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
Mildred Perkins Elementary	50-71266-0133660	5/26/2023	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

Mildred Perkin 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.

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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).

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). Our most current parent survey was completed in Spring 2022. According to the data over 95% of parents that completed the survey stated that Mildred Perkins Elementary School is a welcoming place where opportunities to support their child's learning are provided. According to the responses parents feel that parent teacher communication is a strength.

Classroom Observations

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

Frequent 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 during weekly classroom visits. 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 conduct frequent 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)

Our current state assessment results indicate that 32.04% of Mildred Perkins Elementary students Met/Exceeded Standards in Math, and 33.89% in English Language Arts. As a staff and in grade level teams we review assessment results and analyze our academic programs to identify strengths and needs. Data is disaggregated 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)

Mildred Perkins Elementary School teachers will monitor student progress via common assessments to analyze teaching and learning in the following ways:
Teachers utilize local and state assessments that have been designed to monitor progress of the Common Core using standards-based test questions. Teachers have access to quick and reliable feedback on how students are progressing towards Common Core grade level standards (Illuminate reports). Furthermore, teachers utilize curriculum-embedded, classroom-based assessment, local, state assessments and benchmark assessment results to evaluate effectiveness of instruction and program. Teachers analyze the data and adjust their classroom instruction and intervention groups to meet their students' academic needs. The assessment data also drives intervention curriculum. Students are grouped for reading and math intervention based on the results of their individual formative assessments and are shifted to different groups if their individual test results warrant it. In sum, classroom-based and curriculum-embedded assessments are administered and reviewed regularly by Mildred Perkins teachers using data driven conversations to derive information from their results helps to drive the focus of classroom instruction as well as the need and type of interventions needed at every grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every classroom at Mildred Perkins is staffed by a fully credentialed, highly qualified teacher per the requirements of the ESEA.

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

Every teacher at Mildred Perkins is fully credentialed and is properly authorized and assigned to teach in their content area. Professional Development has been provided to all teachers in the area of Mathematics, ELA and ELD. Professional learning in Early Literacy, ELA & mathematics, and NGSS science/engineering standards and integrated art.

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 the Capturing Kids Hearts approach and the Toolbox, Project by Dove Tail Learning
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

To aide classroom teachers in differentiating instruction for English Learners, each staff member is provided with an academic profile for each EL student assigned to his/her class. During teacher in-service sessions that are designated for analyzing student progress based on local assessments, staff members will specifically examine their EL students' academic progress. The Learning Center Teacher and Principal will meet each trimester to analyze EL student progress; results will be shared with the classroom teachers. To aide in addressing the needs of English learners, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently 100% of Mildred Perkins teachers hold their CLAD credential or its equivalent. Salida Union School District is presently in Program Improvement and has reserved funds for staff development accordingly, for District and site Staff.

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

During the 2022-2023 school year teachers will analyze student data from benchmark assessments using data driven conversations to develop instructional plans each trimester. Coaches from Stanislaus County of Education were provided. The coaches are Salida's content experts in math, literacy, etc. Teachers who are in their first and second year of teaching participate in the Induction Program and are assigned a support program provider.

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

Teachers meet weekly in their professional learning communities to collaborate, develop assessments and analyze results, determine instructional focus, and plan for timely intervention and enrichment. In addition, district grade level collaboration is embedded in Professional Development for Benchmark Advance ELA.

Teaching and Learning

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

Salida Union School District gives high priority to providing current textbooks and materials for our students. We follow the California Department of Education's seven-year adoption for curriculum and supplemental materials. At Mildred Perkins Elementary we have implemented the state-approved, district-adopted, standards-aligned English Language Arts Benchmark Advance, Eureka Mathematics, Discover Educaion Science and Studies Weekly Social Science curricula. Every child has access to the core curriculum. All classrooms are equipped with the necessary materials to teach reading, 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 as of September 12, 2022, each pupil in the district, in Kindergarten through fifth grade, has been provided with a standards - aligned textbook or basic instructional materials in each of the following areas:

English Language Arts (K- 5) Benchmark Advance ELA – California Edition (2017)
(TK) Ready to Advance ELA (2017)
Mathematics---- Eureka Math – A Story of Unit (2014)
Science---- Discovery Education CA Science (2018)
History-Social Science---- Studies Weekly (2018)
Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)

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

The school wide schedule meets the required minutes for ELA, Math, PE and ELD.

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

The district has developed a pacing schedule for the major work of the grade standards. Teachers have reviewed the schedule and collaboratively plan in grade-level teams to adhere to the pacing guide. Benchmark assessments are administered each trimester to monitor student progress towards mastery of the priority standards as listed on our pacing schedule.

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)

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

Reading/Language Arts, and Math standards-aligned, SBE-adopted core and intervention materials are used daily for classroom and learning center instruction and delivery of the core curriculum. Our Social Science and Science curriculum is SBE-adopted.

Opportunity and Equal Educational Access

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

Our grades TK-5 supplemental program for students at risk includes a primary emphasis on English Language Arts and mathematics. Students' current levels of achievement in both mathematics and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. The goal is to provide all students with high quality first teaching by qualified staff.

Below basic students in kindergarten through 5th grade receive Response to Intervention (RTI) in small group setting, with a credentialed teacher, teaching foundational skills in reading, language arts and math during school hours. Our after school program offers an hour of academic support during which students may complete homework assignments with some assistance from paraprofessionals.

Evidence-based educational practices to raise student achievement

Mildred Perkins Elementary has five goals outlined in the school plan. Three of the goals are designed to improve student achievement, one focuses on meeting the social/emotional needs of students, and the last goal addresses the need to increase communication and parent involvement. Research based instructional practices are focused on effective instruction and the use of formative assessments to guide instruction. Collaboration time is scheduled for teachers to monitor their students' learning and share effective instructional practices.

