School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dena Boer Elementary School	50-71266-6113823	5/24/2023	6/13/2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Dena Boer Elementary operates a Schoolwide Program and receives funds through the Consolidated Application. The school became eligible for Additional Targeted Support and Improvement (ATSI) based on the student performance of the subgroup Students with Disabilities. (CA 2022 Dashboard) The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement.

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 SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....5
Educational Partner Involvement 15
Resource Inequities 15
School and Student Performance Data 17
Student Enrollment....17
CAASPP Results....19
ELPAC Results 23
Student Population....26
Overall Performance 28
Academic Performance....30
Academic Engagement 35
Conditions & Climate....37
Goals, Strategies, & Proposed Expenditures....39
Goal 1....39
Goal 2....44
Goal 3....48
Goal 4....54
Goal 5....58
Budget Summary 63
Budget Summary 63
Other Federal, State, and Local Funds 63
Budgeted Funds and Expenditures in this Plan 64
Funds Budgeted to the School by Funding Source....64
Expenditures by Funding Source 64
Expenditures by Budget Reference 64
Expenditures by Budget Reference and Funding Source 64
Expenditures by Goal 65
School Site Council Membership 66
Recommendations and Assurances 67

Instructions....68
Instructions: Linked Table of Contents....68
Purpose and Description....69
Educational Partner Involvement....69
Resource Inequities....69
Goals, Strategies, Expenditures, & Annual Review....70
Annual Review....71
Budget Summary....72
Appendix A: Plan Requirements....74
Appendix B:....77
Appendix C: Select State and Federal Programs....79

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As a means of self-evaluation the Dena Boer School has completed a needs assessment to align to the District Instructional Focus, First Good Instruction, Daily ELD, Strategic and Intensive Intervention, and a Professional Development Plan. The LCAP Site Level Survey is analyzed by the school leadership team and evaluated with the school staff. In addition, the resulting data from the Site Level Survey is presented to the school site council. Recommendations for changes to our educational program are received from the school staff and parent representatives on our school site council.

Parent input is an important part of the decision making process at our school. In addition to the valuable input we receive from parents during our School Site Council, English Language Advisory Council and Parent Club meetings we also ask our parents to complete a LCAP Parent Survey. In general, the results from our Parent Survey indicate a high level of satisfaction with our school staff and the education program we provide. Survey results and parent input gathered through the committee process weighed heavily on the decision making process as we prioritized our needs and desires for our educational program. Parents were strongly supportive of our extra support and intervention programs, our computer and library programs, as well as our P.E., art and music programs.

Classroom Observations

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

Classroom observations and feedback focus on collaborative teacher efficacy, student visible learning and engagement, and other effective instructional strategies; and are aligned with the 8 State Priorities under the LCAP/LCFF.

The site administrator gives teachers feedback on ELA and Math instructional practices and student learning. The principal is able to identify trends in instructional practices, and areas of strengths and opportunities for growth. This information informs and guides one-to-one conversations, grade level discussions, and staff meeting topics. Tools and procedures are refined each year; they are aligned to teaching and learning practices for Common Core State Standards.

The principal, coach from our county office of education, and district administrative teams also conduct classroom observations with a focus on lesson design for the purpose of improving instructional practices; these are scheduled three times during the school year. Observation teams debrief after each classroom visit to evaluate and fine-tune our feedback about the lesson. Lesson design centers on delivering instruction that is engaging, incorporates checking for understanding, and response to intervention, and challenges every student. Teachers use dedicated collaboration time to design and refine their lessons and to assess student learning. Feedback from observation opportunities promote sharing of ideas and strategies, allow us to reflect on our instructional and leadership practices, and inspire our colleagues to higher levels of performance.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

As a staff and in grade level teams we review assessment results and analyze our academic programs to identify strengths and needs. Data is desaggregated by subject, grade, and subgroup, and our work continues to focus on accelerating learning by planning for clear learning intentions and learning targets. To achieve this our district provides professional development and release time for teaching and administrative staff. Administrators regularly observe in classrooms and give teachers feedback to assist in modifying and improving instruction and learning. Teachers follow a cycle of data analysis, using state standardized test results, district benchmarks and curriculum-embedded assessments to modify classroom instruction and plan for interventions. Teachers, support staff, and administrators will also use all assessments to develop individual student profiles and evaluate programs and instructional practices. Our district has identified the following assessments for data analysis: SBAC, ELPAC, iReady diagnostic and response-to-instruction, Eureka mid and end-of-module tests, Benchmark Advanced unit assessments, and report card data. The cycle of analysis serves to monitor student progress and needs. Data is used to maximize and drive the support needed from the Learning Center push-in model. Students are grouped based on performance levels for interventions and enrichment using small group instruction and differentiation in the areas of Reading and Math.

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

Throughout the school year local formative assessments are used to evaluate and monitor the progress of all students. Students not making adequate progress are referred to our MTSS team and a plan of action is established in pursuit of academic growth. In addition, teachers make curricular and instructional accommodations based upon their individual and grade level analysis of assessment data.

Individual, class, and grade level reports generated through site and district data analysis systems are regularly reviewed and analyzed. Strengths and weaknesses of the individual student are determined. Class and grade level data is analyzed by teachers independently and in grade level collaboration. This collaborative analysis guides instructional planning and decision making. This type of data analysis takes place as a function of grade level teams as they meet regularly to review student progress and instructional effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Dena Boer certificated teaching staff and classified instructional aide staff meet highly qualified requirements.

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

The Dena Boer School instructional staff is comprised of two transitional-kindergarten teachers, three kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers, three fourth grade teachers, three fifth grade teachers, two Special Day Class teachers and one resource specialist.

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

Salida Union School District is committed to focused professional development which is aligned to the district's Instructional Focus Plan. The goals are to ensure each student is: proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time.

Professional development over the next three years will focus on:

1. Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among white, Hispanic, African American, Students with Disabilities, English learners and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students through 12 Tools - Toolbox Project by Dovetail Learning.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

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

Through District Professional Development, the focus is the implementation of CCSS, mastery of grade level instructional standards and the continued development of best practices in the classroom. Leadership teams collaborate together to develop instructional practices that increase student engagement and active participation in the classroom. Grade level leaders work collaboratively with site administration to get teachers at every grade level involved in further mastering their instructional practices. The Stanislaus County Office of Education team of instructional coaches also assist in supporting teachers.

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

The teaching staff at each grade level meet as a collaborative group frequently to analyze student learning. During grade level meetings the grade level Professional Learning Community (PLC) analyzes assessment data, discusses student progress, makes instructional decisions for their grade level, lesson plan and set the course for learning at their grade level. In addition to grade level planning, teachers work vertically with other grade levels to ensure that students are prepared to enter their next grade level.

