School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	DeLaveaga Elementary
Address	1145 Morrissey Blvd. Santa Cruz, CA 95065-1498
County-District-School (CDS) Code	44698156049886
Principal	Thien Hua
District Name	Santa Cruz City Schools
SPSA Revision Date	April 21, 2023
Schoolsite Council (SSC) Approval Date	May 18, 2023
Local Board Approval Date	May 31, 2023

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
School Vision and Mission 3
School Profile....3
Educational Partner Involvement 3
School and Student Performance Data 4
- Student Enrollment....4
- CAASPP Results....6
- ELPAC Results 10
- Student Population....13
- Overall Performance 15
- Academic Performance....17
- Academic Engagement 23
- Conditions & Climate....26

Goals, Strategies, & Proposed Expenditures....28
- Goal 1....28
- Goal 2....35
- Goal 3....39
- Goal 4....45
- Goal 5....51

Annual Review and Update 52
- Goal 1....52
- Goal 2....55
- Goal 3....57
- Goal 4....59
- Goal 5....62

Budget Summary and Consolidation 63
- Budget Summary 63
- Allocations by Funding Source....63
- Expenditures by Funding Source 64
- Expenditures by Budget Reference 65
- Expenditures by Budget Reference and Funding Source 66

School Site Council Membership 67
Recommendations and Assurances 68

School Vision and Mission

DeLaveaga Elementary School's Vision and Mission Statements

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled and collaborative teaching staff have many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, based on California Content Standards, which enables all children to reach their academic, social, and emotional potential. DeLaveaga hosts the district's K-5 Spanish Two Way Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school.

VISION STATEMENT
The DeLaveaga School Community considers every child unique and deserving of the highest quality education available so that they may reach their own full potential, both academically and socially.

MISSION STATEMENT
At DeLaveaga, we believe every person has value and the potential to achieve their goals. We believe families are equal partners who support their children, as well as the needs of the whole school community. We collaborate as a team so that all children can learn. School should be safe and fun; a place where each child wants to be each day. We celebrate our diverse world in which children's languages and cultures, talents and dreams, are fostered and valued. We believe the transformative power of excellent teaching makes our beliefs become reality and supports high levels of achievement for all students.

School Profile

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled and collaborative teaching staff have many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, based on California Content Standards which enables all children to reach their academic, social, and emotional potential. DeLaveaga houses the district's K-5 Spanish Two Way Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school. In the academic year 2022-23, approximately 490 students registered in the Fall for its kindergarten through fifth grades.

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

Over the course of the 2022-2023 academic year, through the involvement of English Learner Advisory Committee (ELAC), School Site Council (SSC), Santa Cruz Instructional Leadership (SCIL), and Staff Meetings, we consulted with school staff and parents in the review and revision of our school plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.42%	0.41%	3	2	2
African American	1.7%	1.26%	0.82%	8	6	4
Asian	4.3%	3.58%	2.66%	20	17	13
Filipino	0.4%	%	0%	2		0
Hispanic/Latino	41.9%	41.05%	42.21%	197	195	206
Pacific Islander	0.2%	0.21%	0.2%	1	1	1
White	48.9%	50.11%	47.95%	230	238	234
Multiple/No Response	1.9%	2.95%	4.71%	9	14	23
			Total Enrollment	470	475	488

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	87	90
Grade 1	82	83	86
Grade 2	82	80	79
Grade3	73	82	82
Grade 4	69	76	79
Grade 5	69	67	72
Total Enrollment	470	475	488

Conclusions based on this data:

1. While DeLaveaga has a majority of "White" students, we also have approximately 39% Hispanic and Latinx students. The balance of our enrollment consists of African American, Asian, Filipino and Pacific Islander students. These numbers have remained consistent over the past 3 years.

2. The Santa Cruz City Schools District has been in a period of declining enrollment, and this has also been the trend at DeLaveaga. Our current enrollment in 2020-21 is 475 students; a drop of 55 students from last year to this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	83	91	94	17.70%	19.2%	19.3%
Fluent English Proficient (FEP)	29	36	35	6.20%	7.6%	7.2%
Reclassified Fluent English Proficient (RFEP)	10			12.0%		

Conclusions based on this data:

1. Even with the trend of declining enrollment in the District, our enrollment of English Learner students has been consistent the last two years.
2. Since 2020, we have seen an increase with our English Learner students to about 19% in 2022-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	81		0	81		0	81		0.0	100.0	
Grade 4	70	77		0	77		0	77		0.0	100.0	
Grade 5	66	66		0	65		0	65		0.0	98.5	
All Grades	209	224		0	223		0	223		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.			22.22			20.99			23.46			33.33	
Grade 4		2463.			24.68			23.38			23.38			28.57	
Grade 5		2533.			40.00			26.15			18.46			15.38	
All Grades	N/A	N/A	N/A		28.25			23.32			21.97			26.46	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.99			53.09			25.93	
Grade 4		16.88			71.43			11.69	
Grade 5		32.31			53.85			13.85	
All Grades		22.87			59.64			17.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.58			51.85			34.57	
Grade 4		16.88			53.25			29.87	
Grade 5		27.69			55.38			16.92	
All Grades		18.83			53.36			27.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.28			66.67			16.05	
Grade 4		11.69			72.73			15.58	
Grade 5		23.08			69.23			7.69	
All Grades		17.04			69.51			13.45	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.52			66.67			14.81	
Grade 4		15.58			67.53			16.88	
Grade 5		20.00			64.62			15.38	
All Grades		17.94			66.37			15.70	

Conclusions based on this data:

1. Over half of our students in grades 3-5 met or exceeded standard on the English Language Arts.
2. Over one quarter of our students did not meet the standard in English Language Arts.
3. The California Assessment of Student Performance and Progress (CAASPP) was not taken in 2020-21 due to COVID-19 shelter in place.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	81		0	81		0	81		0.0	100.0	
Grade 4	70	77		0	77		0	77		0.0	100.0	
Grade 5	66	66		0	65		0	65		0.0	98.5	
All Grades	209	224		0	223		0	223		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			11.11			24.69			27.16			37.04	
Grade 4		2461.			11.69			29.87			32.47			25.97	
Grade 5		2499.			18.46			23.08			30.77			27.69	
All Grades	N/A	N/A	N/A		13.45			26.01			30.04			30.49	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11			48.15			40.74	
Grade 4		14.29			49.35			36.36	
Grade 5		18.46			52.31			29.23	
All Grades		14.35			49.78			35.87	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.05			51.85			32.10	
Grade 4		16.88			57.14			25.97	
Grade 5		16.92			61.54			21.54	
All Grades		16.59			56.50			26.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.28			67.90			14.81	
Grade 4		15.58			63.64			20.78	
Grade 5		18.46			56.92			24.62	
All Grades		17.04			63.23			19.73	

