

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gault Elementary School	44698156049894	May 18, 2023	June 14, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

Gault qualified for Additional Targeted Support and Improvement (ATSI) because of very high suspensions and chronic absenteeism for white students.

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

This plan will describe the ways the school will support students to make academic growth and reach high achievement levels.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Each year, Santa Cruz City Schools publishes an Annual Family, Student and Staff Survey with results aggregated by school site. Results from Gault's 2022-23 surveys are as follows:

Family Survey

Please rate your level of agreement with the following statements:

- "I feel that my child is appropriately challenged in school" 89%
- "I feel that my child's school recognizes and values student accomplishments" 88%
- "When academics are challenging, I feel that my child's school supports my child to do better and improve" 83%
- "My child feels safe at school" 89%
- "I feel that teachers have high expectations for all students at my child's school" 55%
- "My child's school and the district seeks my input and ideas in decision making" 63%
- "When I contact my child's school, I receive courteous attention" 83%
- "I receive sufficient information regarding my child's education program, progress and needs" 84%
- "I feel that I receive clear and relevant communication about school and district related events and issues" 84%
- "I know who to go to with a problem or concern" 72%
- "The school website is clear and accessible" 55%

Student Survey

Please rate your level of agreement with the following statements:

- "I feel connected and engaged with school" 89%
- "I feel that the school recognizes and values student accomplishments" 95%
- "When academics are challenging, I feel my school supports me well to do better and improve" 83%
- "When I have problems or challenges, I feel that there are adults at the school to help and support" 86%
- "All students are well-supported to improve academically" 95%
- "(If you are an English Learner) I feel there are enough supports for me to learn and improve my spoken and written English to progress at school" 67%
- "I feel safe at my school" 85%
- "I feel that teachers and administrators care about all students" 97%
- "My school is clean and well-maintained" 80%
- "I feel that teachers have high expectations for all students" 87%

Staff Survey

Please rate your level of agreement with the following statements:

- "Students feel connected and engaged at my school" 85%
- "I feel that my school recognizes and values student accomplishments" 96%
- "When academics are challenging, my school supports students to do better and improve" 93%
- "When students have personal problems or challenges, adults at my school work to help and support them" 89%
- Please rate your level of agreement with the following statement, "Under-performing students are well supported to improve academically at my school" 78%
- "I feel there are enough supports for English Learners progress at my school" 78%
- "Students feel safe at my school" 85%
- "My school is clean and well-maintained" 82%
- "I feel that teachers have high expectations for all students" 82%

Classroom Observations

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

Administrator conducts bi-yearly observations, evaluations of certificated staff for those that are tenured, yearly for temporary and probationary certificated staff. Classified staff are evaluated yearly. Principals conducts weekly walk thrus to check in classrooms and keep pulse of the school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

ELPAC
Mid and Summative Modules from Eureka Math
Eureka math exit tickets
SBAC
iReady math and reading three times per year
Fountas and Pinnell reading assessments

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

Local Assessments, Data cycles, Student Learning Teams, Trimester Assessments, Ongoing assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers employed to teach core academics subjects are "highly qualified" as defined by federal law and State Board of Education. SCCS met standard on this requirement as reported on the California School Dashboard - Local Indicators.

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

PD Days
Math Coach - observations
Peer observations
New teacher project
Formal evaluations/ projects according to contract

SCCS met standard on this requirement as reported on the California School Dashboard - Local Indicators.

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

Common Core
Site visits
Peer Observations

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

Math Coach
Literacy Coach
New Teacher Project
ELIRT

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

PLCs
Grade level teams
Professional development first Wednesday of the Month, Grade Level Meetings PLC work
Release time for GLAD strategies planning

Teaching and Learning

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

Math: Eureka Math, iReady My Path, Power Standards, Number talks, math workshop
ELA: Benchmark Workshop: Readers workshop, Phonics workshop and writers workshop
Social Studies: TCI Social Studies Alive!
Science: FOSS
ELD: Benchmark advance

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

All students are provided grade level core instruction in math and English language arts,
Additional instructional time for tier 2 and 3
In addition students are provided with differentiated instruction in Reading through the Walk To Read Program

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

All grade levels have pacing guides for all subjects throughout the year.

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

SCCS met standard on this requirement as reported on the California School Dashboard - Local Indicators. All teachers and students have access to instructional materials.

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

Math: Eureka Math, iReady My Path, Power Standards, Number talks, math workshop
ELA: Benchmark Workshop: Readers workshop, Phonics workshop and writers workshop
Social Studies: TCI Social Studies Alive!
Science: FOSS
ELD: Benchmark advance

Opportunity and Equal Educational Access

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

Push in intervention
Tier 2 and 3 intervention groups
Lexia English and Lexia reading
iReady MyPath math
Benchmark Phonics Intervention curriculum for Tier 2 and 3
Do the Math intervention curriculum for Tier 2 and 3

Evidence-based educational practices to raise student achievement

Differentiated instruction
Systematic ELD
Workshop model in math and reading
Intervention
High Impact strategies

Parental Engagement

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

ASES
Church ladies
Listos intervention
Corre la Voz, Quantum Leap (University of California collaborations)
Newsletters to Community
Website
Partners with Beach Flats Community Center

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

District Advisory Committee
ELAC / DELAC
Site Council

Funding

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

RTI coordinator, Math Coach, translation of written materials, parent meetings, conferences, release time for professional development, peer observations, technology, math materials.

Fiscal support (EPC)

LCFF supplemental
LCFF Base
Title I
Title IV
CARES Act
Donations

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

Our School site council meets quarterly to give input to the single plan. Our GPTO and ELAC also has opportunities monthly to communicate information to administration and staff to better inform our site plan. Site leadership team also reviews goals and metrics on an annual basis.

Resource Inequities

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

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%			0
African American	1.0%	1.65%	0.65%	3	5	2
Asian	0.3%	0.66%	0.65%	1	2	2
Filipino	%	0.33%	0.32%		1	1
Hispanic/Latino	68.4%	67.99%	67.74%	199	206	210
Pacific Islander	0.3%	0.33%	0.32%	1	1	1
White	28.2%	24.75%	25.81%	82	75	80
Multiple/No Response	1.7%	3.30%	3.55%	5	10	11
	Total Enrollment			291	303	310

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	45	68	64
Grade 1	59	43	56
Grade 2	36	63	36
Grade 3	57	35	60
Grade 4	33	57	38
Grade 5	61	37	56
Total Enrollment	291	303	310

Conclusions based on this data:

1. Gault Elementary has seen a continuous decline in enrollment over the past 4 years. We attribute this decline to the rising housing costs in our neighborhood and surrounding areas.

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	116	138	131	39.90%	45.5%	42.3%
Fluent English Proficient (FEP)	23	23	31	7.90%	7.6%	10.0%
Reclassified Fluent English Proficient (RFEP)	10			8.6%		

Conclusions based on this data:

1. Gault has a significant number of second language learners many of whom reside in the Beach Flats and lower Ocean neighborhoods.

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	53	36		0	36		0	36		0.0	100.0	
Grade 4	33	53		0	51		0	51		0.0	96.2	
Grade 5	63	36		0	35		0	35		0.0	97.2	
All Grades	149	125		0	122		0	122		0.0	97.6	

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		2418.			16.67			25.00			38.89			19.44	
Grade 4		2466.			19.61			33.33			9.80			37.25	
Grade 5		2491.			20.00			31.43			17.14			31.43	
All Grades	N/A	N/A	N/A		18.85			30.33			20.49			30.33	

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		13.89			69.44			16.67				
Grade 4		13.73			60.78			25.49				
Grade 5		17.14			54.29			28.57				
All Grades		14.75			61.48			23.77				

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		13.89			61.11			25.00	
Grade 4		17.65			54.90			27.45	
Grade 5		17.14			60.00			22.86	
All Grades		16.39			58.20			25.41	

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		8.33			66.67			25.00	
Grade 4		11.76			68.63			19.61	
Grade 5		11.43			68.57			20.00	
All Grades		10.66			68.03			21.31	

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		13.89			77.78			8.33	
Grade 4		23.53			62.75			13.73	
Grade 5		20.00			57.14			22.86	
All Grades		19.67			65.57			14.75	

Conclusions based on this data:

1. Writing and listening are two areas that need attention.

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	53	36		0	36		0	36		0.0	100.0	
Grade 4	33	53		0	51		0	51		0.0	96.2	
Grade 5	63	36		0	36		0	36		0.0	100.0	
All Grades	149	125		0	123		0	123		0.0	98.4	

* 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		2412.			16.67			19.44			25.00			38.89	
Grade 4		2437.			7.84			21.57			31.37			39.22	
Grade 5		2468.			11.11			16.67			27.78			44.44	
All Grades	N/A	N/A	N/A		11.38			19.51			28.46			40.65	

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		19.44			36.11			44.44	
Grade 4		15.69			31.37			52.94	
Grade 5		13.89			41.67			44.44	
All Grades		16.26			35.77			47.97	

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		19.44			41.67			38.89	
Grade 4		15.69			49.02			35.29	
Grade 5		13.89			50.00			36.11	
All Grades		16.26			47.15			36.59	

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		19.44			75.00			5.56	
Grade 4		9.80			60.78			29.41	
Grade 5		8.33			47.22			44.44	
All Grades		12.20			60.98			26.83	

Conclusions based on this data:

1. Overall, we saw a decline in students near or meeting standards in all math areas.
2. One of our main foci for this school is to make significant changes to our Tier 1 math instruction. We have shifted to workshop math model with the inclusion of daily math talks for fluency support.

