2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

2. 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.

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

   English Learner Advisory Committee

   _____
   Date of Meeting

4. 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.

5. 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 _____.
   Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

Attested:

_____   _Toni Reed_____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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
Bush Elementary	39686760100206	07/06/2023	07/11/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

The School Plan for Student Achievement provides details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire District. Bush Elementary is implementing a Schoolwide Program.

Bush Elementary has been identified as Additional Targeted Support and Improvement (ATSI) for African American (AA), Homeless (HML), Students with Disabilities (SWD), and Two or More Races (TOM) student groups.

Description

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

The annual process of developing, reviewing, and updating the Plan is conducted by the school's School Site Council (SSC), a collaborative, advisory group made up of school staff, parents, community members, and, at the secondary level, students. Development of the SPSA is the Council's primary responsibility, and offers schools and their respective communities an opportunity to:

- Be part of a collaborative and inclusive school support and growth process
- Review and analyze state and local student achievement, attendance, and climate data
- Engage the community in providing input to identify and develop school improvement priorities
- Build relationships geared toward a mutual goal of supporting the success of all students
- Celebrate and highlight the work of the schools in building performance and growth

This partnership and collaboration in the problem-solving and planning process throughout the year is essential to help identify and organize strategies and resources that will lead to increased student achievement at the school.

Bush Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Advisory groups (School Site Council and ELAC) consisted of school staff, parents, and community members. Parent conferences were conducted to discuss learning goals and progress, as well as support the development of our community partnership and communication. Student feedback was elicited through the implementation of climate surveys, local assessment data, and student conferencing or counseling.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

CA Healthly Kids Survey, ELAC Parent Needs Survey

Classroom Observations

AVID Walkthroughs, Math Walkthroughs

Analysis of Current Instructional Program

School Site Council met to review data as part of a regularly scheduled meeting in December 2022 and February 2023. SSC reviewed the available iReady data from the 22-23 school year, at that point the data was available from the Fall and Winter assessment. Also, met with the leadership team in April of 2023, which is comprised of a grade level representative from each grade as well as administration to conduct a root cause analysis. Leadership also reviewed attendance data for the school year noting that the chronic truancy rate is still high compared to years past. Due to not having a Program Specialist we lacked support throughout the school year for various programs. New teacher support was lacking because our Instructional Coach took on a new positon at the district office in December 2022.

Standards, Assessment, and Accountability

CAASP, iReady, CA Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

5 teachers are in Probationary Status. The remaining 29 teachers are considered highly qualified and range in experience from 4 years to 41 years in the teaching profession. 3 Probationary Teachers have resigned as of 6-30-2023.

29 out of 34 Bush teachers are AVID trained. Staff Development for the 23-24 school year will focus on AVID, UDL, Equity and writing strategies.

Teachers who are not fully credentialed will consistently work with the Bush instructional coach (currently a vacancy), program specialist (currently a vacancy), and our special education teachers will work with the special ed program specialist.

All teachers will have access to the Bush Program Specialist (currently a vacancy) to assist with technology and curriculum concerns.

Bush teachers collaborate using the PLC process at least twice a month.

Bush teachers have the ability to participate in vertical collaboration at least twice a year.

Bush teachers and Bush Administration have participated in AVID Summer Institute for the past 9 years; and PLC whenever offered.

Staffing and Professional Development Strengths

Our strengths are the number of highly qualified teachers on staff and the range of experience on the staff, providing the opportunity for fresh new ideas to meet tested methods in collaboration. Our strengths also include a stable administration, the Principal would've been in her 10th year at Bush in the 22-23 school year but left for a position in the district office and the long serving Assistant Principal was promoted to the office of the Principal at Bush on September 1, 2022. Two (one of whom was shared with a sister site in the same zone and one other wasn't hired until January 2023) brand-new Assistant Principals with very little experience rounded out the administrative team. Our professional development strengths include our nearly 100% trained staff in AVID strategies and the ability for administration and support staff to provide ongoing professional development in a variety of areas.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Bush School does not have 100% of teachers trained in AVID as recommended for certification for AVID school-wide.   **Root Cause/Why:** The pandemic has limited the training opportunities the past few years. Further refinement of collaborative practices is needed to provide a system of instructional support. Teachers were unsure attending professional development via webinars. More opportunities needed for in person professional development.

