School Year: **2022-23**

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
Wade Thomas Elementary	CA	3/27/23	

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)

Additional Targeted Support and Improvement

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.

n/a

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).

> We are in our second year of using Panorama to survey students and parents/guardians. The survey covers School Climate, Sense of Belonging, School Safety, Teacher-Student Relationships, and Valuing of School.

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

> Formal and informal observations are conducted on a daily basis. A summary of my observations include:
> Teachers are deepening their literacy instruction using a balance of high-leverage reading instructional strategies that include elements of both Balanced and Structured literacy.
> Teachers are implementing the District-wide Bridges in Mathematics program alongside math talks and problem-based activities that engage all students through differentiated instruction.
> Teachers are using Mystery Science and inquiry-based practices for instruction aligned with NGSS science standards.
> Teachers are integrating multiple perspectives into their social studies curriculum.
> Teachers are integrating equity-based books, lessons, activities, and culturally responsive practices.
> Teachers are differentiating their instruction through 1-1 conferring, small group instruction, and independent research/inquiry projects.
> Teachers are utilizing technology to support instruction when available.
> Teachers are using both formative and summative assessments and analyzing data within our new assessment management system to guide instruction.
> School-wide SEL is integrated into classrooms.
> Teachers are implementing mindfulness activities.

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)

The District calendar is established to provide a minimum day on Wednesday in order to provide opportunities for staff to meet in grade-level teams. The teachers meet to analyze data, set goals for instruction and intervention strategies, discuss teaching strategies, and set grade level goals and curriculum scope and sequence.

The District uses a variety of multiple measures to assess students' abilities and uses the results of these measures to plan instruction and interventions for students. Grades K-8 use Fountas & Pinnel Benchmarks and/or Scholastic Reading Inventory and Phonics Inventory to determine a student's reading level. In math, teachers use summative and formative assessments to assess student growth and inform teaching. The District has developed a rubric for reclassification of EL students using Fountas
& Pinnel or SRI data. WE have also piloted a reading screener (DIBELS). These students are progress-monitored for two years to ensure their continued growth.

CAASPP data will be used to establish benchmarks for the school. The new adaptive testing tools are providing opportunities for both instruction and evaluation. We are focusing on ensuring the students are comfortable with the testing format and will be providing more instruction in how to navigate and use the tools provided in the tests. State data from the CAASPP and the ELPAC will be used in conjunction with performance data obtained through multiple measures and student observation in order to plan instruction and meet student needs.

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

Teachers use informal observation, anecdotal information from conferring with students regularly during reader's workshop, and curriculum-embedded benchmarks to guide and differentiate instruction for all students; both students requiring interventions and those that are high performing and require opportunities for acceleration and enrichment. Teachers use department and grade-level team meetings to problem-solve and plan instruction. The school has an Integrated Service Team and Student Study Team model in place in order to support general education teachers in developing Multi-Tiered System of Support with goals and progress monitoring for students of concern.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the District meet the requirement for being highly qualified.

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

All the site teachers have appropriate credentials. Throughout the year, teachers receive professional development provided by the District and occasional third-party professional development targeted for specific needs. In addition, the District has established an Instructional Leadership Team who are working collaboratively with school administration to provide support to peers in all aspects of the curriculum. Teachers also receive coaching on Tier I classroom strategies from our MTSS coaches.

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

RVSD has established a professional development calendar to ensure teachers have access to professional development aligned with assessment results in the core curricular areas and identified needs to support the Common Core State Standards. In English Language Arts, they have access to training in components of a Structured and Balanced literacy. Teachers receive coaching in Common Core English Language Arts and Math instruction from our instructional coaches. In addition, teachers have the opportunity to attend training based on specific content area needs. For example, Behavioral Strategies for Students with ADHD, High-Impact English Language Development, and STEM (Integrated Technology Engineering and Math Science) to deepen content knowledge and pedagogy to promote education aligned to the Common Core State Standards in English Language Arts, Mathematics and Next Generation Science Standards (NGSS). The District also supports teachers by providing opportunities for them to personalize their learning by developing a professional development plan to earn continuing education units (CEUs).

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

The District has a variety of supports for teachers. For new teachers, the District provides Induction mentors. The District has established a team of teacher leaders (D-LITE) to support instruction and set the professional development mission and goals. MTSS coaches provide 1:1 and full-staff professional development on Tier I strategies. Site staff meetings are used for weekly professional development on high-leverage and culturally responsive teaching practices.

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

Time is regularly provided for site grade level teams and District grade level teams to collaborate. The District believes that students will benefit by:
- Instructional Strategies and Methodology that is consistent across the grade level
- Instruction that is vertically aligned from grade level to grade level
- Signature instructional practices that are developed and shared by teachers
- Teacher skills that are leveraged across the schools - creating a community of support

The District intends to share these across all grade levels with the goal of enhancing overall student learning.

Teaching and Learning

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

The school uses a variety of curricular materials to meet the Common Core Standards in ELA, Math, Social Studies and Science. The District has provided each teacher with a leveled library, a phonics or word work program, and the Units of Study for Teaching Reading for each classroom teacher. Teachers are also using the District-adopted program, Bridges in Mathematics, along with other Common Core supplemental math materials.

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

The bell schedule is developed to provide uninterrupted opportunities to provide instruction in ELA and Math. The Principal and Leadership team develop instructional blocks in reading/language arts and mathematics to provide appropriate instructional minutes. Each student receives at least 60 minutes of ELA instruction and 60 minutes of mathematics instruction throughout the day. The District has established the instructional minutes for all subject matter across grade levels.

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

Grade level teams meet to discuss instructional pacing of common core curriculum. Through professional development, teachers are developing a knowledge of the shifts in both English Language Arts and Mathematics and areas of instructional focus.
Through discussion at District Administrative meetings the Principals and District staff work collaboratively to ensure that there is a common understanding of the pace of instruction.

Tier II intervention needs of students are provided through pull-out and push-in services which are coordinated with the classroom teachers, so as not to interfere with core instruction

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

The District provides standards-based instructional materials as well as intervention materials to support each student's progress toward grade-level standards. Instructional materials are research-based and support student achievement and increased learning. Some of the materials include Units of Study for Reading and Writing; Fundations® reading, spelling, and handwriting; Leveled Literacy Instruction; Lexia Core 5 and Bridges in Mathematics core and intervention programs.

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

The District provides scientifically researched based instructional materials that are aligned to the standards. Intervention materials are aligned to the areas of student need and are scientifically researched based.

Opportunity and Equal Educational Access

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

Teachers meet regularly to review initial data and progress monitoring data for students who are receiving interventions. The results from the data are used to guide instruction in alignment with the Common Core State Standards. Teachers differentiate the curriculum in ELA by using the Reading and Writing Workshop model which includes small group instruction and 1-1 conferences targeted for each student's individual needs. Teachers also differentiate math instruction by implementing strategy groups that addressspecific needs. Students with more intense needs in ELA receive support from a reading intervention teacher through a program called Sonday. Special education programs support the needs of special education students. The Students having difficulty with social-emotional skills receive counseling support to improve motivation and school performance. The Student Study Team offers teachers and parents suggestions, strategies, and accommodations to support students not meeting standards.

Evidence-based educational practices to raise student achievement

Teachers use the District-adopted, research-based, Common-Core aligned curriculum in ELA, math, science, and social studies. They additionally receive training in high leverage instructional practices that raise the achievement of all students.

Parental Engagement

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

The Parent Association and the YES Foundation support the additional needs of all students at our school. They support students by subsidizing technology, art, music, engineering, poetry, and school assemblies along with teacher grants. We encourage parent volunteers to assist in the classroom and the school site activities on a regular basis. There is a District English Language Advisory Committee and Special Education Parent Group and Wellness Committee that meets throughout the school year to provide information on a variety of topics such as reading intervention, executive functioning skills, social emotional learning, health, and safety. Also, the District supports the Ross Valley Healthy Community Collaborative by collaborating with the Tamalpais High School District and both local towns to provide parent education and student programming related to student wellness.