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	1429.3	1411.7		1444.9	1432.1		1393.1	1363.7		19	37	
1	1400.8	1427.4		1436.2	1456.2		1365.2	1398.3		18	16	
2	1459.7	1463.3		1461.2	1473.7		1457.8	1452.3		20	19	
3	1499.0	1491.1		1506.5	1503.0		1491.0	1478.9		33	15	
4	1509.9	1535.6		1517.6	1547.4		1501.5	1523.3		13	25	
5	1526.5	1520.0		1533.2	1528.5		1519.4	1511.1		18	13	
All Grades										121	125	

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	15.79	5.41		31.58	35.14		36.84	43.24		15.79	16.22		19	37	
1	5.56	0.00		5.56	18.75		27.78	56.25		61.11	25.00		18	16	
2	10.00	5.26		40.00	31.58		25.00	42.11		25.00	21.05		20	19	
3	12.12	6.67		57.58	60.00		18.18	20.00		12.12	13.33		33	15	
4	23.08	40.00		30.77	40.00		38.46	12.00		7.69	8.00		13	25	
5	22.22	15.38		33.33	46.15		44.44	23.08		0.00	15.38		18	13	
All Grades	14.05	12.80		36.36	37.60		29.75	33.60		19.83	16.00		121	125	

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	21.05	18.92		47.37	37.84		15.79	27.03		15.79	16.22		19	37	
1	16.67	12.50		11.11	43.75		44.44	37.50		27.78	6.25		18	16	
2	25.00	26.32		35.00	36.84		25.00	26.32		15.00	10.53		20	19	
3	30.30	33.33		48.48	46.67		9.09	13.33		12.12	6.67		33	15	
4	38.46	72.00		46.15	20.00		7.69	0.00		7.69	8.00		13	25	
5	38.89	53.85		61.11	30.77		0.00	0.00		0.00	15.38		18	13	
All Grades	28.10	35.20		42.15	35.20		16.53	18.40		13.22	11.20		121	125	

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	10.53	0.00		10.53	10.81		63.16	62.16		15.79	27.03		19	37	
1	0.00	0.00		11.11	6.25		16.67	25.00		72.22	68.75		18	16	
2	10.00	5.26		35.00	26.32		15.00	26.32		40.00	42.11		20	19	
3	3.03	0.00		30.30	26.67		54.55	46.67		12.12	26.67		33	15	
4	0.00	20.00		23.08	36.00		53.85	24.00		23.08	20.00		13	25	
5	5.56	0.00		27.78	23.08		55.56	53.85		11.11	23.08		18	13	
All Grades	4.96	4.80		23.97	20.80		43.80	41.60		27.27	32.80		121	125	

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	31.58	21.62		52.63	64.86		15.79	13.51		19	37	
1	16.67	25.00		66.67	62.50		16.67	12.50		18	16	
2	25.00	15.79		55.00	73.68		20.00	10.53		20	19	
3	21.21	26.67		66.67	66.67		12.12	6.67		33	15	
4	30.77	64.00		61.54	32.00		7.69	4.00		13	25	
5	22.22	38.46		77.78	46.15		0.00	15.38		18	13	
All Grades	23.97	32.00		63.64	57.60		12.40	10.40		121	125	

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	31.58	16.22		42.11	70.27		26.32	13.51		19	37	
1	11.11	6.25		38.89	87.50		50.00	6.25		18	16	
2	40.00	36.84		45.00	52.63		15.00	10.53		20	19	
3	72.73	80.00		18.18	6.67		9.09	13.33		33	15	
4	61.54	64.00		30.77	28.00		7.69	8.00		13	25	
5	77.78	84.62		22.22	0.00		0.00	15.38		18	13	
All Grades	51.24	42.40		31.40	46.40		17.36	11.20		121	125	

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	5.26	0.00		78.95	78.38		15.79	21.62		19	37	
1	5.56	6.25		22.22	6.25		72.22	87.50		18	16	
2	15.00	0.00		45.00	52.63		40.00	47.37		20	19	
3	0.00	0.00		63.64	46.67		36.36	53.33		33	15	
4	0.00	8.00		46.15	60.00		53.85	32.00		13	25	
5	5.56	0.00		61.11	69.23		33.33	30.77		18	13	
All Grades	4.96	2.40		54.55	56.80		40.50	40.80		121	125	

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	21.05	5.41		47.37	62.16		31.58	32.43		19	37	
1	0.00	0.00		22.22	50.00		77.78	50.00		18	16	
2	10.00	15.79		50.00	57.89		40.00	26.32		20	19	
3	24.24	13.33		63.64	73.33		12.12	13.33		33	15	
4	15.38	40.00		69.23	44.00		15.38	16.00		13	25	
5	0.00	15.38		94.44	69.23		5.56	15.38		18	13	
All Grades	13.22	15.20		57.85	58.40		28.93	26.40		121	125	

Conclusions based on this data:

1. Gault has a significant number of ELL students ,154 (k-5), that must participate in the ELPAC exam each winter.
2. Our current data illustrates approximately 30% of students maintained their identified English proficiency level, 30% grew a English language level or more, and 30% dropped a level.
3. Of the 30% who dropped, we observed large group of 3rd graders were a part of that group. We attribute this to an exam change of moving from a K-2 exam to a 3-5 exam, and a lack of consistent instruction in grammar, which we are now addressing in our new ELA/ELD adoption.

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
303	66.7	45.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Gault Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	138	45.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	202	66.7
Students with Disabilities	45	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.7
American Indian		
Asian	2	0.7
Filipino	1	0.3
Hispanic	206	68.0
Two or More Races	10	3.3
Pacific Islander	1	0.3
White	75	24.8

Conclusions based on this data:

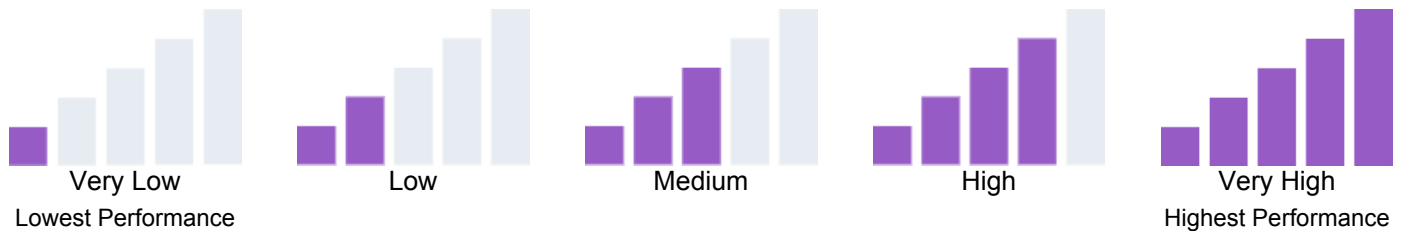
1. Gault has a significant Title I population of over 70%. There are a vast number of needs for students living in poverty. Gault is truly a wrap around service school, providing breakfast, lunch and dinner, counseling services, after school programs.
2. Gault has a significant population of ELL students, (46.9%) which illustrates our need for a consistent viable ELD program and daily instruction and ongoing translation.

