School Year: **2023-24**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Ridge Elementary School	30736500138719	May 23, 2023	

Educational Partner Involvement:

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

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

At Loma Ridge, we engaged all of our stakeholder groups in a variety of ways to determine areas of focus for our 2023-2024 Single Plan for Student Achievement (SPSA). Students in grade 3-6, parents, and staff responded to our annual survey which provided an abundance of feedback to

guide our planning for next year. We were able to analyze the data and identify areas of celebration as well as areas of growth which have informed the development of our goals for the school year. Additionally, we engaged our students in taking our social emotional screening tool, Panorama, twice this year. The data we captured through the utility of this screener has given us specific areas of focus for social emotional learning. Our certificated staff and school site council engaged in a thorough review of the annual survey data, Panorama data, and the academic screener data to make informed decisions about areas of goal focus for our 2023-2024 SPSA.

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:

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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Signature
X	Special Education Advisory Committee	Signature
X	Gifted and Talented Education Program Advisory Committee	Signature
	Other committees established by the school or district (list):	Signature

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

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Jenna Berumen		

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Alexis Swanson		

School Site Council Membership

The School Plan for Student Achievement
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jenna Berumen	1				
Autumn Ceniza				1	
Janaki Kanakia				1	
Ben Hong				1	
Karin Koch				1	
April Ryan			1		
Ted Shu		1			
Kelley Hedstrom		1			
Alexis Swanson		1			
Ivy Cai				1	
Numbers of members of each category	**1**	**3**	**1**	**5**	
(Totals of Group A and Group B must equal)	**Total Group A: 5**			**Total Group B: 5**	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
    a. The development of the section in the SPSA pertaining to EL students' education
    b. The development of the school's needs assessment
    c. Implications of language census for translation requirement
    d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	**1**			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

X Site has chosen to combine SSC and ELAC using the above guidelines.

OR

Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$	125,840
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$	32,486
Lottery Funds Purpose: Purchase site instructional materials	$	
Total amount of state categorical funds allocated to this school	$	158,326
Federal Programs	**Preliminary Allocation (Fall)**	**Amount Allocated in SPSA**
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$	
Total amount of federal categorical funds allocated to this school	$	
Total amount of state and federal categorical funds allocated to this school	$	$158,326

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Sense of Belonging

We will become a No Place For Hate (NPFH) school by integrating our current practices aligned with PBIS and focused on the social justice standards and social emotional learning into the NPFH framework to ensure that we see increased favorable responses on the annual survey with regard to respectful behavior and a decrease in student reports of experiencing or witnessing racism and bullying. Additional Targeted Support & Improvement (ATSI) is necessary and we will focus efforts on communicating the importance of regular attendance on student sense of belonging and self-esteem.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher goals focused on this goal	We believe our students are emerging in understanding and/or developing these areas	Teachers will report intentional, focused instruction teaching the social justice standards and will report seeing evidence of internalization of the learning in their students' behavior. Students will see their culture/identity represented in their learning experiences and will embrace the differences they see in others through the window provided by the learning experiences. This learning will impact feelings of belonging and emotional safety for our students which will impact more respectful student behavior toward one another.
Annual Survey	Our 2023 Annual Survey Data indicates many areas to celebrate related to social justice work at our school. Areas of focus were determined by the following data taken from the Annual Survey.	We will see increased participation and favorable responses from students specific to these statements on the survey and continued areas of celebration that were noted on this year's survey data.