The District staff provides additional support to the school site in the areas of technology, student services, and curriculum. The District has provided support to translate materials and forms for parents in Spanish, the primary other language spoken by families in the RVSD. Also, the District provides translation at student conferences and Student Success Teams and IEP meetings. There is District support in identifying students that qualify for subsidies for the National School Lunch Program. There is a homeless liaison that works with the Marin County Office of Education to provide supports for students that are identified as homeless or foster students. There are a variety of programs and supports from parents, staff, and community to provide necessary supports that will foster student engagement and participation for all students.

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)

The District oversees the parents, community representatives, and school staff in planning, implementing, and evaluation of the Consolidated Application to provide students supports district wide.

Funding

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

The district utilizes categorical funds to target instruction for students that are underperforming. The District provides instruction to English Language Learners in ELD primarily focusing on reading and writing support. All of the general education teachers have received their CLAD. Teachers are aware of the importance of developing the student's knowledge of academic vocabulary. In addition, students that qualify for the NSLP receive targeted instruction through Title I. This is Tier II support targeted to improve reading and writing and math skills. Each site has a designated EL teacher to support multi-lingual students.

Fiscal support (EPC)

The District provides fiscal support for students that are underperforming. The District's general fund supports the additional materials and staff needs that are not funded in their entirety by Federal and State funds. The Director of Student Services in collaboration with the Chief Business Official allocates funds to provide additional staff , professional development, and scientifically researched based instructional materials

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

The RVSD has a number of teams that provide opportunities for our educational partners to share their input including: Teacher Leadership Team (DLITE), Parent/Guardian Equity Task Force, Site Council, Round Table, Superintendent's Council, and Superintendent and Principal chats.

Resource Inequities

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

Wade Thomas does not experience any 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**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	%	%	0		
African American	0.88%	1.3%	0.62%	3	4	2
Asian	4.4%	6.0%	6.85%	15	19	22
Filipino	0%	%	%	0		
Hispanic/Latino	9.97%	10.1%	10.28%	34	32	33
Pacific Islander	0%	%	%	0		
White	76.25%	72.6%	71.03%	260	231	228
Multiple/No Response	8.21%	9.4%	10.90%	28	30	35
			Total Enrollment	341	318	321

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	48	48	61
Grade 1	48	43	46
Grade 2	68	44	37
Grade3	69	72	45
Grade 4	54	64	67
Grade 5	54	47	65
Total Enrollment	341	318	321

Conclusions based on this data:

1. District-wide enrollment has seen a decline, particularly post-pandemic.

2. We are predominately white, but there is a slight uptick in diverse groups.

3. Kindergarten enrollment includes TK.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	14	14	13	4.1%	4.40%	4.0%
Fluent English Proficient (FEP)	16	13	17	4.7%	4.10%	5.3%
Reclassified Fluent English Proficient (RFEP)	4	0		28.6%	0.00%	

Conclusions based on this data:

1. The EL enrollment continues to remain the same.

2. No students were reclassified in 21-22.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58	68	46	55	67	46	55	67	46	94.8	98.5	100.0
Grade 4	56	67	66	56	64	66	56	64	66	100	95.5	100.0
Grade 5	79	45	66	76	45	64	76	45	64	96.2	100.0	97.0
All Grades	193	180	178	187	176	176	187	176	176	96.9	97.8	98.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2484.	2503.	2500.	49.09	56.72	63.04	29.09	29.85	19.57	10.91	7.46	15.22	10.91	5.97	2.17
Grade 4	2560.	2528.	2547.	66.07	46.88	62.12	21.43	26.56	18.18	8.93	21.88	15.15	3.57	4.69	4.55
Grade 5	2565.	2558.	2571.	43.42	37.78	48.44	40.79	33.33	32.81	14.47	22.22	12.50	1.32	6.67	6.25
All Grades	N/A	N/A	N/A	51.87	48.30	57.39	31.55	29.55	23.86	11.76	16.48	14.20	4.81	5.68	4.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49.09	50.75	39.13	43.64	43.28	56.52	7.27	5.97	4.35
Grade 4	60.71	34.38	40.91	37.50	64.06	51.52	1.79	1.56	7.58
Grade 5	42.11	22.22	34.38	53.95	75.56	64.06	3.95	2.22	1.56
All Grades	49.73	37.50	38.07	45.99	59.09	57.39	4.28	3.41	4.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.73	41.79	52.17	60.00	53.73	45.65	7.27	4.48	2.17
Grade 4	57.14	31.25	51.52	37.50	60.94	43.94	5.36	7.81	4.55
Grade 5	52.63	43.18	42.19	43.42	47.73	56.25	3.95	9.09	1.56
All Grades	48.13	38.29	48.30	46.52	54.86	48.86	5.35	6.86	2.84

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.64	23.88	30.43	52.73	76.12	67.39	3.64	0.00	2.17
Grade 4	50.00	23.44	30.30	46.43	73.44	66.67	3.57	3.13	3.03
Grade 5	25.00	15.56	23.44	71.05	68.89	75.00	3.95	15.56	1.56
All Grades	37.97	21.59	27.84	58.29	73.30	69.89	3.74	5.11	2.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.91	34.33	39.13	36.36	59.70	52.17	12.73	5.97	8.70
Grade 4	60.71	34.38	36.36	37.50	56.25	62.12	1.79	9.38	1.52
Grade 5	36.84	33.33	31.25	60.53	64.44	64.06	2.63	2.22	4.69
All Grades	48.13	34.09	35.23	46.52	59.66	60.23	5.35	6.25	4.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The vast majority of Wade Thomas students in Grades 3, 4, and 5 are meeting or exceeding ELA standards in all areas, over 81%.

2. More students were assessed in 21/22 than 20/21.

3. Approximately 4% more students are scoring percentage above and at/near standard than 21/22. Conversely, fewer % of students are below standards.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58	68	46	55	67	46	55	67	46	94.8	98.5	100.0
Grade 4	56	67	66	56	64	66	56	64	66	100	95.5	100.0
Grade 5	79	45	66	77	44	64	77	44	64	97.5	97.8	97.0
All Grades	193	180	178	188	175	176	188	175	176	97.4	97.2	98.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2490.	2502.	2485.	47.27	55.22	45.65	40.00	32.84	36.96	5.45	5.97	13.04	7.27	5.97	4.35
Grade 4	2570.	2535.	2545.	71.43	46.88	45.45	23.21	39.06	31.82	3.57	12.50	18.18	1.79	1.56	4.55
Grade 5	2561.	2548.	2558.	40.26	38.64	43.75	27.27	27.27	21.88	28.57	20.45	29.69	3.90	13.64	4.69
All Grades	N/A	N/A	N/A	51.60	48.00	44.89	29.79	33.71	29.55	14.36	12.00	21.02	4.26	6.29	4.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58.18	65.67	43.48	32.73	26.87	50.00	9.09	7.46	6.52
Grade 4	85.71	42.19	54.55	8.93	53.13	37.88	5.36	4.69	7.58
Grade 5	48.05	29.55	42.19	35.06	59.09	53.13	16.88	11.36	4.69
All Grades	62.23	48.00	47.16	26.60	44.57	46.59	11.17	7.43	6.25

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49.09	56.72	45.65	43.64	38.81	50.00	7.27	4.48	4.35
Grade 4	71.43	40.63	54.55	25.00	56.25	37.88	3.57	3.13	7.58
Grade 5	37.66	38.64	29.69	57.14	50.00	65.63	5.19	11.36	4.69
All Grades	51.06	46.29	43.18	43.62	48.00	51.14	5.32	5.71	5.68

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.73	50.75	30.43	43.64	44.78	65.22	3.64	4.48	4.35
Grade 4	62.50	39.06	42.42	33.93	56.25	51.52	3.57	4.69	6.06
Grade 5	36.36	29.55	25.00	50.65	59.09	65.63	12.99	11.36	9.38
All Grades	48.94	41.14	32.95	43.62	52.57	60.23	7.45	6.29	6.82

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of Wade Thomas students in Grades 3, 4, and 5 are meeting or exceeding Math standards in all areas (over 74%)..