Conclusions based on this data:

1. Almost half of our students tested in grades 3-5 met or exceeded standard. Almost one-third did not meet the standard.
2. As a school, fewer students are meeting proficiency in Mathematics than in English Language Arts.
3. There was no CAASPP testing in 2020-21 due to COVID-19 shelter in place.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1403.6	1421.8		1416.4	1438.8		1374.1	1382.0		22	20	
1	1428.6	1418.1		1445.8	1446.2		1410.7	1389.2		13	13	
2	1470.6	1466.5		1497.7	1485.5		1442.9	1447.1		14	13	
3	1493.5	1486.1		1506.6	1502.0		1480.1	1469.8		20	16	
4	1497.4	1519.3		1520.8	1526.2		1473.8	1512.1		12	18	
5	*	*		*	*		*	*		9	9	
All Grades										90	89	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	15.00		27.27	40.00		31.82	30.00		27.27	15.00		22	20	
1	0.00	0.00		15.38	23.08		53.85	38.46		30.77	38.46		13	13	
2	0.00	7.69		42.86	38.46		57.14	30.77		0.00	23.08		14	13	
3	15.00	12.50		35.00	43.75		45.00	31.25		5.00	12.50		20	16	
4	8.33	22.22		41.67	55.56		33.33	16.67		16.67	5.56		12	18	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	8.89	13.48		33.33	40.45		43.33	30.34		14.44	15.73		90	89	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	25.00		27.27	30.00		22.73	25.00		31.82	20.00		22	20	
1	15.38	30.77		23.08	30.77		53.85	7.69		7.69	30.77		13	13	
2	42.86	15.38		42.86	38.46		14.29	38.46		0.00	7.69		14	13	
3	35.00	43.75		55.00	43.75		10.00	6.25		0.00	6.25		20	16	
4	41.67	50.00		41.67	38.89		16.67	11.11		0.00	0.00		12	18	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	31.11	33.71		40.00	38.20		20.00	16.85		8.89	11.24		90	89	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	0.00		13.64	20.00		50.00	65.00		27.27	15.00		22	20	
1	0.00	0.00		15.38	0.00		30.77	38.46		53.85	61.54		13	13	
2	0.00	0.00		7.14	30.77		50.00	46.15		42.86	23.08		14	13	
3	0.00	0.00		30.00	6.25		45.00	62.50		25.00	31.25		20	16	
4	0.00	5.56		16.67	38.89		16.67	27.78		66.67	27.78		12	18	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	3.33	1.12		15.56	21.35		43.33	46.07		37.78	31.46		90	89	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	25.00		63.64	65.00		18.18	10.00		22	20	
1	30.77	53.85		69.23	23.08		0.00	23.08		13	13	
2	35.71	30.77		57.14	69.23		7.14	0.00		14	13	
3	35.00	50.00		45.00	43.75		20.00	6.25		20	16	
4	41.67	55.56		50.00	44.44		8.33	0.00		12	18	
5	*	*		*	*		*	*		*	*	
All Grades	27.78	38.20		61.11	55.06		11.11	6.74		90	89	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	30.00		50.00	45.00		40.91	25.00		22	20	
1	7.69	15.38		76.92	46.15		15.38	38.46		13	13	
2	50.00	30.77		50.00	53.85		0.00	15.38		14	13	
3	65.00	62.50		30.00	31.25		5.00	6.25		20	16	
4	66.67	44.44		33.33	55.56		0.00	0.00		12	18	
5	*	*		*	*		*	*		*	*	
All Grades	43.33	42.70		43.33	42.70		13.33	14.61		90	89	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	0.00		63.64	85.00		22.73	15.00		22	20	
1	15.38	0.00		38.46	46.15		46.15	53.85		13	13	
2	0.00	7.69		57.14	69.23		42.86	23.08		14	13	
3	5.00	0.00		45.00	50.00		50.00	50.00		20	16	
4	8.33	11.11		25.00	61.11		66.67	27.78		12	18	
5	*	*		*	*		*	*		*	*	
All Grades	7.78	5.62		51.11	60.67		41.11	33.71		90	89	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	10.00		50.00	65.00		45.45	25.00		22	20	
1	0.00	0.00		46.15	46.15		53.85	53.85		13	13	
2	0.00	7.69		28.57	46.15		71.43	46.15		14	13	
3	10.00	0.00		65.00	75.00		25.00	25.00		20	16	
4	0.00	22.22		50.00	61.11		50.00	16.67		12	18	
5	*	*		*	*		*	*		*	*	
All Grades	4.44	7.87		52.22	60.67		43.33	31.46		90	89	

Conclusions based on this data:

1. Our largest sampling of students is in Kindergarten where students overall performed better in 2021-22 than they did in 2020-21.
2. At every grade level, students perform better at Oral Language than they do with Written Language on the ELPAC.
3. Students in 4th grade performed significantly better than students in 3rd grade in Written Language.

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**
475	**32.0**	**19.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in DeLaveaga Elementary.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	91	19.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	152	32.0
Students with Disabilities	51	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian	2	0.4
Asian	17	3.6
Filipino		
Hispanic	195	41.1
Two or More Races	14	2.9
Pacific Islander	1	0.2
White	238	50.1

Conclusions based on this data:

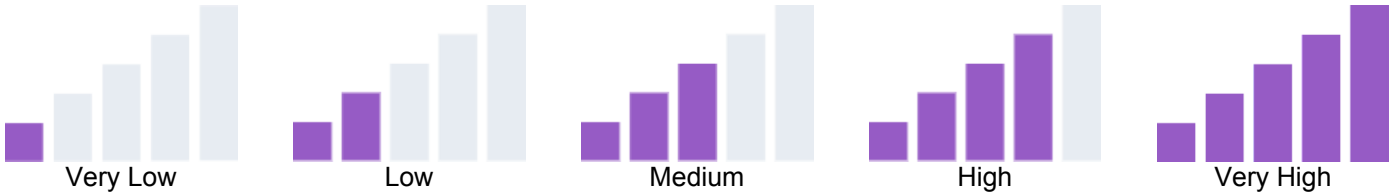
1. DeLaveaga's Socioeconomically Disadvantaged population decreased from 40% to 32% in one year.
2. DeLaveaga's Students with Disabilities decreased from 12.9% to 10.7% in one year.
3. Our largest race/ethnic group is white students of 50% followed by our Hispanic population of 41%.

