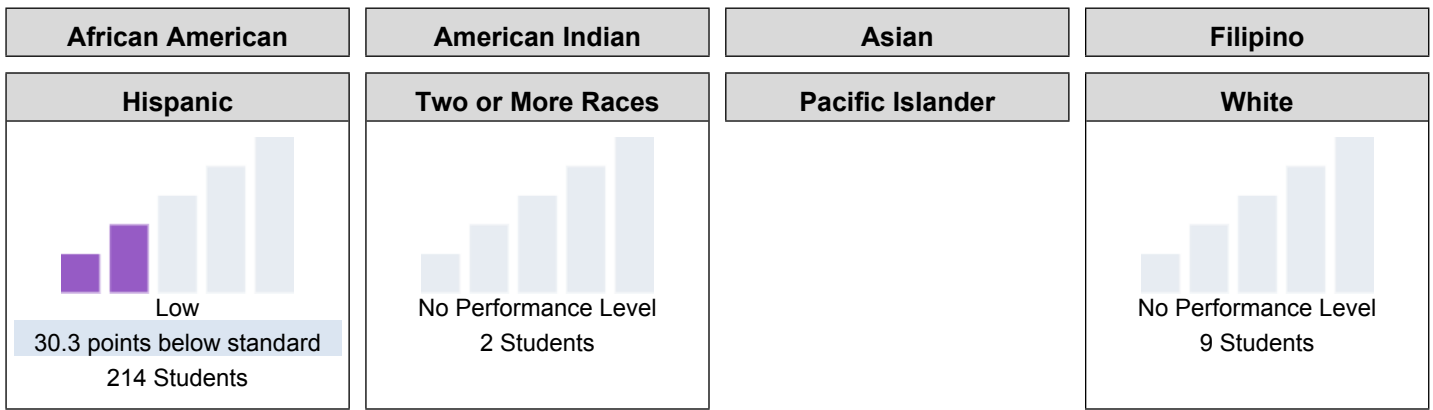
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
50.3 points below standard	9.5 points below standard	2.6 points below standard
123 Students	11 Students	85 Students

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Overall students are 5.2 points above standard in Mathematics.

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: Students identified as Socioeconomically Disadvantaged are 5.1 points below standard with an increase of 0.7 points.

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 CAASPP data showed the following: English learners are below 5.1 points and decreased 0.7 points from the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

50.2 making progress towards English language proficiency

Number of EL Students: 251 Students

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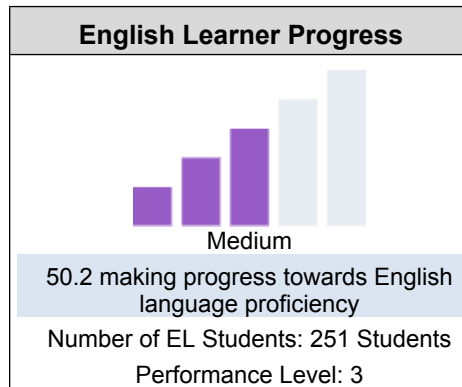
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
14.3%	35.5%	1.2%	49.0%

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 63.2 % of students are making progress toward proficiency

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 31 of students decreased one level

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 124 students progressed at lease one level

