environment through the use of our liaisons and a coordinator of Modern Curriculum. A safe and engaging environment is one that promotes a high attendance rate for students and a low disciplinary rate.

Greenfield Middle School works to meet the needs of targeted subgroups of children, specific students of two or more races and students with disabilities. These two subgroups have low scores on the SBAC ELA and Mathematics exams, as well higher rates of suspension and absenteeism. Greenfield Middle School will work to remedy this situation with directed coaching to staff with an instructional coach and a special education coach. In addition, a site-wide PLUS program will ensure to create a culture that is inclusive of these subgroups of children.

Greenfield Middle School shall commit to a team-based approach to learning for our students.

Expenditures by Budget Reference and Funding Source 66
Expenditures by Goal 67
School Site Council Membership 68
Recommendations and Assurances 69
Instructions 70
Instructions: Linked Table of Contents 70
Purpose and Description 71
Educational Partner Involvement 71
Resource Inequities 71
Goals, Strategies, Expenditures, & Annual Review 72
Annual Review 73
Budget Summary 74
Appendix A: Plan Requirements 76
Appendix B: 79
Appendix C: Select State and Federal Programs 81

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).

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.
Annual Gallup Student Survey (grades 5-8)
Annual Gallup Parent Survey
Annual Gallup Staff Survey
California Healthy Kids Survey (grades 5 and 7)

Staff, parents, and community members gave input during LCAP and SPSA review and development through needs assessments and program evaluation.

May 2019 Parent Gallup Survey- 2019 Baselines
Fully Engaged 38%
Treated with Respect (School Environment) - 4.13 Mean Score
Leadership Creates a Trusting Environment - 4.37 Mean Score

May, 2020 Parent Gallup Survey- Baselines-
Fully Engaged 47%
Treated with Respect (School Environment) - 4.15 Mean Score
Leadership Creates a Trusting Environment - 4.40 Mean Score

March, 2023 Parent Gallup Survey- Baselines-
Fully Engaged 43%
Treated with Respect (School Environment) - 4.31 Mean Score
Leadership Creates a Trusting Environment - 4.15 Mean Score

Fall 2019 Student Gallup Survey- 2019 Baselines
Engagement 56%
Hope 46%
I feel safe - 3.98 Mean Score
I have a great future ahead of me - 4.38 Mean Score
The adults at my school care about me - 3.98 Mean Score

May 2023 Staff Gallup Survey
Engaged 46%
Q3- Opportunity to do my best 4.12 Mean Score
Q7- Opinions Count 3.67 Mean Score
Q8- Mission/Purpose 4.03 Mean Score

Baseline - May 2020 Staff Gallup Survey- Baseline- Total number of Staff Responding the Gallup Staff Survey was 42
Engagement
Q3 I Have the Opportunity to Do What I Do Best Every Day- 4.34
Q7 My Opinions Seem to Count- 3.89
Q8 The Mission or Purpose of My Company Makes Me Feel My Job is Important- 4.29

Based on the data an identified need is to increase the amount of parents that are fully engaged. In addition, an identified need is to increase students feeling of adults caring about them on campus.

Classroom Observations

This section ha-re (o7y 12 Tf 1 0 0 -1 0 11.25599957 Tm /GS1fm 5Ey41GS1fm 5Ey41GS1fm 5Ey41GS1fm 5
Staff Su alrlish Le(al)-rnersOPT Q ELallu6t/s7s

Standards, Assessment, and Accountability

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

Professional learning opportunities include: Digital badges, Academies, Staff Meetings, Release Time, Additional Time
Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions, assessment

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by William's ESEA requirements.

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

Standards-Aligned CV Adopted Curriculum: (6-8)
English Language Arts /ELD StudySync
Alternative Core ELA/ELD Inside the USA Language and Literacy
Mathematics HMH Go Math
Science Macmillan/McGraw-Hill, California Science
History/Social Science TCI History Alive
Sexual Health Positive Prevention Plus

Opportunity and Equal Educational Access

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

Current adoptions for language arts and math provide instructional supports for below, at and above grade level learners. District supported interventions for underperforming students:
iReady Math
iReady ELA
School Counselor
Community Liaison
Special Education Classroom Assistant
Adaptable curriculum at all levels provides a variety of reading levels at each grade. (Imagine Learning for English Learners)(ST Math, Go Math, Achieve 3000, KIDBiz, Smarty Ants)
Designated and integrated ELD instruction.
English language Facilitators
Instructional Facilitators/Coaches

Evidence-based educational practices to raise student achievement

Number Talks & Problem Solving
Cognitively Guided Instruction for Mathematics
Guided Language Acquisition and Design Strategies (GLAD)
Small-Group Instruction
Multi-Tiered System of Supports for academics, SEL, and attendance
Plan Do Study Act
Teacher collaboration into data analysis
Strategy/activity Needs Assessment

implemented iReady diagnostic data to personalize learning for students and to monitor growth throughout the school year. Students who are not making growth will receive targeted interventions to include one on one conferences with teachers, small group instructions, and be able to utilize the targeted skill building interventions that iReady offers.Students will take this assessment three times throughout the school year and that data will be monitored closely by teachers and school administration to develop incremental growth plans.