Teaching and Learning

Teaching and Learning Summary

- All Bush teachers adhere to the 360 minutes of required instruction daily.
- 30/34 Bush Teachers are fully credentialed.
- All Bush English Learner students receive designated ELD instruction daily K-6 receive 30 minutes and 7th/8th students receive 50 minutes daily.
- All Bush teachers use the district adopted curriculum (Benchmark, Pearson, Ready Math) and follow the district's suggested pacing guideline.
- All students participate in the district diagnostic assessments by taking the iReady assessment in math and ELA 3 times a year.
- K-6 teachers use small group instruction and have time built into their daily scheduled for strategic intervention.
- 7/8 teachers use small group instruction and identified students are scheduled into a strategic mathematics class or a language arts strategic class.
- Program Specialist identifies students needing Tier 3 support. These students are offered first choice in the Step-Up afterschool program.
- AVID strategies for reading, math, science, and social studies are implemented school-wide.
- AVID organizational strategies are implemented school-wide.
- Teachers reevaluate a vertical matrix of AVID implementation yearly.
- Bush School utilizes Google Docs to share and store agendas, resources, assessments and more for the staff.
- Bush teachers participate in grade level PLCs at least twice a month.
- Classroom observations
- Analysis of current instructional program, standards, assessment, and accountability
- Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
- Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
- Availability of standards-based instructional materials appropriate to all student groups (ESEA)
- Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, Fiscal support (EPC), Equity -- Services provided by the regular program that enable underperforming students to meet standards (ESEA), Evidence-based educational practices to raise student achievement.

Teaching and Learning Strengths

Bush School has a largely stable school staff providing continuity of instructional practices and community.

Bush School is an AVID school with teachers consistently utilizing AVID strategies.

Bush School has a strong PLC teams at all levels - K - 8.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Student achievement growth in ELA and Math did not meet expectations **Root Cause/Why:** Students still suffer from the loss of instruction due to absences and behavior. More professional development and collaboration opportunities are needed to improve instruction and effectively implement resources. School needs further development in systems of support and implementation of AVID initiatives.

Needs Statement 2 (Prioritized): Students did not receive effective instructional minutes. **Root Cause/Why:** Students still suffer from the loss of instruction due to absences and behavior. More professional development and collaboration opportunities are needed to improve instruction and effectively implement resources. School needs further development in PLC and AVID initiatives to refine instructional practices and maximize instructional schedule.

Needs Statement 3 (Prioritized): Due to low performance African American, Homeless, Students with Disabilities, and Two or More Race student subgroups have been identified as needing Additional Targeted Support & Improvement (ATSI). **Root Cause/Why:** Need for additional staff to monitor and coordinate supports and services for ATSI subgroup needs, Limited access to supplemental programs to provide differentiation and targeted intervention, lack of instructional resources that allow students to self-direct their learning acceleration. Program Specialist position was vacant for the entire 2022-2023 school year.

Needs Statement 4 (Prioritized): 77% of Bush students perform below grade level in Next Generation Science Standards. **Root Cause/Why:** Lack of opportunities for project-based learning. Need for supplemental curriculum to support NGSS disciplines and STEM learning. Students have limited experiences to practice and observe real life application of NGSS. Instructional Coach position was vacant for more than half of the 2022-2023 school year.

Parental Engagement

Parental Engagement Summary

Parent engagement efforts include parent coffee hours, ELAC and SSC meetings via Zoom. Each teacher has 18 required hours to be used for parent conferences. Teachers on Bush campus set up parent conferences with every parent in the first tri-mester after the Fall assessment of the iReady Diagnostic. Additionally. teachers are available throughout the year to meet with parents if they have concerns about student behavior or academics. Bush school also held monthly CARE meetings staffed by administration, counselors, mental health clinician, and resource teacher. The purpose of CARE was to discuss and provide support to the classroom teacher for any student that was brought to CARE. If CARE felt the next step needed to be taken an SST was scheduled to include the parent. We held SST meetings in person or via Zoom throughout the school year. School to Parent communication was accomplished through automated phone calls, flyers, website postings, and individual teacher efforts utilizing Class Dojo, Jupiter Ed, etc.

In additon, Bush provided surveys, resources available from family, school, district, and community to assist under-achieving students (ESEA), 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 CA Code of Reg 3932), and equity.