School and Student Performance Data

Academic Performance
College/Career Report

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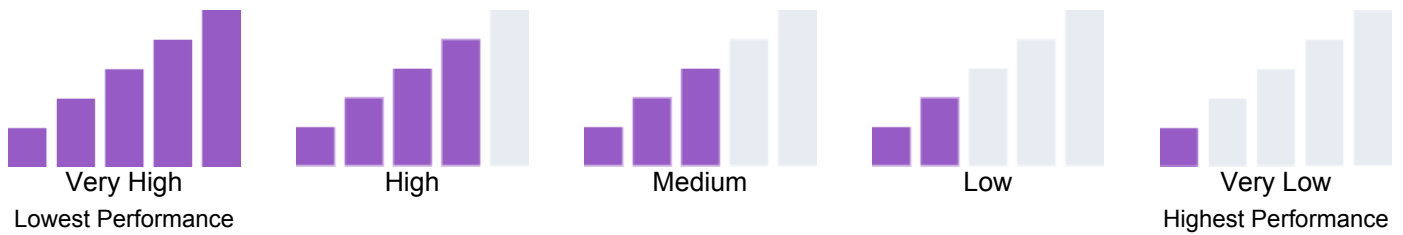
Conclusions based on this data:
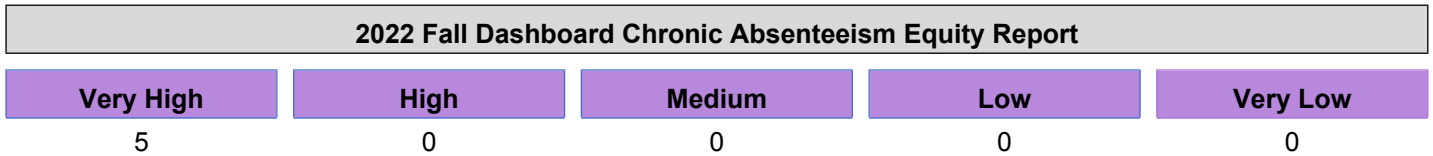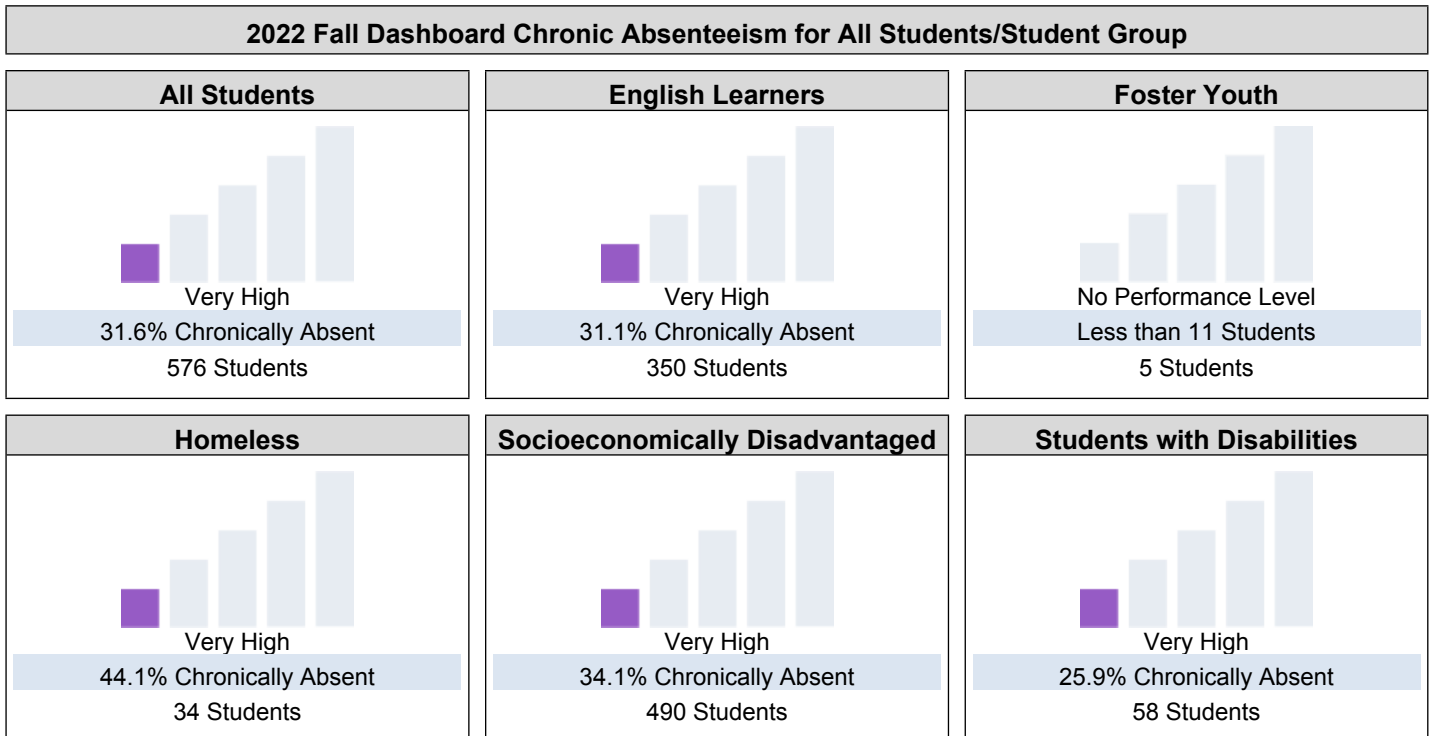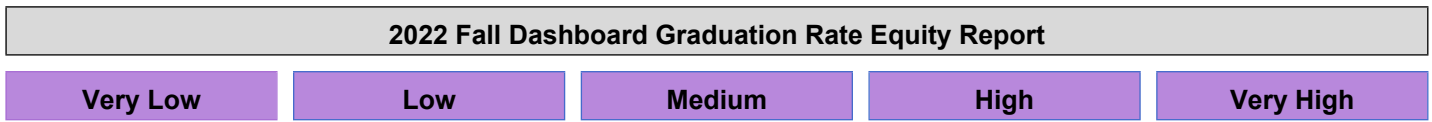
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School and Student Performance Data