2. More students took the test in 2022/2021 than 2020/2021.

3. Communicating reasoning and demonstrating ability to support mathematical conclusions has the fewest percentage of students above standards and the greatest percentage below standards of the three key areas in mathematics.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		5	*
3		*	*		*	*		*	*		*	4
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades											13	16

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades		15.38	43.75		61.54	43.75		15.38	12.50		7.69	0.00		13	16

Overall Language — Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades		46.15	56.25		30.77	31.25		23.08	12.50		0.00	0.00		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades		7.69	31.25		46.15	43.75		38.46	18.75		7.69	6.25		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades		30.77	62.50		69.23	37.50		0.00	0.00		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades		53.85	56.25		30.77	37.50		15.38	6.25		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades		23.08	31.25		61.54	62.50		15.38	6.25		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades		15.38	50.00		76.92	50.00		7.69	0.00		13	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There are less than 20 students taking the ELPAC which is why we don't have detailed scores.

2. 77% of students are at a level 3 or 4 on oral language proficiency. Speaking has the highest number of students performing in the well developed range. Writing has 77% moderately developed on this assessment.

3. Review Summative ELPAC data to ensure re-classifying English Language Learners that meet the criterial

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**
321	**9.3**	**4.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Wade Thomas 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	13	4.0
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	30	9.3
Students with Disabilities	30	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.6
American Indian		
Asian	22	6.9
Filipino		
Hispanic	33	10.3
Two or More Races	35	10.9
Pacific Islander		
White	228	71.0

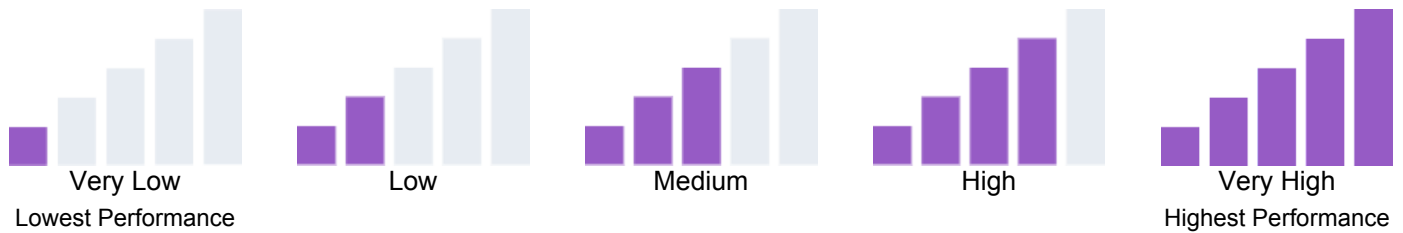**Conclusions based on this data:**

1. There are approximately .07% of the total enrollment is students with disabilities.

2. In looking enrollment by Race/Ethnicity, the white sub-group is the largest subgroup, followed by two or more races, and the Asian subgroup.

3. In looking at the enrollment data, we have approximately 9.3% of students identified as socioeconomically disadvantaged and 9.3% of students identified as students with disabilities. This data supports our continued focus on building and equitable school environment focused on inclusion.
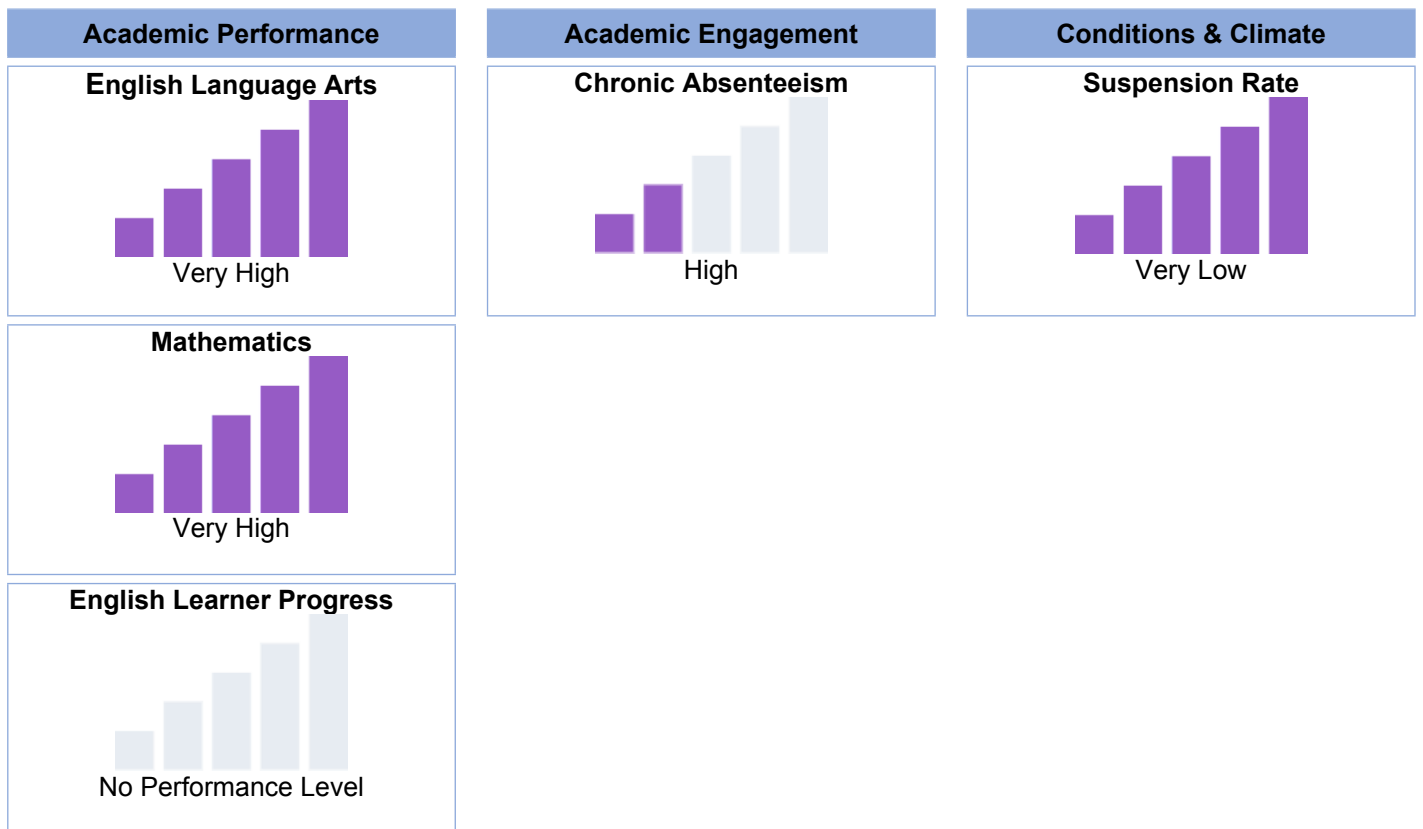
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Chronic Absenteeism** High	**Suspension Rate** Very Low
Mathematics Very High		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. English Language Arts and Mathematics performance ranks in the very high category, indicating that our school-wide curriculum & instruction is strong.