Metric/Indicator	Baseline	Expected Outcome
	I have experienced racism at school. '22-11%, '23-20% I have witnessed racism at school. '22- 16%, '23-28% Students at my school treat people with respect. '22- 62%, '23- 57% Students treat one another with respect. '22- 55%, '23- 48% Bullying is a problem at my school. '22-18%, '23-33%	
Become a No Place For Hate	We currently have many practices in place that will fit nicely into the No Place For Hate framework and we look forward to the training, resources, and guidance they can offer us to become more robust in our programing to support meeting this goal.	Loma Ridge will be honored with the No Place For Hate school label and consequently, our school environment will be more inclusive and respectful.
Improve attendance for our Hispanic Subgroup (ATSI)	As noted by ATSI, the 2021-2022 school year data shows some of our Hispanic student population to have excessive absences which impact their ability to access their education.	A focus on parent and student education about the impact of absences on a student's sense of belonging, self-esteem, and academic achievement, along with a robust student incentive program aligned with our PBIS structure, will result in improved attendance for our Hispanic students with excessive absences.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

SOCIAL EMOTIONAL LEARNING- Implementation of best practices to support student social and emotional growth

Our specific focus this year is to implement PBIS, Calm Classroom, Zones of Regulation, Restorative Circles, Morning Greetings, and Second Step digital lessons across all grade levels so that students feel emotionally and physically safe and supported at school while increasing their skills to regulate emotions, manage self, and develop resilience. We expect students will be able to answer these questions and ultimately their ability to do so will result in increased favorable responses on our Panorama survey data.

What are the behavioral expectations at my school?
How will I know if I am on target in meeting these expectations?
What can I do to help myself when I feel uncomfortable (anxious, angry, sad)?
Who are the adults and students on campus with whom I feel connected?

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Second Step Digital Lesson Dashboard	Classroom teachers, in collaboration with our elementary resource counselor, implement all lessons in the four units of study.	Classroom teachers will teach all lessons in the four units of the Second Step Digital content
MTSS Action Plan	MTSS team met consistently throughout the 2022-2023 school year. Team tools were created to stay on top of how at-risk and on watch students were being supported. "BEEPS" meetings with grade level teams were implemented each trimester to discuss concerns and/or update on student progress.	Goals for this year will be met
Zones of Regulation	Many students currently use the zones of regulation language to communicate their	Students will be actively using Zones of Regulation as a common language for expressing feelings

Metric/Indicator	Baseline	Expected Outcome
	emotions. All staff utilize the zones of regulation language when working with our students.	
Calm Classroom	Calm Classroom was implemented with fidelity during the 2022-2023 school year until EDL started.	Calm Classroom will be implemented with fidelity across all classrooms three times per day and one time per day in PK/Kinder classrooms
Morning Greeting	Morning greeting was implemented across all classrooms daily in 2022-2023 with students choice of type of contact for their greeting (huc, high five, etc.)	Every student and teacher will make a connection upon entry of the classroom each morning resulting in strong relationships and connections
Restorative Circles	Teachers implement circles once each week and when necessary for restorative purposes. When there wasn't a need for restorative practices, the teachers used these weekly circle as a discussion starter for students to share, learn more about one another, and build relationships.	Weekly utilization of circles will occur within each classroom as a means to build relationships and resolve conflict while also focusing on the integration of the social justice standards
Annual Survey	Students at my school treat people with respect. '22- 62%, '23- 57% Students treat one another with respect. '22- 55%, '23- 48%	We will see increased participation and positive responses from students on questions regarding respectful behavior of students.
Panorama Social Emotional Screener	Emotion Regulation - Favorable responses were 49% (IUSD = 48%) increased by 2% Grit - Favorable responses were maintained at 68% (IUSD = 66%) Self-Management - Favorable responses were 79% (IUSD 78%) increased by 1% Social Awareness - Favorable responses were 70% (IUSD = 70%) decreased by 1% Supportive Relationships - Favorable responses were 89% (IUSD = 87%) increased by 2%	We will see an increased percentage of favorable responses in these targeted areas at the end of the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