Site administration and the school leadership team establish the framework for staff collaboration that is professional, respectful, and collegial. We utilize a system of collaboration that enables teachers to analyze data, identify trends and determine implications for instruction. The goal is to improve student learning by improving classroom instruction. PLC collaboration is the avenue that will lead to improved instruction. It is the combined effort of individual experts that generate increased results.

Teaching and Learning

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

At Dena Boer Elementary School, instruction is designed and implemented to assure all students develop competency in literacy, analytical thinking skills, and values that will enable them to succeed in the future. Academic standards are aligned with materials, professional development, and assessments to ensure student success. Data driven decision-making guarantees program effectiveness, student achievement, and an exemplary learning environment for all students. High levels of collaboration exists between teachers, parents, and students. This partnership is the foundation upon which student success is built.

English Language Arts.

Common Core State Standards for student achievement are at the core of our instructional planning. We have fully implemented the state adopted standards into our language arts program through the use of Benchmark Advanced. Our language arts program incorporates decoding, fluency, comprehension, and writing through core instruction for all learners. On-going formative assessments are incorporated across all grade levels to differentiate instruction for all students.

Tier One Instruction:
Instruction is differentiated at all grade levels to ensure that every student can access their grade level standards. Formative assessments are used to establish flexible skill-based differentiated groups within the classroom. Students in challenge, benchmark, strategic, and intensive groups receive direct instruction designed to provide them access to core curriculum.

Tier Two Instruction:
Classroom-based assessment guides the groupings of students for level two instruction. Each student in grades 1-5 receives core-extending instruction each day. Students receive instruction designed to provide them with skills to access their grade level core curriculum. Benchmark Advanced "Book in a Bag" and ELD instructional lessons are utilized with individual and small groups of students.

Tier Three Instruction:
Students who qualify for special education services receive level three instruction. Resource students receive individual and small group instruction from our resource specialist in the Learning Center. In addition, resource aides provide small group support in the Learning Center as well as the regular classroom. Students performing below grade level expectations receive small group instruction daily in the Learning Center to build phonics, vocabulary, writing, and comprehension skills.

Student progress is evaluated through formal summative (CAASPP, District Benchmark, and curriculum embedded assessments) and formative measures. Teachers use these assessments to determine student placement in flexible groups and to monitor progress toward grade level expectations. Staff members utilize early intervention for students that are having difficulty learning to read. Teachers work in grade level teams to discuss the quality of instruction and progress toward learning goals.

Mathematics

Dena Boer Elementary School uses the district adopted Eureka math program. Eureka math is aligned with grade level Common Core state standards and provides embedded classroom-based assessments that are utilized to monitor student progress. Math manipulatives provide hands-on learning opportunities for students in grades K-5. Students also have access to i-Ready Math.

Level One Instruction:
All students receive standards based core instruction at their grade levels. Instruction is differentiated at all grade levels to ensure that every student can access their grade level standards.

Level Two Instruction:
Students who need core-extending instruction receive small group support which focuses on grade level standards. In these groups they receive direct instruction in skill areas that will help them access their core math instruction.

Level Three Instruction:
Students who qualify for special education services receive daily level three instruction. Resource students receive individual and small group instruction from our resource specialist in the Learning Center. In addition, the Resource Teacher and Support Aides provide classroom support in the regular classroom.

Social Studies

All grade levels at Dena Boer Elementary School have implemented the district's adopted Social Studies Weekly. This adopted program is aligned with California state content standards and teaches students how to be positive and productive members of their community, state, country, and world. Within the curriculum, rubrics are used to determine student progress on grade level standards. In addition, the school provides opportunities within our learning community that promote a sense of community, celebrate our diversity, and honor all those individuals who have made our country what it is today.

Science

All students at Dena Boer Elementary School receive science instruction based on the NGSS Science/Engineering standards. Science instruction is designed to be inquiry-based learning and focuses on earth, physical, and life sciences. In grades K-5 the district's adopted Discovery Education science curriculum is utilized to provide core instruction.

Fine Arts

At Dena Boer Elementary School our music teacher provides standards based music instruction to students. Instrumental band, strings, and chorus are offered as an enrichment program to students. Students electing to participate attend band practice weekly during the regular school day. In each grade level, teachers integrate music, performing arts, and art into other curricular areas. Students perform at various school and community events during the regular school day and after schools hours. Students in grades K - 3 participate in a music program provided by their classroom teachers. Students in these grade levels participate in classroom music.

Physical Education

A district Physical Education teacher provides standards-based instruction to students weekly. Students in all grades are provided with age appropriate physical activities that focus on the development of basic movement skills, health, physical fitness, games and sports. Integrated physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The California content standards for physical education provide the framework for our physical education program. Students receive

200 minutes of instruction within every two weeks of school. Teachers make use of the district's SPARK program for PE instruction. This highly interactive curriculum is designed to help students develop and maintain a healthy life-style.

Technology

In this age of technology advancement, Dena Boer Elementary School strives to provide students with technology education that prepares them for a world driven by innovation and technology. Students at all grade levels have daily access to technology. In first-fifth grades, one-to-one mobile devices are integrated in all subject areas. Our technology instructor works with classroom teachers to integrate project-based learning with content standards across varying curricular areas. All students have access to technology within their classroom.

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

The Dena Boer staff adhere to recommended instructional minutes for reading/language arts, mathematics, ELD, and Physical Education.

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

The Dena Boer teaching staff focus their lesson design and instruction on the district's identified essential standards. Instructional pacing is designed to ensure that students have had adequate instruction and practice.

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

Every child has access to the core curriculum. All classrooms are equipped with the necessary materials to teach reading, spelling, math, science and social studies. All students have one textbook per subject area and include certification of provision of standards-aligned instructional materials. The local governing board of the Salida Union School district certifies that each pupil in the district, in Transitional Kindergarten through fifth grade, has been provided with a standards - aligned textbook or basic instructional materials in each of the following areas:

ELA
Benchmark Advance: CA Edition - K-5 (2017)
Benchmark: Ready to Advance - TK (2017)

Math
Eureka Math: A Story of Units (2014)

Science
Discovery Education: Science Techbook (2021)

Social Studies
Studies Weekly: California Studies Weekly (2018)

Health
Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)

The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

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

Dena Boer School uses state adopted and standards aligned instructional materials in all core curricular subjects at every grade level.