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	224	221	237	35.50%	38.6%	35.7%
Fluent English Proficient (FEP)	118	106	139	18.70%	18.5%	21.0%
Reclassified Fluent English Proficient (RFEP)	14	22	18	6.3%	9.86%	7.69%

Conclusions based on this data:

1. Over the last 3 years, our % of EL's has maintained at 35%. The necessity for integrated english language development is necessary to meet the needs of this population. The population of ELs has changed though, with a large influx of newcomer students in the 22-23 school year.
2. The number of students who have been reclassified as fluent English proficient has started to decrease from 6.3% to 7.69%. We will continue to focus on English Learner growth by supporting teachers in deepening their practice with instructing English learners within all content areas. We have identified vocabulary as a large area of need and have set goals to intentionally plan and focus on academic and content-area vocabulary within all lessons and units.
3. As our enrollment has increased for our English Learner enrollment, from 221 to 237. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our modern curriculum coordinator will model and provide feedback to teachers related to lesson delivery and student progress on goals.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students				
Grade	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students

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 6	206	195		0	190		0	190		0.0	97.4	
Grade 7	190	207		0	204		0	204		0.0	98.6	
Grade 8	241	193		0	190		0	190		0.0	98.4	
All Grades	637	595		0	584		0	584		0.0	98.2	

* 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 6		2423.			2.63			8.95			23.68			64.74	
Grade 7		2443.			3.92			8.33			19.61			68.14	
Grade 8		2420.			2.63			3.68			12.63			81.05	
All Grades	N/A	N/A	N/A		3.08			7.02			18.66			71.23	

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 6		4.74			51.05			44.21	
Grade 7		4.41			50.98			44.61	
Grade 8		3.68			42.63			53.68	
All Grades		4.28			48.29			47.43	

Conclusions based on this data:

1. Due to the COVID19 pandemic, for the 20-21 school year, Cajon Valley Union School district administered the i-

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	

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			

Conclusions based on this data:

1. To meet the needs of the community bilingual staff are crucial for parent engagement. Greenfield utilizes a Spanish speaking and an Arabic speaking office assistant two to meet this need.
2. The high percentage of socioeconomically disadvantaged students lead to students falling into multiple sub-categories of students. Ensuring students basic needs are met first is crucial to positive learning environments.
3. The Socioeconomically Disadvantaged student population is 377 students or 65.9%. With the number of families identified within the criteria, Greenfield Middle School provides both a Breakfast and Lunch program for our students.

School and Student Performance Data

Overall Performance

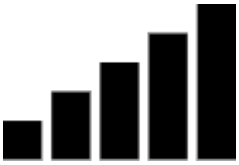
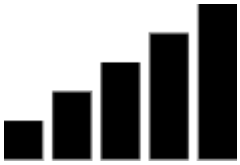
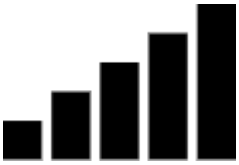
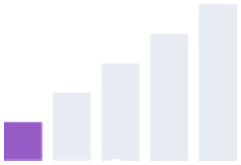
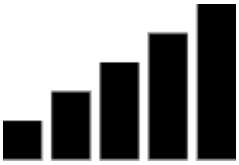
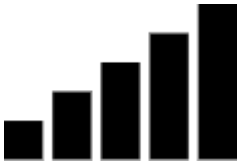
3. ELA data improved for the site due to the utilization of programs such as No Red Ink.