PLC - We will work collaboratively in our PLCs to follow the learning cycle to provide best first instruction in the form of differentiated small groups at all grade levels in the areas of ELA and Math. We will increase student comfort with making mistakes and provide a relevant, engaging, and challenging experience for all students. We will implement "What I Need" (WIN) time and use data to provide tier two support in ELA and math when warranted in an effort to improve student learning and feelings of efficacy.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey	My classes are challenging. '22- 43%, '23- 42% I feel comfortable making mistakes at school. '22- 57%, '23- 48%	The Annual survey data for 2023-2024 will show increased responses and increased agreement with the questions related to the coursework being challenging and comfort level with making mistakes.
Panorama Social Emotional Screener	Our end of year screening data indicated self-efficacy, how much students believe they can succeed in achieving academic outcomes, as an area of growth for our students at every grade level. 68% of responses were favorable in the area of grit (self-efficacy)	The end of the year Panorama data will show increased percentages of students who respond favorably to the questions in the area of grit (self-efficacy.)
Academic Assessment Data	K-2 Data shows very few students not meeting benchmark on the end of the year literacy performance assessments - between 95% and 99% of students, depending on grade level, meeting or nearly meeting the benchmark. CAASPP data for grades 3-6 shows that our	While our data shows high levels of achievement, our focus will be to maintain these high levels of achievement and to see improvement for our most impacted sub-groups, English Learners, at-risk learners, and students with disabilities.

Metric/Indicator	Baseline	Expected Outcome
	overall student performance was very high with scores at 56 points above standard. K- 96%-100% met standards on the math diagnostic assessments. 90% of 1st graders performed proficient or at the mastery level on the end of course exam. 86% of 2nd graders performed proficient or at the mastery level on the end of course exam. CAASPP data for grades 3-6 shows that our overall student performance was very high with scores at 42 points above standard.	

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Provide necessary pupil supplies to support student learning.	All students PK-6th	All staff	LCAP B 52,340	X	X	X		
2.	Provide PBIS incentives, replacement games for the game cart, and extra equipment for the playground.	All students PK-6th	All staff	LCAP B 4,000.00		X			
3.	Provide tech maintenance and additional equipment and materials to enhance the innovation lab experience for our students.	All students PK-6th	All staff	LCAP B 5,000.00 Other 10,000.00		X	X		
4.	Purchase additional teaching resources to support SEL and social justice.	All students PK-6th	All staff	LCAP B 4,000.00	X	X			
5.	Provide resources to support a school wellness garden.	All students PK-6th	All staff	LCAP B 2,000.00		X			
6.	Provide daily playground & lunch supervision.	All students PK-6th	All staff	LCAP B 33,000.00		X			
7.	Provide teacher resources to support academic instruction.	All students PK-6th	All staff	LCAP B 8,000.00			X		
8.	Provide instructional support for small groups to provide differentiation and intervention in academic areas and social emotional learning when needed (for all learners including ELs).	All students PK-6th	All staff	LCAP S 21,986.00		X	X		

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
9.	Provide materials for our DASH Squad activities throughout the school year.	All students PK-6th	All staff	LCAP B 5,000.00		X			
10.	Provide home school connection through DASH postcards.	All students PK-6th	All staff	LCAP B 1500.00	X	X			
11.	Provide necessary emergency supplies to ensure student care and wellness in the event of an emergency.	All students PK-6th	All staff	LCAP B 2,000.00		X			
12.	Provide teacher stipends to support extra duties	All students PK-6th	Some staff	LCAP B 7,000	X	X	X		
13.	Provide materials, communication, and incentives to support improved attendance for our Hispanic students with excessive absences as indicated by ATSI.	Specific students with attendance challenges in grades PK-6th	Principal/TOSA	LCAP B 2,000	X	X	X		
14.	Purchase Imagine Learning Licenses for ELs	ELs in grades PK-6th	Principal/ELD Coordinator	LCAP S 5,000	X	X	X		
15.	Purchase Ellevation Strategies license for teachers	All students grades PK-6th	All Staff	LCAP S 5,500			X		
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
    1. Create a culturally and linguistically responsive learning environment
    2. Include parent and family engagement that enhances learning support for their children
    3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
    4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
    5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
    1. Understand, monitor, support, and report student learning and acquisition of language
    2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