ELA
Benchmark Advance: CA Edition - K-5 (2017)
Benchmark: Ready to Advance - TK (2017)

Math (Board Approved)
Eureka Math: A Story of Units (2014)

Science
Discovery Education: Science Techbook (2021)

Social Studies
Studies Weekly: California Studies Weekly (2018)

Health
Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)

Opportunity and Equal Educational Access

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

The Learning Center at Dena Boer is a team that provides ELA Push-In support to every class so that each student works in small groups to assist them in meeting grade level standards. Each of these components of our instructional program is organized and implemented as part of our Learning Center. The primary emphasis in these programs is on the development of English language arts and mathematics skills.

Evidence-based educational practices to raise student achievement

Dena Boer School is participating in a district-wide effort focusing on specific Essential Program Components (EPC) in an effort to improve student learning. This year we will be focusing on Standards-Aligned Instructional Materials (EPC 1), Instructional Assistance and Teacher Support (EPC 6), and Teacher Collaboration (EPC 7). Our site leadership team will be actively participating in a series of staff development activities promoted by our school district. Grade level leaders working with the support of the site administrator will be communicating information, providing training, and working as the guiding force within their grade level to assure full participation from the entire instructional staff. Our efforts this year will be centered on transitioning to Common Core State Standards, State Assessments, improving classroom instruction specifically in the area of increasing rigor and a two-way communication, and quality teacher collaboration.

Parental Engagement

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

Student Study Team (SST): Dena Boer's SST is designed to study the needs of students having academic, attendance or behavioral difficulties. Participants include parents, classroom teacher, resource specialist, and program specialist. It may include the district psychologist and site administrator. The team identifies the student's strengths and areas of weakness and write a plan to accommodate their learning.

The Stanislaus Public Library is another county resource available for students and their families. Located within our district, the county library offers a variety of resources and programs designed to enhance learning for children and adults. These services are available to families during the school year and throughout the summer months.

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

Our School Site Council and English Language Advisory Council are two committees comprised of site administration, certificated staff, classified staff and parents. The purpose of these two committees is to work collaboratively to analyze and evaluate our educational program, to make recommendations for modifications to our educational programs or to institute new components, and to assist in the planning and implementation of all components of our site's educational program. Regularly scheduled meetings are conducted to fulfill these responsibilities.

Community Advisory Committee pamphlets are distributed to parents of students who qualify for Special Education Services.

Funding

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

Our school has many resources available to assist our students. These resources include: A part-time health clerk who supports students and families on health related issues, library clerk to support library for students, a full time resource teacher and four part-time instructional aides who support the learning of students, three PE teachers that the district shares, 2 district elementary music teachers, speech therapist, school counselor, and school psychologist who support the needs of specifically identified students.

Fiscal support (EPC)

The Salida Union School District governing board has adopted and provided the core curriculum for its schools through its board adopted selection process. This core curriculum is purchased by the school district and provided to each grade level at Dena Boer. The District continues to provide supporting funds for intervention and enrichment programs for all students. In addition, district funds support social/emotional activities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC and School Site Council members were consulted to review and update the SPSA. In addition, certificated and classified staff reviewed the actions and determined which practices they plan to continue or modify.

Resource Inequities

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

After the comprehensive needs assessment was completed, the data showed there are no resource inequities to be addressed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.65%	0.86%	2	3	4
African American	2.7%	1.74%	1.51%	13	8	7
Asian	2.9%	2.82%	2.38%	14	13	11
Filipino	0.8%	2.17%	1.3%	4	10	6
Hispanic/Latino	66.1%	68.33%	69.11%	321	315	320
Pacific Islander	1.0%	0.65%	1.3%	5	3	6
White	22.8%	20.39%	17.49%	111	94	81
Multiple/No Response	0.6%	1.74%	2.59%	3	8	12
			Total Enrollment	486	461	463

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	83	100
Grade 1	76	62	70
Grade 2	72	76	66
Grade3	79	72	75
Grade 4	79	81	74
Grade 5	92	87	78
Total Enrollment	486	461	463

Conclusions based on this data:

1. Enrollment has remained stable compared to last year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	155	151	140	31.90%	32.8%	30.2%
Fluent English Proficient (FEP)	12	12	15	2.50%	2.6%	3.2%
Reclassified Fluent English Proficient (RFEP)	7	13	11	4.5%	8.6%	7.8%

Conclusions based on this data:

1. The percentage of ELs enrolled at Dena Boer has varied slightly over the past three years remaining at or above 30%.
2. The percent of RFEP students was 7.8% of English Learners for the 2022-2023 school year compared to 8.6% the prior year. This is a decrease of 0.8%

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 Scores			% of Enrolled 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
Grade 3	77	77		77	75		77	75		100.0	97.4	
Grade 4	85	79		85	79		84	79		100.0	100.0	
Grade 5	92	86		89	86		88	86		96.7	100.0	
All Grades	254	242		251	240		249	240		98.8	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2410.	2386.		18.18	18.67		28.57	16.00		23.38	21.33		29.87	44.00	
Grade 4	2450.	2476.		17.86	31.65		22.62	22.78		21.43	15.19		38.10	30.38	
Grade 5	2469.	2478.		14.77	13.95		22.73	33.72		25.00	13.95		37.50	38.37	
All Grades	N/A	N/A	N/A	16.87	21.25		24.50	24.58		23.29	16.67		35.34	37.50	

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	18.18	12.00		61.04	57.33		20.78	30.67	
Grade 4	14.29	20.25		64.29	64.56		21.43	15.19	
Grade 5	14.77	12.79		57.95	58.14		27.27	29.07	
All Grades	15.66	15.00		61.04	60.00		23.29	25.00	

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	15.58	9.33		53.25	52.00		31.17	38.67	
Grade 4	13.10	18.99		54.76	63.29		32.14	17.72	
Grade 5	17.05	18.60		48.86	51.16		34.09	30.23	
All Grades	15.26	15.83		52.21	55.42		32.53	28.75	

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	9.09	6.67		75.32	69.33		15.58	24.00	
Grade 4	14.29	12.66		69.05	65.82		16.67	21.52	
Grade 5	12.50	10.47		65.91	74.42		21.59	15.12	
All Grades	12.05	10.00		69.88	70.00		18.07	20.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.18	8.00		71.43	60.00		10.39	32.00	
Grade 4	11.90	31.65		77.38	53.16		10.71	15.19	
Grade 5	10.23	11.63		61.36	62.79		28.41	25.58	
All Grades	13.25	17.08		69.88	58.75		16.87	24.17	

Conclusions based on this data:

1. For the 2021-2022 school year, 45.83% of 3rd-5th grade students Exceeded or Met Standards for English Language Arts.
2. Compared to the 2020-2021 school year, there was an increase of 4.46% of 3rd-5th grade students who Exceeded or Met Standards for English Language Arts.
3. An area of concern is that 44% of 3rd grade students for the 2021-2022 school year did not meet standards for Overall ELA.