Parental Engagement

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

Our academic program is supported by all educational partners our learning community: parents, school staff, parents and administration. In addition to funding from our district, our Parents and Teachers Group polls our staff each year to determine and prioritize our site's needs. Our parent teacher group collects Box Tops for Education weekly and disburse the funds among the teaching staff for classroom supplies. The PTG sponsored a paper drive which resulted in over 600 reams of copy paper being donated to classrooms and the office. Our PTG and Student Body fund incentives for promoting reading, mathematics, and healthy character traits at our monthly awards assemblies.

Mildred Perkins will implement Watch DOGS (Dads of Great Students) which is designed to emphasize the importance of education and increase the opportunities for students to connect to positive male role models. The initial implementation steps have been taken and we are looking forward to fully implementing the program.

Mildred Perkins parents meet with teachers for parent teacher conferences two times per year. School Site Council and ELAC meet to review school site plans and provide input.

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)

Mildred Perkins' School Site Council, inclusive of ELAC, meets regularly to review and revise our site plan. The Council consists of parents, teachers, classified staff and the site administrator.

Funding

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

Title I and LCFF funds are used to fund the following support services: learning center, library, technology, early release PLC days every Wednesday, teacher supplies, copies, instructional materials to support under performing students and website maintenance. Our librarian coordinates Mildred Perkins' school-wide reading rewards program. Students in grades 2nd – 5th receive rewards for accumulated Accelerated Reader (test) points while students in the primary grades receive rewards for number of books read. The goal of our incentive program is to promote independent, extra-curricular reading which, research shows, improves students' reading skills. For our under-performing students in particular (English learners and socioeconomically disadvantaged students) the reading incentives provide a positive motivation and the (reading) materials necessary to practice reading skills beyond the classroom.

The SST/MTSS team meets as needed to discuss the needs and develop plans for struggling students. The SST/MTSS team also makes referrals to the student study team if necessary. The student study team meets each trimester; it consists of a teacher, the principal the student's classroom, teacher and parents. Our resource specialist, speech therapist, school nurse and counselor attend as needed. The team reviews and monitors academic standing and challenges of underachieving students. The team makes referrals for academic interventions and, if needed, testing for special education services.

In the learning center students who are not meeting grade-level standards as measured by benchmark, placement and classroom based assessments receive support on core academic subjects. The Resource Specialist, in collaboration with classroom teachers' schedules designates groups in ELA, ELD, and Math as prescribed by our master schedule for core instruction. In this manner, students have access to core curriculum with added support to meet their skill levels.

We utilize iReady Reading for Phonemic Awareness, phonics, vocabulary and comprehension, Eureka Math and other supplemental materials in addition to core curriculum, for our interventions.

Fiscal support (EPC)

The School Plan is supported through the use of local funding formula plans.

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 the SPSA. In addition, certificated and classified staff reviewed the actions and determined which practices to continue to modify.

Resource Inequities

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

After conducting a comprehensive needs assessment the data showed there were no resource inequities.

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	0.6%	%	0.74%	2		3
African American	5.5%	2.70%	2.47%	20	10	10
Asian	6.8%	7.30%	8.15%	25	27	33
Filipino	1.6%	1.62%	1.23%	6	6	5
Hispanic/Latino	58.7%	62.16%	61.23%	215	230	248
Pacific Islander	1.9%	1.62%	1.48%	7	6	6
White	18.9%	18.11%	15.8%	69	67	64
Multiple/No Response	3.0%	3.51%	4.94%	11	13	20
			Total Enrollment	366	370	405

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	64	89
Grade 1	71	61	57
Grade 2	64	65	62
Grade3	54	64	70
Grade 4	57	55	62
Grade 5	57	61	65
Total Enrollment	366	370	405

Conclusions based on this data:

1. According to the data Mildred Perkins Elementary had an increase of 4 students from the 2021-2022 school year to 2022-2023 school year.
2. The data reflects an increase in the Hispanic/Latino sub group of 0.07% and a decrease in our white subgroup of 2.31%
3. The data reflects that the Asian subgroup increase of .85%

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	102	103	91	27.90%	27.8%	22.5%
Fluent English Proficient (FEP)	10	13	21	2.70%	3.5%	5.2%
Reclassified Fluent English Proficient (RFEP)	2			2.0%		

Conclusions based on this data:

1. The English Learner Student Enrollment data reflects a a decrease of 5.3% form the 2021/2022 to the 2022/2023 school year.
2. The data reflects an increase of 1.7 in the Fluent English Proficient subgroup.
3. The data reflects that RFEP students decrease 2%

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	57	67		57	67		57	67		100.0	100.0	
Grade 4	41	59		40	58		40	58		97.6	98.3	
Grade 5	60	56		60	55		60	55		100.0	98.2	
All Grades	158	182		157	180		157	180		99.4	98.9	

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	2355.	2379.		5.26	4.48		19.30	22.39		15.79	32.84		59.65	40.30	
Grade 4	2431.	2433.		10.00	13.79		25.00	25.86		22.50	22.41		42.50	37.93	
Grade 5	2463.	2456.		8.33	5.45		21.67	30.91		31.67	18.18		38.33	45.45	
All Grades	N/A	N/A	N/A	7.64	7.78		21.66	26.11		23.57	25.00		47.13	41.11	

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	5.26	5.97		47.37	61.19		47.37	32.84	
Grade 4	10.00	6.90		55.00	65.52		35.00	27.59	
Grade 5	6.67	10.91		68.33	63.64		25.00	25.45	
All Grades	7.01	7.78		57.32	63.33		35.67	28.89	