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).



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have done well to keep our suspension rate low. We are at the highest performing level on this indicator.
2. Our English Learner progress has improved year over year to Medium.
3. English Language Arts proficiency is relatively stronger than Mathematics at DeLaveaga.

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 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).

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**
2	2	0	1	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.

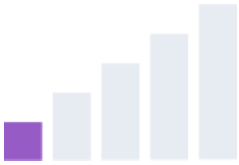
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

0.7 points above standard

219 Students

English Learners



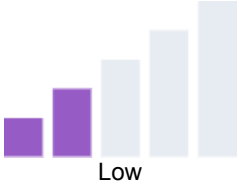
86.6 points below standard

54 Students

Foster Youth

Homeless

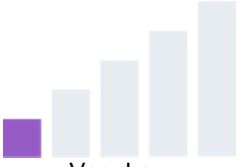
Socioeconomically Disadvantaged



55.2 points below standard

71 Students

Students with Disabilities



72.3 points below standard

39 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 7 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 55.1 points below standard 90 Students	No Performance Level 4 Students	No Performance Level 1 Student	High 42.3 points above standard 112 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**
110.0 points below standard 42 Students	4.6 points below standard 12 Students	29.9 points above standard 153 Students

Conclusions based on this data:

1. On the English Language Arts CAASPP state assessment, our English Learners' overall average performance level is 86.6 points below the standard.
2. Reclassified students perform at a much higher level than current English Learners.
3. English Only students perform at a higher level than Reclassified English Learners.

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).

This section provides number of student groups in each level.

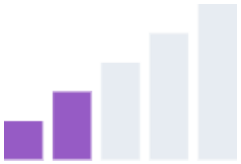
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	1	0

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	
25.7 points below standard	76.1 points below standard	
219 Students	54 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Low
	69.2 points below standard	79.8 points below standard
	71 Students	39 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 7 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 70.0 points below standard 90 Students	No Performance Level 4 Students	No Performance Level 1 Student	High 5.7 points above standard 112 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**
97.6 points below standard 42 Students	0.9 points below standard 12 Students	9.6 points below standard 153 Students

Conclusions based on this data:

1. White students are performing at a much higher level than all the other subgroups.
2. English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic groups are performing at a low level in Mathematics.

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
50.7 making progress towards English language proficiency
Number of EL Students: 67 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
16.4%	32.8%	0.0%	50.7%

Conclusions based on this data:

1. Over half of our English Learners are progressing by at least one ELPI 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:

1.

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).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	1	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.

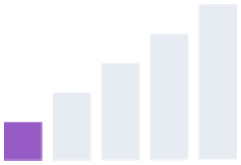
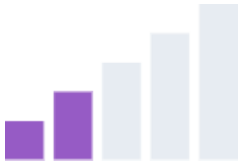
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	
19.3% Chronically Absent	30% Chronically Absent	
486 Students	100 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	33.1% Chronically Absent	26.5% Chronically Absent
1 Student	163 Students	68 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	11.1% Chronically Absent	
6 Students	2 Students	18 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	High
28.2% Chronically Absent	25% Chronically Absent	Less than 11 Students	12.4% Chronically Absent
202 Students	16 Students	1 Student	241 Students

Conclusions based on this data:

1. Our Chronic Absenteeism as a school is overall high at 19.3%.
2. Our at risk groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities) have a Chronic Absenteeism rate that is Very High.

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:

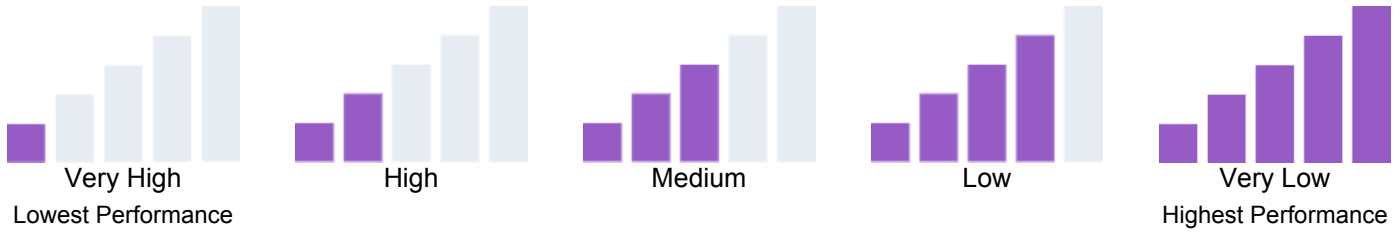
1.

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).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

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
Very Low	Very Low	
0% suspended at least one day	0% suspended at least one day	
486 Students	100 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	163 Students	68 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	0% suspended at least one day	
6 Students	2 Students	18 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
202 Students	16 Students	1 Student	241 Students

Conclusions based on this data:

1. Our work on Tier I and Tier II Positive Behavioral Interventions and Supports (PBIS) contributes to supporting students in school.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Our English Language Arts overall scale score will increase by at least three points so that our overall average scale score for all students will be at least 3.7 points above the standard on the 2024 English Language Arts CAASPP.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

When analyzing our 2021-2022 CA Dashboard data, we see that "All Students" are in the "yellow," meaning that overall, our students have nearly met their grade level achievement. Currently, our dashboard shows that "All Students" are +0.7 points above the standard. In addition, we see that many of our groups are not meeting the standard (English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latinx). For specific student group data, see the metrics and baseline below.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts CAASPP Data: All Students	0.7 points above standard in 2022	All Students will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: English Learners	86.6 points below standard in 2022	English Learners will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Students with Disabilities	72.3 points below standard in 2022	Students with Disabilities will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Hispanic	55.1 points below standard in 2022	Hispanic students will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	55.2 points below standard in 2022	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2024 ELA CAASPP.
iReady Reading for All Students in Grades 1-5	82% of students met their Annual Typical Growth Target by T2 in 2023	100% of our students will meet their Annual Typical Growth Targets by May 2024
ESGI Phonics Assessment (TK and Kindergarten)	Will be determining baseline following T1 assessments	All students will average at least 90% mastery on all subtests.