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 Scores			% of Enrolled 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
Grade 3	77	77		77	77		77	77		100.0	100.0	
Grade 4	85	79		85	78		85	78		100.0	98.7	
Grade 5	92	86		88	86		88	86		95.7	100.0	
All Grades	254	242		250	241		250	241		98.4	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2434.	2411.		22.08	10.39		28.57	42.86		29.87	14.29		19.48	32.47	
Grade 4	2458.	2483.		20.00	21.79		22.35	26.92		29.41	33.33		28.24	17.95	
Grade 5	2457.	2469.		12.50	13.95		15.91	17.44		21.59	24.42		50.00	44.19	
All Grades	N/A	N/A	N/A	18.00	15.35		22.00	28.63		26.80	24.07		33.20	31.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.48	15.58		55.84	58.44		24.68	25.97	
Grade 4	27.06	29.49		41.18	52.56		31.76	17.95	
Grade 5	9.09	12.79		43.18	51.16		47.73	36.05	
All Grades	18.40	19.09		46.40	53.94		35.20	26.97	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.27	14.29		51.95	50.65		20.78	35.06	
Grade 4	20.00	24.36		51.76	51.28		28.24	24.36	
Grade 5	17.05	13.95		37.50	40.70		45.45	45.35	
All Grades	21.20	17.43		46.80	47.30		32.00	35.27	

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	31.17	14.29		57.14	61.04		11.69	24.68	
Grade 4	17.65	14.10		50.59	62.82		31.76	23.08	
Grade 5	11.36	9.30		56.82	51.16		31.82	39.53	
All Grades	19.60	12.45		54.80	58.09		25.60	29.46	

Conclusions based on this data:

1. In 2021-2022, 43.98% of students in grades 3rd-5th Met or Exceeded Standards for mathematics.
2. Compared to the 2020-2021, an increase of 3.98% of students in grades 3rd-5th Met or Exceeded Standards for mathematics.
3. An area of concern is that 32.47% of 3rd graders and 44.19% of 5th graders Did Not Meet Standards for mathematics.

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	1387.6	1429.5		1412.7	1437.3		1328.7	1411.3		21	28	
1	1417.4	1390.7		1452.9	1406.2		1381.3	1374.8		14	19	
2	1463.5	1471.0		1466.9	1479.6		1459.7	1462.0		21	22	
3	1507.9	1457.8		1507.6	1460.1		1507.7	1455.1		27	25	
4	1521.1	1522.8		1528.1	1516.7		1513.7	1528.3		32	26	
5	1525.0	1515.8		1524.2	1517.2		1525.3	1513.9		26	27	
All Grades										141	147	

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	4.76	17.86		4.76	32.14		52.38	42.86		38.10	7.14		21	28	
1	0.00	0.00		28.57	21.05		42.86	31.58		28.57	47.37		14	19	
2	9.52	9.09		23.81	45.45		47.62	36.36		19.05	9.09		21	22	
3	18.52	4.00		55.56	20.00		25.93	48.00		0.00	28.00		27	25	
4	21.88	23.08		37.50	61.54		34.38	11.54		6.25	3.85		32	26	
5	7.69	11.11		53.85	44.44		38.46	25.93		0.00	18.52		26	27	
All Grades	12.06	11.56		36.17	38.10		39.01	32.65		12.77	17.69		141	147	

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	4.76	25.00		33.33	35.71		33.33	32.14		28.57	7.14		21	28	
1	21.43	10.53		28.57	15.79		42.86	52.63		7.14	21.05		14	19	
2	9.52	22.73		52.38	40.91		33.33	31.82		4.76	4.55		21	22	
3	40.74	4.00		55.56	36.00		3.70	40.00		0.00	20.00		27	25	
4	50.00	42.31		40.63	46.15		9.38	7.69		0.00	3.85		32	26	
5	42.31	33.33		57.69	51.85		0.00	11.11		0.00	3.70		26	27	
All Grades	31.21	23.81		46.10	38.78		17.02	27.89		5.67	9.52		141	147	

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	0.00	10.71		4.76	14.29		23.81	64.29		71.43	10.71		21	28	
1	0.00	0.00		7.14	5.26		42.86	31.58		50.00	63.16		14	19	
2	9.52	0.00		23.81	40.91		28.57	31.82		38.10	27.27		21	22	
3	3.70	4.00		44.44	16.00		51.85	44.00		0.00	36.00		27	25	
4	15.63	3.85		31.25	42.31		21.88	46.15		31.25	7.69		32	26	
5	3.85	0.00		23.08	22.22		57.69	51.85		15.38	25.93		26	27	
All Grades	6.38	3.40		24.82	23.81		37.59	46.26		31.21	26.53		141	147	

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	9.52	25.00		66.67	71.43		23.81	3.57		21	28	
1	21.43	21.05		71.43	57.89		7.14	21.05		14	19	
2	9.52	27.27		80.95	68.18		9.52	4.55		21	22	
3	44.44	28.00		51.85	56.00		3.70	16.00		27	25	
4	68.75	65.38		31.25	30.77		0.00	3.85		32	26	
5	30.77	14.81		69.23	70.37		0.00	14.81		26	27	
All Grades	34.75	30.61		58.87	59.18		6.38	10.20		141	147	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	21.43		47.62	64.29		42.86	14.29		21	28	
1	21.43	10.53		50.00	57.89		28.57	31.58		14	19	
2	9.52	13.64		76.19	81.82		14.29	4.55		21	22	
3	51.85	8.00		48.15	64.00		0.00	28.00		27	25	
4	46.88	23.08		50.00	73.08		3.13	3.85		32	26	
5	61.54	55.56		34.62	37.04		3.85	7.41		26	27	
All Grades	36.88	23.13		50.35	62.59		12.77	14.29		141	147	

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	0.00	10.71		52.38	85.71		47.62	3.57		21	28	
1	0.00	0.00		50.00	15.79		50.00	84.21		14	19	
2	14.29	9.09		57.14	72.73		28.57	18.18		21	22	
3	7.41	4.00		77.78	36.00		14.81	60.00		27	25	
4	21.88	0.00		40.63	88.46		37.50	11.54		32	26	
5	7.69	7.41		73.08	62.96		19.23	29.63		26	27	
All Grades	9.93	5.44		58.87	62.59		31.21	31.97		141	147	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	21.43		23.81	60.71		71.43	17.86		21	28	
1	0.00	0.00		71.43	47.37		28.57	52.63		14	19	
2	9.52	9.09		52.38	63.64		38.10	27.27		21	22	
3	7.41	4.00		92.59	64.00		0.00	32.00		27	25	
4	25.00	30.77		53.13	65.38		21.88	3.85		32	26	
5	0.00	11.11		96.15	62.96		3.85	25.93		26	27	
All Grades	9.22	13.61		65.96	61.22		24.82	25.17		141	147	

Conclusions based on this data:

1. In the 2021-2022 school year 61.54% of 4th grade English Learners scored Level 3 on ELPAC.
2. In the 2021-2022 school year 47.37% of 1st grade English Learners scored Level 1 on ELPAC.
3. Written Language was the lowest performing domain at only 3.40% of English Learners placing at Level 4.