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	3.51	1.49		43.86	61.19		52.63	37.31	
Grade 4	2.50	12.07		62.50	55.17		35.00	32.76	
Grade 5	6.67	14.55		51.67	49.09		41.67	36.36	
All Grades	4.46	8.89		51.59	55.56		43.95	35.56	

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	3.51	2.99		77.19	77.61		19.30	19.40	
Grade 4	0.00	8.62		82.50	70.69		17.50	20.69	
Grade 5	6.67	7.27		70.00	72.73		23.33	20.00	
All Grades	3.82	6.11		75.80	73.89		20.38	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	7.02	2.99		59.65	65.67		33.33	31.34	
Grade 4	10.00	10.34		75.00	65.52		15.00	24.14	
Grade 5	6.67	9.09		75.00	63.64		18.33	27.27	
All Grades	7.64	7.22		69.43	65.00		22.93	27.78	

Conclusions based on this data:

1. An analysis from the data indicates that approximately 33.88 % of students at Mildred Perkins Elementary School met or exceeded the ELA CAASPP which is an increase of 4.58% from previous year. The data also indicates that 25% of students nearly met standards. 41.11% of students did not meet standards which was a 4.59% decrease from the prior year. Mildred Perkins is at 13 points below standard which is at level 3. The data shows that English Learners and SED students scored lower than our white subgroup.
2. The data reflects that 71.11% of students scored at Near, Met or Above standard in reading. In the writing claim students scored 64.45% at Met/Near and Above standard. The Listening claim shows 80% of students scoring Near/Met and Above standard band. 72.22% of students scored at Near/At and above standard in the Research Inquiry claim. An area of focus is Research/Inquiry.
3. To increase student achievement teachers will continue to provide intervention through small group instruction and participate in professional development provided at the district and site level.

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	57	67		57	67		57	67		100.0	100.0	
Grade 4	41	59		40	59		40	59		97.6	100.0	
Grade 5	60	56		60	55		60	55		100.0	98.2	
All Grades	158	182		157	181		157	181		99.4	99.5	

* 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	2376.	2402.		10.53	8.96		15.79	28.36		15.79	25.37		57.89	37.31	
Grade 4	2430.	2437.		10.00	11.86		20.00	25.42		30.00	27.12		40.00	35.59	
Grade 5	2440.	2443.		6.67	9.09		10.00	10.91		26.67	27.27		56.67	52.73	
All Grades	N/A	N/A	N/A	8.92	9.94		14.65	22.10		23.57	26.52		52.87	41.44	

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	12.28	16.42		40.35	56.72		47.37	26.87	
Grade 4	12.50	22.03		45.00	35.59		42.50	42.37	
Grade 5	6.67	5.45		38.33	40.00		55.00	54.55	
All Grades	10.19	14.92		40.76	44.75		49.04	40.33	

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	8.77	13.43		36.84	53.73		54.39	32.84	
Grade 4	12.50	8.47		45.00	52.54		42.50	38.98	
Grade 5	3.33	5.45		46.67	45.45		50.00	49.09	
All Grades	7.64	9.39		42.68	50.83		49.68	39.78	

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	12.28	10.45		56.14	64.18		31.58	25.37	
Grade 4	7.50	8.47		57.50	59.32		35.00	32.20	
Grade 5	5.00	3.64		56.67	58.18		38.33	38.18	
All Grades	8.28	7.73		56.69	60.77		35.03	31.49	

Conclusions based on this data:

1. Data indicates that 58.56% of all students tested nearly met, met or exceeded standards on the Mathematics CAASPP. English Learners and Socially Economically disadvantaged students scored lower than our white subgroup. Math performance improved over all 11.42 percentage points. The distance from met is 34.1 points (level 3). Third grade had the highest number of Students scoring at/Near or Above standard.
2. The data revealed that demonstrating ability to support mathematical conclusions had the highest percentage of students scoring at Above Standard.
3. Teachers and administration will continue to receive professional development in the area of Mathematics. UDL and learning center support will be developed to address the needs of students.

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	1413.2	1427.5		1427.9	1428.2		1378.4	1425.5		19	15	
1	1442.7	1449.6		1453.9	1452.6		1430.7	1446.0		20	16	
2	1473.7	1500.2		1479.6	1496.5		1467.1	1503.3		22	19	
3	1456.0	1469.6		1456.7	1474.2		1454.6	1464.6		15	23	
4	1477.6	1461.1		1487.1	1457.4		1467.6	1464.4		12	16	
5	1535.0	1517.1		1531.2	1520.7		1538.4	1513.0		16	15	
All Grades										104	104	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.79	20.00		21.05	20.00		36.84	46.67		26.32	13.33		19	15	
1	5.00	12.50		25.00	18.75		60.00	62.50		10.00	6.25		20	16	
2	0.00	15.79		59.09	68.42		31.82	15.79		9.09	0.00		22	19	
3	0.00	0.00		20.00	34.78		33.33	43.48		46.67	21.74		15	23	
4	0.00	6.25		25.00	18.75		50.00	43.75		25.00	31.25		12	16	
5	25.00	13.33		43.75	46.67		25.00	33.33		6.25	6.67		16	15	
All Grades	7.69	10.58		33.65	35.58		39.42	40.38		19.23	13.46		104	104	