School and Student Performance Data

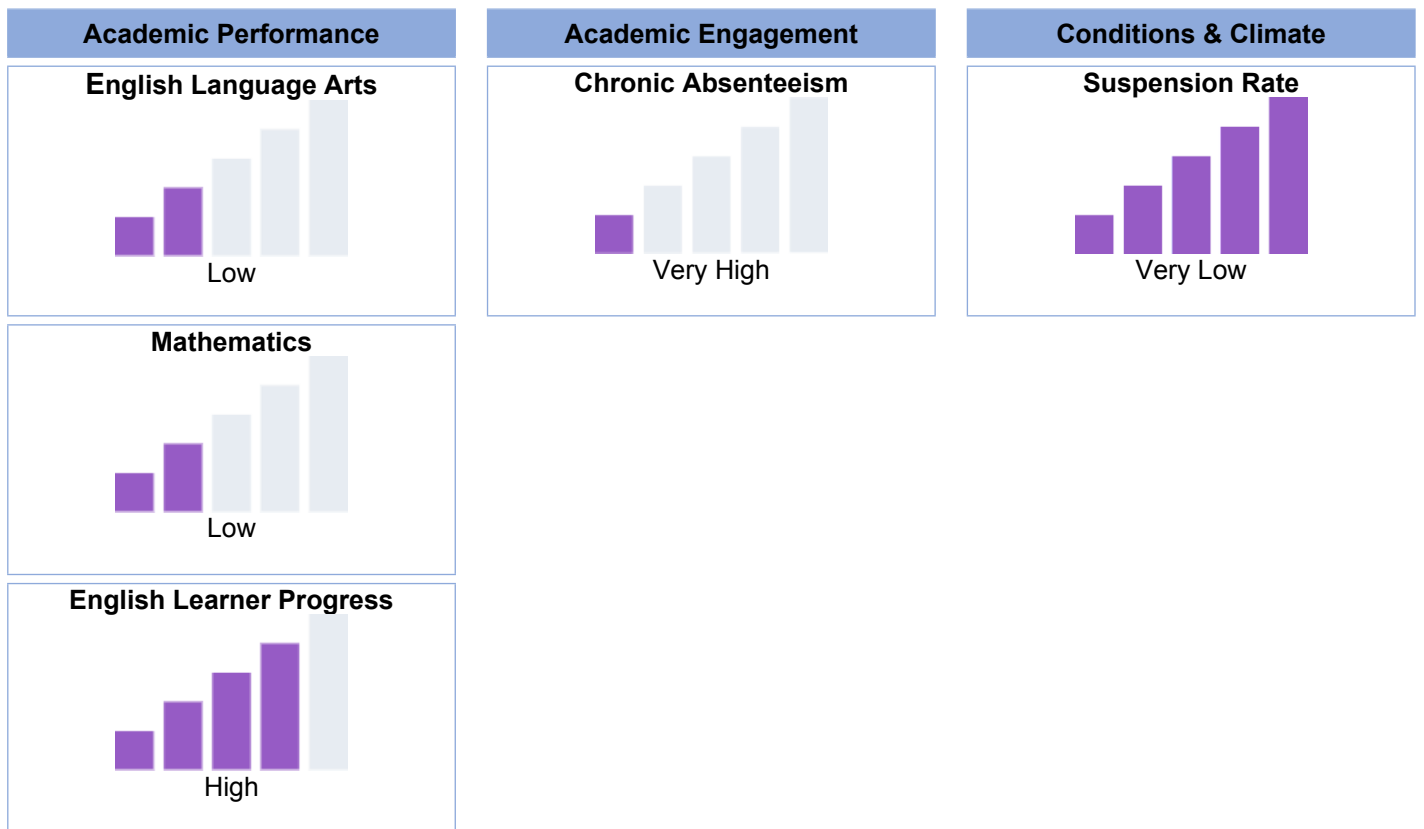
Overall Performance

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



Conclusions based on this data:

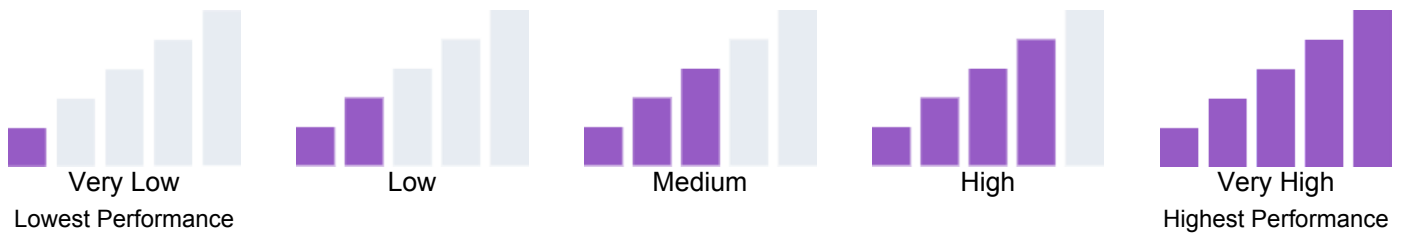
1. Our English Learner progress and Suspension Rate indicators are both areas of strength at Gault.
2. Four of our five student groups are in the orange category and performing below grade level in ELA and math.

School and Student Performance Data

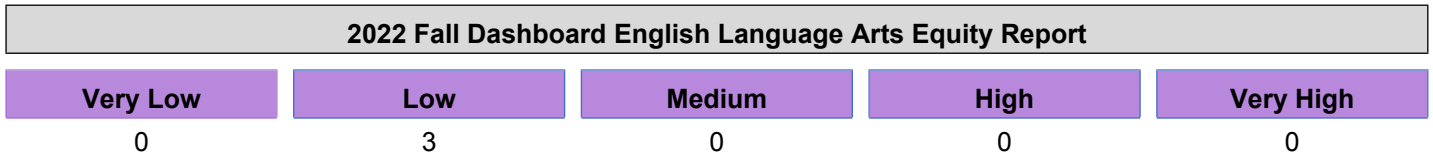
Academic Performance English Language Arts

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](#).

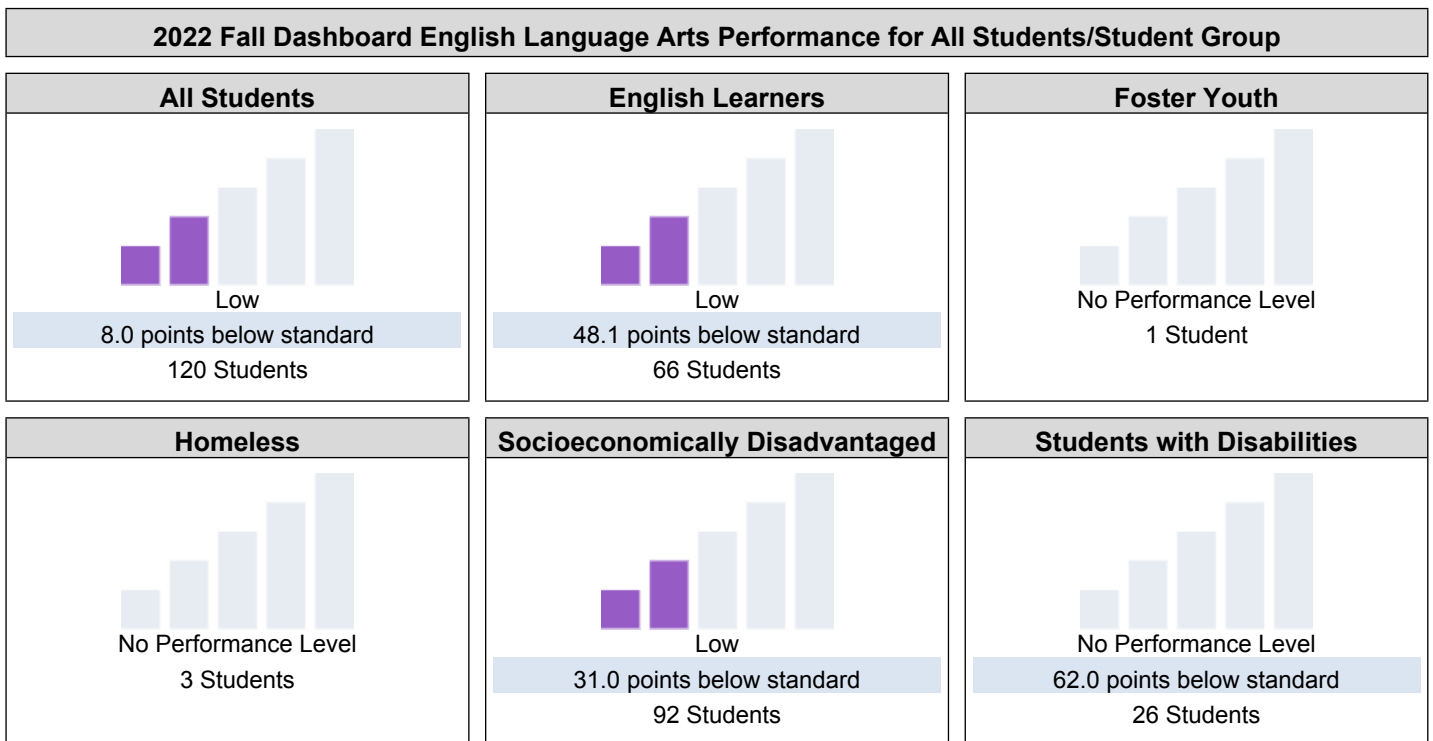
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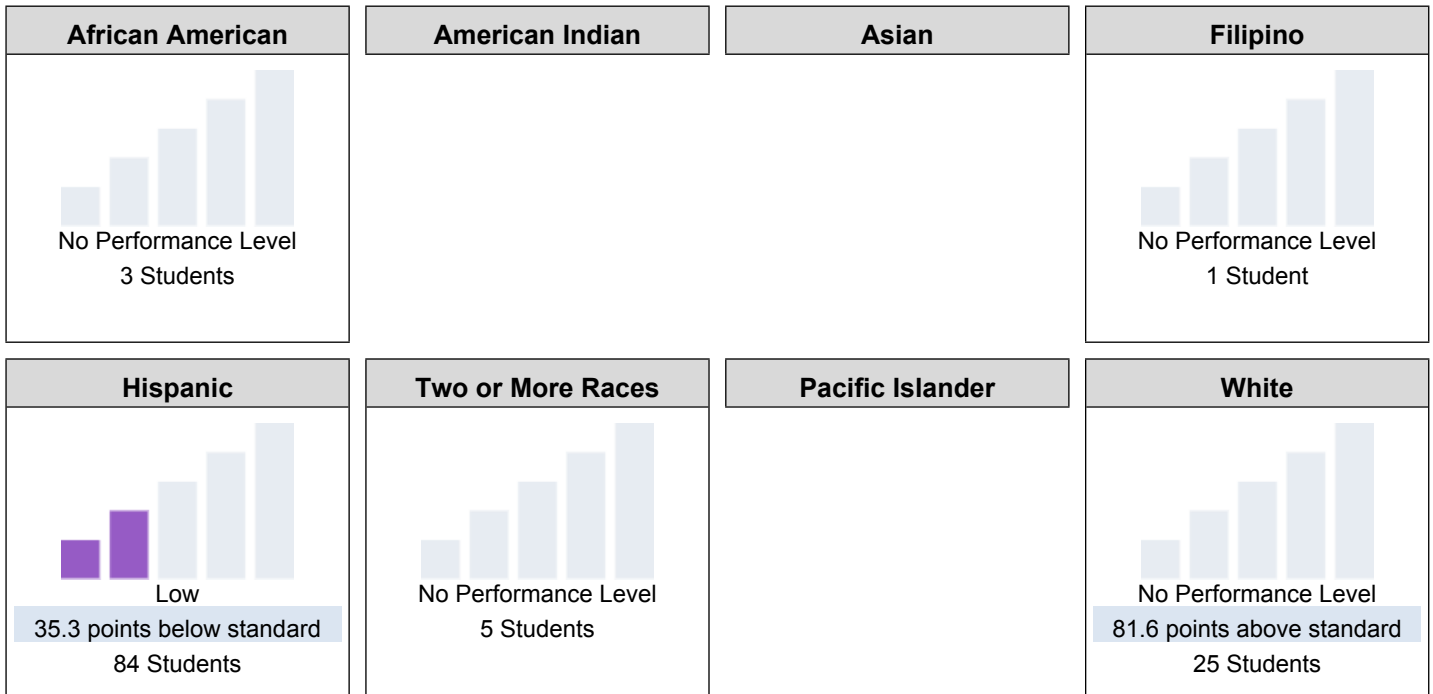
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
67.7 points below standard 50 Students	12.9 points above standard 16 Students	45.0 points above standard 48 Students