2. Chronic absenteeism falls in the high category indicating that we have too many overall absences primarily due to covid, illness and travel. We need to develop an absenteeism awareness plan to reduce avoidable school absences.
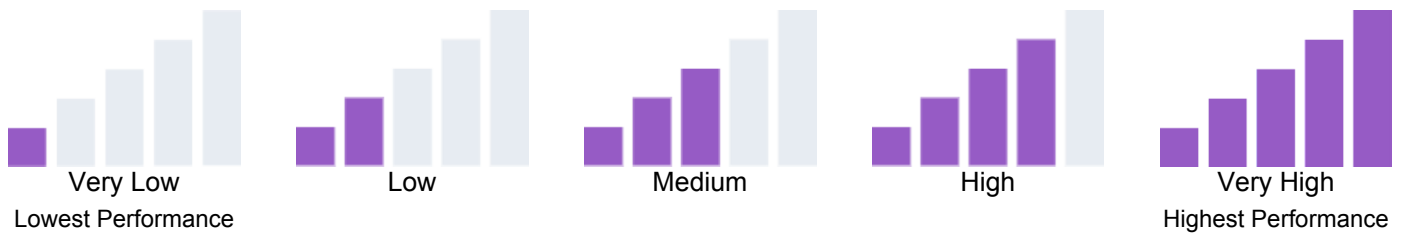
3. Suspension rate is 0% which is considered very low. This reflects our work with social emotional learning and restorative practices.
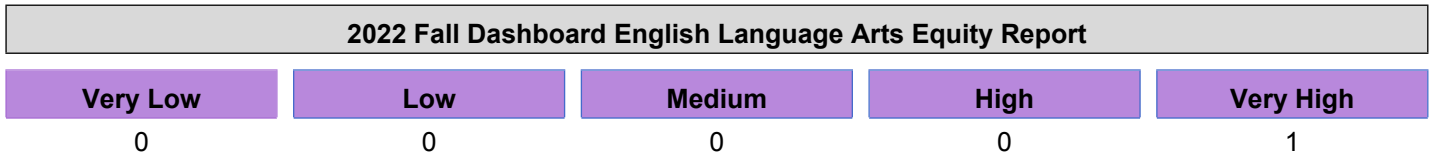
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
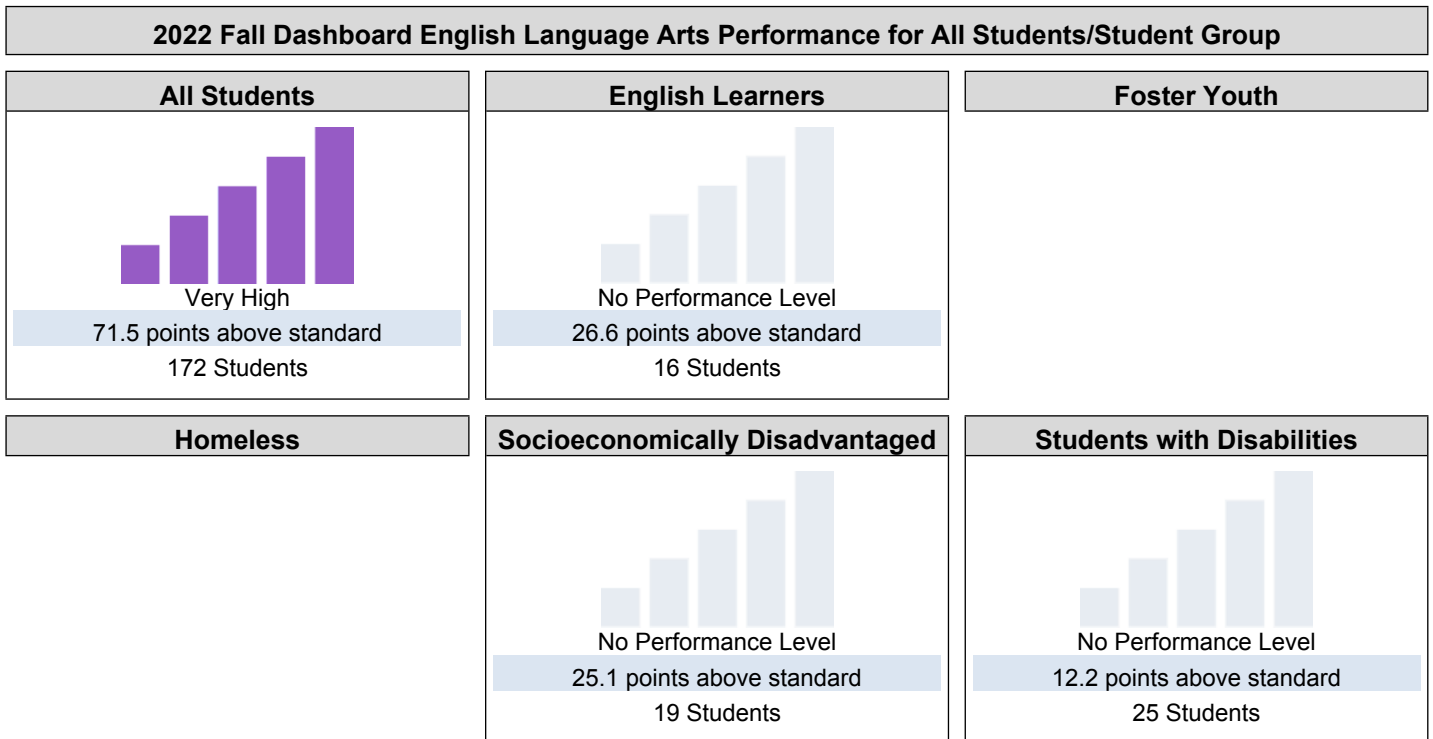
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
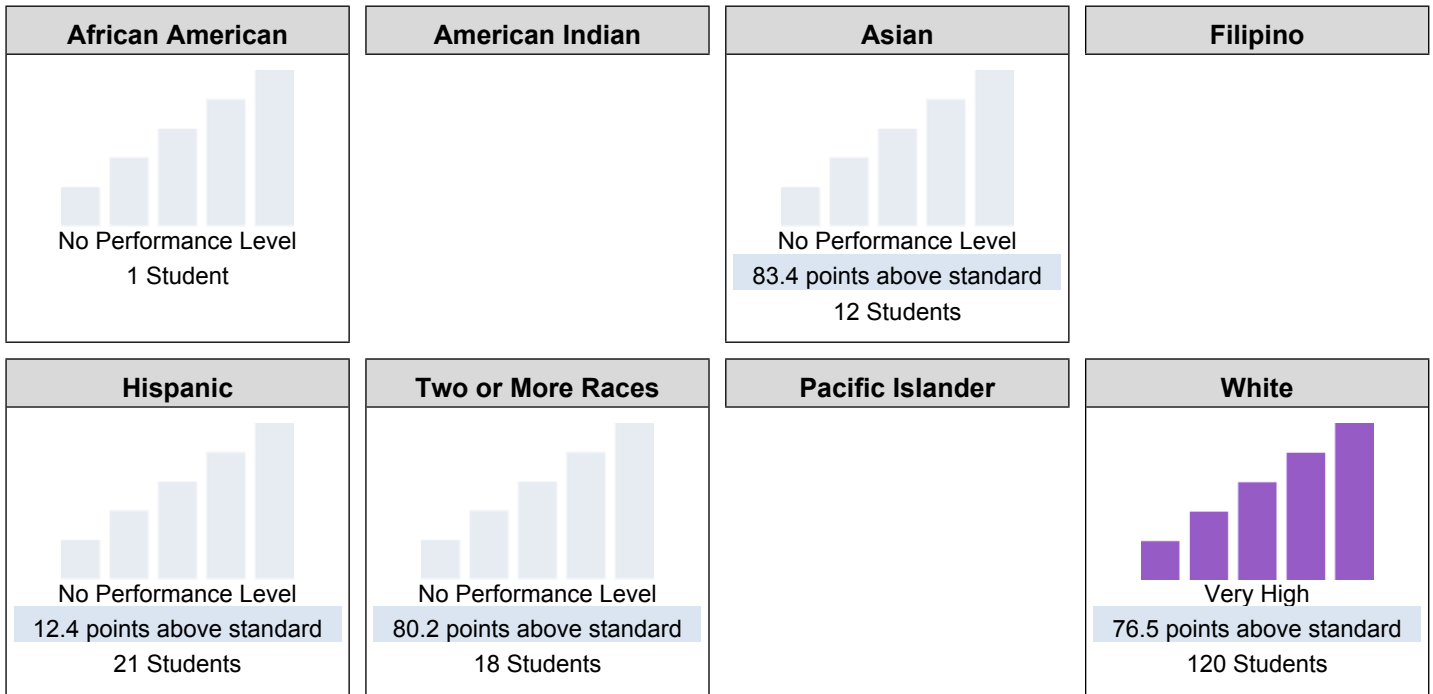

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Foster Youth
Very High	No Performance Level	
71.5 points above standard	26.6 points above standard	
172 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	No Performance Level
	25.1 points above standard	12.2 points above standard
	19 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	
		83.4 points above standard	
1 Student		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		Very High
12.4 points above standard	80.2 points above standard		76.5 points above standard
21 Students	18 Students		120 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

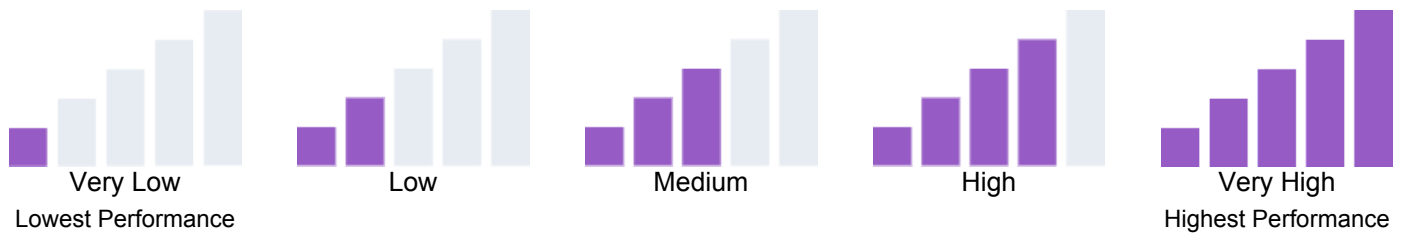| Current English Learner	Reclassified English Learners	English Only
8 Students	8 Students	76.2 points above standard
		153 Students

Conclusions based on this data:

1. Our Asian and White subgroups are performing very high in English Language Arts indicating that the curriculum and instructional practices are supporting high achievement.