Planned Strategies/Activities

Strategy/Activity 1

We will continue with a focus on developing best practices for teaching literacy at all grade levels through utilizing the Benchmark Workshop English Language Arts curriculum and supplemental instructional programs that have been proven to be effective. Staff will focus on the elements of early literacy such as orthographic mapping and phonemic awareness. Early literacy reading skills will be explicitly taught and practiced.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Literacy Curriculum

Strategy/Activity 2

Standards-based assessments will be used to guide and differentiate Language Arts instruction. We will disaggregate data by program (EO and TWI).

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Assessments used will include: * Fountas and Pinnell (F & P) * Teacher-Designed Writing Assessment Rubrics * Spanish DRA

* La Estrellita
* Despegando

Strategy/Activity 3

Professional Development for teachers to learn new programs, instructional strategies (Literacy Strategies), and to collaborate with colleagues. This may be accomplished through participation in conferences, workshops, peer observations, instructional walks, and grade level articulation.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	* Release time for teachers * Professional Development/Professional Learning Community Days * Conferences * Workshops
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development Contractors, Conferences, Supplemental Training and Workshops

Strategy/Activity 4

Provide support in Spanish for our Dos Alas Program for students to develop their Spanish literacy skills.

Students to be Served by this Strategy/Activity

All students in the Dos Alas, Two Way Immersion program.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional staff support to TWI students in need of Spanish literacy support
Amount	5,000
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified, and in some cases Certificated staff will provide tutoring or small cohort support to at-risk students.

Strategy/Activity 5

Literacy Intervention, both during and after school, will address needs of struggling learners by providing phonics based instruction through SIPPS, Lexia, iReady, and writing support. Fund one RtI Coordinator/ teacher; fund learning assistant to provide small group support for reading and assessment.

Students to be Served by this Strategy/Activity

English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latinx students will be the focus of this activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	ASSIPs (After School Support and Intervention Programs) * LISTOS * Reading and Writing Intervention for Grades 1-3 * Hands-On Experiential Learning * Tutoring for At-Risk Students
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators will provide small group intervention and assessment
Amount	10,000

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for RTI tutoring during school and after school reading intervention.
Amount	113,602
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	RtI coordinator
Amount	62,978
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators to support intervention

Strategy/Activity 6

Student Learning Teams and Language Review Teams (3 times a year) Grade level teams meet with RtI Coordinator to review student data (iReady, Lexia, F&P, and other assessment tools) following trimester assessments.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Three times a year

Person(s) Responsible

Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SLTs and LRTs will review data to determine the learning needs of each student, as well as the English Language Development needs of our ELLs. Subs will be needed to release teachers to attend meetings.

Strategy/Activity 7

Purchase additional supplies, materials and equipment to support the academic literacy development of all students.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Software: * IStation * RAZKids Supplemental Leveled Reading Materials Office Machines and Supplies

Strategy/Activity 8

Implement the adopted ELA/ELD Curricular Program School-wide and with fidelity and provide teachers time to learn the program and plan instruction. All teachers will implement, with fidelity, the new ELA/ELD curriculum during a consistent and designed time of day.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Training materials, Consultants, Professional Development
Amount	2,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitutes for teacher release time

Strategy/Activity 9

The teaching of Science that is consistent with the Next Generation Science Standards through the implementation of STEM lesson design, FOSS Kits, and exploratory learning throughout the year. Teachers will work together during

grade level and Professional Learning Communities (PLC) time to plan activities that integrate Science with the instruction of Language Arts. Opportunities to extend learning will be offered after school.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated Staff and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	FOSS kit refill materials
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials necessary for teaching hands-on and interactive Science which supports the Next Generation Science Standards.
Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra work hours for teachers to extend learning
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra work hours for classified staff to extend learning

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Our Mathematics overall scale score will increase by at least three points so that our overall average scale score for all students will be at least 22.7 points distance from the standard on the 2024 Math CAASPP.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

When analyzing our 2022 CA Dashboard data, we see that "All Students" are in the "orange," meaning that overall, our students have not met their level achievement and are 25.7 points distance from the standard. In addition, when we analyze our different student groups, we see that there is significant need to improve our students' level of proficiency in mathematics, especially among our English Learners, Students with Disabilities, Hispanic/Latinx students, and Socioeconomically Disadvantaged Students. For specific student group data, see the metrics and baseline below.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Mathematics CAASPP Data: All Students	25.7 points below standard in 2022 Math CAASPP	"All Students" will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: English Learners	76.1 points below standard in 2022 Math CAASPP	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Students with Disabilities	31 points below standard in 2022 Math CAASPP	Students with Disabilities will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	69.2 points below standard in 2022 Math CAASPP	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Hispanic/Latinx	70 points below standard in 2022 Math CAASPP	Hispanic/Latinx will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: White	5.7 points above standard in 2022 Math CAASPP	White students will improve a minimum of 3 points on the 2023 Math CAASPP.
iReady Reading for All Students in Grades 1-5	62% of students met their Annual Typical Growth Target by T2 in 2023	100% of students will meet their Annual Typical Growth Target by May 2024

Metric/Indicator	Baseline	Expected Outcome
ESGI Math Subtests	Will be determining baseline following T1 assessments	All students will average at least 90% mastery on all subtests.

Planned Strategies/Activities

Strategy/Activity 1

Teachers and paraeducators will implement and support math instruction using the adopted math curriculum (Eureka) with fidelity. Staff will incorporate small group instruction into their practice which will support differentiated instruction within all classrooms.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Math curricular materials

Strategy/Activity 2

Professional Development for Staff and Parents. This may include mini-workshops during the instructional day as well as before/after school learning opportunities.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Site Administrator, RTI Coordinator, Classroom Teachers, and Parent/Community Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Conferences, workshops, collaboration, and articulation days will provide teachers the time and training to better meet the needs of their students. Materials for training and support.
Amount	2,000
Source	Title IV Part A: Student Support and Academic Enrichment
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for training to strengthen best-practices for math instruction.

Strategy/Activity 3

Math intervention both during the day and after school will be provided to those students who are in need of additional support. An Additional RTI Coordinator will assist in identifying students in need of intervention using iReady assessment data. Student progress will be routinely assessed throughout the year to identify students who need continued support.

Students to be Served by this Strategy/Activity

All students will be considered for these programs, but will be selected based on assessment data, teacher recommendation, and parental agreement.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Site Administration, RtI Coordinator and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	103,078
Source	CARES Act
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary of RTI Coordinator
Amount	5,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Small group support in math with our Response to Intervention teacher and Learning Assistants. In addition, students will have access a computer software program to support math skill/concept * iReady Math
Amount	5,400
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff will tutor or provide small cohort support for at-risk students.