Academic Engagement
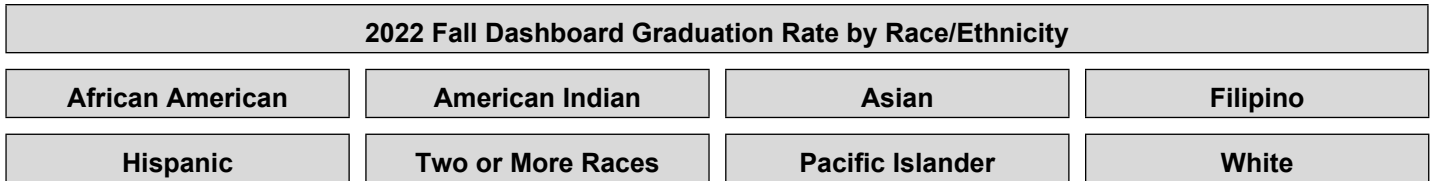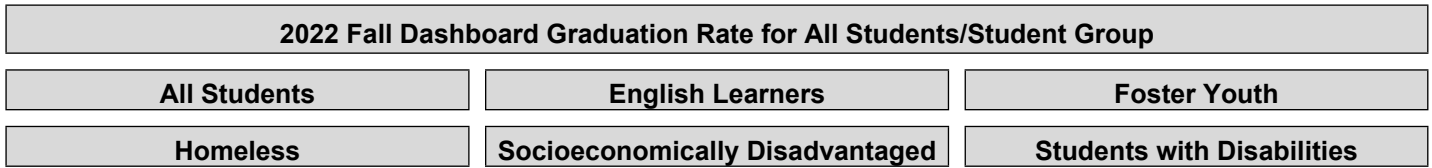## Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
31.6% Chronically Absent	31.1% Chronically Absent	Less than 11 Students
576 Students	350 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
44.1% Chronically Absent	34.1% Chronically Absent	25.9% Chronically Absent
34 Students	490 Students	58 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level		
Less than 11 Students	Less than 11 Students		
2 Students	1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level		No Performance Level
31.2% Chronically Absent	Less than 11 Students		33.3% Chronically Absent
542 Students	4 Students		27 Students
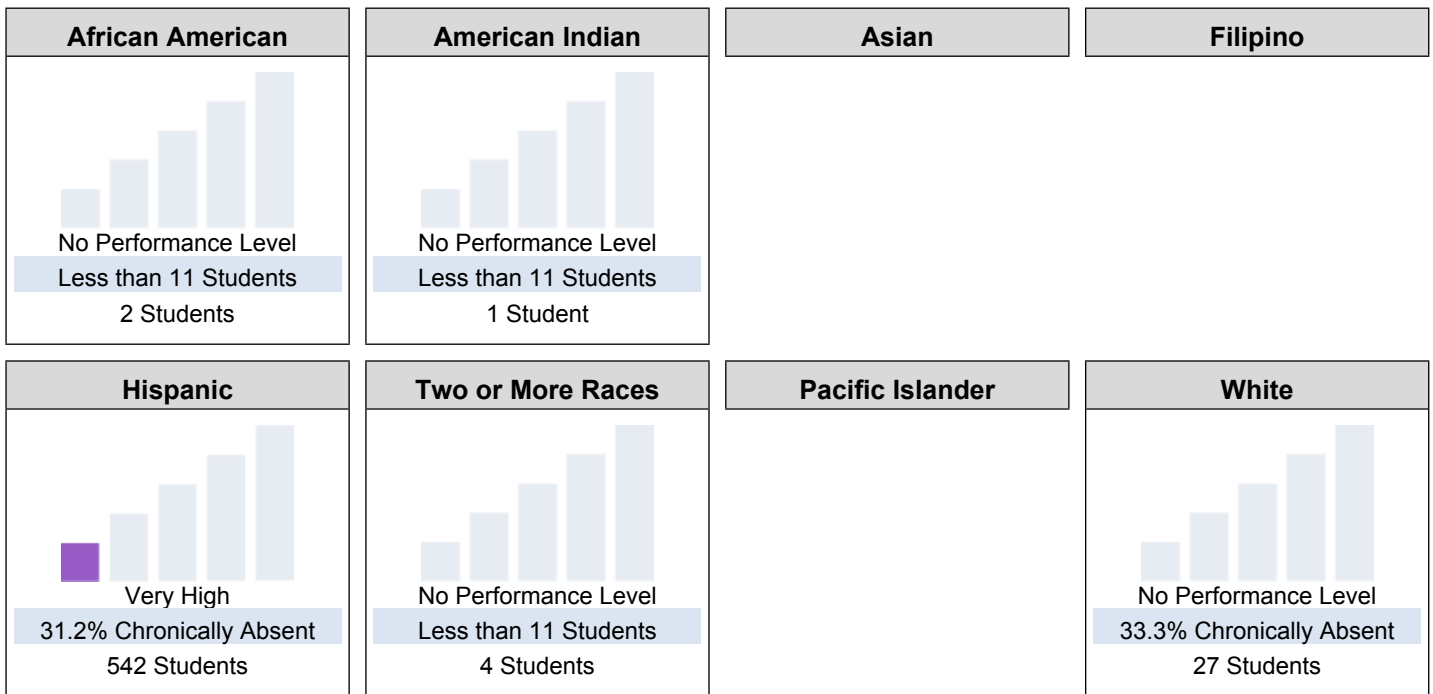
Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: The number of Students with Disabilities chronic absenteeism decreased by 3.8 ponts