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

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 63.3 points below standard 36 Students	 No Performance Level 1 Student	 No Performance Level 26.7 points above standard 20 Students	 No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 82.2 points below standard 262 Students	 No Performance Level 89.6 points below standard 13 Students	 No Performance Level 8 Students	Low 41.2 points below standard 164 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**
136.7 points below standard 165 Students	5.9 points above standard 63 Students	57.0 points below standard 220 Students

Conclusions based on this data:

1. English learners and students with disabilities are performing at a lower rate than other sub groups. This subgroup decreased in performance.
2. English learners had a significant increase in their ELA scores for the year. The utilization of strong designated english language strategies is to credit for this gain.
3. If all areas continue to improve at this trend, Greenfield Middle School will begin to score green color indicators on their dashboard in the coming years.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low
6

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

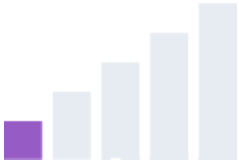
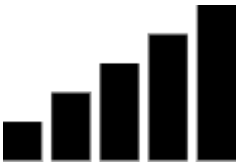
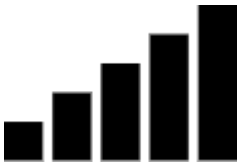
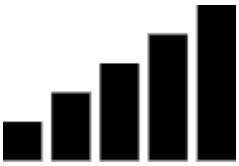
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

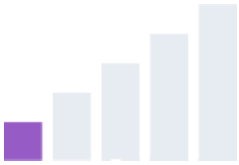
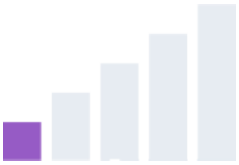
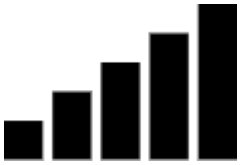
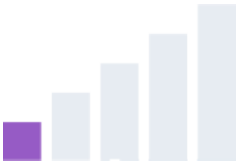
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
52.2% Chronically Absent	Less than 11 Students	15% Chronically Absent	Less than 11 Students
46 Students	1 Student	20 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
43.1% Chronically Absent	50% Chronically Absent	Less than 11 Students	36.9% Chronically Absent
311 Students	34 Students	9 Students	203 Students

Conclusions based on this data:

1. Students with disabilities have the highest level of chronic absenteeism at 55.4. This will be an area of focus for our ATSI program.
2. A focus on chronic absenteeism for SWD and English learners is necessary.
3. Chronic absenteeism remains a problem for students with two or more races identified. PBIS system will be utilized to increase attendance for students with two or more races identified.

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 ndird be rd (n)-1(Chroase)ic Very

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	24	22	

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
	Tier 2 % of students (One Grade Level Below)	21	22	23

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	45	51
English Learner % of Students On Track to Meet Typical Growth Goal	45	51
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	46	51
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	53	57

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	65	52
Black or African American % of Students On Track to Meet Typical Growth Goal	48	42
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	49	52

Conclusions based on this data:

1. On diagnostic #2, the % of students “on track” to make typical growth was 57 %. Based on our LCAP goal of 70%, we are below our goal.
2.

School and Student Performance Data

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	53	28	19
19-20 Student Survey	46	32	22
20-21 Student Survey	38	39	23
21-22 Student Survey	40	33	27

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TedxKids@ElCajon Site Club	In June 2023, 5 students participated in our TEdx Club.	By June 2024, Greenfield will have 10 student participate in Greenfield's site Tedx club.
Teacher Professional Learning: Modern Curriculum		

All Students - SWD and EL Students

Strategy/Activity

Teachers, administration, paraprofessionals and classified support staff will attend education conferences to expand their knowledge base and collaborate on ways to implement SEL, WOW and/or presentation literacy site wide.

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

Amount(s)	Source(s)
25000	S/C 0000: Unrestricted Travel and Conference

Strategy/Activity 3

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

SWD and EL Students

Strategy/Activity

teacher Release and Collaboration - GMS will put on a GALA that will be a demonstration of learning to families. Teachers will be paid for plan and collaboration time leading up to the event as well as paid for attending the event outside of contract hours.

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

Amount(s)	Source(s)
13000	Title I Carryover 0000: Unrestricted Teacher Collab

Strategy/Activity 4

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

SWD and EL Students

Strategy/Activity

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

Amount(s)	Source(s)
165000	Title I 1000-1999: Certificated Personnel Salaries Coordinator of Modern Curriculum

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.

Teacher release and collaboration time led to significant impacts on SWD. Teachers were able to plan and collaborate on how to meet students' needs. This was seen through the implementation of learning center to meet the specific needs of all students with disabilities. Lastly, there was a

Metric/Indicator	Baseline/Actual Outcome

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

Amount(s)	Source(s)

	Community Liason
	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Community Liason

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, English Learners

Strategy/Activity

Guidance Assistant Technician will work with our SWD and other subgoups of children to ensure the emotional well-being of all students is being met. The guidance technician will meet with SWD on a weekly basis to increase academic achievement, increase attendance and decrease suspension rates. In addition, the guidance technician will meet with English Learners to ensure students are feeling welcomed and invited in the school community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45000	Title I 2000-2999: Classified Personnel Salaries ALC Aide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, English Learners

Strategy/Activity

School will provide a Parent University to educate and provide families with the knowledge and skills they desire.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4294	Title I Parent Involvement 0000: Unrestricted Parent University

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.