Conclusions based on this data:

- English learners, Socioeconomically disadvantaged, Students with disabilities, and Hispanic students are very low on ELA as measured by CAASPP, but all groups saw higher than average growth.
- Performance of English only students and RFEP students increased significantly.

School and Student Performance Data

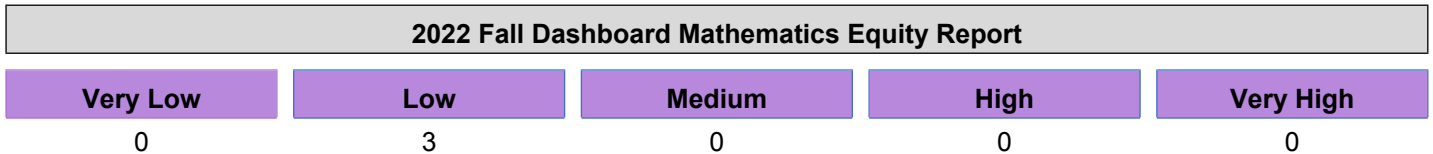
Academic Performance Mathematics

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](#).

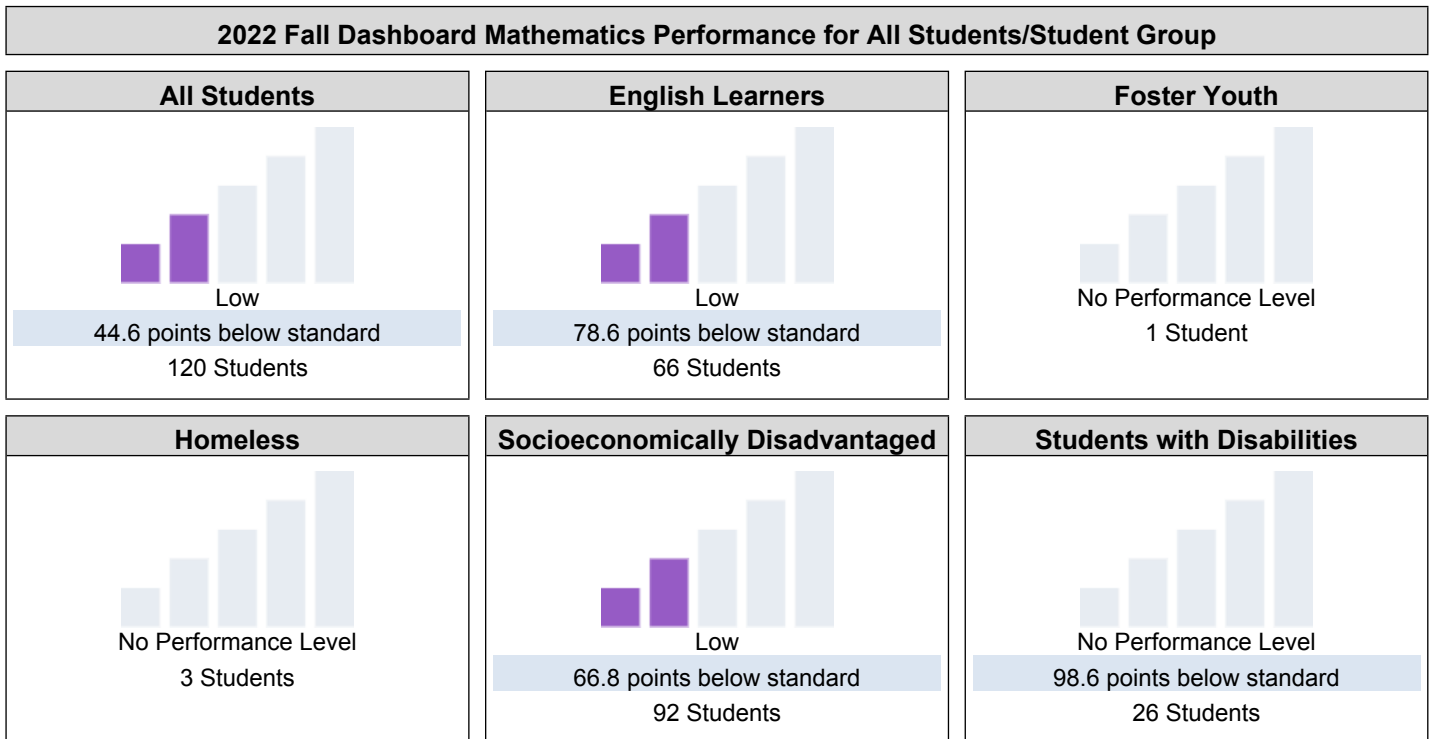
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



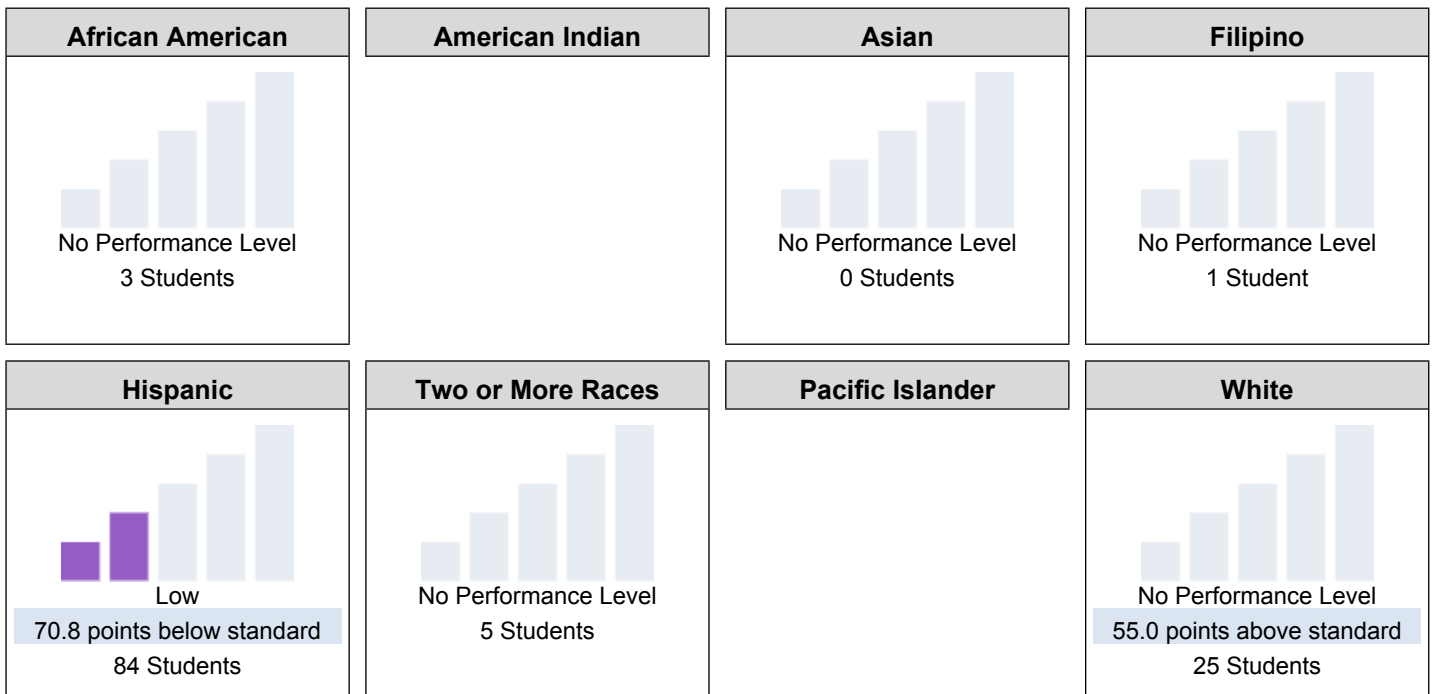
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
93.7 points below standard 50 Students	31.4 points below standard 16 Students	2.6 points below standard 48 Students

Conclusions based on this data:

- All subgroups experienced an increase in mathematics on CAASPP, though they are still lower than hoped.