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: The number of students with chronic absenteeism identified as English Learners increased by 3%.

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: Chronic absenteeism for students identified as Socioeconomically Disadvantaged maintained at 7.2%
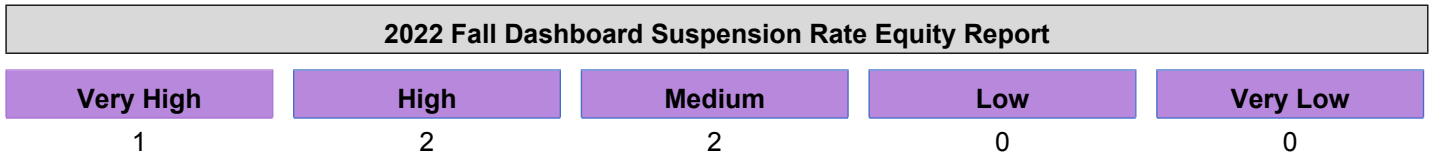
School and Student Performance Data

Academic Engagement
Graduation Rate

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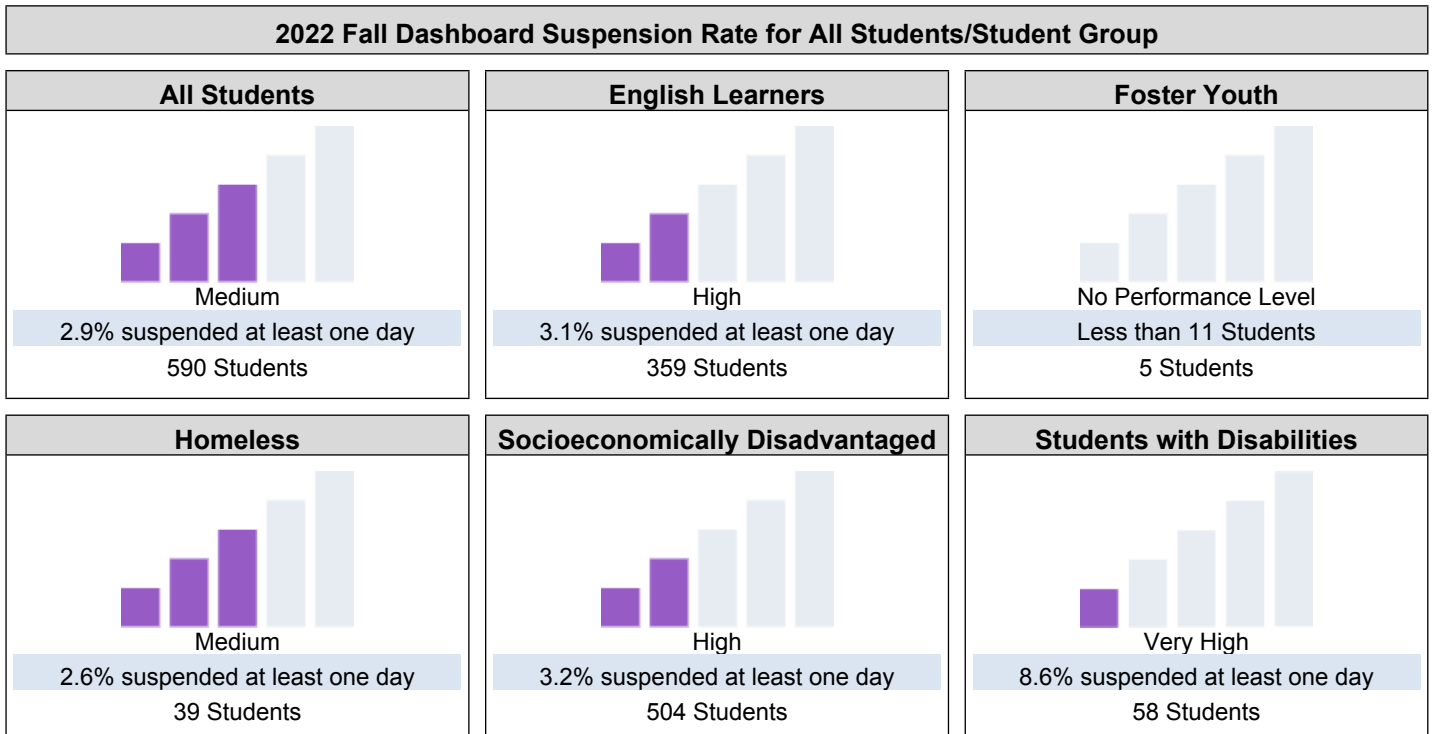