Parental Engagement Strengths

Although the number of parents attending parent coffee hours was consistently minimal, those who did attend were able to benefit from the many guest speakers that presented. Additionally, while parent attendance to events like coffee hour is low in the in-person and virtual settings, parent attendance to parent conferences was nearly 100%, a testament to our parents showing up when needed for their students.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent involvement and presence on campus remain at low levels. **Root Cause/Why:** Methods of communication and involvement need to be expanded. Not enough resources for parent training are provided. Specialized or targeted staff are needed to conduct parent meetings, coordinate events, and build outreach.

School Culture and Climate

School Culture and Climate Summary

- Bush School promotes student safety first, academics second.
- Through our AVID school-wide culture Bush School promotes college culture throughout the campus, each classroom adopts and represents a college, we have college banners throughout the office and in the cafeteria.
- Bush students have an opportunity to participate in a leadership program, PLUS, PLUS is comprised of 7th and 8th grade students who complete an application process before being selected to be part of PLUS. PLUS meets twice weekly with their advisor and throughout the year they host PLUS forums and other activities for the entire school.
- Bush School is a PBIS school. Our PBIS committee is comprised of counselors, administration, teachers and campus safety advisors. PBIS interventions and strategies are utilized school wide to improve student behavior and attendance.
- Bush School has monthly character trait assemblies honoring the selected students from each class that display the character trait of the month.

School Culture and Climate Strengths

- Bush School's PLUS program is a popular program for promoting 6th graders, they are eager to be part of the leadership team during middle school.
- PBIS strategies and norms are effective and implemented school-wide.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): The rate of chronic truancy continues to be high. **Root Cause/Why:** Student relationships and connections to school need more fostering and improvement. PBIS initiatives need further development and support for implementation. School needs further training and resources for integration of Social Emotional Learning.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) By Spring 2024, Increase met/exceeded on iReady Diagnostic (or district assessment measure) by 5%. School Goal for Math: (Must be a SMART Goal) By Spring 2024, Increase met/exceeded on iReady Diagnostic (or district assessment measure) by 5%.

Identified Need

Bush School does not have 100% of teachers trained in AVID as recommended for certification for AVID school-wide.

Student achievement growth in ELA and Math did not meet expectations

Students did not receive effective instructional minutes.

Due to low performance African American, Homeless, Students with Disabilities, and Two or More Race student subgroups have been identified as needing Additional Targeted Support & Improvement (ATSI).

77% of Bush students perform below grade level in Next Generation Science Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Spring Diagnostic	ELA 20.6% Math 11.4%	ELA 46.6% Math 40.9%

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 1.1.1

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

Strategy/Activity

Teachers will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics. Activities will include, but not be limited to, the following; co-teaching events demo lessons, observations of classroom instruction, teachers receiving coaching targeted professional development (AVID, Solution Tree, Curriculum Training) classroom observations. In addition, teachers will be provided additional compensation for collaboration during off contract hours. Teachers will coordinate and organize field trips to colleges and universities as part of AVID certification; to learning institutions such as but not limited to zoos, science exploratory sites, etc. Academic Conferences, 2 times a year, all staff, 3 days each time, 38 subs 90 days X $200 rate of sub pay = $10,000 Title I-$30,000 LCFF-$25,000 Conferences: allocation to provide teachers and administration with professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics. Conferences/training may include AVID, Solution Tree, UnboundED, site based training, and other trainings the support and enhance instructional strategies. Field Trip-District/Non-District Trans - 57250 Title I - $20,000 LCFF - $10,000 Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum-not to exceed $24,000. Teacher Additional Comp Pay Calculation (Object Code 11500): 400 hours X $60 rate of pay = 24,000 (Allocating $12,000 each LCFF & Title I) Program Specialist Additional Comp Pay Calculation (Object Code 19500): 33 hours X $60 rate of pay = $1980 (Allocating $2000) Instructional Coach Additional Comp Pay Calculation (Object Code 19500): 1 Instructional Coaches X 33 hours X $60 rate of pay = $1980 (Allocating $2034)) Program Specialist: 1 FTE @ $154,000 50%-Title I=$77,000 50%-LCFF=$77,000 - Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration (i-ready), collection and submission. CAASPP/SBAC/ELPAC/i-ready and other data analysis, assisting in administration to small groups, make-ups, and special ed students. AVID Coordinator, manage, prepare for site leadership meetings, collect AVID evidence, prepare and complete certification documents, manage and coordinate AVID recruitment process, provide ongoing site based training in AVID strategies. Assists with school plan and SSC. Implement SPSA goals/strategies/activities. Coordinates academic hour - recruits teachers and identifies students for program supports. The PS will help monitor data for ATSI subgroups and coordinate supports and services to address their needs. Instructional coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) License Agreement (58450) Title I - $15,000 - Per recommendations from the School Site Council, Bush School will invest in Accelerated Reader to enhance and improve literacy. Metrics for Progress Monitoring: AVID CCI tool, AVID walkthroughs, PLC rubrics, Collaboration Agendas, Number of teachers receiving coaching cycle, AR Reading level reports, iReady reports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$5,000	50643 - Title I
$77,000	23030 - LCFF (Site)
$77,000	50643 - Title I
$30,000	50643 - Title I
$25,000	23030 - LCFF (Site)
$15,000	50643 - Title I
$10,000	50643 - Title I
$7,000	23030 - LCFF (Site)
$0	23030 - LCFF (Site)
$20,000	50643 - Title I
$10,000	23030 - LCFF (Site)
$10,502	50643 - Title I Salary Contingency
$8,910	23030 - LCFF Salary Contingency