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials, Math Running Records, and supplies to support student learning
Amount	38,554
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators

Strategy/Activity 4

Materials and supplies will be purchased for students and staff as supplemental curriculum and manipulatives to strengthen learning in math.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Site Administrator, RtI Coordinators, Paraeducators, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Manipulatives, printed and electronic materials to support math instruction

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Progress

Goal Statement

Our English Language Arts overall scale score will increase by at least three points so that our overall average scale score for all students will be at least 83.6 points below the standard on the 2024 English Language Arts CAASPP.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

About 69% of our students are in the Moderately or Well-Developed range in the Writing Domain. In the Reading Domain, 67% of students scored in the Moderately or Well-Developed range of the Domain. In Overall Language, about 54% of our English Learners scored in the 3 or 4 Performance Levels, and about 46% scored at Levels 1 and 2.

In addition to the ELPAC, our district monitors our English Learner progress by using the CA Dashboard Academic Performance, Academic Engagement, School Conditions and Climate. In analyzing all of these data points, we see that supporting our English Learners in all areas needs to be a focus for our district. See below for specific English Learner metrics and data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts CAASPP Data: English Learners	86.6 points below standard in 2022 English Language Arts CAASPP.	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.
Mathematics CAASPP Data: English Learners	76.1 points below standard in 2022 Math CAASPP..	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
ELPAC Data	50.7% of our students increased at least one ELPI level on the 2022 ELPAC.	55% of our students will increase by at least one ELPI level on the 2024 ELPAC assessment.
EL Student Suspensions	0%	Maintain 0%

Planned Strategies/Activities

Strategy/Activity 1

Refining the practice of Integrated ELD through Professional Development, Administrator walkthroughs, peer observations, coaching, in the content areas of ELA, Math, and Science.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Release time provided through substitute teachers

Strategy/Activity 2

Parent training on ELPAC and in math to better understand the Reclassification process, the math program, and how they can support their child/children at home. Schedule time to provide explanations of the assessment process, test scores, and data to parents at ELAC, Parent Ed Nights, and Back To School Night.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Child Care cost and snacks for parents to increase attendance and participation
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra work hours for teachers

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra work hours for classified staff

Strategy/Activity 3

Staffing and materials to support the Language Review Team process and coordinate the ELPAC testing

Students to be Served by this Strategy/Activity

English Language Learners (LEP, RFEP, IFEP)

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Site Administrator and RtI Coordinator and ELPAC Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	CARES Act
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Learner Designee to organize Student Learning Team meetings, plan ELPAC schedule and testing, maintain records, and develop ELD programs.

Strategy/Activity 4

Designated ELD for all English Language Learners. All ELLs will be grouped by proficiency levels for 20 minutes daily for ELD instruction.
Annual and weekly schedule will be created by each grade level that shows when ELD instruction will happen.
Students at the higher levels of English Proficiency will receive ELD instruction based on an Individual Service Plan (ISP) that identifies standards to be learned.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2022-2023 academic year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	CARES Act

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified (and Certificated staff when possible) will provide ELD tutoring or small cohort support for our most at-risk English Language Learners
Amount	3,000
Source	CARES Act
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra work hours for teachers

Strategy/Activity 5

RtI Coordinator and Paraeducators will support English Learners' progress towards proficiency in English Language Arts with before, during and after school tutoring.

Students to be Served by this Strategy/Activity

English Learner subgroup will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Site Administrator & RtI Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	30,839
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Academic Intervention support aide salaries for small group instruction based on student reading levels (Learning Assistants).
Amount	113,602
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	RTI Coordinator Salary
Amount	37,542
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Academic Intervention Paraeducator salaries for small group instruction based on student reading levels.

Strategy/Activity 6

Teachers include research based engagement strategies, such as Integrated English Language Development, in their instruction to support English Language Learning and all student learning.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Site Administrator and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development costs and fees associated with developing best instructional practices for English Learners.

Strategy/Activity 7

Initiate an educational initiative for students, parents and staff to improve the understanding of what the ELPAC with regard to how it is implemented and how student progress is communicated to stakeholders.

Students to be Served by this Strategy/Activity

All students, parents, and staff

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Parent Community Coordinator, RTI Coordinators, Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books, Office Supplies
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hourly for before/after school events
Amount	1,000
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hourly for before/after school events

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Connectedness

Goal Statement

Our schoolwide Chronic Absenteeism rate will decrease by 0.5% to an overall rate of 18.8%.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

In analyzing the CA Dashboard chronic absenteeism data and suspension data, the California Healthy Kid Survey data, and the Socio-Emotional Health Survey, we see that a focus on School Connectedness is an area of need. When determining the level of school connectedness in our district, we are specifically looking at data related to students reporting they have supportive, caring relationships with adults, the curriculum, school activities are relevant and engaging, and there is a sense of student leadership and ownership on campus. Students are more likely to attend school when they feel connected to a nurturing and caring environment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	18.8% chronically absent	We will decrease the percentage of chronically absent "All Students" by 0.5% or more.
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	26.5% chronically absent	We will decrease the percentage of chronically absent Students with Disabilities by 0.5% or more.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	33.1% chronically absent	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by 0.5% or more.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	30% chronically absent	We will decrease the percentage of chronically absent English Learners by 0.5% or more.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	28.2% chronically absent	We will decrease the percentage of chronically absent Hispanic students by 0.5% or more.
Suspension: Percent of Students with Disabilities suspended once during the school year	0% suspended	We will not increase the percentage of suspended Students with Disabilities by more than 1%.

Metric/Indicator	Baseline	Expected Outcome
Infinite Campus Federal Chronic Absenteeism Report: Overall Absence Rate for All Students	6.7% Federal Absence Rate in May 2023	We will decrease the overall absence rate for all students by 0.5% or more.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavioral Instruction and Support (PBIS) principles and school wide expectations will be implemented school-wide. Support staff will communicate school wide expectations at grade level assemblies twice a year at strategic points. PBIS team will analyze behavior data from office referrals to monitor locations and types of behavior that need attention. We will promote Dragon Way expectations, as well as a system for student (and staff) recognition (Dragon Tickets and Drawings). Teachers will systematically implement school-wide expectations - The Dragon Way.