Our goals directly support our English Learners (EL) by creating an environment focused on meeting their behavioral, social and emotional needs first in order to create a safe environment for learning. ELs naturally take risks on a regular basis in our classrooms due to their limited English and, first and foremost, it is important to ensure that they feel safe and supported participating in the learning environment. This initial focus will ensure that they are able to access the learning. Further, the utility of the learning cycle by our teams will provide an opportunity for our teachers to clarify the learning for all students and elicit evidence of student learning. The analysis of the evidence will provide the team with an understanding of what further supports are necessary within their language rich environment to support the learning needs of our ELs and instructional support from additional staff will provide opportunities for small group and one on one instruction. Implementation of WIN time will offer opportunities for more language development through Imagine Learning online or with a teacher and will also offer our more at risk ELs the opportunity for tier two support. Finally, our Intervention TOSA will provide Tier three support to those ELs indicating the need for it. Finally, the purchase of Imagine Learning licenses for our ELs along with the license for Ellevations Strategies access for teachers will ensure evidence-based EL learning experiences are implemented.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
    2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Our goals directly support our Low-Income & Foster Youth students by creating an environment focused on meeting their behavioral, social and emotional needs first in order to create a safe environment for learning. Given the unique circumstances that some of our low income and foster youth students come to school having experienced, it is important to ensure that they feel safe and supported in participating in their learning environment. Focusing on this safety first will ensure that they are able to access the learning. Further, the utility of the learning cycle by our teams will provide an opportunity for our teachers to clarify the learning for all students and elicit evidence of student learning. Analysis of evidence will provide the team with an understanding of what further supports are necessary to meet the learning needs of our students in this sub-group so that they can take action utilizing instructional support from additional staff to provide opportunities for small group and one on one instruction.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
CA Dashboard (Required)
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:
Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

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

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

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

Planned Strategies and Activities:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)

   ***Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: 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.

3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. 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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	32	74	110
Grade 1	39	83	117
Grade 2	36	88	104
Grade3	41	93	102
Grade 4	29	87	87
Grade 5	38	65	89
Grade 6		61	67
Total Enrollment	215	551	676

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	19	91	84	8.8%	16.5%	12.4%
Fluent English Proficient (FEP)	32	96	157	14.9%	17.4%	23.2%
Reclassified Fluent English Proficient (RFEP)	11			57.9%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	92		0	91		0	91		0.0	98.9	
Grade 4	34	90		0	89		0	89		0.0	98.9	
Grade 5	42	66		0	66		0	66		0.0	100.0	
Grade 6		60			60			60			100.0	
All Grades	124	308		0	306		0	306		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.			42.86			26.37			21.98			8.79	
Grade 4		2506.			40.45			29.21			14.61			15.73	
Grade 5		2585.			56.06			31.82			6.06			6.06	
Grade 6		2601.			41.67			38.33			13.33			6.67	
All Grades	N/A	N/A	N/A		44.77			30.72			14.71			9.80	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.66			51.65			7.69	
Grade 4		30.34			59.55			10.11	
Grade 5		45.45			51.52			3.03	
Grade 6		45.00			50.00			5.00	
All Grades		39.54			53.59			6.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77			53.85			15.38	
Grade 4		32.58			51.69			15.73	
Grade 5		50.00			46.97			3.03	
Grade 6		36.67			51.67			11.67	
All Grades		36.60			51.31			12.09	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			76.92			7.69	
Grade 4		14.61			73.03			12.36	
Grade 5		21.21			74.24			4.55	
Grade 6		30.00			68.33			1.67	
All Grades		19.28			73.53			7.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.36			54.95			7.69	
Grade 4		32.58			56.18			11.24	
Grade 5		45.45			48.48			6.06	
Grade 6		36.67			56.67			6.67	
All Grades		37.58			54.25			8.17	