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	2	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
2.9% suspended at least one day	3.1% suspended at least one day	Less than 11 Students
590 Students	359 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	Very High
2.6% suspended at least one day	3.2% suspended at least one day	8.6% suspended at least one day
39 Students	504 Students	58 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity
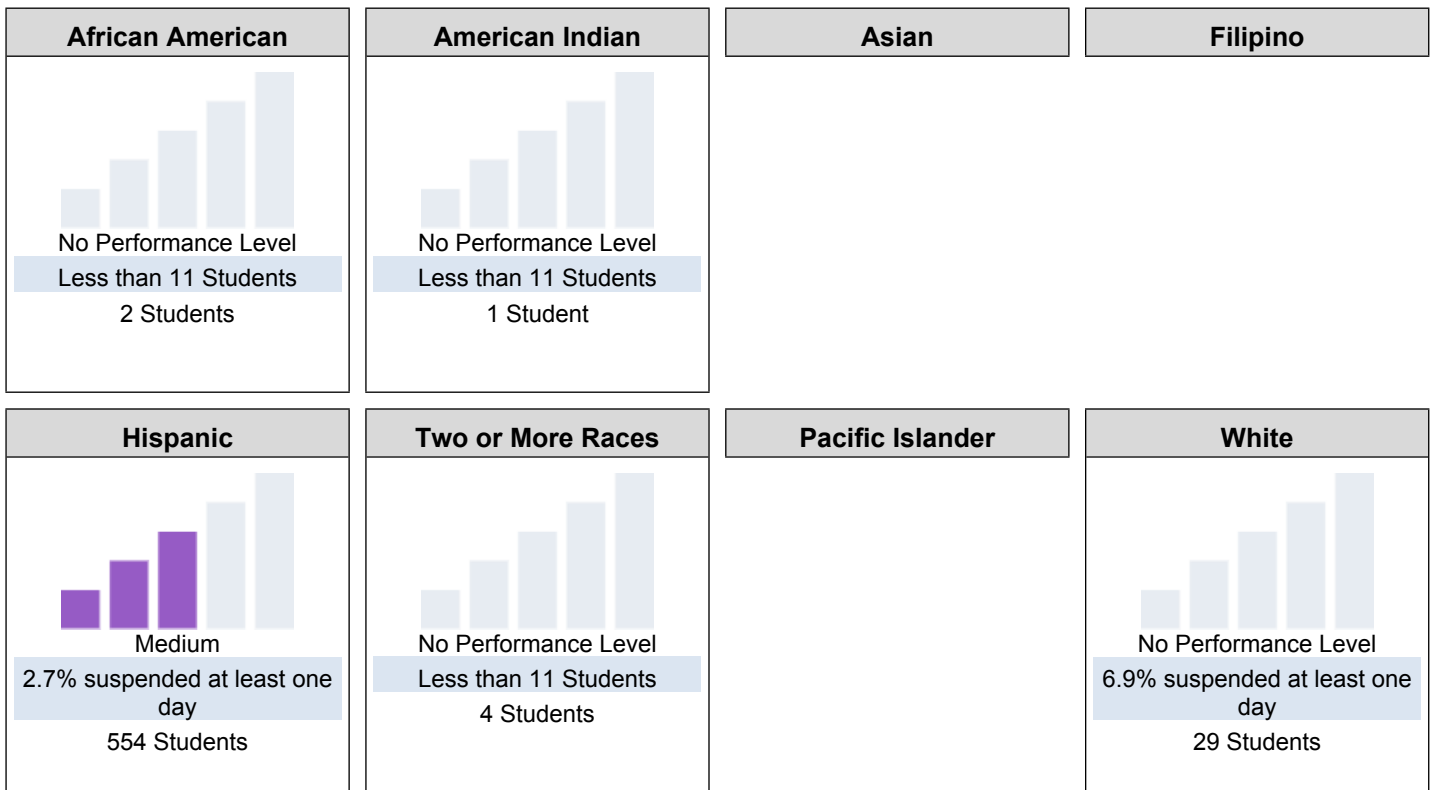
African American