Students to be Served by this Strategy/Activity

All student groups will be served.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Cost of Materials & Supplies to Implement the Dragon Wheel: * Dragon Tickets * Calming Corner/Space * Second Step * WITS * Zones of Regulation * Playground Games and Rules * Behavior Forms for Minor and Major Referrals

Strategy/Activity 2

We will improve school-wide attendance through identification of chronically absent and truant students, communication with staff and parents, and intervention through conferences, Tier/Student Study Team meetings and School Attendance Review Board referrals, as well as tutoring and/or small cohort support. We will develop a site-based system for address attendance issue. Some of which will include Attendance/Truancy letter revision to better communicate the importance of attendance and the consequences of missing school. In addition, teachers will receive information on Chronic Absenteeism, along with Truancy, to better address these issue within their classrooms. We will better incorporate attendance into our Tier/Student Study Team and School Leadership Team meetings to more promptly address attendance issues. We will involve the Nurse, Health Clerk, and School Community Coordinator in the process, so that other issues that may be affecting attendance can be more promptly addressed. We will look into the addition of a Student Attendance Award as a way to motivate students and parents to attend school daily.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff and extra hours

Amount	2,000
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff and extra hours

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hours for teachers

Strategy/Activity 3

Communicate with staff, students, and in particular, parents about our School-wide Behavior System (The Dragon Way), along with the curriculum Second Step and Soul Shoppe. We will communicate through newsletters, parent meetings, Back To School Night, our school website, and flyers information about our Dragon Way Program, including Walk away, Ignore, Talk it out, and Seek help, Soul Shoppe, and instruction in the areas of focus, Optimism and Growth Mindset. Cost of promotional materials.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Site Administrator, Counselor, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support learning social-emotional curriculum

Strategy/Activity 4

Celebrations for Positive Student Behavior. We will reinforce positive student behavior through:
* Spirit Days
* Dragon Tickets and Dragon Ticket Winners
* Classroom Awards
* Dragon Way Awards Assemblies
* Dragon Way Celebration Assemblies
* Student Leadership
* After School Field Trips
* After School Extended Learning Experiences

Students to be Served by this Strategy/Activity

All student groups will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 academic year.

Person(s) Responsible

Site Administrator, Counselor, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Cost of materials and supplies to support reinforcement of positive behaviors
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Cost of materials for after school extended learning experiences

Strategy/Activity 5

Improve student connectedness at school by providing transportation for field trips to local learning opportunities such as local museums, UCSC learning centers, state parks, etc. Providing transportation will improve student access to these supplemental learning experiences for all classes.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Certificated Teachers, Classified Staff and parent volunteer chaperones.

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation costs associated with local field trips.

Strategy/Activity 6

Student Referral System to better respond to student needs (Tiers staff-support meetings). This team will meet bi-monthly to identify students at risk based on attendance and engagement measures.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Principal, School Counselor, and PART (Participation and Attendance Review Team)

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide parents training in technology (Seesaw, Google Classroom, Email, and Parent Portal with Infinite Campus to better support their children both in Independent Studies (quarantine) and in-person learning.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Principal and RtI (Response to Intervention) Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide funding for trainers and materials purchase and preparation.

Strategy/Activity 8

We will increase parent participation in school and through organized groups (Parent-Teacher Conference, English Learner Advisory Committee, School Site Counsel, etc.). We will explore different ways of reaching out to encourage volunteerism, meeting participation, and parent education opportunities.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-2024 school year.

Person(s) Responsible

Site Administrator, Parent/Community Coordinator, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fund for speakers, trainers, and materials

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students will make English Language Arts growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts CAASPP Data: All Students	"All Students" will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
English Language Arts CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
English Language Arts CAASPP Data: Students with Disabilities	Students with Disabilities will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
English Language Arts CAASPP Data: Hispanic	Hispanic students will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
iReady Reading for All Students in Grades 1-5	100% of students will meet their Annual Typical Growth Targets by May 2023	100% of students met their Annual Typical Growth Targets by May 2023. All students averaged Annual Typical Growth of 155%.
ESGI Phonics Assessment (TK and Kindergarten)	All students will average at least 90% mastery on all literacy subtests.	All students averaged 96% mastery of all literacy subtests by May 2023.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
We will continue with a focus on developing best practices for teaching literacy at all grade levels through utilizing the Benchmark Workshop English Language Arts curriculum and supplemental instructional programs that have been proven to be effective.	Teachers implemented the Benchmark Workshop English Language Arts curriculum. They also used supplemental materials which they selected based on their specific programmatic needs with TWI and the Traditional programs.
Standards-based assessments will be used to guide and differentiate Language Arts instruction. We will disaggregate data by program (Traditional and TWI).	Reading assessments were given with Fountas & Pinnell as well as DRA. We also incorporated iReady Reading Diagnostics and tracked growth over each of the common assessment windows.
Professional Development for teachers to learn new programs, instructional strategies (Literacy Strategies), and to collaborate with colleagues. This may be accomplished through participation in	Professional development was provided in a variety of venues. Full day professional development occurred over a period of three days. Ten monthly early release minimum days were

Planned Actions/Services	Actual Actions/Services
conferences, workshops, peer observations, and grade level articulation.	used for professional development over the course of the year. We also utilized staff meetings as needed as well as release time for teachers to meet together in PLCs.
Provide support in Spanish for our Dos Alas Program for students to develop their Spanish literacy skills.	A limited number of at-risk students participated in after school reading groups with their classroom teacher or a teacher at their grade level.
Literacy Intervention, both during and after school, will address needs of struggling learners by providing phonics based instruction through SIPPS, Lexia, iReady, and writing support. Fund one RtI Coordinator/ teacher; fund learning assistant to provide small group support for reading and assessment.	iReady Diagnostic formative assessment data was shared and analyzed at professional development training with build instructional programs and planning for small group instruction.
Student Learning Teams and Language Review Teams (3 times a year) Grade level teams meet with RtI Coordinator to review student data (iReady, Lexia, F&P, and other assessment tools) following trimester assessments.	
Purchase additional supplies, materials and equipment to support the academic literacy development of all students.	
Implement the adopted ELA/ELD Curricular Program School-wide and with fidelity and provide teachers time to learn the program and plan instruction. All teachers will implement, with fidelity, the new ELA/ELD curriculum during a consistent and designed time of day.	
The teaching of Science that is consistent with the Next Generation Science Standards through the implementation of STEM lesson design, FOSS Kits, and exploratory learning throughout the year. Teachers will work together during grade level and Professional Learning Communities (PLC) time to plan activities that integrate Science with the instruction of Language Arts. Opportunities to extend learning will be offered after school.	