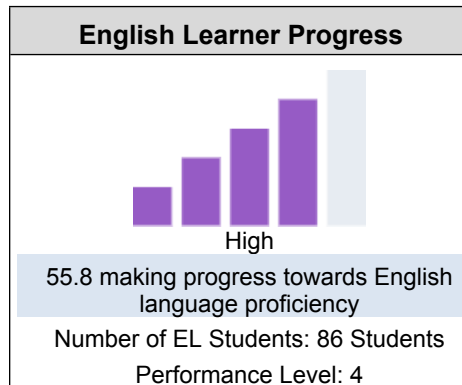
School and Student Performance Data

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



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
12.8%	31.4%	0.0%	55.8%

Conclusions based on this data:

1. Progress in acquiring English improved significantly for English Learners.
2. English learners are very low in their English Language Arts CAASPP assessment.
3. English learners are low in their Mathematics CAASPP assessment.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

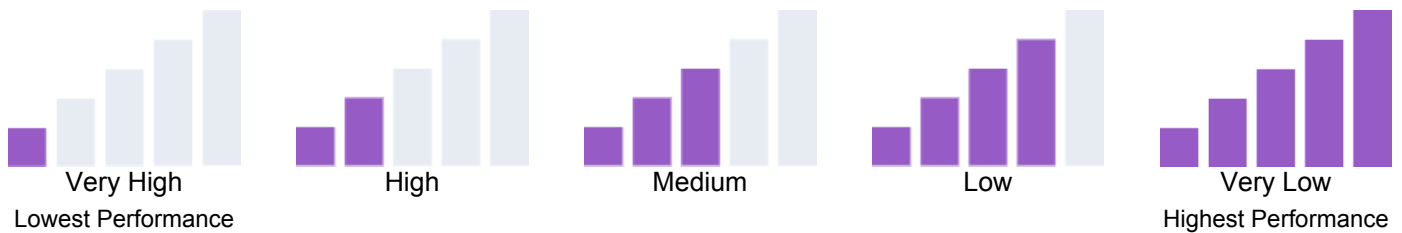
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School and Student Performance Data

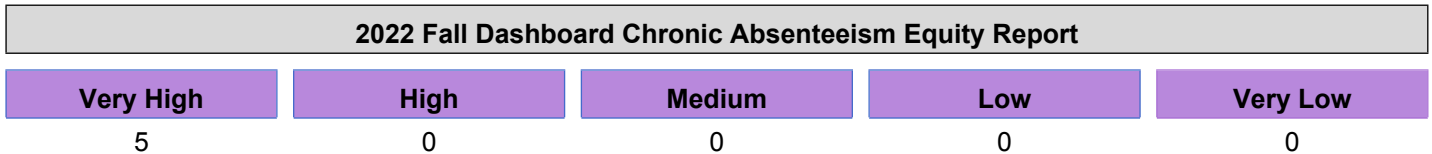
Academic Engagement Chronic Absenteeism

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

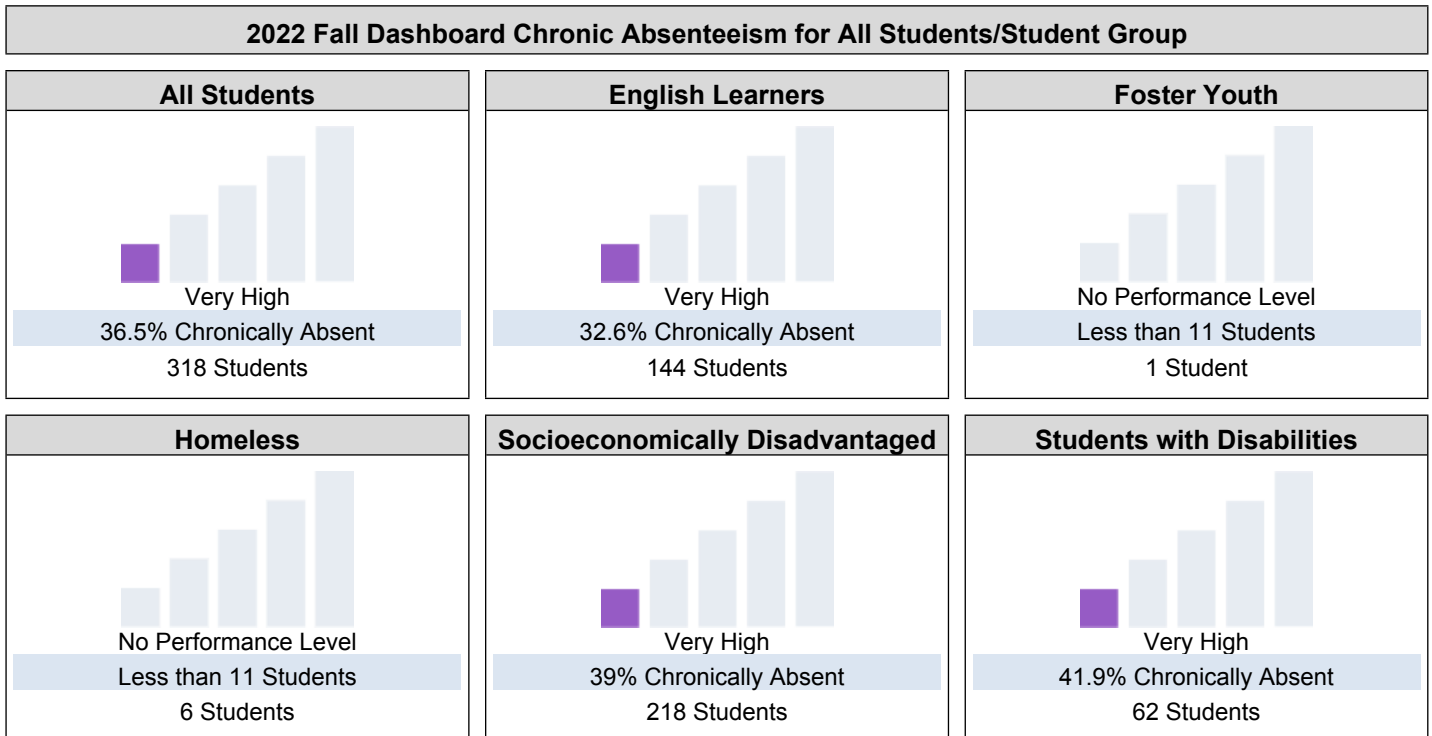
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



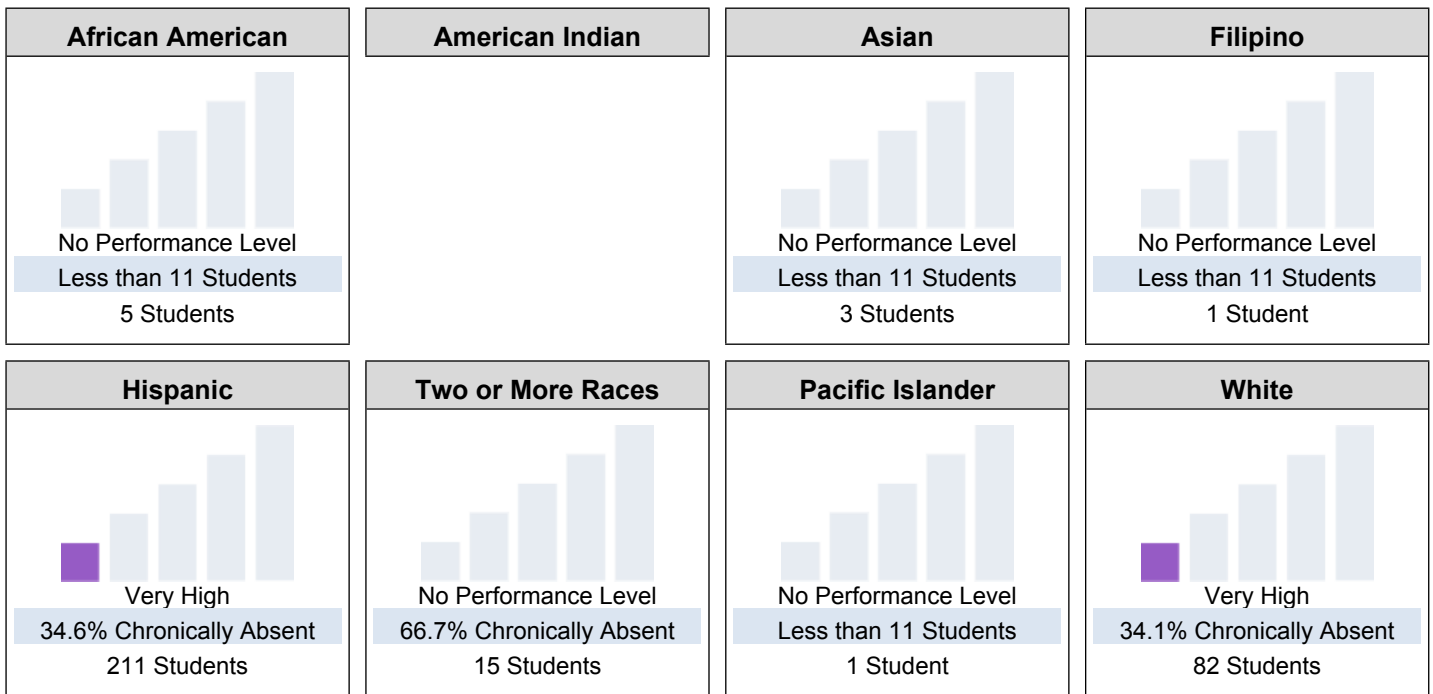
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism rates continue to be high in all student groups.