The utilization of a site wide PBIS program, additional counselor time, additional health aide time and additional guidance technician time have lead to the achievement of our goal to create a welcoming and safe space for all stakeholders. End of the year Gallup data will provide use with the metrics of how successful the programs have been.

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

A major difference between the intended implementation and actual implementation occurred for distance learning students and our PBIS program. The program was ineffective at the beginning of the school year in keeping students engaged and attending class. We have significant chronic absenteeism by our distance learning students this year. Moving forward a strong program to provide support to distance learning students who are struggling to attend class will be needed.

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.

Moving forward we will be creating an MTSS restorative model. The program has not been valuable in proactively reducing Greenfield's suspension rates or disciplinary situations. More resources will be provided to our counseling department to proactively work to reduce peer conflicts between students. The hiring of an additional guidance technician to run a tier 1 space will occur next year. In addition, the utilization of certificated teachers to help in our tier 3 RRC space will be necessary.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students are at or above grade level in ELA.	students are at or above grade level in ELA.
Beable Lexile Level	98% of students had completed in 20/21	100% completion of the Lexile Level Set exam by Jan 2022.
CAASP Math	On the 21/22 CAASPP Assessment, 10.1% of all students are at or above grade	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Tier 1(On/Above Grade Level): 15% Tier 2(One Grade Level Below): 28% Tier 3(Two or More Grade Levels Below): 57% As of Diagnostic #3 (May 2023) Tier 1(On/Above Grade Level): 15% Tier 2(One Grade Level Below): 24% Tier 3(Two or More Grade Levels Below): 61%	
iReady Growth Results (ELA)	As of Diagnostic #2 (Feb 2021): All Students 41% of students met their “Typical Growth” goal 14% of students met their “Stretch Growth” goal As of Diagnostic #3 (June 2021): All Students 49% of students met their “Typical Growth” goal 22% of students met their “Stretch Growth” goal As of Diagnostic #2 (Feb 2022): All Students 40% of students met their “Typical Growth” goal 14% of students met their “Stretch Growth” goal	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	41% of students met their “Typical Growth” goal	

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, Students with Disabilities,

Strategy/Activity

Funding a .5 Education Specialist to lower class size for a learning center model

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30673	Title I 1000-1999: Certificated Personnel Salaries .5 Ed Specialist

Strategy/Activity 2

Strategy/Activity

Travel and Conference will provide teachers and administrators the knowledge necessary to meet the needs of SWD and EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I 0001-0999: Unrestricted: Locally Defined Travel and Conference

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, English Learners

Strategy/Activity

Educational Excursions will provide students with a rich learning experience and allow students to have hands on learning experiences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25000	Title I 0001-0999: Unrestricted: Locally Defined Field Trips
5000	Title I Carryover 0000: Unrestricted Travel and Conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, English Learners

Strategy/Activity

Digital Online Resources are necessary to meet the needs of all students in the classroom. Digital programs will be utilized site wide to enhance students reading, writing and conceptual thinking skills. Stile for science. Kahoot sitewide.

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.

The use of targeted reading groups lead to an improvement in our overall site reading level. In addition, in hiring a ELDA's to help our ELD population was key to helping the increase in newcomers at the site.

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

A major difference was the lack of conferences and off-site professional learning for teachers. Moving forward this begin to return so our teachers can learn from colleagues all around the county and bring back best practices to their peers. In addition, there was a need to create a new newcomer program at the site due to the large influx of newcomer students. Furthermore, new online programs in science and humanities allowed for students to be able to access content they previously were unable to access.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary

2000-2999: Classified Personnel Salaries	S/C	33,000.00
0001-0999: Unrestricted: Locally Defined	Title I	35,000.00
1000-1999: Certificated Personnel Salaries	Title I	224,673.00
2000-2999: Classified Personnel Salaries	Title I	187,950.00
0000: Unrestricted	Title I Carryover	18,000.00
0001-0999: Unrestricted: Locally Defined	Title I Carryover	41,862.00
0000: Unrestricted	Title I Parent Involvement	4,294.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,000.00
Goal 2	180,244.00
Goal 3	206,535.00

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

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 6/6/2022.

Attested:

	Principal, Jacob Launder on 6/6/2022
	SSC Chairperson, Leilani Munoz on 6/6/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

D. A description of how the school will determine if school needs have been met (described in

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019