Analysis

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

Goal #1 was implemented in the following way:

RTI Coordinators and Academic Intervention Paraeducators pulled small reading groups throughout the 2022-23 school year.
A team of teachers attended a conference with the California Association for Bilingual Education.
Teachers met in PLCs throughout the year to review student progress and plan academic interventions with RTI coordinators.
Instructional planning was data-driven with an emphasis on reviewing early literacy assessment data as well as iReady and one-on-one individual reading assessments (Fountas & Pinnell/DRA).
Intervention groups were created collaboratively using common assessment which was gathered multiple times throughout the school year.

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

With our iReady Reading assessment, the median percent progress towards Typical Growth for DeLaveaga was 156%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

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

Paraeducator/staff was not hired to the extent planned due to staffing shortages. UCSC students were hired but needed to work in a limited capacity due to scheduling conflicts.

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.

We will measure progress based on overall improvement using the Distance From Standard measurement for CAASPP English Language Arts which takes into account measurable academic growth through scale score analysis. Therefore, students can still be seen to make progress within a proficiency band as long as their scale score increases.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students will make mathematic growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics CAASPP Data: All Students	"All Students" will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
Mathematics CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
Mathematics CAASPP Data: Students with Disabilities	Students with Disabilities will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
Mathematics CAASPP Data: Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
Mathematics CAASPP Data: Hispanic/Latinx	Hispanic/Latinx will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
Mathematics CAASPP Data: White	White students will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
iReady Reading for All Students in Grades 1-5	All students will meet their Annual Typical Growth Targets by Spring 2023	All students had an average Annual Typical Growth of 108% for the iReady Math Diagnostic.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
Teachers and paraeducators will implement and support math instruction using the adopted math curriculum (Eureka) with fidelity. There will be a designated time during the day for math instruction for each grade level.	Teachers implemented the Eureka Math curriculum. They used supplemental instructional tools like iReady MyPath to more closely monitor and support instructional programming for specific student needs.
Professional Development for Staff and Parents	Teachers implemented math running records for formative assessments. This gave them insights to gaps in learning which could be addressed with RTI support.
Math intervention both during the day and after school will be provided to those students who are in need of additional support. An Additional RtI Coordinator will assist in identifying students in	Paraeducators for Academic Intervention worked with students in small groups top facilitate differentiated learning based on ability and need.

Planned Actions/Services	Actual Actions/Services
need of intervention using iReady assessment data.	
Materials and supplies will be purchased for students and staff as supplemental curriculum and manipulatives to strengthen learning in math.	

Analysis

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

Goal #2 was implemented in the following way:

Professional development was provided to help teachers make sense of diagnostic math assessment data from iReady.
PLC meetings were geared towards supporting teachers with pacing and planning of math instruction to ensure grade-level standards were taught.
RTI Coordinator and paraeducators taught interventions in small math groups throughout the 22-23 school year.
RTI Coordinators performed instructional walks at other schools to glean best practices which could be transferred and create benefit for DeLaveaga.

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

With our iReady Math assessment, the median percent progress towards Typical Growth for this school was 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

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

There are no major material differences between proposed and actual expenditures.

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.

We will measure progress based on overall improvement using the Distance From Standard measurement for CAASPP Mathematics which takes into account measurable academic growth through scale score analysis. Therefore, students can still be seen to make progress within a proficiency band as long as their scale score increases.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All English Learners will be academically successful.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.	Data not yet available
Mathematics CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.	Data not yet available
ELPAC Data	65% will score at a Level 3 or 4.	Data not yet available
EL Student Suspensions	Maintain 0%	No students were suspended from school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Refining the practice of Integrated ELD through Professional Development, Administrator walkthroughs, peer observations, coaching, in the content areas of ELA, Math, and Science.	Designated English Language Development was added to the master calendar to ensure specific language needs are being met for English Learners daily.
Parent training on ELPAC and in math to better understand the Reclassification process, the math program, and how they can support their child/children at home. Schedule time to provide explanations of the assessment process, test scores, and data to parents at ELAC, Family Math Nights, and Back To School Night.	The English Learner Advisory Committee facilitated parent education opportunities where parts of the ELPAC were reviewed and families learned of the reclassification requirements for students to be identified as Fluent English Proficient.
Staffing and materials to support the Language Review Team process and coordinate the ELPAC testing	An after school program called Listos was implemented to support about 20 English Learners to extend their instructional day and provide supplemental instruction to improve their English Language Arts skills. Students in need were identified through the iReady Diagnostic assessment given to students three times each year.
Designated ELD for all English Language Learners. All ELLs will be grouped by proficiency levels for 20 minutes daily for ELD instruction. Annual and weekly schedule will be created by each grade level that shows when ELD instruction will happen.	

Planned Actions/Services	Actual Actions/Services
Students at the higher levels of English Proficiency will receive ELD instruction based on an Individual Service Plan (ISP) that identifies standards to be learned.	
RtI Coordinator and Paraeducators will support English Learners' progress towards proficiency in English Language Arts.	
Teachers include research based engagement strategies, such as Integrated English Language Development, in their instruction to support English Language Learning and all student learning.	

Analysis

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

Goal #3 was implemented in the following way:

Professional development was provided to help teachers develop their Designated English Language Development programs at each grade level.
Teachers intentionally focused on developing writing skills after analyzing ELPAC scores for EL students.
RTI Coordinator and paraeducators taught interventions after school throughout the 2022-23 school year.
An ELD instructional consultant from the secondary level worked with our teacher teams to improve ELD instruction.

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

With the iReady Reading assessment given to EL students three times a year, the median percent progress towards Typical Growth for this group was 114%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

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

There are no major material differences between proposed and actual expenditures.

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.