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 Lowest Performance	Low	Medium	High	Very High Highest Performance
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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:

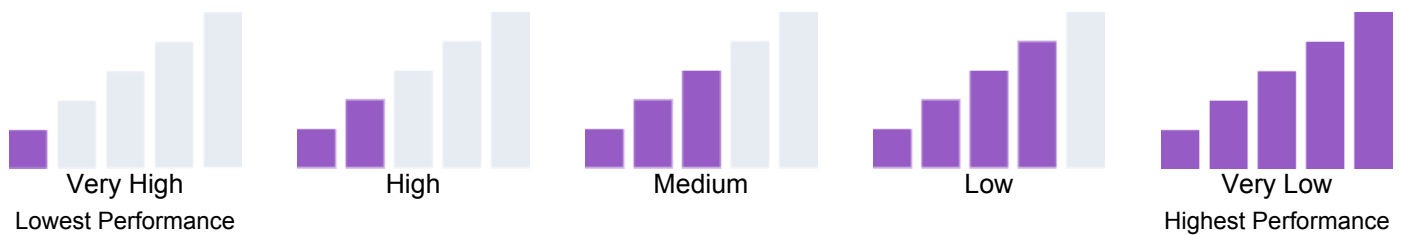
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School and Student Performance Data

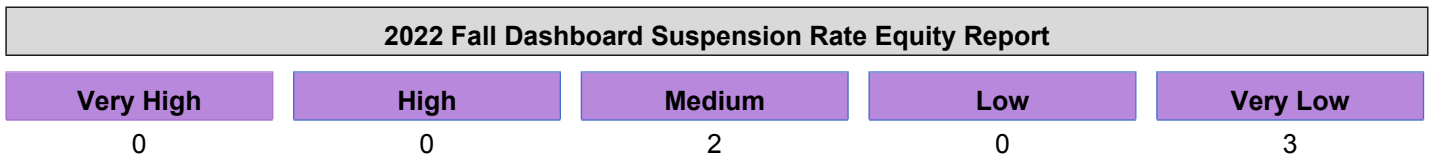
Conditions & Climate Suspension Rate

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](#).

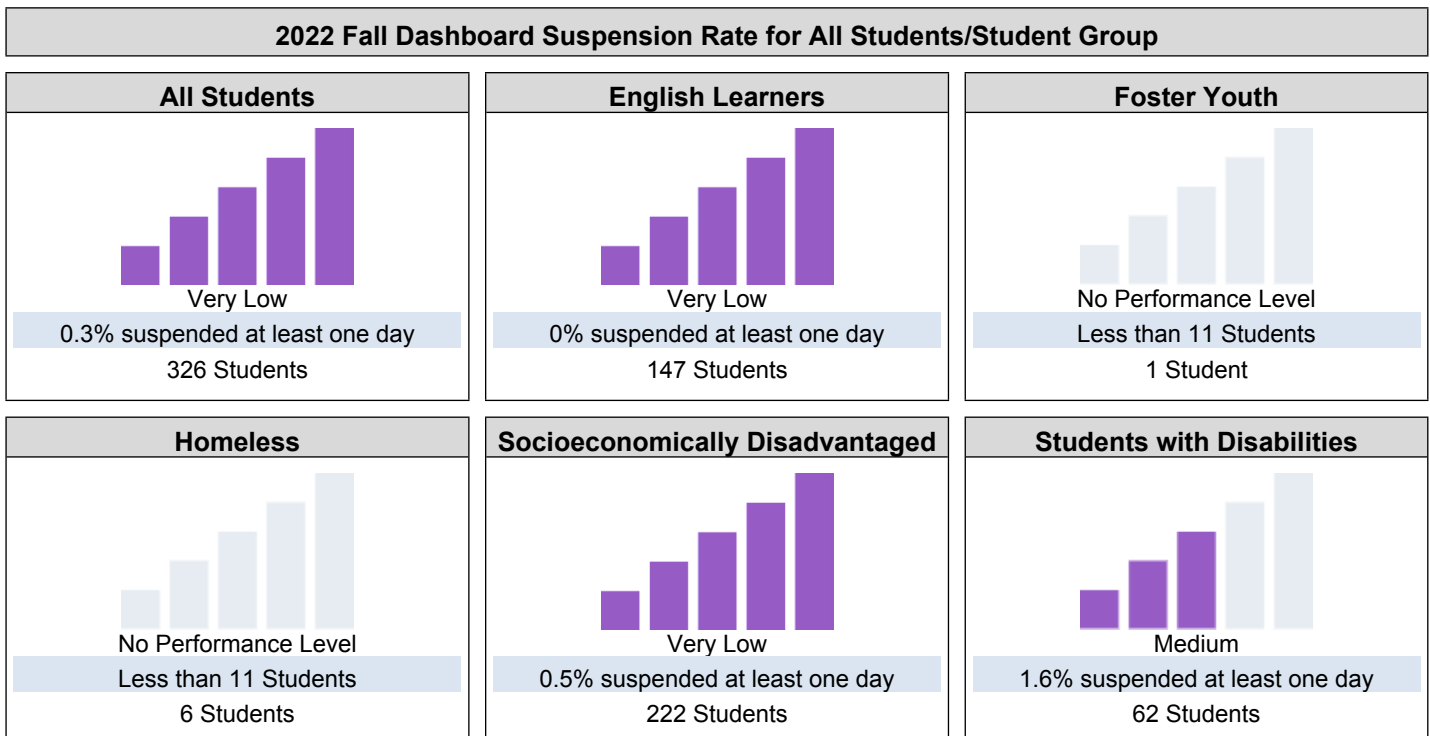
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



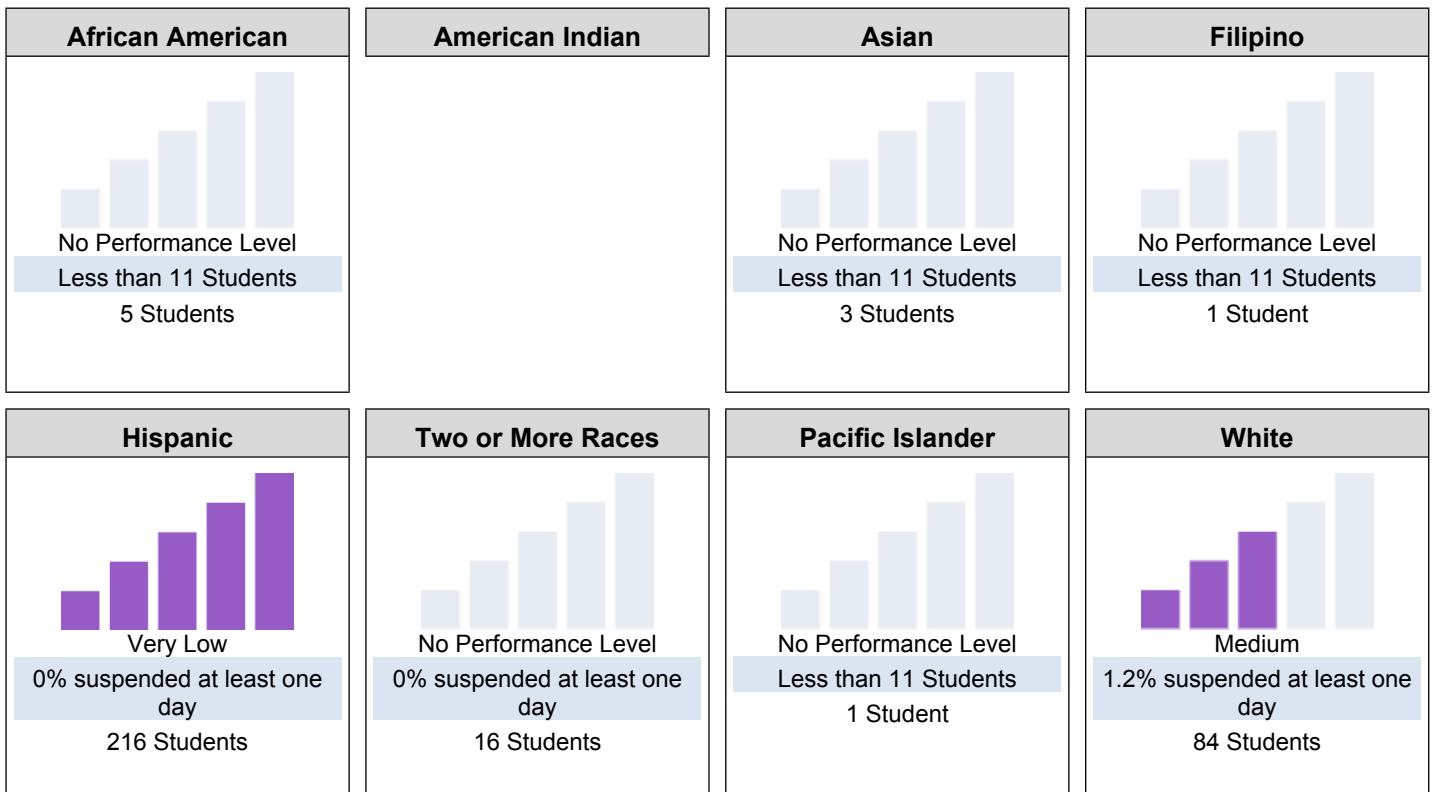
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- Students with disabilities and White students are suspended at a higher rate than the other groups.
- English Learners and Socioeconomically students have a low suspension rate are therefore in the "blue" category.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All SCCS students will be prepared to successfully access post-secondary college and career opportunities.