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	15.79	13.33		36.84	20.00		36.84	53.33		10.53	13.33		19	15	
1	20.00	12.50		35.00	37.50		35.00	43.75		10.00	6.25		20	16	
2	18.18	31.58		59.09	57.89		18.18	10.53		4.55	0.00		22	19	
3	0.00	30.43		46.67	26.09		6.67	30.43		46.67	13.04		15	23	
4	16.67	12.50		50.00	37.50		33.33	31.25		0.00	18.75		12	16	
5	31.25	40.00		56.25	53.33		6.25	0.00		6.25	6.67		16	15	
All Grades	17.31	24.04		47.12	38.46		23.08	27.88		12.50	9.62		104	104	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	13.33		10.53	26.67		47.37	40.00		31.58	20.00		19	15	
1	0.00	6.25		15.00	31.25		55.00	31.25		30.00	31.25		20	16	
2	0.00	5.26		45.45	68.42		31.82	26.32		22.73	0.00		22	19	
3	0.00	4.35		0.00	0.00		26.67	60.87		73.33	34.78		15	23	
4	0.00	0.00		0.00	12.50		50.00	37.50		50.00	50.00		12	16	
5	12.50	0.00		31.25	26.67		43.75	33.33		12.50	40.00		16	15	
All Grades	3.85	4.81		19.23	26.92		42.31	39.42		34.62	28.85		104	104	

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	15.79	20.00		63.16	53.33		21.05	26.67		19	15	
1	15.00	31.25		70.00	68.75		15.00	0.00		20	16	
2	27.27	42.11		68.18	52.63		4.55	5.26		22	19	
3	6.67	30.43		53.33	56.52		40.00	13.04		15	23	
4	25.00	25.00		66.67	56.25		8.33	18.75		12	16	
5	37.50	13.33		56.25	86.67		6.25	0.00		16	15	
All Grades	21.15	27.88		63.46	61.54		15.38	10.58		104	104	

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	15.79	26.67		68.42	53.33		15.79	20.00		19	15	
1	15.00	6.25		75.00	56.25		10.00	37.50		20	16	
2	18.18	52.63		77.27	42.11		4.55	5.26		22	19	
3	13.33	39.13		53.33	43.48		33.33	17.39		15	23	
4	16.67	12.50		58.33	43.75		25.00	43.75		12	16	
5	37.50	73.33		62.50	13.33		0.00	13.33		16	15	
All Grades	19.23	35.58		67.31	42.31		13.46	22.12		104	104	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	13.33		68.42	66.67		26.32	20.00		19	15	
1	10.00	18.75		55.00	68.75		35.00	12.50		20	16	
2	4.55	5.26		63.64	94.74		31.82	0.00		22	19	
3	0.00	4.35		26.67	39.13		73.33	56.52		15	23	
4	0.00	0.00		33.33	43.75		66.67	56.25		12	16	
5	12.50	0.00		75.00	53.33		12.50	46.67		16	15	
All Grades	5.77	6.73		55.77	60.58		38.46	32.69		104	104	

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	15.79	26.67		36.84	60.00		47.37	13.33		19	15	
1	0.00	6.25		70.00	81.25		30.00	12.50		20	16	
2	4.55	26.32		72.73	73.68		22.73	0.00		22	19	
3	0.00	0.00		46.67	78.26		53.33	21.74		15	23	
4	0.00	0.00		50.00	50.00		50.00	50.00		12	16	
5	12.50	20.00		75.00	53.33		12.50	26.67		16	15	
All Grades	5.77	12.50		59.62	67.31		34.62	20.19		104	104	

Conclusions based on this data:

1. Data reveals that 10.58% of student scored at a level 4 and 35.58% of students scored at a level 3. Data also reveals that 13.46 % and 40.38% of students scored 1 and 2 respectively.
2. Overall EL students continue to need support in acquiring English language skills. The integrated ELD component of the Benchmark Advanced ELA curriculum is beneficial to students.
3. Designated ELD for newcomers and students earning level 1 or 2 is beneficial.

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**
370	**78.1**	**27.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mildred Perkins Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	103	27.8
Foster Youth		
Homeless	6	1.6
Socioeconomically Disadvantaged	289	78.1
Students with Disabilities	33	8.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.7
American Indian		
Asian	27	7.3
Filipino	6	1.6
Hispanic	230	62.2
Two or More Races	13	3.5
Pacific Islander	6	1.6
White	67	18.1

Conclusions based on this data:

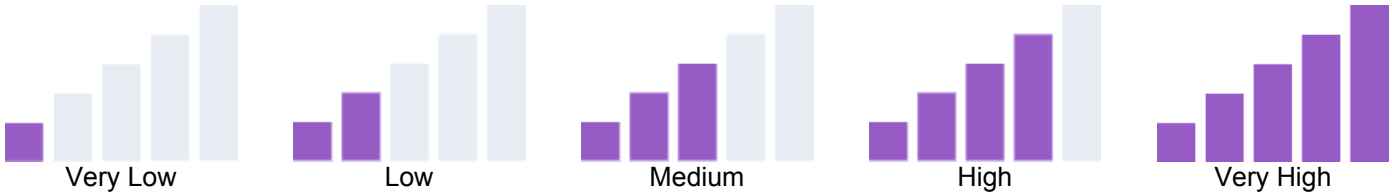
1. The data indicates that 78.1% of students at Mildred Perkins are Socially Economically disadvantaged. 27.8% of the student population are English Learners. Students with disabilities make up 8.9% of the population.
2. At Mildred Perkins .0% of the total student population are Foster Youth.
3. At Mildred Perkins Elementary 2.7% of students are African American, 18.1% are white and 62.2% are hispanic.

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: Medium		

Conclusions based on this data:

1. Chronic absenteeism is an area of focus particularly the Students with Disabilities subgroup. Mildred Perkins Attendance team will continue to refine tier two and three interventions to reduce chronic absenteeism.
2. Suspension rate: Positive behavior interventions continue to be refined to address student behaviors.

3. ELA: Mildred Perkins Elementary increased significantly (10 points) Mathematics: Maintained 12 points.

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.