No Performance Level

Less than 11 Students

2 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

Filipino

Hispanic

Medium

2.7% suspended at least one day

554 Students

Two or More Races

No Performance Level

Less than 11 Students

4 Students

Pacific Islander

White

No Performance Level

6.9% suspended at least one day

29 Students

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: The suspension rate for students identified as Student with Disabilities decreased by 1. points

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: The number of white students suspended increased by 3 points

3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available.
2019 data showed the following: The number of Hispanic students decreased by 0.4 points

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

Increase student achievement for ALL students in all academic areas by providing students with instruction aligned to the state academic standards by highly qualified teachers.(LCAP Goal 1)

LEA/LCAP Goal

Annual increase in student achievement for all students in all academic areas, in all subgroups by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

Goal 1

Student STAR scores will progress toward grade level proficiency in both ELA and Math. Students who are below grade level proficiency will be identified and provided intervention. Teachers will report that they are prepared to teach in their assigned classroom as a result of training and support. 60% of students will be reading at grade level in 1st through 5th, as measured by STAR Reading assessment and 70% of students will be at grade level proficiency as measured by STAR Math assessment. Increase in students learning English by 2% as measured on the ELPAC with an increase of 2% in students who meet reclassification criteria.

Identified Need

Ensure that ALL students have the foundational reading and math skills needed to Meet Standard or be Above Standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA scores	25.52% Above Standard, 33.47% Met Standard (58.99%) - 41% (Nearly or Not Met)	65% meeting or exceeding standard
CAASPP Math scores	20% Above Standard, 31.84 % Met Standard (51.84%) - 48.16% (Nearly or Not Met)	60% meeting or exceeding standard
ELPAC scores	26.52 at Level 4, 37.80 at Level 3	Less than 30% at Levels 1 & 2
Renaissance STAR Reading scores	40%	60% reading at grade level

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

1.1 Supplemental Standards Aligned Curriculum - provide standards-aligned supplemental instructional materials for all 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)
2500	Title I 4000-4999: Books And Supplies Zearn Math,
360	Title I 4000-4999: Books And Supplies Reading Eggs
795	Title I 4000-4999: Books And Supplies Mystery Science
9900	Title I 4000-4999: Books And Supplies Reading Plus

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

1.2 Teacher and Paraprofessional Effectiveness - attend job fairs to recruit and hire teachers, provide professional development and training, and collaboration time.

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)
940	Title II Part A: Improving Teacher Quality None Specified AVID Summer Conference
1234	Title II Part A: Improving Teacher Quality None Specified

	Substitutes for collaboration
2468	Title I None Specified Substitutes for collaboration

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

1.3 Promote and Monitor Academic Proficiency - including English Learners, low income, foster youth, and students with exceptional needs.

