School Year: **2023-24**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eastwood	30-73650-0135137	5/15/23	

Educational Partner Involvement:

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

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

Principal reviewed with teachers and reviewed with SSC. Principal discussed with grade level teams what was working and what areas needed to be improved. Teachers spent time looking at student progress and identifying areas they needed to focus on. This lead to our decisions for each or our goals this year. Particularly number sense, place value, and fluency in math.

The Principal and teachers reviewed the Hanover data in a SSC meeting to seek understanding of areas that were identified as areas of growth. Eliciting feedback from parents about what rigor, challenge, homework, and bullying look like from their eyes was enlightening. This discussion helped us to develop strategies to use with the students to ensure we are constantly focused on creating an environment that is best of the children.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

Other committees established by the school or district (list):

_____
Signature

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 24, 2022

Attested:

Aaron Jetzer		5-15-23
Typed Name of School Principal	Signature of School Principal	Date

Ellie Vilendrer		5-15-23
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership

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

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

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aaron Jetzer	1				
Jill Farmer		1			
Scott Bedley			1		
Nikhita Reddy		1			
Nina Ali		1			
Mason Parker		1			
Ellie Vilendrer				1	
Jen Ganesan				1	
Tiffanie Tang				1	
Akhil Bharadwaj				1	
Shyama Bharadwaj				1	
Numbers of members of each category	**1**	**4**	**1**	**5**	
(Totals of Group A and Group B must equal)	**Total Group A: 6**			**Total Group B: 5**	

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

ELAC Membership

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

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

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

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

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

Budgets and Summary

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

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$119,463.00	38,400
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$82,280.00	47,750
Lottery Funds Purpose: Purchase site instructional materials	$6,140.00	4,500
Total amount of state categorical funds allocated to this school	$207,883	90,650

Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$0.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$17,264.68	
Total amount of federal categorical funds allocated to this school	$17,264.68	
Total amount of state and federal categorical funds allocated to this school	$225,147.68	$90,650

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

This year our ELA goal is to focus on reading comprehension.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Testing	2022-23 MID YEAR READING SCORES 3rd 67% are at/above benchmark 4th 84% are at/above benchmark 5th 70% are at/above benchmark 6th 78% are at/above benchmark	At least 80% of all students in each grade level will be at grade level by the end of the year.
LPA Testing	LPA Data is collected in the areas of Letter Recognition, Initial Sound Fluency, and Basic Phonics. The only benchmark criteria the District has identified in the fall is recognizing 10 or more initial sounds. 83% of students have met this criteria in the fall. 2022-23 Middle of the year Kinder: LPA- Alphabet Recognition: 94.1% at Benchmark or Above Kinder: LPA-Phonemic Awareness: 91.2% at Benchmark or Above Kinder: LPA- Phonics Inventory: 95.5% at Benchmark or Above	90% of students in Kindergarten and 1st grade will meet end of year benchmarks in each area of the LPA

Metric/Indicator	Baseline	Expected Outcome
	1st: LPA-Phonemic Awareness: 95.9% at Benchmark or Above 1st: LPA Phonics Inventory: 86.5% at Benchmark or Above	
Lexia Data	Lexia data uses predictors to determine if students will reach end of year benchmarks based on their current rate of progress. Based on this measure: K Lexia: 59% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 3% of students are working on the program for the required number of minutes. 1st Lexia: 25% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 44% of students are working on the program for the required number of minutes. 2nd Lexia: 44% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 40% of students are working on the program for the required number of minutes. 3rd Lexia: 48% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 48% of students are working on the program for the required number of minutes. 4th Lexia: 60% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 46% of students are working on the program for the required number of minutes. 5th Lexia: 61% of students are at "high risk" of not meeting grade level performance expectations. Of those students, 38% of students are working on the program for the required number of minutes. 6th Lexia: No baseline. We generally don't do mandatory Lexia minutes.	70% of all students will meet End of year benchmarks and 90% of students will use the program for the recommended number of minutes.

Metric/Indicator	**Baseline**	**Expected Outcome**

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Students will demonstrate mastery in number sense and conceptual understanding of math.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Math	STAR MID YEAR 2023 MATH SCORES 1st grade 92% are at/above benchmark 2nd grade 82% are at/above benchmark -0 % increase from beginning of the year 3rd grade 83% are at/above benchmark - 4% decrease from beginning of the year 4th grade 93% are at/above benchmark - 9% increase from beginning of the year 5th grade 85% are at/above benchmark - 0 % increase from beginning of the year 6th N/A	90% of students in grades 3, 4, and 6 should be at/above grade level and 90% of kids in grades 2 and 5 should reach that level.
ST Math	2023: Percentage of ST Math curriculum completed TK (n = 24) > 100 % - 11 80-99% - 5 40-79% - 8	90% of students will complete 40% or more of the ST Math curriculum at their grade level 4th grade will use it more consistently.