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	92		0	91		0	91		0.0	98.9	
Grade 4	34	90		0	89		0	89		0.0	98.9	
Grade 5	42	66		0	66		0	66		0.0	100.0	
Grade 6		60			60			60			100.0	
All Grades	124	308		0	306		0	306		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.			43.96			29.67			18.68			7.69	
Grade 4		2514.			42.70			23.60			16.85			16.85	
Grade 5		2563.			39.39			30.30			25.76			4.55	
Grade 6		2615.			61.67			11.67			16.67			10.00	
All Grades	N/A	N/A	N/A		46.08			24.51			19.28			10.13	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.04			34.07			9.89	
Grade 4		48.31			33.71			17.98	
Grade 5		46.97			43.94			9.09	
Grade 6		53.33			33.33			13.33	
All Grades		51.31			35.95			12.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.05			40.66			14.29	
Grade 4		35.96			50.56			13.48	
Grade 5		33.33			57.58			9.09	
Grade 6		40.00			50.00			10.00	
All Grades		38.89			49.02			12.09	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.96			46.15			9.89	
Grade 4		40.45			46.07			13.48	
Grade 5		21.21			72.73			6.06	
Grade 6		53.33			36.67			10.00	
All Grades		39.87			50.00			10.13	

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1522.9		*	1488.0		*	1604.3		8	20	
1	*	1503.1		*	1501.6		*	1504.2		10	16	
2	*	1493.2		*	1480.1		*	1506.0		4	15	
3	*	1495.8		*	1505.5		*	1485.8		4	12	
4	*	1570.9		*	1598.9		*	1542.3		*	12	
5	*	*		*	*		*	*		5	*	
All Grades										34	80	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	75.00		*	15.00		*	5.00		*	5.00		*	20	
1	*	50.00		*	31.25		*	18.75		*	0.00		*	16	
2	*	33.33		*	13.33		*	46.67		*	6.67		*	15	
3	*	16.67		*	41.67		*	33.33		*	8.33		*	12	
4	*	58.33		*	33.33		*	8.33		*	0.00		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	20.59	47.50		38.24	27.50		23.53	21.25		17.65	3.75		34	80	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	60.00		*	25.00		*	10.00		*	5.00		*	20	
1	*	56.25		*	18.75		*	18.75		*	6.25		*	16	
2	*	33.33		*	13.33		*	46.67		*	6.67		*	15	
3	*	25.00		*	50.00		*	16.67		*	8.33		*	12	
4	*	66.67		*	33.33		*	0.00		*	0.00		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	29.41	51.25		29.41	26.25		20.59	17.50		20.59	5.00		34	80	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	65.00		*	30.00		*	0.00		*	5.00		*	20	
1	*	43.75		*	18.75		*	37.50		*	0.00		*	16	
2	*	20.00		*	20.00		*	46.67		*	13.33		*	15	
3	*	0.00		*	33.33		*	50.00		*	16.67		*	12	
4	*	0.00		*	75.00		*	16.67		*	8.33		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	14.71	28.75		32.35	32.50		38.24	31.25		14.71	7.50		34	80	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	70.00		*	25.00		*	5.00		*	20	
1	*	56.25		*	43.75		*	0.00		*	16	
2	*	26.67		*	60.00		*	13.33		*	15	
3	*	33.33		*	58.33		*	8.33		*	12	
4	*	75.00		*	25.00		*	0.00		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	35.29	51.25		47.06	43.75		17.65	5.00		34	80	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	40.00		*	55.00		*	5.00		*	20	
1	*	31.25		*	56.25		*	12.50		*	16	
2	*	46.67		*	33.33		*	20.00		*	15	
3	*	58.33		*	33.33		*	8.33		*	12	
4	*	83.33		*	16.67		*	0.00		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	26.47	52.50		47.06	38.75		26.47	8.75		34	80	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	65.00		*	35.00		*	0.00		*	20	
1	*	50.00		*	50.00		*	0.00		*	16	
2	*	20.00		*	66.67		*	13.33		*	15	
3	*	0.00		*	66.67		*	33.33		*	12	
4	*	8.33		*	83.33		*	8.33		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	20.59	31.25		55.88	57.50		23.53	11.25		34	80	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	90.00		*	5.00		*	5.00		*	20	
1	*	31.25		*	68.75		*	0.00		*	16	
2	*	20.00		*	66.67		*	13.33		*	15	
3	*	0.00		*	91.67		*	8.33		*	12	
4	*	16.67		*	75.00		*	8.33		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	38.24	35.00		44.12	58.75		17.65	6.25		34	80	