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)
400	Title I None Specified Document Tracker
2855	Title I None Specified Remind App

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL Students, especially English Learners

Strategy/Activity

1.4 Further Reduce Class Size - reduce class size to provide an effective student/teacher ratio and to meet the needs of all individual 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)

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

1.5 Intensive Academic Support - ensure the coordination of additional support plans from staff are in place for all students, with priority given to unduplicated 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)
13,651	Title I None Specified Chromebooks for students
41,003	Title IV Part A: Student Support and Academic Enrichment None Specified Chromebooks for students

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

1.6 Extended Learning Opportunities -provide extended learning opportunities for all students, including English Learners, Low-Income, Foster Youth and students with exceptional needs, through tutoring, academies, maintaining summer school programs for intervention and/or enrichment to accelerate or maintain academic progress.

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL students

Strategy/Activity

1.7 Additional Technology - maintain/repair/replace/expand technology equipment and software.

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)
4000	Title I None Specified Document cameras
1200	Title I None Specified Student headphones

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

1.8 Supplemental ELD Programs and Support - providing additional support to enhance designated and integrated ELD through pull-out support, small-group instruction, and individual tutoring.

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)
5069	Title III Part A: Language Instruction for LEP Students None Specified EL student support

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

1.9 Additional Student Health Services - increase support for student behavioral health as well as physical well-being by providing additional Health Clerks, Mental Health services, Speech Therapy aides, and an elementary Physical Education teacher to improve the quality of these existing programs and to provide increased staff collaboration.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The expansion of paraprofessionals in the classroom and further professional development was effective.

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

The professional development opportunities that have been provided have expanded staff knowledge and experiences.

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.

Additional professional development training, hiring of additional paraprofessionals, Americorps and implementing additional supplemental curriculum.

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

Provide a broad course of study in Kinder through Fifth grade that will prepare students for college and career upon graduation.

LEA/LCAP Goal

Provide a broad course of study in Kinder through fifth grade that will prepare students for college and career upon graduation.

Goal 2

By June 2023, all students will be exposed to a variety of instructional strategies and activities to prepare them for college and career. The Principal, Counselor, teachers and staff will plan and encourage the students and community to participate in college and career activities. The school site will also implement college and career readiness programs and provide instruction that will eliminate the need for remediation at that middle and high school level.

Identified Need

All students must and should be exposed to College and Career Readiness to better prepare them for their future.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Awareness and participation rate of activities	Student and parent survey awareness of College & Career Readiness	70% of students will be at grade level and 100% of students and parents will be exposed to College and Career Readiness expectations.

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

2.1 Maintain school counselor to provide supplemental services for all students making progress toward grade level proficiency and college and career.

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)
225,000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor salaries and benefits

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

2.2 Maintain Dual language program

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)
10,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development (NABE, CABE, English Learner Institute)
3,000	Title I 4000-4999: Books And Supplies Dual component supplies, materials, etc.
2,000	LCFF 4000-4999: Books And Supplies Dual events and activities

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

2.3 Seal of Biliteracy

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

2.4 Support the integration of STEAM into the curriculum by integrating visual arts, music, dance, poetry, storytelling, theater, and technology.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.5 Career and technical education

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.6 Promote college and career readiness through a variety of events, including higher ed week, career days, college days, etc.

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

Amount(s)	Source(s)
500.00	LCFF 4000-4999: Books And Supplies Higher Ed Week

500.00	LCFF 0000: Unrestricted Career Day
500.00	LCFF 4000-4999: Books And Supplies College Days

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

2.7 Support the implementation of AVID

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 None Specified Dual activities/supplies/materials cost

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

2.8 Post secondary enrollment

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)

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.

Activities were effective and participation has increased over the last few years. Parent Survey indicates that 79.7% feel that their children are being taught organization, higher education skills and are now familiar with the components and benefits AVID and Dual Language program.

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

Encouragement of tutoring and SSTs is needed to continue implementation.

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.

Further expanding Dual Language and AVID implementation.

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

Promote "school connectedness" and "safety"

LEA/LCAP Goal

Provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

Goal 3

90% of parents, students and staff will indicate that they feel safe and connected at school. Increase student attendance to 97.5%. Decrease chronic absenteeism. Decrease the suspension rate. Increase the percentage of parents that feel connected and safe at school. Increase the number of parents attending school site events. Maintain a rating of good or obtain a rating of exemplary on the Facilities Inspection Tool. Update the safety plan and conduct regular safety drills.