2. Our Socioeconomically Disadvantaged, English Language Learners and Hispanic subgroup is performing well below their White and Asian counterparts in English Language Arts signaling that they need closer progress monitoring and targeted instructional support.

3. Students with disabilities are our lowest subgroup in English Language Arts and based on this data we need to ensure that there is on-going progress monitoring and communication between the general education teacher and the Special Education staff to ensure that students are making progress toward their IEP goals and grade level standards.
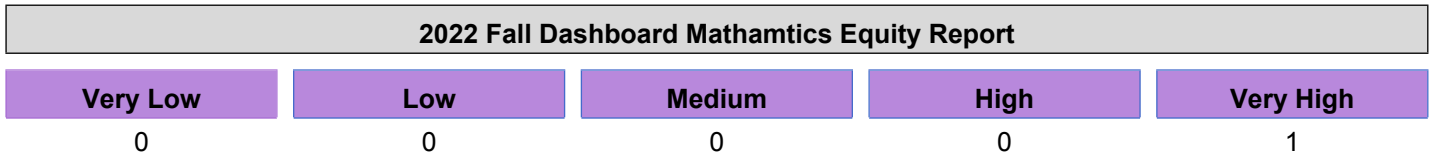
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
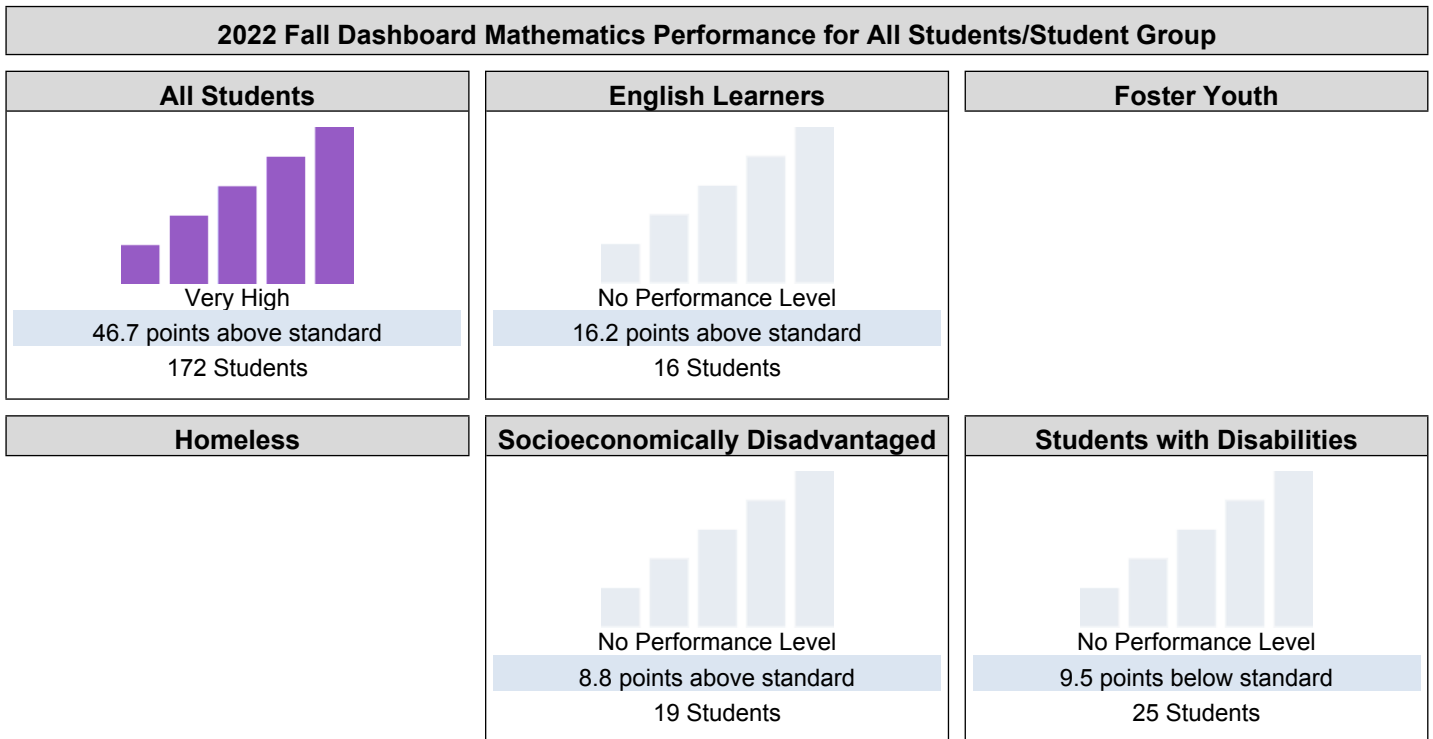
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
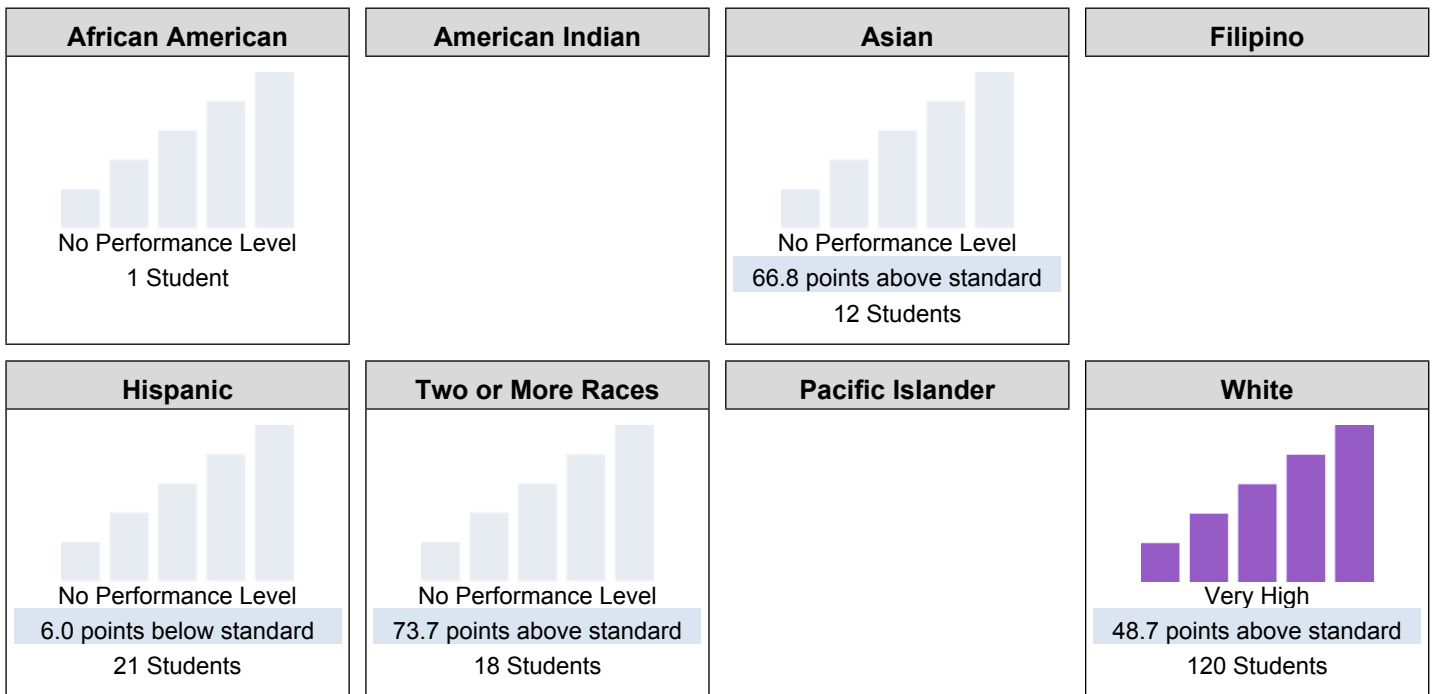