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 1.1.2

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

Strategy/Activity

SPSA: Goal 1, Strategy 2: Strategy to support Library Media Assistant and student literacy needs. Students to be Served by this Strategy/Activity: All Students, Subgroups: English Learners, students with disabilities, African American students, homeless students, and students of two races or more Strategy/Activity: Library Media Assist will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text. Grade level teams will provide EL students opportunities to improve through designated daily strategic support CFAs, DRA & MAP data Observations of classrooms; grade level formative assessments; growth on CELDT/ELPAC assessment Data Measures: # of EL students, # of EL students at each performance level, # of EL students RFEP LCFF - * $41063 - 22601 - .6250 FTE Library Media Assistant: Library Media Assistant will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text. Additional Comp $1000 LCFF Additional Comp $3000 Title I Book Fair, STEM, Math Science events. Support Early Literacy initiatives through planning/collaboration, conferencing, interventions, and reading groups. * $6,957 - 42000 - Books: to provide students with opportunities to increase reading proficiency through literacy programs, provide leveled books (in classroom and at home), provide class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills, to replace and replenish obsolete books, to provide new titles and releases for young adult fiction Title I- * $7,316 - 42000 - Books: to provide students with opportunities to increase reading proficiency through literacy programs, provide leveled books (in classroom and at home), provide class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills, to replace and replenish obsolete books, to provide new titles and releases for young adult fiction

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)
$41,063	23030 - LCFF (Site)
$9,047	23030 - LCFF (Site)

$1,000	23030 - LCFF (Site)
$5,814	50643 - Title I
$3,000	50643 - Title I

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 1.1.3

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

Strategy/Activity

Provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments Instructional materials ($37,059 - Title I; $4,000 - LCFF) include AVID specific project materials, PLTW specific project materials, science related experiment materials, math center specific materials, language center specific materials, chart paper, colored paper, binders, dividers, pencil pouches, colored pencils/markers/crayons, composition books, planners, highlighters, Step Up to Writing project materials, flash cards. Instructional materials will support ATSI subgroups; AVID specific materials will help enhance writing, inquiry, collaboration, organization, and reading (WICOR). ****General supplies are unallowable using State & Federal funds.**** Equipment may include: laminator, copier, Duplo, laptops and will be allocated as necessary when funding is available. Licenses to provide supplemental interventions and learning recovery, such as Accelerated Reader. $15,000. Licenses Title 1 Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment. Resources: Maintenance Agreement for; IR6575i Copier $3,090 IR6275B Copier $1,377 Duplo 330Le $295 Duplo F510 $295 Laminator $377 Laminator 2 $377 * $3,000 - Title I; $500 - LCFF 56590 - Maintenance Agreement: To cover the cost of maintenance agreement for the laminator.