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**
461	**64.6**	**32.8**	**0.2**
Total Number of Students enrolled in Dena Boer 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	151	32.8
Foster Youth	1	0.2
Homeless	5	1.1
Socioeconomically Disadvantaged	298	64.6
Students with Disabilities	56	12.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.7
American Indian	3	0.7
Asian	13	2.8
Filipino	10	2.2
Hispanic	315	68.3
Two or More Races	8	1.7
Pacific Islander	3	0.7
White	94	20.4

Conclusions based on this data:

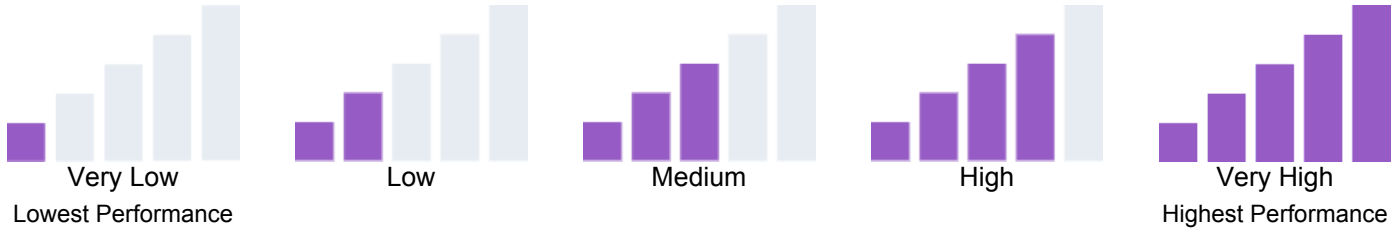
1. While Dena Boer has a diverse population, the majority of students are Hispanic (68.3%) and White (20.4%).
2. 64.6% of students at Dena Boer are socioeconomically disadvantaged. These students benefit from the small group ELA intervention support provided in each classroom, and some also receive small group Tier II intervention by the Learning Center Staff.
3. 32.8% of students are English Learners.

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: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Chronic Absenteeism continues to present an area for improvement with a very high rating on the dashboard. The Principal, Attendance Clerk, Learning Director, and Counselor will identify students who are at risk and provide Tier 1 interventions. The team will contacts families and schedule meetings to provide support and stress the importance of school attendance.

2. Suspension Rates are very low. We have worked to implement alternative means of correction, including Tier I and Tier II supports, to help change behaviors.

3. ELA, Math, and English Learner Progress were all rated low on the dashboard. Academic interventions will continue to be a focus for Dena Boer.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

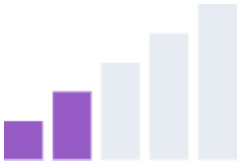
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
19.0 points below standard	35.0 points below standard	0 Students
228 Students	88 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	28.0 points below standard	111.9 points below standard
	156 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 8 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 21.1 points below standard 152 Students	No Performance Level 1 Student	No Performance Level 2 Students	Low 26.7 points below standard 52 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**
59.5 points below standard 71 Students	67.4 points above standard 17 Students	9.7 points below standard 139 Students

Conclusions based on this data:

1. In 2022, students with disabilities rated very low on the California dashboard for ELA (111.9 points below standard).
2. Our Hispanic students scored 21.1 points below standard compared to our white students at 26.7 points below standard.
3. Our Current English Learners (71 students) are 59.5 points below standard, improving by 10.3 points from last year. These students receive small group ELA intervention and Integrated ELD curriculum.

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.

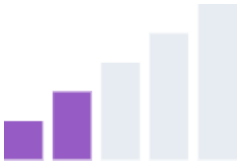
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
27.4 points below standard	49.5 points below standard	0 Students
228 Students	88 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	38.0 points below standard	128.6 points below standard
	156 Students	36 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 8 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 33.1 points below standard 152 Students	No Performance Level 1 Student	No Performance Level 2 Students	Medium 21.3 points below standard 52 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**
68.7 points below standard 71 Students	31.0 points above standard 17 Students	14.0 points below standard 139 Students

Conclusions based on this data:

1. Students with Disabilities scored 128.6 points below standard in Mathematics.
2. Hispanic Students scored 33.1 points below standard in Mathematics, while White Students scored 21.3 points below standard (a difference of 11.8 points).
3. Our Current English Learners (71 students) scored 68.7 points below standard which is an improvement of 4.1 points compared to last year.

School and Student Performance Data

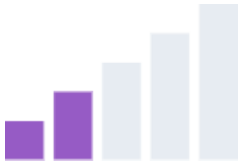
Academic Performance
English Learner Progress

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



Low

44.4 making progress towards English language proficiency

Number of EL Students: 108 Students

Performance Level: 2

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
19.4%	36.1%	1.9%	42.6%

Conclusions based on this data:

1. 44.4% (108) of English Learning students are making progress towards English Language proficiency.
2. This data indicates that 42.6% of current EL students progressed at least one ELPI Level.
3. 19.4% of current English Learning students decreased one ELPI Level which is a 5.4% increase compared to last year,

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

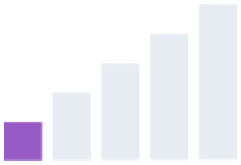
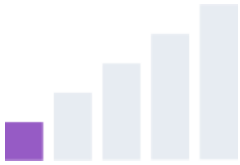
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
34.8% Chronically Absent	35.9% Chronically Absent	Less than 11 Students
492 Students	167 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	38.7% Chronically Absent	43.5% Chronically Absent
5 Students	326 Students	69 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	7.7% Chronically Absent	Less than 11 Students
8 Students	3 Students	13 Students	10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
35.9% Chronically Absent	47.1% Chronically Absent	Less than 11 Students	31.7% Chronically Absent
337 Students	17 Students	3 Students	101 Students

Conclusions based on this data:

1. 34.8% of all students were chronically absent and ranked very high on the California dashboard.
2. 43.5% of students with disabilities were chronically absent which is 8.7% higher than the overall rate.
3. 35.9% of Hispanic students were chronically absent compared to 31.7% of white students, which is a difference of 4.2%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	2	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
499 Students	170 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.6% suspended at least one day	0% suspended at least one day
5 Students	328 Students	71 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
8 Students	3 Students	14 Students	10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low	No Performance Level	No Performance Level	Very Low
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
343 Students	17 Students	3 Students	101 Students

Conclusions based on this data:

1. Our overall suspension rate rated very low on the California dashboard at 0.4% of students being suspended at least one day.
2. The roll-out of PBIS in the 2019-2020 school year increased the implementation of proactive strategies and alternatives to suspension used to change behavior. All certificated and classified staff members received training from the site PBIS Leadership Team, which helped facilitate a positive school culture. Dena Boer students benefit from interventions and supports provided by the Counselor, including Tier I social skills to all students, Tier II small group intervention, and Tier III one-on-one intervention.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement-ELA

LEA/LCAP Goal

Ensure all students are college- and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 1

Dena Boer Elementary School will increase students' academic achievement through the implementation of effective instructional practices as well as challenging and engaging curriculum based on California Common Core State Standards.