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
46.7 points above standard	16.2 points above standard	
172 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	No Performance Level
	8.8 points above standard	9.5 points below standard
	19 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 1 Student		No Performance Level 66.8 points above standard 12 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 6.0 points below standard 21 Students	No Performance Level 73.7 points above standard 18 Students		Very High 48.7 points above standard 120 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
8 Students	8 Students	50.7 points above standard 153 Students

Conclusions based on this data:

1. Although still in the high range, the majority of our students are performing 46 points above standards as opposed to ELA where the majority of students are performing approximately 76 points above standard. This indicates that we need to focus on math instruction and progress monitoring using our new data system (Forefront) to determine standard proficiency and targeted small group math instruction.

2. Students with disabilities and Hispanic our the lowest subgroups in math. We need to conduct a deeper dive using our Forefront assessment system to determine Tier 1, 2, and 3 interventions and support.

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
No Performance Level
63.6 making progress towards English language proficiency
Number of EL Students: 11 Students
Performance Level: No Performance Level
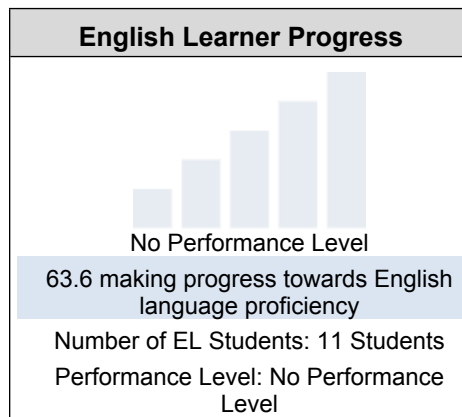
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

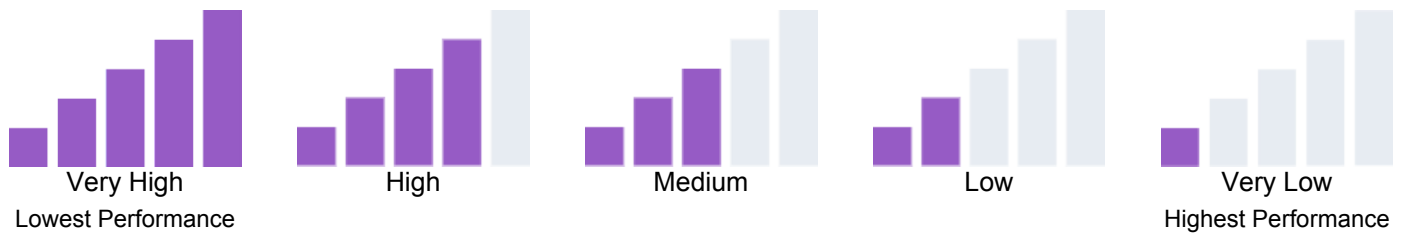| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.1%	27.3%	0.0%	63.6%

Conclusions based on this data:

1. The majority of our English Language Learners increased at least one level on the ELPAC (English Language Proficiency Assessment for California) assessment. This indicates that students are making expected progress in their overall English Language Development.

2. Almost 30% of our English Language Learners maintained their overall ELPAC levels and a deeper dive into each students' ELPAC report is indicated to determine which domains (listening, speaking, reading and writing) is necessitated to target English Language Development instruction.
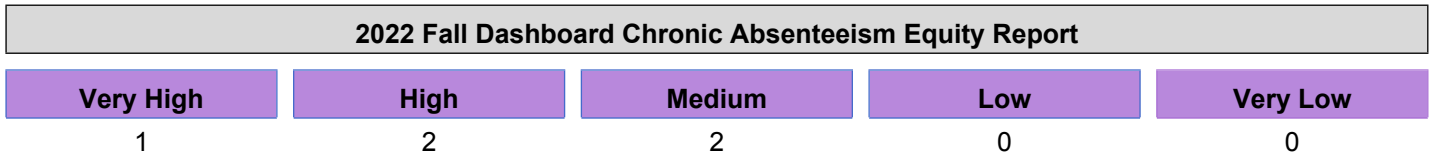
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
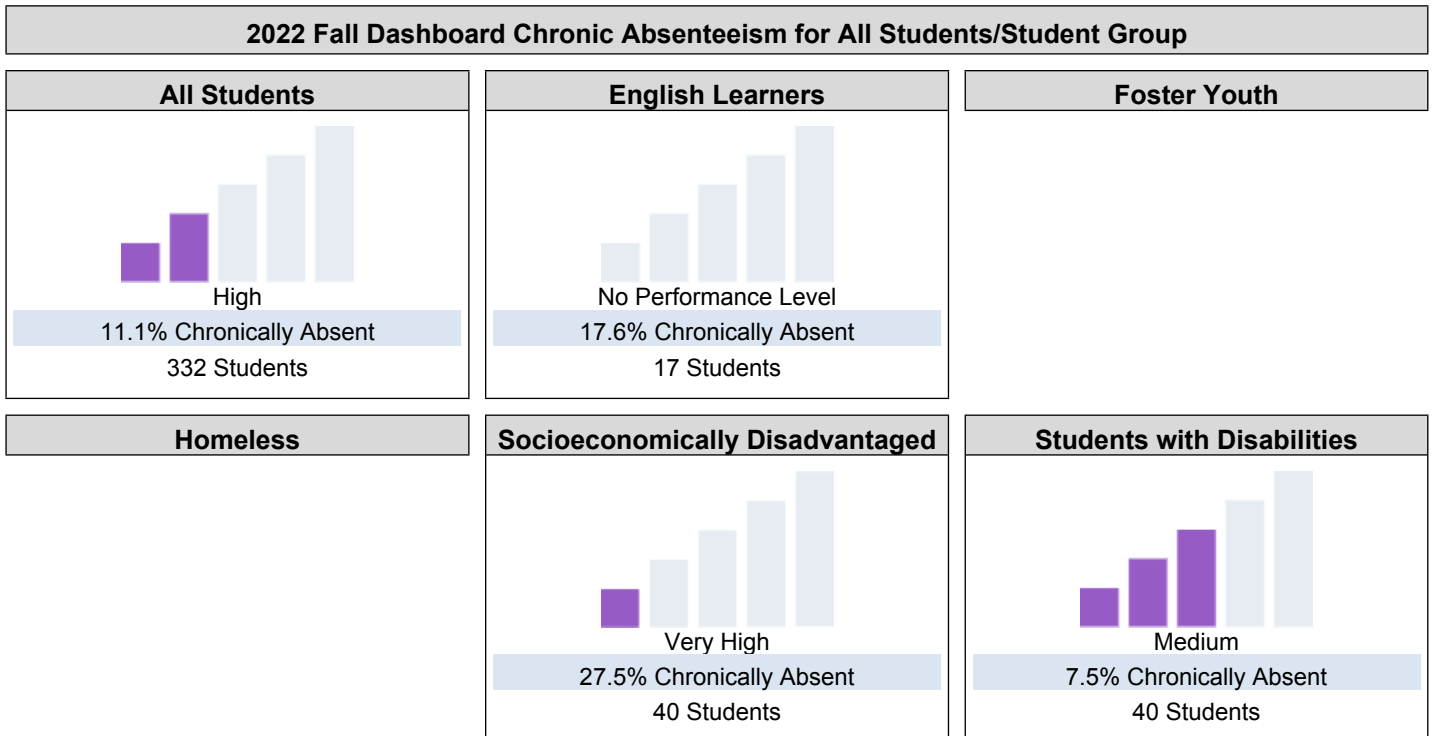
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
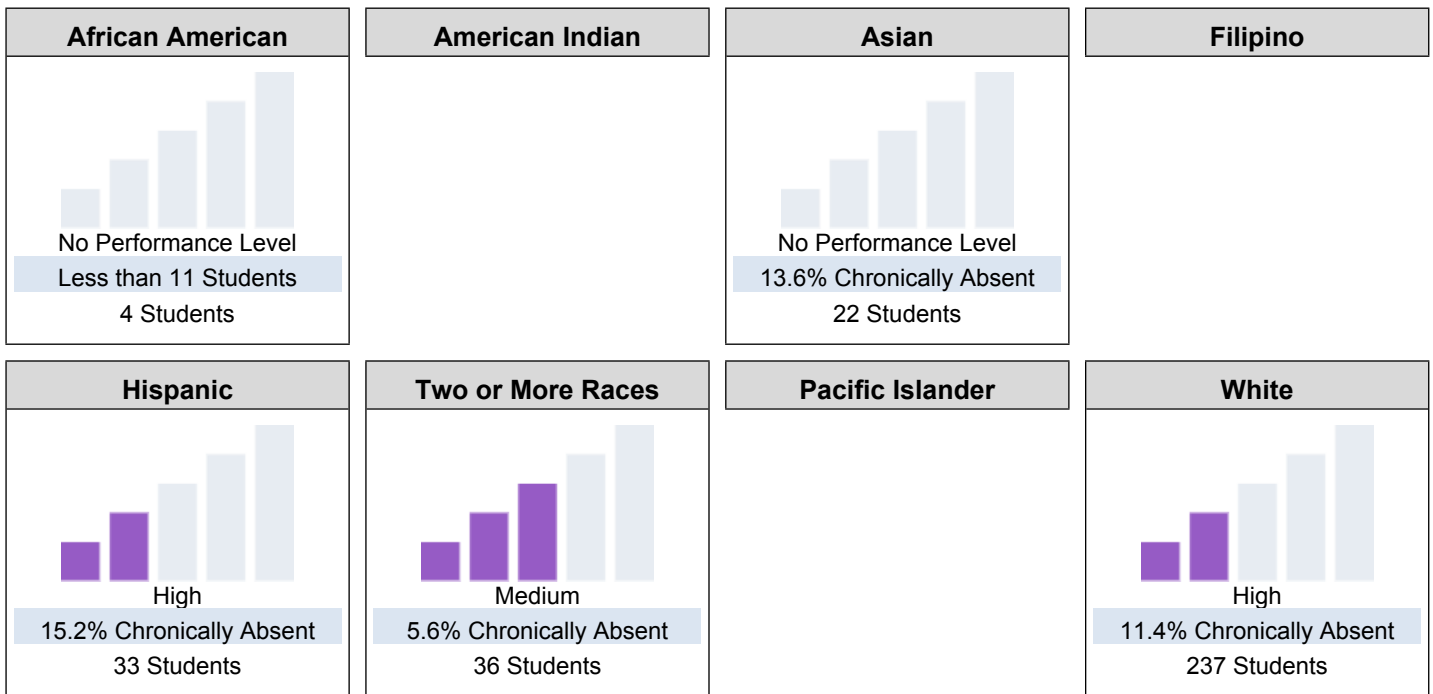
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
11.1% Chronically Absent	17.6% Chronically Absent	
332 Students	17 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Medium
	27.5% Chronically Absent	7.5% Chronically Absent
	40 Students	40 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	
Less than 11 Students		13.6% Chronically Absent	
4 Students		22 Students	