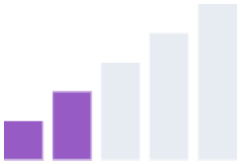
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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	
46.1 points below standard	63.3 points below standard	
163 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	53.1 points below standard	149.5 points below standard
	133 Students	26 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 0 Students	No Performance Level 42.8 points below standard 14 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 51.2 points below standard 97 Students	No Performance Level 3 Students	No Performance Level 2 Students	Low 35.4 points below standard 31 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**
81.7 points below standard 45 Students	7 Students	39.1 points below standard 109 Students

Conclusions based on this data:

1. All Students Group increased points 10.2 points. Overall all students scored 10 points below standard.
2. Data indicates that English Only students (109 students) maintained 1.5 points and scored 10 points below standard, current English learners increased 5 points and scored 50.5 points below standard. Socially Economically disadvantaged increased .6 points and scored 26.6 points below standard and students with disabilities declined 7.7 points and scored 101.5 points below standard, the white subgroup increased significantly 30.7 points and scored 13.6 points below standard.
3. ELA gap continues to exist between white subgroups and the subgroups mentioned.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

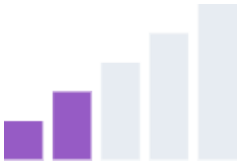
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	0

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	
53.1 points below standard	75.7 points below standard	
163 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	60.6 points below standard	159.2 points below standard
	133 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 0 Students	No Performance Level 42.6 points below standard 14 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 60.7 points below standard 97 Students	No Performance Level 3 Students	No Performance Level 2 Students	Low 25.8 points below standard 31 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**
84.2 points below standard 45 Students	7 Students	43.8 points below standard 109 Students

Conclusions based on this data:

1. Over all data indicates that ALL Students increased 12 points and scored 32.2 points below standard.
2. Data indicates that English Learners increased significantly 25.8 points. The Socially economically disadvantaged subgroup increased 4.6 points and scored 44.4 points below standard. Students with disabilities declined 8.1 points and scored 123.2 points below standard.
3. The data indicates that Current English Learners increased 16.8 points, Reclassified English Learners scored 20.9 points above standards and English Only subgroup increased 5.3 points and scored 32.1 points below standard.

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

Medium

54.2 making progress towards English language proficiency

Number of EL Students: 83 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.0%	33.7%	1.2%	53.0%

Conclusions based on this data:

1. The data indicates that 54.2% of students are making progress towards English Language Proficiency.
2. The data above shows that 12% of students decreased one ELPI level, 33.7% maintained ELPI levels 1, 2L, 2H, 3L or 3H, 1.2% maintained ELPI level 4 and 53% progressed at least one ELPI level.
3. N/A

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

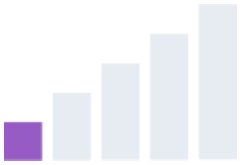
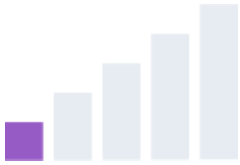
Very High	High	Medium	Low	Very Low
5	1	0	0	0

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	
36.5% Chronically Absent	27.4% Chronically Absent	
405 Students	117 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	39.1% Chronically Absent	35.6% Chronically Absent
8 Students	312 Students	45 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
41.7% Chronically Absent	Less than 11 Students	13.3% Chronically Absent	Less than 11 Students
12 Students	2 Students	30 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
40.6% Chronically Absent	32.1% Chronically Absent	Less than 11 Students	33.3% Chronically Absent
249 Students	28 Students	6 Students	72 Students

Conclusions based on this data:

1. The data indicates that overall chronic absenteeism decreased by 2%.
2. English learners maintained -.4 points, Socially Economically Disadvantaged and Hispanic Subgroups declined -2.9 and -1.2 respectively. Students with disabilities increased 6.2%.
3. Mildred Perkins will continue to refine the prevention and intervention strategies in place to decrease chronic absenteeism.

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).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

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	1	5

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.

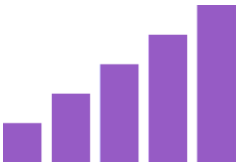
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.5% suspended at least one day	0% suspended at least one day	Less than 11 Students
421 Students	119 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0.3% suspended at least one day	0% suspended at least one day
8 Students	327 Students	46 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
18 Students	3 Students	30 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Low	No Performance Level	No Performance Level	Very Low
0.8% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
257 Students	28 Students	6 Students	73 Students

Conclusions based on this data:

1. Students with disabilities and social economically disadvantaged students suspension rates declined -.70 and 2.6% respectively. Hispanic suspension rate declined -.6
2. Positive Behavior and Intervention Supports (PBIS) have been put in place to reduce the number of suspensions at Mildred Perkins Elementary.
3. All groups declined in the number of suspensions by 6 points.

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 in 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

Mildred Perkins Elementary will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and common core aligned assessment.

Identified Need

The staff at Mildred Perkins Elementary School believes that all students can and will make gains each academic year. We expect to see measurable growth and thus meeting standards from all students including the following sub-groups: English Language Learners, Socio-Economically Disadvantaged Students, and Special Education Students proficiency in English Language Arts by June 2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard English Language Arts	Baseline: Fall 2023 ALL-46.1 points below standard; Low EL-63.3 points below standard; Low SED-53.1 points below standard; Low SWD-149.5 points below standard; No Performance Level	Increase by 3 points to yellow (ALL, SED, EL) Increase by 15 points or more SWD
3rd grade - Lexile Levels (520L to 820L)	Baseline: 2020-2021 47% of 3rd grade students meeting the Lexile range expectations in reading Outcome: 2022-2023 60% of 3rd grade students meeting the Lexile range expectations in reading	Increase number of proficient 3rd grade students by 10%.

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 will be served by this activity.