Goal 1

For 2023-24 we will decrease the points below standard on the ELA CAASPP by 10 points.

Identified Need

All student groups need to improve in ELA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: All Students	41.2 points below standard	"All Students" will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: English Learners	83.1 points below standard	English Learners will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Students with Disabilities	90.8 points below standard	Students with Disabilities will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Hispanic	74.8 points below standard	Hispanic students will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	67.4 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2024 ELA CAASPP.
English Language Arts CAASPP Data: White	26.2 points above standard	White students will improve a minimum of 3 points on the 2024 ELA CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups will be supported by this strategy/activity with an emphasis on Title 1 students and ELL

Strategy/Activity

Student Learning Teams will collaborate, give input and implement both formative and summative ELA assessments to have on going reading assessments to identify students who are in need of additional support.

Release time or supplemental pay for members of the Tier 1, SST, focusing on Tier 2 and 3 students.

Teachers will be supporting other teachers with strategies and interventions to support students learning, substitutes and release time.

Proposed Expenditures for this Strategy/Activity

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

5,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries certificated substitutes and certificated extra hourly
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra hourly and PD food
1000	LCFF - Supplemental 4000-4999: Books And Supplies Organizational materials related to data teams
2000	LCFF - Supplemental 4000-4999: Books And Supplies Food and snacks for professional development, trainings, staff meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups will be supported by this strategy/activity with an emphasis on Title 1 students and ELL

Strategy/Activity

Professional Learning communities will collaborate at grade level meetings to discuss progress of all students focusing on target students. Teachers learn best practices for all students. Peer

observations to support highly qualified teachers in developing best practices to support struggling students or curriculum area focus 2 times in the year.

Proposed Expenditures for this Strategy/Activity

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

12,000

District Funded
1000-1999: Certificated Personnel Salaries
SCIL Stipends

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups will be supported by this strategy/activity with an emphasis on Title 1 students and ELL

Strategy/Activity

Continue implementation and support of GLAD. Highly qualified teachers will attend the GLAD training. Teachers will modify and differentiate instruction using research-based strategies to best meet the individual needs of the students. Release time for planning. Consultation with GLAD trainers to coach teachers. Purchase GLAD materials for targeted grade levels.

Proposed Expenditures for this Strategy/Activity

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

15,000

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
HQT will attend GLAD training/ peer observations of GLAD lessons specifically any staff who has not yet attended GLAD training

2000

Title I
1000-1999: Certificated Personnel Salaries
Substitutes for certificated teachers

2500

Title I
4000-4999: Books And Supplies
Supplies and materials for GLAD curriculum, includes, poster paper, marker sets, lamination, INK for printing, color copies, related technology such as printer etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups will be supported by this strategy/activity with an emphasis on Title 1 students and ELL

Strategy/Activity

Hourly reading coach for classified and certificated staff and small group interventions with phonics support for Tier 2 interventions with students

Proposed Expenditures for this Strategy/Activity

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

17,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Reading coach and small group intervention teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Title 1 students

Strategy/Activity

Professional development for ASES staff and additional hourly to support students in after school setting and provide interventions.
Materials and supplies for ASES to support student learning, including books, music, activities, enrichment and needed technology for program

Proposed Expenditures for this Strategy/Activity

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

5,000

After School and Education Safety (ASES)
5000-5999: Services And Other Operating Expenditures
Enrichment provider for ASES program

20,000

After School and Education Safety (ASES)
4000-4999: Books And Supplies
Materials for ASES, food for family celebration

500

After School and Education Safety (ASES)
4000-4999: Books And Supplies
Food for professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use the library to support academic literacy with use of digital literacy programs, books, multiples collection and supplies for nonfiction and diverse text to support integrated ELD and academic literacy

Proposed Expenditures for this Strategy/Activity

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

5,000

Title I
4000-4999: Books And Supplies
Funds to purchase digital literacy resources and hard copy books

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase technology supplies such as IPADs, Headphones, cords, Laptops- chromebooks

Proposed Expenditures for this Strategy/Activity

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

7,000

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase MAC books or equivalent to support digital literacy in the classroom and access to online ELA resources,

7000

Title I
4000-4999: Books And Supplies
Purchase technology supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Learning goals in all classrooms for content lessons. Teachers will post them on the board and students should be able to explain the learning goal.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Supplies for parent education meetings such as cafecitos, presentations, family engagement

Proposed Expenditures for this Strategy/Activity

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

2000

LCFF
4000-4999: Books And Supplies
Purchase materials, communication supplies and food for parent engagement events

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Focus on ELL /Title one students, impact for all students

Strategy/Activity

Purchase new curriculum for Tier 1 and intervention to support differentiation

Proposed Expenditures for this Strategy/Activity

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

8000

LCFF
4000-4999: Books And Supplies
curriculum purchase

10,000

Title I
4000-4999: Books And Supplies
Supplemental Materials for interventions and tier 1 needs for ELD, Title 1 students

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 ELL students

Strategy/Activity

Supplies for Interventions and assessments

Proposed Expenditures for this Strategy/Activity

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

5,000

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase needed materials for TIER1 and TIER
2 interventions and assessments

2,000

LCFF
4000-4999: Books And Supplies
Snacks, rewards and incentives for reading,
Lexia, Math Fluency rewards

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

RTI coordinators, certificated staff and Instructional aides/IT will be hired and paid additional hourly to conduct small group interventions, help prepare materials and plan for title 1 students

Proposed Expenditures for this Strategy/Activity

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

28,000

Title I
2000-2999: Classified Personnel Salaries
Instructional aides/ IT will be hired to conduct
small group interventions

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide sub time for teachers to collaborate and examine student data to better serve all students, additionally fund certificated teacher to support phonics instruction in primary SLT/LRT

Proposed Expenditures for this Strategy/Activity

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

5,000	Title I 1000-1999: Certificated Personnel Salaries Fund hourly a certificated teacher to support phonics instruction in classrooms, specifically focusing on title 1 and ELL students
6,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide substitutes for teacher collaborations, including IEP at a glance, SLT , Fall planning , LRT

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

It is too early to tell if CAASPP scores will increase, but local assessments indicate that students made substantial growth over the year.

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

All expenditures were made as expected.

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.

Goals will continue for coming years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal 2

For the 23-24 school year 75% of EL students will make one year's growth on the ELPAC.

Identified Need

English Learner achievement scores are less than other students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: English Learners	83.1 points below standard	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.
Mathematics CAASPP Data: English Learners	80.8 points below standard	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
Suspension Rate: The percentage of All students being suspended during the school year.	Yellow Indicator - 0.6% suspended at least once	We will maintain at 0.6% to 0% of our English Learners being suspended.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Language Review Team- Student learning teams will review student data to inform instruction and instructional practices for ELD, monitor student progress towards reclassification

District policy requires a minimum of 30 minutes daily of ELD instruction for Kindergarten and 45 minutes 1st-5th grades. Teachers will augment classroom based ELD to meet the required minutes by using district adopted curriculum

Proposed Expenditures for this Strategy/Activity

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

1000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
release time for ELD planning and Language
Review teams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Teachers will be trained on a new program or strategies GLAD, SVM I Number talks to better meet the needs of English Learners along with collaboration time to develop the program, as well as trainings in Science to support English Learners assessing all curricular areas.

Teachers will be trained to analyze ELPAC data and determine best strategies for taking the ELPAC and teachers will understand ELPAC data to better inform their instruction,

Proposed Expenditures for this Strategy/Activity

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

10,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
release time for teachers, training opportunities
for teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL students

Strategy/Activity

Continue implementation and support of GLAD. Highly qualified teachers will attend the GLAD training. Teachers will modify and differentiate instruction using research-based strategies to best meet the individual needs of the students. Release time for planning. Consultation with GLAD

trainers to coach teachers. Purchase GLAD materials for targeted grade levels. Purchase of materials for newcomer students

Proposed Expenditures for this Strategy/Activity

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

10,000

Title I
4000-4999: Books And Supplies
Supplemental GLAD materials.

2000

Title I
4000-4999: Books And Supplies
Brain Pop ELD software subscription

2,000

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase food for Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Title 1 , ELL students

Strategy/Activity

Newcomer students receive additional small group instruction during school day to practice English Curriculum needed for interventions

Proposed Expenditures for this Strategy/Activity

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

64,000

Title III
1000-1999: Certificated Personnel Salaries
.5 FTE Newcomer Teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TITLE 1 , ELL students

Strategy/Activity

Principal/Community coordinator will present information to parents in ELAC about ELD program, assessments, and student results. Handouts will be sent home. Extra hours to bilingual staff to support written and oral translation for office communication and conferences, Back to School Night.