Identified Need

To increase the number of students who meet or exceed standards according to ELA SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - English Language Arts/Literacy	Baseline: Fall 2022 19 points below standard; Low (ALL) 228 students 35 points below standard; Low (EL) 88 students 28 points below standard; Low (SED) 156 students 111.9 points below standard; Very Low (SWD) 36 students	Target to: Medium is -5 points Increase by 3 points or more each year: 16 points below standard; Low (ALL) 32 points below standard; Low (EL) 25 points below standard; Low (SED) Increase by 6 points or more each year: 105.9 points below standard; Very Low (SWD)
iReady 3rd Grade Lexile Scores (520L to 820L)	Baseline: 2020-2021 66% of 3rd grade students meeting the Lexile range expectations in reading Outcomes:	Increase the number of students who are proficient by 3%. 63% proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 51% of 3rd grade students meeting the Lexile range expectations in reading 2022-2023: 60% of 3rd grade students meeting the Lexile range expectations in reading	

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Monitor the use of core curriculum with fidelity in classrooms, providing Tier I instruction. Professional development will focus on Universally Design for Learning (UDL) to eliminate barriers that will result in equitable learning.

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

Amount(s)	Source(s)

Strategy/Activity 2

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

All Students

Strategy/Activity

Continue to refine intensive intervention to students performing below grade level in general education. Tier II instruction will be provided to students in addition to core instruction using the Learning Support Team (LST) push-in model.

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

Amount(s)	Source(s)
60,467	Title I 1000-1999: Certificated Personnel Salaries

	Title I 2000-2999: Classified Personnel Salaries
32,882	Title I 4000-4999: Books And Supplies
16,331	Title I 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to refine Tier I small group instruction that strategically supports students' success of core curriculum. Four days per week, the Learning Support Team (LST) will provide a minimum of 30 minutes in each grade level for small group push-in instruction for K-5th grades. TK classrooms will have a 1:12 ratio of adult to children.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students in 1st-5th grades

Strategy/Activity

Continue to offer i-Ready for personalized learning in 1st-5th grades.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students - Students with Disabilities will benefit and be served with Educational Specialist

Strategy/Activity

Plan district-wide structured grade-level collaboration meetings for the purposes of analyzing formative assessment data, planning instruction and responding to intervention needs. These meetings will also provide opportunities for Co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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)

Strategy/Activity 6

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

All Students

Strategy/Activity

Continue to utilize monthly site-based Professional Learning Communities (PLC) to analyze student data, plan intervention strategies, and develop enrichment opportunities.

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

Amount(s) Source(s)

Strategy/Activity 7

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

Kindergarten - 2nd grade students

Strategy/Activity

Utilize SCOE Early Literacy Coach in developing our small reading group protocols. This will include coaching, observations, release time for teachers to work with coach, and best practices of Benchmark Phonics.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, the intended activities were implemented during the 2022-2023 school year in relation to our Tier 1 and Tier 2 instruction and Learning Center Support. Teachers used formative assessment data during professional development and Professional Learning Community time. 60% of our third grade students met the grade level lexile goal compared to 51% the prior year. Our English Learners and Students with disabilities are not performing at the same level on SBAC as other students, which will be an area of concentration for next year.

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

At this time, the District does not have any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities listed. However, due to the delayed release of the Winter Consolidated Application for 2022-2023, the District has not been able to finalize our school site allocations. Therefore, while major differences are not anticipated, they could still occur.

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

We will continue to use Lexile Levels next year as well as the California Dashboard to measure annual outcomes. The intent of the goal and activities remains unchanged. We plan to integrate UDL more next year in order to meet the diverse needs of all of our learners. We will also utilize an Educational Specialist to support students with disabilities to access core curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement-Mathematics

LEA/LCAP Goal

Ensure all students are college- and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 2

Dena Boer Elementary School will increase students' academic achievement through the implementation of effective instructional practices as well as challenging and engaging curriculum based on California Common Core State Standards.

Identified Need

To increase the number of students who meet or exceed standards according to Math SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - Mathematics	Baseline: Fall 2022 27.4 points below standard; Low (ALL) 228 students 68.7 points below standard; Low (EL) 88 students 38 points below standard; Low (SED) 156 students 128.6 points below standard; Very Low (SWD) 36 students	Target to: Medium is -25 points Increase by 3 points or more each year: 24.4 points below standard; Medium (ALL) 65.7 points below standard; Low (EL) 35 points below standard; Low (SED) Increase by 6 points or more each year: 122.6 points below standard; Very Low (SWD)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor the use of core curriculum with fidelity in classrooms, providing Tier I instruction. Professional development opportunities for teachers will enhance their content knowledge, instructional strategies, and assessment practices in mathematics. It will focus on the lesson design ensuring on good, first instruction, integrated ELD strategies and Universally Design for Learning (UDL) to eliminate barriers that will result in equitable learning.

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students

Strategy/Activity

Implement Tier II instruction to provide strategic intervention in support of core curriculum. Tier II instruction will be provided to students performing below grade level or requiring specific skill development by classroom teachers.

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)

Strategy/Activity 3

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

All Students

Strategy/Activity

Continue to offer i-Ready Math and Zearn for personalized learning in 1st-5th grades.

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)

Strategy/Activity 4

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

All Students

Strategy/Activity

Continue to utilize Professional Learning Communities (PLC) to analyze student data, plan intervention strategies, and develop enrichment opportunities. These meetings will also provide opportunities for Co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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)

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide timely feedback to teachers about math instruction guided by the National Council of Teaching Mathematics principles. SCOE math coaches will support the work of 4th and 5th grade teachers using common formative assessments to guide instruction.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementations of Tier 1, Zearn, i-Ready, and PLC's were completed as intended. Our 3rd-5th grade students placed at 27.4 points below standard on the SBAC Mathematics assessment. In 2022, 43.98% of 3rd-5th grade students placed at Met or Exceeds on the SBAC Mathematics Assessment compared to 2021 with 40% which is an increase of 3.98%.