Strategy/Activity

Provide staff development opportunities focused on refining and monitoring progress towards good first instruction. Analyze common formative assessments to help identify areas where improvements can be made and to measure progress. This approach will help us provide consistent, high-quality instruction to all students. By focusing on good first instruction and ensuring that the core curriculum is being implemented with fidelity, we can help all students achieve success.

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 will be served by this activity.

Strategy/Activity

Each grade level will will receive push in support for small group reading time five days a week. for an hour. The reading sessions is where students read books at their instructional level in a small group setting. The teacher provides guidance, support, and scaffolding as students practice reading strategies. Tier 2 students will receive an extra does of small group Instruction instruction focused on specific reading skills that students are struggling with, such as phonics, fluency, comprehension, or vocabulary. Tailor the instruction to meet the needs of the students in the group.

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)
61,114	Title I 1000-1999: Certificated Personnel Salaries
	Title I 2000-2999: Classified Personnel Salaries

17,662	Title I 4000-4999: Books And Supplies
16,473	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 will be served by this activity.

Strategy/Activity

Disciplined Implementation of Instructional Focus - Continue and refine Intensive instruction to provide support for students performing 2 or more levels below grade but not qualified for special education services. Tier 3 instruction will be provided to students in addition to core instruction using Learning Support Team. Every day 30-40 minutes will be assigned to each grade level for push in support.

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 will be served by this activity.

Strategy/Activity

To personalize learning and differentiate instruction in first through fifth grades, students will access i-Ready and a minimum of 45 minutes per week and pass lessons with 70% accuracy or higher.

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)

1st to 5th grade students

Strategy/Activity

Our plans to enhance our approach to analyzing student data and planning intervention and enrichment. To achieve this goal, we will be scheduling weekly and monthly Professional Learning Communities (PLCs) where we will work together to analyze student data and plan appropriate interventions and enrichment opportunities.

During these PLCs, we will be guided by the four questions that support the implementation of Common Core State Standards. These questions are:
What do we want students to learn?
How do we know if they learned it?
What do we do if they learned it?
What do we do if they didn't learn it?

By asking these questions and working collaboratively, we can ensure that all students receive the support they need to achieve success.

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, EL, SWD and SED students will be served in this activity.

Strategy/Activity

Schoolwide staff development and professional development on first good instruction, integrated ELD strategies and Universally Design for Learning (UDL) planning 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)

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.

Throughout the year, we have worked to refine this program and make it even more effective for our students.

In particular, we focused on K through 3rd grade and implemented levelized in-school reading utilizing the district adopted curriculum. All students were assessed and placed based upon multiple measures, and all teachers and Learning Center assistance were trained and provided with program coaching and feedback on effective delivery.

In addition, students below grade level in 1st-3rd grade were targeted for reading intervention during the school day with paraprofessionals. Progress monitoring was analyzed regularly, and placements of students were revised when needed.

The Administrator and Learning Director targeted students based upon iReady data and running records for additional interventions provided after school at various grade levels. EL students were also provided additional opportunities for designated language support.

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.

One of our key areas of focus has been K through 3rd grade, where we have implemented levelized in-school reading utilizing the district adopted curriculum. We have assessed all students and placed them based upon multiple measures, and we have provided all teachers and Learning Center Assistance with training and coaching on effective program delivery.

We have also targeted students below grade level in 1st-3rd grade for reading intervention during the school day with paraprofessionals. We have regularly analyzed progress monitoring data and revised student placements when needed to ensure they receive the support they need.

Furthermore, the Administrator and Learning Director have targeted students based upon iReady data and running records for additional interventions provided after school at various grade levels. EL students have also been provided with additional opportunities for designated language support.

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 fosters student engagement.

Goal 2

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

Identified Need

Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Suspension Rate	Baseline: Fall 2022 ALL-0.5% suspended at least once (Very Low) EL-0% suspended at least once (Very Low) SED-.3% suspended at least once (Very Low) SWD-0% suspended at least once (Very Low)	Maintain; Very Low Status Blue
California Dashboard - Chronic Absenteeism Rate	Baseline: Fall 2022 ALL-36.5% chronically absent (Very High) EL-27.4% chronically absent(Very High) SED-39.1% chronically absent(Very High) SWD-35.6% chronically absent (Very High)	Decrease chronic absenteeism rate by 3% or greater to yellow.
Student Survey Results - March 2019, grades 3,4 and 5.update	March 2023, grades 3, 4, & 5 - 195 students participated in the survey (Update)	From the Survey Data, we will focus on: Update

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	72% of students in In Person learning state that they are a getting all the help they need. 44% reported being happy with time being spent like PE, Music and Art. Positive Responses - STEAM Day activities, 90.24% like the Lunch time activities (52.9% participate), 44.67% think school site is kept clean, 29.17% think restrooms are kept clean, 72% feel students treat each other with respect, 71% feel students help each other even if they are not friends, 85% feel they belong (am accepted and liked) at school, 88% feel they get to be creative and use their abilities at school,70% feel students help decide things, like activities and rules, 86% feel they have 1 or more adult to talk to about a problem.	Increasing participation in Lunch Time Activities to 55% Improving the cleanliness of school, especially restrooms to 40% Increase percentage of students who feel students treat each other with respect and help each other (even if they are not friends to 75% Maintain and increase the percentage of students who feel they have 1 or more adult to talk to about a problem to 93%

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

Implementation of Tier One behavioral interventions including identification of clear schoolwide behavioral expectations and teaching social skills to students in grades TK-5th.

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

Develop and refine Tier Two and Three positive behavioral interventions to address students' social emotional and behavioral needs. Refine existing process to identify and refer students to Tier Two and three interventions.