Proposed Expenditures for this Strategy/Activity

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

6,000	Title I 5000-5999: Services And Other Operating Expenditures Materials, childcare, color copies for ELAC presentations
5000	LCFF 5000-5999: Services And Other Operating Expenditures Extra hours to bilingual staff to support written and oral translation for office communication. and community outreach , parent teacher conference translation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Training in reclassification requirements will be provided to parents via ELAC meetings.

Proposed Expenditures for this Strategy/Activity

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

4,000	LCFF 2000-2999: Classified Personnel Salaries Community coordinator extra hourly for translation and additional parent meetings
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Outreach will be provided to increase involvement of parents of English Learners in all school wide events such as Cafecitos, Family Fridays, ELAC/GPTA, conferences, childcare and craft and learning materials for parent events.

Proposed Expenditures for this Strategy/Activity

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

4,000	Title I 4000-4999: Books And Supplies Outreach will be provided to increase involvement of parents of English Learners in all school wide events such as Cafecitos, Family Fridays, ELAC/GPTA, conferences, childcare to parent events.
2,000	LCFF 5000-5999: Services And Other Operating Expenditures Food, materials, computers for communication will be provided.
42,594	District Funded 2000-2999: Classified Personnel Salaries School Community Coordinator Salary
3,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies Materials and Food for family events, staff meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Survey school site regarding feedback for ELL and Title 1 supports, Bond Measures and input for LCAPP spending

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Scores are not yet available for the 22-23 school year. iReady data does indicate that students have made progress through the year.

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

All budget expenditures were made as planned.

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.

Goals will continue as planned unless data indicates that changes need to be made.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal 3

For 2023-24 we will decrease the points below standard on the MATH CAASPP by at least 10 points.

Identified Need

Assessment scores indicate that math is an area for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics CAASPP Data: All Students	49.5 points below standard	"All Students" will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: English Learners	80.8 points below standard	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Students with Disabilities	90.7 points below standard	Students with Disabilities will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	70.4 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Hispanic	73.6 points below standard	Hispanic will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: White	2.7 points above standard	White students will improve a minimum of 3 points on the 2023 Math CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL students

Strategy/Activity

Math SLT and PD opportunities

Proposed Expenditures for this Strategy/Activity

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

2000

Title I
1000-1999: Certificated Personnel Salaries
Substitute teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL students

Strategy/Activity

To retain and attract HQT Admin may research and pursue professional development trainings in Math, Science, Reading, Writing, ELD and common core standards.

Proposed Expenditures for this Strategy/Activity

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

2500

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
Admin and Staff will pursue professional development trainings in Math, Science, Reading, Writing, ELD and common core standards. When needed and appropriate, housing and meals will be covered for staff, including classified and management.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL

Strategy/Activity

Teachers will have the opportunity to observe math lessons and be able to discuss best practices with colleagues and examine vertical alignment with supplemental materials such as equations, math games, Iready- math, Eureka math

Proposed Expenditures for this Strategy/Activity

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

1000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Release time for staff to participate in peer observations and create materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TITLE 1 and ELL students

Strategy/Activity

Students in the ASES afterschool program will use technology, Chromebooks to access online learning

Proposed Expenditures for this Strategy/Activity

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

5000

After School and Education Safety (ASES)
4000-4999: Books And Supplies
Technology purchases to support student learning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL students

Strategy/Activity

Teachers will utilize GLAD strategies and Math talks in developing Math. Materials may be needed, release time for making materials

Proposed Expenditures for this Strategy/Activity

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

1000

Title I
1000-1999: Certificated Personnel Salaries
Subs for release time.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Provide translated parent education trainings in Math during parent meetings in Spanish and English specifically targeting ELL and Title 1 parents

Provide parent education and enrichment around Common Core Math, such as family math night and new standards education

Proposed Expenditures for this Strategy/Activity

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

2500

LCFF

1000-1999: Certificated Personnel Salaries
Paid hourly for staff to host family math night and festivals

2000

LCFF

4000-4999: Books And Supplies
materials for games and supplies for family math celebrations

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

CAASPP scores are not available for 22-23, but iReady scores indicate that students made progress.

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

All budget expenditures were as planned.

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.

Goals will continue into future years unless data indicates that changes need to be made.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal 4

We will reduce our chronic absenteeism by 10 % from the previous school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	18.6% chronically absent	We will decrease the percentage of chronically absent "All Students" by .5% or more.
Chronic Absenteeism: Percent of White Student absent more than 10% of the school year	17.1% chronically absent	We will decrease the percentage of chronically absent White students by .5% or more
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	21.7% chronically absent	We will decrease the percentage of chronically absent Students with Disabilities by .5% or more.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	21.3% chronically absent	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by .5% or more.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	16% chronically absent	We will decrease the percentage of chronically absent English Learners by .5% or more.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	18.9% chronically absent	We will decrease the percentage of chronically absent Hispanic students by .5% or more.
Chronic Absenteeism: Percent of students of Two or More	15.4% chronically absent	We will decrease the percentage of chronically

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Races absent more than 10% of the school year		absent students of Two or More Races by .5% or more.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL students

Strategy/Activity

Access to technology with which to connect with school staff and peers on a regular basis if students are absent

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1 and ELL

Strategy/Activity

Continued implementation and professional development regarding PBIS for all staff to encourage motivation for student attendance

Proposed Expenditures for this Strategy/Activity

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

2500

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries Release or hourly for PBIS team

5000

LCFF - Supplemental
4000-4999: Books And Supplies
Materials, prizes for PBIS program including snacks, candy, drinks for student incentives and for situations of behavior deescalation as

	outlines in our trauma informed trainings, materials for assemblies
2,000	Title I 1000-1999: Certificated Personnel Salaries Time to prepare materials for PD

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use family contracts that provide incentives for student attendance

Proposed Expenditures for this Strategy/Activity

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

800	LCFF - Supplemental 4000-4999: Books And Supplies Materials, resources for incentives
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will seek opportunities for social work, counselor interns to work with students and families

Proposed Expenditures for this Strategy/Activity

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

5,000	Title I 1000-1999: Certificated Personnel Salaries Additional social worker hours to support families and students with various needs and school attendance
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Title and ELL students

Strategy/Activity

Purchase materials and tools to support de-escalation of Tier 2, 3 behaviors, including materials and tool kits, Social worker time for lunch bunch crafts

Proposed Expenditures for this Strategy/Activity

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

3,000	LCFF - Supplemental 4000-4999: Books And Supplies Needed resources for sensory, cozy corners and school assemblies
1,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries time for social worker, behavior staff, to lead lunch bunch social groups with tier 2, 3 students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Title 1 and ELL students

Strategy/Activity

Continue school wide celebrations and assemblies for climate and community building this includes funding for clubs on campus

Proposed Expenditures for this Strategy/Activity

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

4,000	Title I 5000-5999: Services And Other Operating Expenditures Buses, costs for field trips, assemblies, classroom presentations
4000	LCFF - Supplemental 4000-4999: Books And Supplies Fund school wide activities/assemblies, craft supplies and treats, speakers for assemblies, clubs and play for special school wide events and celebrations
20,000	District Funded 0001-0999: Unrestricted: Locally Defined purchase new furniture for library space that is conducive to hosting students, family and parent events celebrations
5000	LCFF - Base

	4000-4999: Books And Supplies Speakers, Amazon music account and other technology for special events- community
2000	LCFF 5000-5999: Services And Other Operating Expenditures Extra hourly for PBIS staff for beginning of year preparations for welcome back assemblies and events
1,000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries pay certificated staff to support ASES program when needed

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Data is not yet finalized for the 22-23 school year. Families responded positively to all interventions for attendance.

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

All expenditures were made as planned.

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.

Goals will continue as planned, unless data indicates that changes need to be made.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,894.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$101,500.00
Title II Part A: Improving Teacher Quality	\$19,500.00
Title III	\$64,000.00

Subtotal of additional federal funds included for this school: \$185,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$34,500.00
District Funded	\$74,594.00
LCFF	\$29,500.00
LCFF - Base	\$5,000.00
LCFF - Supplemental	\$66,300.00

Subtotal of state or local funds included for this school: \$209,894.00

Total of federal, state, and/or local funds for this school: \$394,894.00

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
Amariah Hernandez	Principal
Ebby Della Mora	Other School Staff
Lacie Wall	Parent or Community Member
Raven Graham	Classroom Teacher
Charlene Oatey	Classroom Teacher
Charlene Cherman	Classroom Teacher
Chris Garcia	Parent or Community Member
Sam Rolens	Parent or Community Member
Megan Sutton	Parent or Community Member
Carrie Castillo-Murante	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
Other: Parents: Chris Garcia, Sam Rolens Megan Sutton, Carrie Castillo-Mustante., Lacie Wall Staff: Ebby Dellamora, Raven Graham, Charlene Sheman, Amariah Hernandez, Charlene Oatey	

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 October 20, 2021.

Attested:

	Principal, Amariah Hernandez on September 30, 2021
	SSC Chairperson, Lacie Wheeler on September 30, 2021