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

There were not major differences between the intended implementation nor budgeted expenditures to the implement the activities to meet the articulated goal.

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.

The intent of the goal and activities remains unchanged. We plan to integrate UDL more next year in order to meet the diverse needs of all of our learners. We will also utilize an Educational Specialist to support students with disabilities to access core curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well maintained modern facility for learning that foster student engagement.

Goal 3

Dena Boer Elementary will increase student achievement by maintaining a high level of safety where students learn social emotional skills and receive additional support to improve their engagement.

Identified Need

Improve student absenteeism and improve students' outcomes on the survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - Suspension	Baseline Data: Fall 2022 Suspension rate: 0.4%; Very Low (ALL) 2 out of 499 students 0.0%; Very Low (EL) 0.6%; Low (SED) 0.0%; Very Low (SWD)	Maintain suspension rate or decline to less than 0.4%
California Dashboard Data - Chronic Absenteeism	Baseline Data: Fall 2022 Chronic Absenteeism: 34.8%; Very High (ALL) 171 out of 492 students 35.9%; Very High (EL)167 students 38.7%; Very High (SED) 326 students 43.5%; Very High (SWD) 69 students	Decrease chronic absenteeism by 0.5% 34.3%; Very High (ALL) 35.4%; Very High (EL) 38.2%; Very High (SED) 43%; Very High (SWD)
Student Survey Results - Spring 2023 (3rd-5th Grades)	Baseline Data: Spring 2023 3rd, 4th, and 5th grades participated (215 students) 79.9% feel students treat each other with respect	Increase student survey responses by the following percentages: 85% feel students treat each other with respect

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	86% feel they belong (accepted and liked) at school 91% feel they get to be creative and use their abilities at school 92% feel they have 1 or more adult to talk to about a problem	90% feel they belong (accepted and liked) at school 94% feel they get to be creative and use their abilities at school 94% feel they have 1 or more adult to talk to about a problem

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Provide instruction in learning skills and social skills for all students once/month (The Toolbox Project)

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)

Strategy/Activity 2

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

All Students

Strategy/Activity

Continue PBIS and utilizing PBIS Rewards Application for the "Boer Store" to reinforce school-wide expectations for social and learning skills to address students' social-emotional and behavioral needs.

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)

Strategy/Activity 3

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

All Students

Strategy/Activity

Implement Tier I, II, and III interventions to address/increase student attendance and reduce truancy rates. This includes a tiered reward system for student attendance. Participate in the "Showing up Together" Attendance Campaign and communication of information to families.

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Hold three rounds of MTSS (Multi-Tiered Systems of Support) meetings. Members will include the principal, learning director, counselor, Resource teacher (when available) and classroom teacher. We will discuss and implement tiered intervention support based on student needs.

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)

Strategy/Activity 5

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

Identified Students

Strategy/Activity

Develop and refine Tier II social/emotional instruction to provide support for students referred for small group counseling. Tier II instruction will be provided to students in addition to Tier I Social Skills instruction provided by the school counselor.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide all students with physical education and instruction on nutrition and wellness. Integrate Music and Movement Education Program for all students. Organize STEAM day activities for students on Wednesdays on a rotational basis for K-5th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
327	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits
2,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and refine Tier III social/emotional support for students referred to the SST process, or those with an IEP, who are experiencing individual emotional needs. When necessary, link family support services.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Celebrate and reward outstanding academic performance and behavior during Super Star Assemblies.

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)

Strategy/Activity 9

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

All 4th and 5th grade students

Strategy/Activity

Student Council leadership opportunities will be provided for students in 4th and 5th grades.

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)

Strategy/Activity 10

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

All Students

Strategy/Activity

Students will participate in Red Ribbon Week anti-drug and anti-bullying activities.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our school counselor taught Tier 1 classroom lessons twice per month per classroom and facilitated Tier 2 small groups for an 8 week cycle of targeted support. Our PBIS team met and refreshed the staff and students on expectations. Our MTSS committee met for three rounds with each teacher to discuss and implement tiered intervention support based on student needs. Grade levels held monthly assemblies for celebrations of academic achievement and demonstration of strong character traits. Student Council met monthly and included 4th and 5th grade students. We participated in Red Ribbon Week. The overall effectiveness of these activities is measured by the Student Spring Survey. The percentage of students who feel others treat each other with respect increased from 69% to 79.9%. The percentage of students who feel they belong increased from 79% to 86%. The percentage of students who feel they get to be creative and use their abilities at school increased from 86% to 91%. The percentage of students who feel they have 1 or more adult to talk to about a problem increased from 90% to 92%. Our suspension rate remains low at 0.4%. An area of concern and future focus will be chronic absenteeism as our rate was very high at 34.8%.

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

There were not major differences between the intended implementation nor budgeted expenditures to the implement the activities to meet the articulated goal. Minor adjustments were that we utilized PBIS Rewards App to organize our "Boer Store" and PBIS points. We also added the Resource teacher to our MTSS meetings when she was available to attend.

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.

The activities will remain for the 2023-2024 school year. We will narrow the monitoring of the student survey down to these four key questions to gauge student engagement: Students in my school treat each other with respect. I feel that I belong (am accepted and liked) at school. Students get to be creative and use their abilities at school. At school, how many adults do you feel you could talk to if you had a problem?

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

Provide a rigorous academic intervention program for students identified as English Learners, long-term English Learners, or at risk of failure.

Goal 4

Increase English language proficiency of students who are English Learners in the areas of reading, writing, listening, and speaking.

Identified Need

Increase number of students scoring 4 overall on ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 ELPAC - 152 students	Baseline: 2021-2022 Level 4 Well Developed 11.56% (17 students) Level 3 Moderately Developed 38.1% (56 students) Level 2 Somewhat Developed 32.65% (46 students) Level 1 Beginning Stage 17.69% (26 students) 2020-2021 Level 4 Well Developed 12.06% Level 3 Moderately Developed 36.17% Level 2 Somewhat Developed 39.01% Level 1 Beginning Stage 12.77%	Increase percentage of students scoring level 3 and 4 by 5% From 49.66% to 54.66%
CA Dashboard - English Learner Progress Indicator (ELPI)	Baseline: Fall 2022 ELPI: 44.4%; Low 108 students	Increase percent of EL students who progress at least one ELPI level by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	19.4% Decreased at least one ELPI level 36.1% Maintained ELPI level 1, 2L, 2H, 3L, 3H 1.9% Maintained ELPI level 4 42.6% Progressed at least one ELPI level	45.6% Progress at least one ELPI level

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

Strategy/Activity 1

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

Identified English Learners

Strategy/Activity

Continue to utilize the daily Designated ELD Benchmark component with students who are English learners during small group instruction.