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
551	**8.3**	**16.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Loma Ridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	91	16.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	46	8.3
Students with Disabilities	76	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	2	0.4
Asian	327	59.3
Filipino	18	3.3
Hispanic	45	8.2
Two or More Races	48	8.7
Pacific Islander	2	0.4
White	85	15.4

Conclusions based on this data:

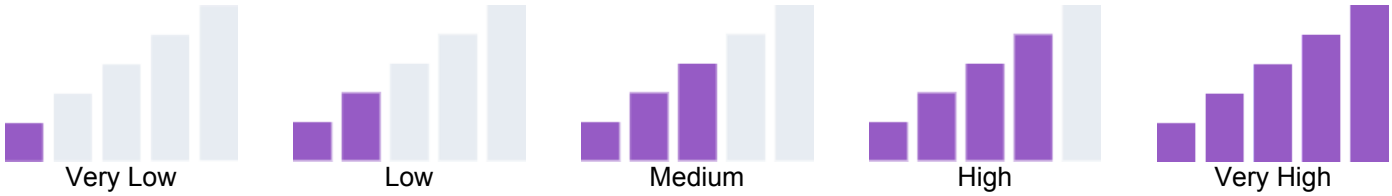
1. We serve a diverse community of learners with varying needs.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is noted as an area in need of focus and likely is due to the fact that the pandemic was occurring during the 2021-2022 school year.
2. Student performance in ELA and Mathematics is very high and English Learners are making progress.

3. Our suspension rate is low and likely impacted by the strong SEL practices we have in place at our school.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

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

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

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

All Students

Very High
56.0 points above standard
296 Students

English Learners

High
35.2 points above standard
63 Students

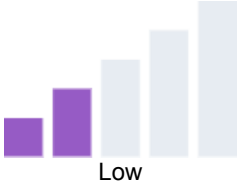
Foster Youth

Homeless

Socioeconomically Disadvantaged

No Performance Level
17.7 points above standard
29 Students

Students with Disabilities



Low
29.2 points below standard
46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	Very High 72.8 points above standard 177 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 0.7 points above standard 22 Students	No Performance Level 42.8 points above standard 23 Students	No Performance Level 1 Student	High 30.9 points above standard 46 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**
80.1 points below standard	68.1 points above standard	55.8 points above standard
14 Students	49 Students	204 Students

Conclusions based on this data:

1. Our reclassified English Learners and our English only students are showing very strong performance in ELA.
2. Our students with disabilities and our English Learners are scoring below standard and that is to be expected as we have supports in place in the classroom to ensure continued growth in the areas of need for our students with special needs and a focus on language development for our English Learners.
3. As indicated by the scores for our reclassified English Learners, our efforts to support emerging/developing English Learners result in strong performance once they have acquired the English language.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	
42.4 points above standard	25.2 points above standard	
296 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	Low
	11.8 points above standard	39.1 points below standard
	29 Students	46 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	Very High 61.9 points above standard 177 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 39.0 points below standard 22 Students	No Performance Level 11.7 points above standard 23 Students	No Performance Level 1 Student	High 22.7 points above standard 46 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
39.2 points below standard 14 Students	43.6 points above standard 49 Students	39.0 points above standard 204 Students

Conclusions based on this data:

1. Our reclassified English Learners and our English only students are showing very strong performance in math.
2. Our students with disabilities and our English Learners are scoring below standard and that is to be expected as we have supports in place in the classroom to ensure continued growth in the areas of need for our students with special needs and a focus on language development for our English Learners.
3. As indicated by the scores for our reclassified English Learners, our efforts to support emerging/developing English Learners result in strong performance once they have acquired the English language.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

71.4 making progress towards English language proficiency

Number of EL Students: 49 Students

Performance Level: 5

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	12.2%	2.0%	69.4%

Conclusions based on this data:

1. The progress our English Learners are making is to be celebrated.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	3	2	0	0