Proposed Expenditures for this Strategy/Activity

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

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 One, Two and Three interventions to address/ increase student attendance and reduce truancy rates. Hold weekly meetings to monitor student attendance and implement tiered interventions as needed. Implement school-wide attendance incentive programs.

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

Provide all students with Physical Education and instruction on nutrition and wellness. In addition, Physical Education teachers will direct lunch activities one time per week.

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

Integrated music and Movement Education for all 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)

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

Positive referral system will be established. Staff will refer students to the office to reward and recognize positive 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

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Every six weeks students will participate in an all day of STEAM. Inquiry instruction that encourages active (often hands-on) experiences that support building understanding and vocabulary, critical thinking, problem solving, communication, and reflection. Components include art, math, engineering, technology and science. STEAM days empower our students wo ask thought proving questions that promote creativity and exploration and to connect their problem-solving to real-world solutions.

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 9

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 PBIS rewards students where students are able to receive points when they are showing the three R's (Respectful, Responsible and Readiness) when they accumulate points they can purchase gifts from the PBIS store.

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)

Strategy/Activity

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.

Professional Development was offered to staff members regarding the importance of using Restorative Practices as well as provision of quality service to the community and to each other. Positive Behavior Intervention and Supports (PBIS) strategies were implemented and used by Mildred Perkins staff members. Teachers and students reviewed and recited the three R's (respectful, responsible and ready) on a daily basis to communicate behavior expectations. Students were awarded Launching Leader tickets and Rocket Bucks when they exhibited positive behavior. The PBIS team consistently reviewed and analyzed data about incidents. PBIS Team discussed how we can support students to reduce office referrals and suspensions . Some of the strategies that staff believed helped to foster our aim were the daily shout outs, structured play, shout outs of positive student behavior, monthly student of the month assemblies, game room open on Fridays.

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 and/or the budgeted expenditures to 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 expectation is for teachers to use the 12 Tools to help teach positive behaviors to students and implement the PBIS Rewards system. In addition, upon return to school, 12 Tools Teaching strategies will be used with fidelity with the goal of school-wide implementation for the 2022-2023 school year. School will continue implementing strategies that promote positive behavior and develop character traits in students.

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 program for students identified as ELs, long-term ELs or at risk of failure.

Goal 3

Increase the number of EL students who demonstrate annual progress towards English proficiency as measured by ELPAC.

Identified Need

English Learner Progress Indicator from CA Dashboard indicates a need to focus on receptive and productive language for English Learners who have decreased 1 ELPI level.
Data indicates that K-5th English Learners need intensive differentiated small group support in acquiring academic vocabulary in the areas of literacy, writing, and numeracy.
ELPAC assessment data shows that TK-5th teachers need additional coaching with implementing EL strategies, language objectives, and ELD routines. Smarter Balance assessment data shows that English Learners and Reclassified Learners need additional small group support to meet grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - English Learner Progress Indicator (ELPI) ELPAC Summative Assessments	Baseline: Fall 2022 ELPI - 54.2% making progress towards English language proficiency (MEDIUM) 83 students 53% EL students progressed at least one ELPI level 1.2% maintained ELPI level 33.7% maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H) 12% decreased at least one ELPI Level. Baseline: What year is this???	83 students will increase or maintain scores in level 3 or 4 on the ELPAC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELPAC Scores Level 4 Well Developed 33.3% (25 students) Level 3 Moderately Developed 28.7% (28 students) Level 2 Somewhat Developed 10.7% (7 students) Level 1 Beginning Stage 17.3% (12 students) Outcome:	

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

Teachers will provide daily designated and integrated ELD using Benchmark component 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

Teachers will differentiate learning materials and activities to accommodate various English proficiency levels within the small group. Use visuals, real-life examples, graphic organizers, and other scaffolds to support comprehension and engagement.

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

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)

Strategy/Activity

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)

Will impact all identified EL students

Strategy/Activity

Teachers will participate in local and county level staff development as professional development opportunities for Universal Design for Learning (UDL) focused on barriers to learning, flexible methods and flexible assessments.

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

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 English Learners

Strategy/Activity

Learning Director will communicate with grade level teams, twice by trimester to analyze EL student progress and proficiency.

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)

Identified English Learners

Strategy/Activity

Tier 2 who are struggling with English language proficiency will receive Academic Language Instruction: Teachers will explicitly teach academic language skills necessary for content area learning, such as academic vocabulary, reading comprehension strategies, and writing conventions. Help students understand and use language specific to various subject areas.

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)
18,334	Title III 1000-1999: Certificated Personnel Salaries
4,942	Title III 3000-3999: Employee Benefits

Strategy/Activity 7

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

Strategy/Activity

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)

Strategy/Activity

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.

By providing our students with integrated English Language Development (ELD) instruction. By using the state-adopted ELD standards in tandem with the state-adopted academic content standards and integrated curriculum, we provided our English Language Learners (ELLs) with a valuable opportunity to learn English while also mastering academic content.

By incorporating ELD instruction into our curriculum, you are helping to ensure that all students, regardless of their language proficiency, have equal access to the curriculum and can participate fully in classroom discussions and activities.

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.

By implementing UDL strategies, we are working on creating a more inclusive and equitable learning environment that supports the success of all students.

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 & Two Way Communication

LEA/LCAP Goal

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

Goal 4

Mildred Perkins Elementary School will increase the connections to families and the community to increase academic support for all students.