Identified Need

The Dashboard indicates that suspension rates and chronic absenteeism need improvement to meet state standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard indicators	Suspension rates and chronic absenteeism both score average and below average	Indicators should meet state standards and improve to a green or blue on the Dashboard.

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

3.1 Maintain attendance program to improve student attendance. Provide counseling and intervention and provide incentives to prevent chronic absenteeism.

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

Amount(s)	Source(s)
4,000.00	LCFF 4000-4999: Books And Supplies Attendance incentives
500.00	LCFF 4000-4999: Books And Supplies Notifications
500.00	LCFF 4000-4999: Books And Supplies Attendance procedures

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

3.2 Additional site and Student Health, Safety, and Security

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	General Fund 4000-4999: Books And Supplies First Aide Kits
500	General Fund 4000-4999: Books And Supplies Emergency water
15,000	None Specified 4000-4999: Books And Supplies Health and safety supplies

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

3.3 Additional parent involvement

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)
20,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Synergy
3,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parent Link
2,000	LCFF None Specified Written notices
2,000	LCFF 4000-4999: Books And Supplies Student agendas
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Remind App

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

3.4 Supplemental Discipline Program - Implement enhanced district-wide discipline strategies.

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)
2,000	LCFF 4000-4999: Books And Supplies Professional development

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

3.5 Additional Transportation - provide unduplicated students with enhanced home-to-school transportation and transportation to supplementary school activities.

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.6 Social Emotional Learning - support the implementation of a social emotional learning curriculum and program

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)

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.

Students, staff, parents and community will feel a sense of safety and connectedness to improve attendance and culture.

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

An increase in time and effort will be necessary to improve student attendance and culture, as well as parent support and participation.

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.

Based on effectiveness of the strategies/activities, items may be revisited and changed over the course of the school year.

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	$385,375.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$44,129.00
Title II Part A: Improving Teacher Quality	$2,174.00
Title III Part A: Language Instruction for LEP Students	$5,069.00
Title IV Part A: Student Support and Academic Enrichment	$41,003.00

Subtotal of additional federal funds included for this school: $92,375.00

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 ($)
General Fund	$5,500.00
LCFF	$262,500.00
LCFF - Supplemental	$10,000.00
None Specified	$15,000.00

Subtotal of state or local funds included for this school: $293,000.00

Total of federal, state, and/or local funds for this school: $385,375.00

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

Expenditures by Funding Source

Funding Source	Amount
General Fund	5,500.00
LCFF	262,500.00
LCFF - Supplemental	10,000.00
None Specified	15,000.00
Title I	44,129.00
Title II Part A: Improving Teacher Quality	2,174.00
Title III Part A: Language Instruction for LEP Students	5,069.00
Title IV Part A: Student Support and Academic Enrichment	41,003.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	225,000.00
4000-4999: Books And Supplies	49,055.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,000.00
None Specified	74,820.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	General Fund	5,500.00
0000: Unrestricted	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF	225,000.00
4000-4999: Books And Supplies	LCFF	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	23,000.00
None Specified	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	None Specified	15,000.00
4000-4999: Books And Supplies	Title I	16,555.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
None Specified	Title I	24,574.00
None Specified	Title II Part A: Improving Teacher Quality	2,174.00
None Specified	Title III Part A: Language Instruction for LEP Students	5,069.00
None Specified	Title IV Part A: Student Support and Academic Enrichment	41,003.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,375.00
Goal 2	241,500.00
Goal 3	57,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Marco Page	Principal
Lovette Stiff	Other School Staff
Tiffany Terrill	Other School Staff
Julie Duarte	Parent or Community Member
Tonya Hawk	Parent or Community Member
Maricela Gonzalez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 23, 2023.

Attested:

Principal, Marco Page on 02/16/2023
SSC Chairperson, Lovette Stiff on 02/16/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

     a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

     b. use methods and instructional strategies that:

       i. strengthen the academic program in the school,

       ii. increase the amount and quality of learning time, and

       iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

     c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

       i. strategies to improve students' skills outside the academic subject areas;

       ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

       iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

       iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

       v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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**
Clear	☑ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other.

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 January 23, 2023 .

Attested:

Clear	Principal, Marco Page on 02/16/2023
Clear	SSC Chairperson, Lovette Stiff on 02/16/2023