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

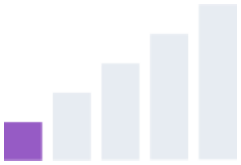
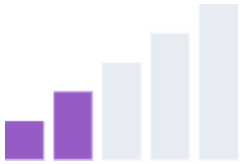
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	
11.2% Chronically Absent	11.3% Chronically Absent	
587 Students	106 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Very High
	15% Chronically Absent	24.4% Chronically Absent
	60 Students	86 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	9.1% Chronically Absent	5.6% Chronically Absent
3 Students	2 Students	352 Students	18 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Medium	No Performance Level	High
22.9% Chronically Absent	8.5% Chronically Absent	Less than 11 Students	16.5% Chronically Absent
48 Students	71 Students	2 Students	91 Students

Conclusions based on this data:

1. Our hispanic students and students with special needs and their families need support in prioritizing attendance at school.
2. The pandemic impact on these numbers cannot be ignored.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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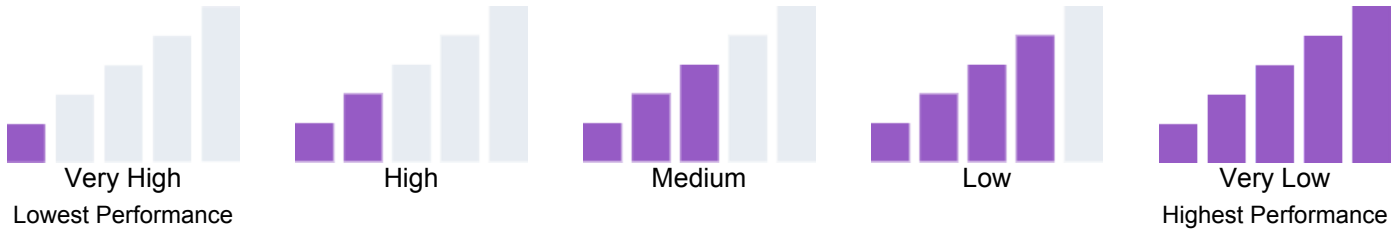


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low
0% suspended at least one day
613 Students

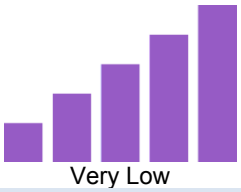
English Learners

Very Low
0% suspended at least one day
113 Students

Foster Youth

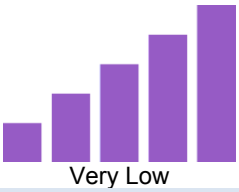
Homeless

Socioeconomically Disadvantaged



Very Low
0% suspended at least one day
63 Students

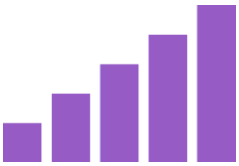
Students with Disabilities



Very Low
0% suspended at least one day
88 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
3 Students	3 Students	363 Students	18 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
50 Students	73 Students	2 Students	101 Students

Conclusions based on this data:

1. Our strong focus on SEL and restorative practices has made a positive impact.

guide our planning for next year. We were able to analyze the data and identify areas of celebration as well as areas of growth which have informed the development of our goals for the school year. Additionally, we engaged our students in taking our social emotional screening tool, Panorama, twice this year. The data we captured through the utility of this screener has given us specific areas of focus for social emotional learning. Our certificated staff and school site council engaged in a thorough review of the annual survey data, Panorama data, and the academic screener data to make informed decisions about areas of goal focus for our 2023-2024 SPSA.

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:

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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Signature
X	Special Education Advisory Committee	Signature
X	Gifted and Talented Education Program Advisory Committee	Signature
	Other committees established by the school or district (list):	Signature

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

Attested:

Typed Name	Signature	Date
Jenna Berumen Typed Name of School Principal	Jenna Berumen Signature of School Principal	5-23-23 Date
Alexis Swanson Typed Name of SSC Chairperson	Alexis Swanson Signature of SSC Chairperson	5-23-23 Date