Identified Need

Maintain ratings at 90% or above. Mildred Perkins will continue to foster parent engagement with an emphasis on authentic parent involvement, culturally responsive teaching, and opportunities to connect with school through family-friendly activities and parent education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey data 2022-2023 Parent teacher conference attendance data School events attendance	2022 Fall Parent/Student Survey Data (51 Surveys completed): 93.% students feel safe always or almost always, 91% parents feel the school provides a feeling of care and trust, 96% feel their child feels connected to at least 1 adult on campus, 98% feel their child is treated with respect by adults at school, 98% feel as a parent/guardian are treated respectfully by school staff, 97% feel their child uses technology to enhance their learning. 84% feel the school keeps them well informed about student and parent activities and events.	Maintain positive responses to Parent/Student Survey regarding positive school culture, communication and support services. Increase the Parent/Teacher Conference attendance to 96%. Maintain high parent attendance at school events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12% are involved in school or district committees, 100% of parents find all communication methods useful or very useful.	

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 dismissals, 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 Parent Square Tool to communicate and keep parents informed about important events.

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

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 and Teachers Group to plan and facilitate community events: i.e. Movie Night, school-wide dances, Talent Show, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Monthly Awards and Recognition assemblies scheduled and facilitated.
Parents of students being recognized for attendance, behavior and academic achievements 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 monthly newsletters for the 2023/2024 school 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)

Strategy/Activity 6

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

All Kindergarten students

Strategy/Activity

Kindergarten Orientation on first day of school.

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

Positive Calls from Principal - Teacher recognize students for exhibiting positive character or academic performance. Principal contacts parents via phone messages.

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

Proactive communication with parents in cases where student disciplinary action is warranted. Working 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 9
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 will 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.

By implementing the UDL framework it provides a blueprint for creating a more inclusive and equitable learning environment that meets the needs of all students, regardless of their learning style, ability, or background. By implementing UDL strategies, we can create a more inclusive and equitable learning environment that supports the success of all students.

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 and/or the budgeted expenditures to 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.

Coffee with the Principal and Counselor three times a year to go over the 12 tools to promote positive behavior and how to address challenging behaviors at school and home.

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 5

Mildred Perkins Elementary School will increase student's academic achievement through the implementation of effective instructional practices, challenging and engaging curriculum, and Common Core State Standards aligned assessments.

Identified Need

School data indicates a continued need to concentrate on student achievement in mathematics across all groups, with an emphasis on meeting students at their current level and moving them forward with effective first instruction and tiered supports. The staff at Mildred Perkins Elementary School believes that all students can and will make gains each academic year. We expect to see measurable growth from the following sub-groups: English Language Learners, Socioeconomically Disadvantaged Students and Special Education Students proficiency in area of mathematics by June 2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Mathematics	Baseline: Fall 2022 ALL-53.1 points below standard (Low) EL-75.7 points below standard (Low) SED-60.6 points below standard (Low) SWD-159.2 points below standard (Low)	Increase by 3 points to yellow (ALL, SED, EL) Increase by 15 points or more 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

Formative assessment and feedback: Implement regular formative assessments to monitor student progress, provide timely feedback, and identify areas of improvement.

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 and refine Tier 2 small group instruction to provide strategic instruction in support of core curriculum. Tier 2 instruction will be provided to students performing below grade level or requiring specific skill development. Learning Center Team will provide push-in support five days a week. There will be an education specialist to support teachers/SWD 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)

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

Hands-on and inquiry-based learning: Incorporate manipulatives, real-life examples, and problem-solving tasks to engage students actively in the learning process. Monitor the use of core curriculum with the fidelity in classrooms, providing Tier 1 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 i 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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To personalize learning and differentiate instruction in first through fifth grades, students will access ZEARN and iReady aligned with core 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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Differentiated instruction: Tailor instruction to meet the diverse needs of students by providing varying levels of difficulty, additional support, or enrichment 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.

Based on the progress monitoring, unit assessments, and results from the CAASPP (California Assessment of Student Performance and Progress), it was observed that gains were made in all student groups. This indicates that the strategies was effective in improving student achievement.

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 and/or the budgeted expenditures to 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.

Professional development, provided by the district, will be ongoing throughout the year. PLC's will focus on the instructional design, diagnostic assessments, pre/post assessments, student engagement. In addition, strategies and pacing will be addressed to ensure effectiveness during distance learning. With the implementation of Eureka math curriculum side by side coaching, monthly support along with the administration of assessments that match CAASSP testing, will be utilized.

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	$95,249
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,352.00

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	$95,249.00
Title III	$23,276.00
Title IV Part A: Student Support and Academic Enrichment	$3,827.00

Subtotal of additional federal funds included for this school: $122,352.00

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: $122,352.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	95,249.00
Title III	23,276.00
Title IV Part A: Student Support and Academic Enrichment	3,827.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,948.00
3000-3999: Employee Benefits	21,742.00
4000-4999: Books And Supplies	19,662.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	61,114.00
3000-3999: Employee Benefits	Title I	16,473.00
4000-4999: Books And Supplies	Title I	17,662.00
1000-1999: Certificated Personnel Salaries	Title III	18,334.00
3000-3999: Employee Benefits	Title III	4,942.00
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	95,249.00
Goal 2	3,827.00
Goal 3	23,276.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Tara Maring	Principal
LeeAnn Dismuke	Parent or Community Member
Sophia Espinoza	Other School Staff Parent or Community Member
Susan Velazquez	Parent or Community Member
Vanessa Valdez	Parent or Community Member
Laura Domingos	Classroom Teacher
Anna Yardy	Classroom Teacher
Mary Markkula	Classroom Teacher
Juana Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

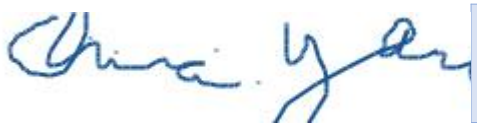
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 5/23/2023.

Attested:

Principal, Tara Maring on 5/30/2023



SSC Chairperson, Anna Yardy on 5/30/2023

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/

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