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

Amount(s) Source(s)

Strategy/Activity 2

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

Identified English Learners

Strategy/Activity

Provide staff with ELPAC data as it becomes available for the purpose of identifying student needs.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified English Learners

Strategy/Activity

Continue Tier II ELD instruction for non-English speaking students, including designated ELD for students not yet proficient in English. This might include use of programs such as Imagine Learning or Learning Center staff supporting students with Tier 2 instruction to increase proficiency and help struggling readers.

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)
18,140	Title III 1000-1999: Certificated Personnel Salaries
4,900	Title III 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learner Students

Strategy/Activity

Collaborate with teachers each trimester to progress monitor students who are English Learners. The MTSS team will monitor more frequently those students who are Level 1 or 2 on ELPAC.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, classroom teachers and the Learning Center Team led small group ELA instruction and utilized Imagine Learning software to promote language development. ELPAC scores are now readily available on Aeries. We met three times this year in MTSS teams to review student progress and the Learning Director did progress monitoring every six weeks for students in the Tier 2 intervention groups.

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

At this time, the District does not have any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities listed. However, due to the delayed release of the Winter Consolidated Application for 2022-2023, the District has not been able to finalize our school site allocations. Therefore, while major differences are not anticipated, they could still occur.

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 be utilizing the CA Dashboard English Learner Progress Indicator as a metric to analyze growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement and Two Way Communication

LEA/LCAP Goal

Parents, family, and community educational partners will become more fully engaged in the education of students within the Salida Union School District.

Goal 5

Dena Boer Elementary will increase the connections to families and the community to increase academic support for all students.

Identified Need

To increase outcomes on parent survey results to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Results Fall 2022	Baseline: 2022 Fall Parent Survey Data (206 surveys completed) 98% of students feel safe at school, 99% parents feel the school provides a feeling of care and trust, 99% feel as a parent/guardian are treated respectfully by school staff. 96% feel the school keeps them informed about important issues and events. 100% feel the school makes it easy for parents to communicate with teachers.	Maintain positive responses to Parent/Student Survey regarding positive school culture, communication and support services. Specifically, increase the percentage of parents who feel that the school keeps them informed by 2%, up to 98%. 2022 Spring Parent Survey Data (56 surveys completed): 100% of students feel safe at school, 100% parents feel the school provides a feeling of care and trust, 96% feel their child feels connected to at least 1 adult on campus, 100% feel their child is treated with respect by adults at school, 100% feel as a parent/guardian are treated respectfully by school staff.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		96% feel the school keeps them informed about important issues and events. 95% feel the school makes it easy for parents to communicate with teachers. 91% feel the district/school adequately seek input from parents and guardians in decision making committees. 90% feel they have been provided the opportunity to be a part of a district/school committee (Parents Club, SSC, DELAC, ELAC) and 90% of participants are unable to be involved.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

The Principal will be visible before school and during dismissal, interacting with parents and students to create an open, welcoming environment. The office team will greet community members, families, and students when they enter the office and assist with kindness and concern.

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)

Strategy/Activity 2

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

All Students

Strategy/Activity

Effectively use ParentSquare to keep parents informed about important events (phone calls, text messages, email messages, app notifications) in English and Spanish.

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)

Strategy/Activity 3

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

All Students

Strategy/Activity

Meet monthly with Parents Club and teacher representatives to plan and facilitate community events, such as Movie Night and Glow Dance.

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)

Strategy/Activity 4

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

All Students

Strategy/Activity

Schedule and facilitate monthly Student Awards Assemblies. Parents of students who are being recognized for attendance, behavior/character, and academic achievement will be invited.

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)

Strategy/Activity 5

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

All Students

Strategy/Activity

Increase parent communication by updating the school website and posting the school events on Parent Square.

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)

Strategy/Activity 6

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

All Students

Strategy/Activity

Provide proactive communication with parents when student disciplinary action is warranted. Work closely with parents to change student behavior.

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)

Strategy/Activity 7

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

All Students

Strategy/Activity

Parent volunteers to be recognized during a special event at the end of the year.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The principal, counselor, and learning center staff greeted families at the front gates in the morning, usually with music playing to create a welcoming atmosphere. We used Parent Square to communicate from the district, office, and classroom levels. The principal had proactive communication with guardians regarding discipline. We held monthly assemblies and invited parents of students who were receiving recognition. Our Parents Club also put on Glow Dance and Movie Night. All events, including Art Show and Music Showcases, we very well attended by Dena Boer families.

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

One major difference from the intended implementation and actual was that we did not keep Facebook as updated as in the past. We rely on Parent Square as the main mode of communication. We reopened field trips, school events, and volunteering this year and our community has responded with high levels of participation.

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.

Next year, we want to look at a better way to celebrate and thank our parent volunteers.

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	$109,680
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$136,547.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$109,680.00
Title III	$23,040.00
Title IV Part A: Student Support and Academic Enrichment	$3,827.00

Subtotal of additional federal funds included for this school: $136,547.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $136,547.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	109,680	0.00
Title III	23,040	0.00
Title IV Part A: Student Support and Academic Enrichment	3,827	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	109,680.00
Title III	23,040.00
Title IV Part A: Student Support and Academic Enrichment	3,827.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,107.00
3000-3999: Employee Benefits	21,558.00
4000-4999: Books And Supplies	34,882.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	60,467.00
3000-3999: Employee Benefits	Title I	16,331.00
4000-4999: Books And Supplies	Title I	32,882.00
1000-1999: Certificated Personnel Salaries	Title III	18,140.00
3000-3999: Employee Benefits	Title III	4,900.00

1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	1,500.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	327.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,680.00
Goal 3	3,827.00
Goal 4	23,040.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

0 Other School Staff

4 Parent or Community Members

Name of Members	Role
Rosario Alejandres (ELAC Rep)	Parent or Community Member
Kiah Applegate	Parent or Community Member
Chrystal Orme	Parent or Community Member
Chelsie Leandro	Parent or Community Member
Stacy Anderson	Classroom Teacher
Amber Hudelson	Classroom Teacher
Jeri Keith	Classroom Teacher
Katie Biggs	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

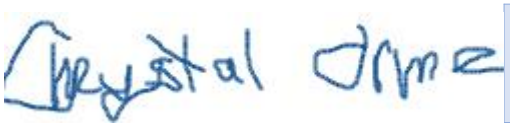
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/25/2023.

Attested:

Principal, Katie Biggs on 5/24/2023



SSC Chairperson, Chrystal Orme on 5/24/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

- Total Funds Budgeted 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.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019