Hispanic	Two or More Races	Pacific Islander	White
High	Medium		High
15.2% Chronically Absent	5.6% Chronically Absent		11.4% Chronically Absent
33 Students	36 Students		237 Students

Conclusions based on this data:

1. Overall, our chronic absenteeism numbers are high at 11.1% based on the state requirements that students testing positive for covid and/or have covid symptoms not attend school.

2. The Hispanic and White subgroups were the largest subgroups which the highest percentage of chronically absent.

3. We need to develop a chronic absenteeism campaign to try to eliminate unnecessary absences whenever possible (i.e. travel).
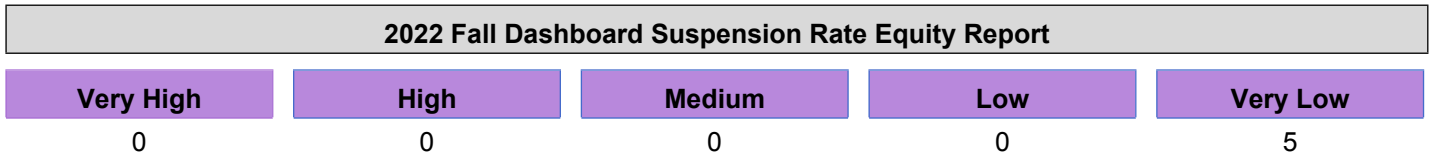
School and Student Performance Data