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)
$3,000	50643 - Title I
$37,059	50643 - Title I
$4,000	23030 - LCFF (Site)
$500	23030 - LCFF (Site)
$15,000	50643 - Title I

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 1.1.4

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

Strategy/Activity

Students to be Served: Subgroup: Preschool, Transitional Kindergarten Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Funding: District Level Centralized

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Achievement goals of increasing student achievement were met/exceeded by 5% for ELA and Math. Our literacy increased due to support from our Library Media Assistant. We will continue being supported by our Library Media Assistant with leveled books, small group support, and interventions as needed.

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

We struggled with the lack of support from not having our Program Specialist. The salary was not used due to the fact this position went unfilled for the 2022-2023 school year. We did not have an AVID coordinator as well as a state and local test facilitator.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to get the Program Specialist position filled for the 2023-2024 school year. We were certified as an AVID site for 2023-2024 school year, so we will continue current strategies being implemented throughout the school year. We were not able to spend funds for conferences due to the district providing funds for our AVID and PLC conferences. Our goal is to continue to send groups of teaches to conferences and summer institutes for the 2023-2024 school year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By Spring of 2024 we will decrease suspension rates by 1%. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By Spring of 2024 we will decrease chronic truancy by 1.5%.

Identified Need

The rate of chronic truancy continues to be high.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Truancy Rate	33%	32%
Suspensions	36	34

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 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives. Provide a consultant to provide students with mentoring and leadership support to serve needs at the school site. Supporting making connection with students by enhancing problem solving skills, conflict resolution, leadership skills. (If funding allow the estimate cost is $10,000.) Also supports the path to enhance connections with parents. Assistant Principal guiding implementation of PBIS and PLUS strategies and programs in order to increase student engagement/connectiveness with school and reduce disciplinary infractions (including suspendible offenses) and increase student attendance. School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates) Synergy and CALPADS

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Goal for reducing suspension was not achieved. We will need to focus on implementing SEL and PBIS lessons to support students that struggled with behavior issues throughout the year. Reducing chronic truancy rate was reduced. However, we need to add some resources and refine our PBIS practices to get back to the level before Covid.

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

The strategies listed required that we be in in-person instruction, we were unable to implement these strategies during distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We may add some funds and resources to support our SEL and PBIS lessons.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By Spring of 2023 will increase number of dedicated classroom volunteers by 10% By Spring of 2023 will increase number of parents completing EPIC (or similar) parenting training by 10%

Identified Need

Parent involvement and presence on campus remain at low levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer sign ups EPIC certification	0% Parent volunteers 0% Parents Completed	1% Parent volunteers 1% Parents Completed

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 3.1.1

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

Strategy/Activity

Increased parent involvement through parent engagement hours, parent training events, parent conferences, family curriculum nights, committees and information nights. # of parents attending all events # of parents attending parent coffee hours # of parent coffee hours # of parents attending parent conferences # of parent conferences # of parents attending curriculum nights # of curriculum nights Parent Meeting - $500 (50647): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. Non-Instructional Materials - $3581 (50647): Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Community Assistant will coordinate parent events and conduct outreach to parents and community to increase parent engagement. .4375 FTE @ $25939(50672) Additional hourly for Community Assistant for support of after school meetings. 30 hours X $50 = 1,500 (50647) (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

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

Amount(s)	Source(s)
$32,970	50643 - Title I
$2,500	50643 - Title I
$2,475	50647 - Title I - Parent
$2,000	50647 - Title I - Parent
$1,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

There were limited opportunities for parents to volunteer on campus due to our Community Assistant transferring to another 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 part of the salary for our Community Assistant was unused due to the position being vacant for the majority part of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the strategies, and with the support of our Community Assistant. We hope to fill this position for the 2023-2024 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$271,320.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$455,840.00

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 ($)
50643 - Title I	$256,343.00
50647 - Title I - Parent	$4,475.00
50608 - Title I/ELA/Math Coach,InstSprtSu	$0.00
50643 - Title I Salary Contingency	$10,502.00

Subtotal of additional federal funds included for this school: $271,320.00

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 ($)
23030 - LCFF (Site)	$175,610.00
23030 - LCFF Salary Contingency	$8,910.00

Subtotal of state or local funds included for this school: $184,520.00

Total of federal, state, and/or local funds for this school: $455,840.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)