We will measure progress based on overall improvement using the Distance From Standard measurement for CAASPP English Language Arts which takes into account measurable academic growth through scale score analysis. Therefore, students can still be seen to make progress within a proficiency band as long as their scale score increases.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

All students will feel connected to their school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	We will decrease the percentage of chronically absent "All Students" by .5% or more.	In 2021-22, 19.3% of our 486 students were chronically absent. After 176 school days in the 2022-23 school year, 9.8% of all students fit the definition of chronically absent.
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	We will decrease the percentage of chronically absent Students with Disabilities by .5% or more.	In 2021-22, 26.5% of our Students with Disabilities were chronically absent. Data not yet available for 22-23.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by .5% or more.	In 2021-22, 33.1% of our Socioeconomically Disadvantaged students were chronically absent. Data not yet available for 22-23.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	We will decrease the percentage of chronically absent English Learners by .5% or more.	In 2021-22, 30% of our English Learners were chronically absent. Data not yet available for 22-23.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	We will decrease the percentage of chronically absent Hispanic students by .5% or more.	In 2021-22, 28.2% of our Hispanic students were chronically absent. Data not yet available for 22-23.
Suspension: Percent of Students with Disabilities suspended once during the school year	We will decease the percentage of suspended Students with Disabilities to less than 1%.	In 2021-22, 0% of our Students with Disabilities was suspended. Data not yet available for 22-23.
Average rate of absence for all students.	Our average rate of absence for all students will decrease by 0.5%.	After 176 school days in the 2022-23 school year, our average absence rate for every student was 6.7%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
Positive Behavioral Instruction and Support (PBIS) principles and school wide expectations will be implemented school-wide. Support staff will communicate school wide expectations at grade level assemblies twice a year at strategic points. PBIS team will analyze behavior data from office referrals to monitor locations and types of behavior that need attention. We will promote Dragon Way expectations, as well as a system for student (and staff) recognition (Dragon Tickets and Drawings).	Dragon Way principles of Respect, Responsibility, and Safety were introduced to students at the beginning of the year through assemblies and were reinforced throughout the school year. Students were recognized for exemplary effort in these areas by their teachers and the principal.

Planned Actions/Services	Actual Actions/Services
Teachers will systematically implement school-wide expectations - The Dragon Way.	
We will improve school-wide attendance through identification of chronically absent and truant students, communication with staff and parents, and intervention through conferences, Tier/Student Study Team meetings and School Attendance Review Board referrals, as well as tutoring and/or small cohort support. We will develop a site-based system for address attendance issue. Some of which will include Attendance/Truancy letter revision to better communicate the importance of attendance and the consequences of missing school. In addition, teachers will receive information on Chronic Absenteeism, along with Truancy, to better address these issue within their classrooms. We will better incorporate attendance into our Tier/Student Study Team and School Leadership Team meetings to more promptly address attendance issues. We will involve the Nurse, Health Clerk, and School Community Coordinator in the process, so that other issues that may be affecting attendance can be more promptly addressed. We will look into the addition of a Student Attendance Award as a way to motivate students and parents to attend school daily.	A social worker reviewed cases with our Participation and Attendance Review Team. We setup conferences with families to support them with school attendance for their student.
Communicate with staff, students, and in particular, parents about our School-wide Behavior System (The Dragon Way), along with the curriculum Second Step and Soul Shoppe. We will communicate through newsletters, parent meetings, Back To School Night, our school website, and flyers information about our Dragon Way Program, including Walk away, Ignore, Talk it out, and Seek help, Soul Shoppe, and instruction in the areas of focus, Optimism and Growth Mindset. Cost of promotional materials.	Dragon Tickets were used to positively recognize students and there was a system in place for public recognition in their classrooms as well as weekly announcements over the intercom.
Celebrations for Positive Student Behavior. We will reinforce positive student behavior through: * Spirit Days * Dragon Tickets and Dragon Ticket Winners * Classroom Awards * Dragon Way Awards Assemblies * Dragon Way Celebration Assemblies * Student Leadership * After School Field Trips * After School Extended Learning Experiences	PBIS Techs were assigned to students who needed more intensive support, establishing a system to reward good behavior while also providing breaks as needed. These support personnel grew relationships with students to help guide them with school expectations with a focus on safety.
Improve student connectedness at school by providing learning opportunities using Playworks Games and strategies for all staff to facilitate positive student interactions through play.	

Planned Actions/Services	Actual Actions/Services
Student Referral System to better respond to student needs (Tiers staff-support meetings). This team will meet bi-monthly to identify students at risk based on attendance and engagement measures.	
Provide parents training in technology (Seesaw, Google Classroom, Email, and Parent Portal with Infinite Campus to better support their children both in Independent Studies (quarantine) and in-person learning.	
We will increase parent participation in school and through organized groups (Parent-Teacher Conference, English Learner Advisory Committee, School Site Counsel, etc.). We will explore different ways of reaching out to encourage volunteerism, meeting participation, and parent education opportunities.	

Analysis

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

Goal #3 was implemented in the following way:

A school-wide effort to reinforce the Dragon Way through assemblies, training, and a school chant.
The "mindful minute" was announced with a soft chime which helped every student have the opportunity to practice deep breathing and relaxation for at least one minute during the day.
Second Step Digital was taught in classrooms to reinforce Social Emotional Learning.
A two-day professional development was implemented after the end of the school year to reflect on practices implemented and create new ones for the coming year.

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

After 176 school days in the 2022-23 school year, 9.8% of all students fit the definition of chronically absent. This was an improvement over our pre-pandemic rate of 12.5% in 2019.

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

There are no major material differences between proposed and actual expenditures.

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.

We will continue to use the overall Federal Chronic Absenteeism rate to review our progress. We will also use the Absence Rate report generated by our student information system to monitor and review progress toward school connectedness and engagement for all students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services

Analysis

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

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

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

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	709,595.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	202,871.00
LCFF	3,000.00
LCFF - Base	327,724.00
LCFF - Supplemental	118,000.00
Lottery: Instructional Materials	51,000.00
Title II Part A: Improving Teacher Quality	5,000.00
Title IV Part A: Student Support and Academic Enrichment	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	360,282.00
2000-2999: Classified Personnel Salaries	200,313.00
4000-4999: Books And Supplies	105,000.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CARES Act	116,078.00
2000-2999: Classified Personnel Salaries	CARES Act	86,793.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	227,204.00
2000-2999: Classified Personnel Salaries	LCFF - Base	100,520.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	54,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	51,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Thien Hua	Principal
Elizabeth Becerra	Other School Staff
Amanda Conger	Classroom Teacher
Shanna Kiesz	Classroom Teacher
Jennifer Villareal	Classroom Teacher
Jessy Beckett Parr	Parent or Community Member
Maura Dell	Parent or Community Member
Emilyn Green	Parent or Community Member
Tyler Newell	Parent or Community Member
Juliana Reyes	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:

Principal, Thien Hua on May 18, 2023

SSC Chairperson, Jessy Beckett Parr on May 18, 2023