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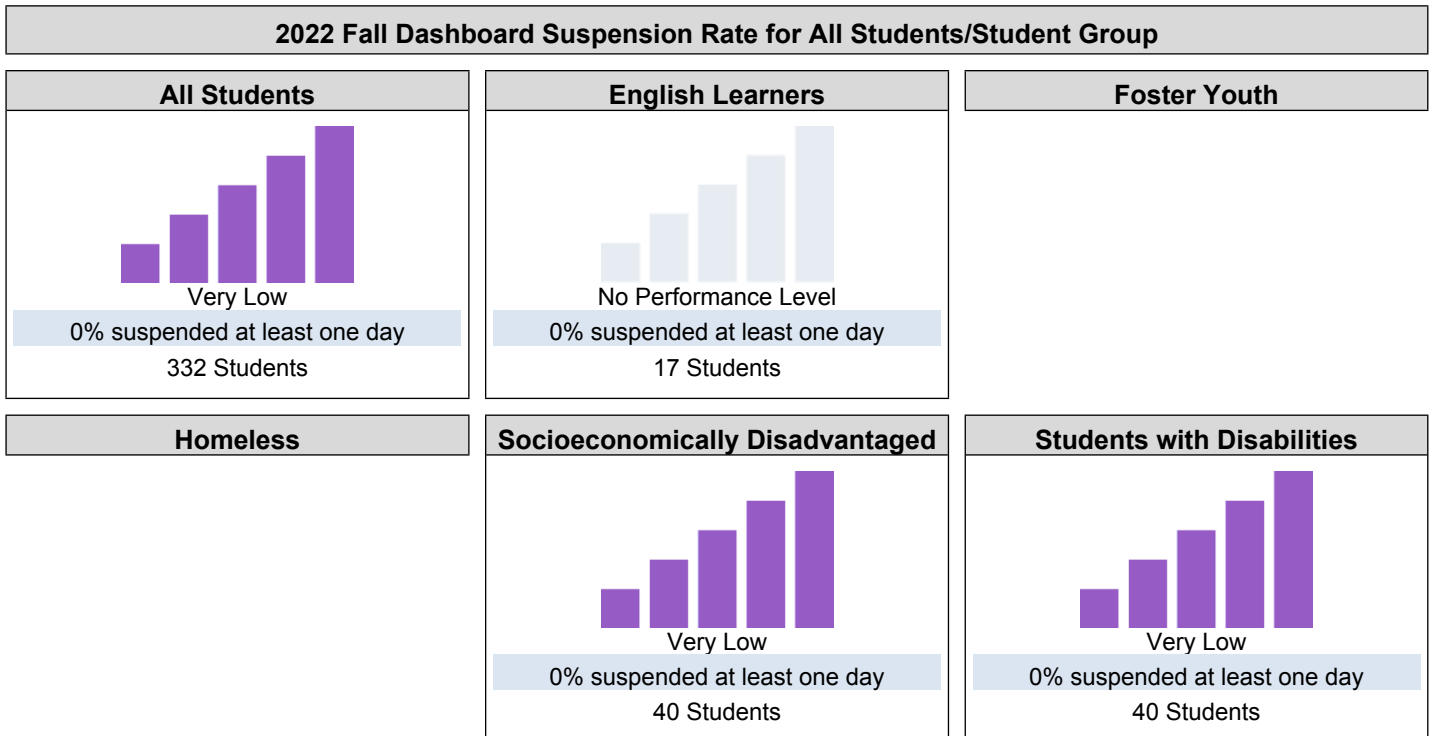
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
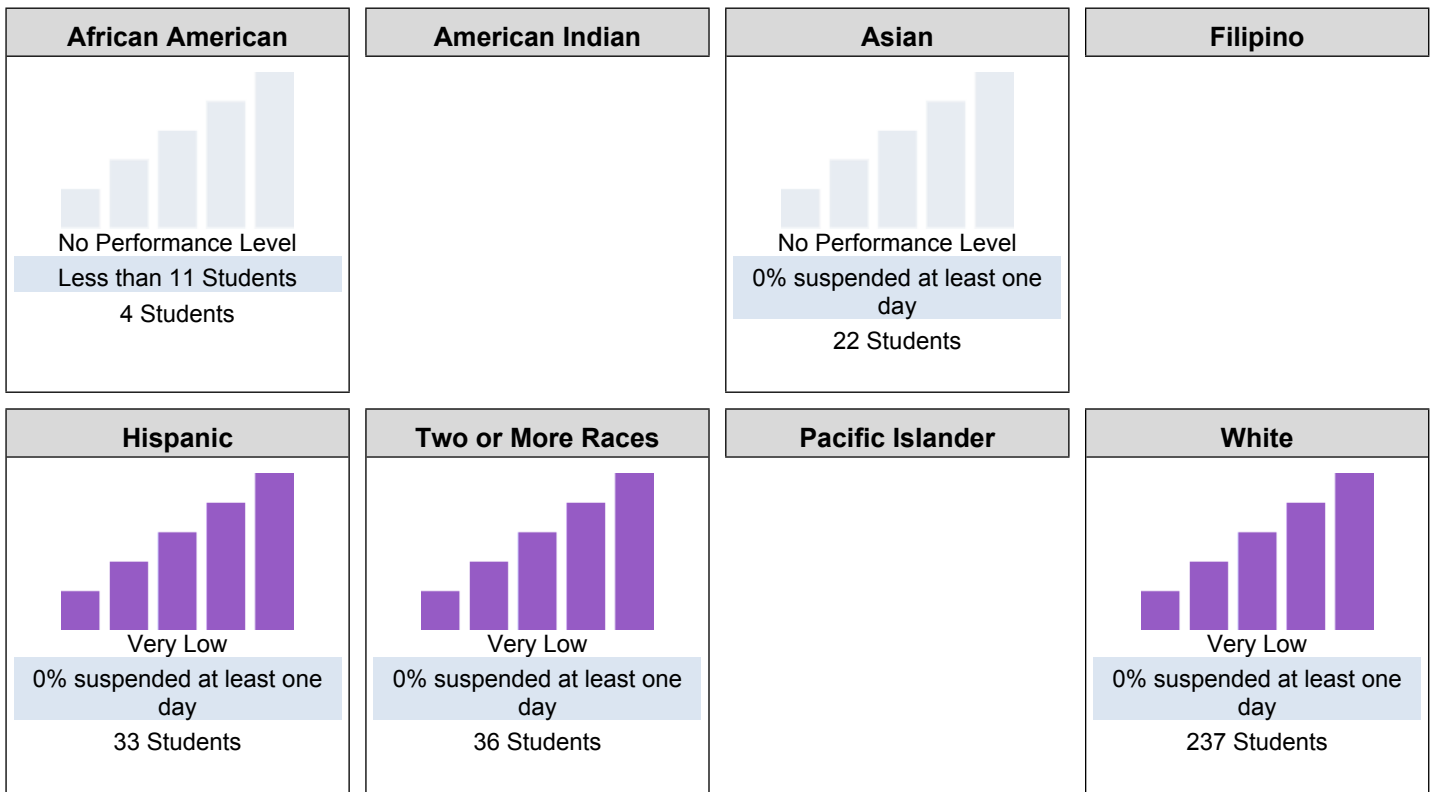

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

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	0	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	No Performance Level	
0% suspended at least one day	0% suspended at least one day	
332 Students	17 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Very Low	Very Low
	0% suspended at least one day	0% suspended at least one day
	40 Students	40 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level

Less than 11 Students

4 Students

American Indian

Asian

No Performance Level

0% suspended at least one day

22 Students

Filipino

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

Very Low

0% suspended at least one day

33 Students

Two or More Races

Very Low

0% suspended at least one day

36 Students

Pacific Islander

White

Very Low

0% suspended at least one day

237 Students

Conclusions based on this data:

1. Our suspension rate is 0! This is considered excellent and best practice for student achievement and engagement.

2. We will continue our school-wide social emotional learning program which includes restorative practices.

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

Academic Achievement

LEA/LCAP Goal

Assess student learning in mathematics an English Language Arts to progress monitor and provide interventions and supports as needed.

Goal 1

Assess student learning in mathematics and English language arts and provide interventions and supports as needed.

Identified Need

Acceleration of academic achievement for student groups who are achieving below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard ELA	ELLs are 26.6 points above standard	ELLs will grow 10%
Dashboard Chronic Absenteeism	Socioeconomically Disadvantaged students: 25.5% are chronically absent. English Learners: 17.6% are chronically absent Students with Disabilities: 7.6% are chronically absent	reduce absenteeism by 10% for SWD, ELL and SED students

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)

English Language Learners, Socioeconomically Disadvantaged Students, Hispanic/Latinx and Black/African American students

Strategy/Activity

Disaggregate local assessment data by race, gender, ELL, special education, and other student groups to ensure that each student group is meeting grade level benchmark. Utilize benchmark and standardized assessment data to identify students in need of Tier I and II 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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically Disadvantaged students and students identified as not meeting grade level benchmarks.

Strategy/Activity

Develop individual learning plans for Tier 1 and Tier 2 students that include targeted skill based instruction with progress monitoring.

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

Provide teachers with professional development on culturally responsive teaching practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students who are chronically absent

Strategy/Activity

Send home personalized emails to families explaining the importance of school attendance and academic achievement.

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)

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 Wellness

LEA/LCAP Goal

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

Goal 2

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

Identified Need

Increase sense of belonging for all students particularly those who reported less favorably on the Panorama survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Panorama Survey	Sense of Belonging is lower for our BIPOC students	Sense of Belonging will improve by 10% for BIPOC students
California Dashboard: Absenteeism	Socioeconomically Disadvantaged students are in the "very high" perfomance level (27.5% or 11/40 students are chronically absent).	Absences will decrease by at least 10% for SED students

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

Professional Development and Wednesday meetings include a focus on the District Racial Equity Action Plan (REAP) following a scope and sequence that highlights:
*Unpacking our own implicit racial biases
*Curriculum and instructional practices through an equity lens
*Culturally Responsive teaching practices
*Focus on BIPOC 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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to implement whole school assemblies and in-class community circles in order to build school wide social emotional language and tools.

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

Use a restorative approach and activities aligned with Social Justice and CASEL standards for students to develop self-identity, feel understood and practice healthy social/emotional communication.

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)

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)

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

Ongoing feedback to continuously improve climate and learning experiences

LEA/LCAP Goal

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents on the climate and learning experience of all students

Goal 3

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents on the climate and learning experience of all students.

Identified Need

Provide opportunities for students, staff and families to give meaningful feedback to ensure the school climate and learning experience are aligned with the needs of all members of our community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey	57-70% responded favorably for all key areas	increase 5% in all areas responding favorably

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

Utilize the student, staff and parent survey results and a DEI lens to make adjustments to school wide goals and events in order to foster more inclusivity.

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

Utilize inclusive student leadership groups to gather student input and create opportunities to improve school climate for all.

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)

English Language Learners

Strategy/Activity

Strengthen our District and Site English Advisory Council meetings in order to build a sense of belonging and a safe space.

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

Refine communication strategies to provide access for on-going feedback from all stakeholders such as newsletters, Remind Apps, and translating devices.

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)

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 6
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.

	None Specified None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Te

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)

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Julie Harris	Principal
Ben Vincelette	Parent or Community Member
Anna Marsh	Parent or Community Member
Jaime Erhart	Parent or Community Member
Jessica Lullivics	Parent or Community Member
Joelle Ott	Classroom Teacher
Jenny Cavanna	Classroom Teacher
Marlana Kenilvort	Other School Staff

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 3/27/23.

Attested:

Principal, Julie Harris on 3/28/23

SSC Chairperson, Jessica Llulivcs on 3/27/23