Metric/Indicator	Baseline	Expected Outcome
	<39% - 0 Kindergarten (n=63) > 100 % - 9 80-99% - 5 40-79% - 20 <39% - 24 1st Grade (n = 76) > 100 % - 35 80-99% - 12 40-79% - 16 <39% - 13 2nd Grade (n = 90) > 100 % - 15 80-99% - 7 40-79% - 40 <39% - 28 3rd Grade (n = 101) > 100 % - 17 80-99% - 29 40-79% - 32 <39% - 23 4th Grade USED AS INTERVENTION ONLY 5th Grade (N=84) > 100 % - 10 80-99% - 28 40-79% - 34 <39% - 12 6TH GRADE (N=92) > 100 % - 6 80-99% - 13 40-79% - 22 <39% - 51	

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Create an environment that challenges inequity, raises consciousness, and improves conditions for our marginalized groups. We will create a positive school climate by helping students recognize the value of intrinsic motivation, helping students recognize our school values, and helping students develop a strong Emotional Intelligence.

Believe in yourself
Respect others
Adapt to any situation
Validate others
Empathize with other

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Referrals to the office for Discipline	in the 2022-23 school year we had 12 official entries into AERIES for MAJOR insubordination behaviors.	We would like to keep this number under 20 for the 2023-24 school year.
Hanover Survey about School Climate	2023 Hanover survey data shows that 96 percent of students, 90 percent of parents, and 100 percent of staff agree or strongly agree that the school supports students of different races, ethnicities, and cultures. 85% of students feel safe at school.	Our target is to have more than 95% of parents and 95% of students to feel a safe both physically and emotionally at Eastwood.

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

Eastwood was identified as an ATSI school due to chronic absenteeism with your Hispanic Subgroup. In order to reduce the amount of students that are chronically absent, Eastwood staff will foster a strong parent and family community focusing on the importance of school attendance and their students academic and emotional success.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022 CA Dashboard	The CA Dashboard states that Hispanic and students with Disabilities in are in the "Very High" range.	All students will be in the "Low" for chronic absenteeism range based on the CA Dashboard.
Eastwood Hanover Survey March 2023	The CA Dashboard states that Asian, English Learners, and Socioeconomically Disadvantaged are in the "High" range.	Attendance rates increase
Aeries Data	The Annual Survey indicated that 52 percent of students agree or strongly agree that the level of stress felt is generally low.	Chronic Absenteeism rate decreases.
MTSS	The Annual Survey indicated that when students were asked "Have you missed school because you felt tired, overwhelmed, anxious and/or stressed? 77% stated 0 times, 20% stated 1-3 times, and 2 % stated 10 or more times.	All students feel safe, both physically and mentally while at school.
SRSS data	The Annual Survey indicated that 80% of students feel the level of stress they feel is generally low.	Students report feeling less stress.

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

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

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Tier III Teacher	At Risk	Aaron to hire Jo-Ann Welche as the Tier III Teacher	Dist.	120000	X	X			
2.	Instructional Assistants hired to support academic models that allow students to come back in a traditional setting	All	Aaron	LCAP B 16000 LCAP S 44000 Dist. 70000		X	X			
3.	Identifying students who need intervention support	at-risk	Aaron & ILT coordinators (stipends)	Dist.	3200	X	X			
4.	MTSS	All	Principal and MTSS Team (intervention lead teachers, ERC, SAI 1 teacher, EL coordinator, TOSA)			X	X	X		
5.	Classroom supplies (including books to focus on EDI) for students	All	AAP in charge of budget management. All Teachers will spend for their classes	LCAP B	20000	X	X	X		

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
6.	RAZ Kids	Kindergarten - 3rd grade students	Kindergarten - 3rd grade teachers	Lottery	2000	X				
7.	PLC Release Days Teachers will have 3 Release Days and one "pay out" day for 6 additional hours of work.	All teachers	Jill Farmer - PLC Coach District	Dist.	5280	X	X	X		
8.	Purchase Flocabulary School Wide Flocabulary is an online program that consists of Hip-hop videos and instructional activities that promote literacy and spark creativity.	All students and teachers	Aaron to purchase	Lottery	2500	X				
9.	Panorama Survey	All students	ERC					X		
10.	Lexia	All students	Aaron	Dist.	8000	X				
11.	Purchase Freckle to support 5th and 6th grade students with math instruction focusing on individual student targets.			LCAP B	2400		X			
12.	Eastwood to renew ST Math to enhance conceptual understanding	All	Aaron District to provide for 2022-23	Dist.	8000		X			
13.	Revisit iReady Math program as a Tier III intervention for students who are in need	All	Aaron District Math Department	Dist.	500		X			
14.	Imagine Learning	Beginning Level EL Students	Principal and EL Coordinator	LCAP S	3750	X				

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
15.	Review Monthly Attendance reports with MTSS team.	All students with a focus on our Hispanic Subgroup as we moved into ATSI status	Principal						X
16.	Be transparent about the option for Independent Study	All students with a focus on our Hispanic Subgroup as we moved into ATSI status	Principal and teachers						X
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

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

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

We use supplemental money to pay for extra TOSA support time that provides teachers with a resource to support their teaching. The TOSA is able to help teachers develop and implement strategies to support our EL learners.
Our TOSA is also our PLC Facilitator Coach and coordinates the meeting times for teachers as well as facilitates the conversations to ensure students' needs are being highlighted.

We will be adding a Tier III Support Teacher for the 2023-24 school year who will focus her efforts on working with students who are at-risk. These students will be identified through district benchmark assessments and grade level PLC groups.

Daily 5 provided individualized instruction that is scaffolded for each child. We utilized a blended learning program that includes Lexia CORE 5 and ST Math to ensure students are receiving instruction at their exact level of need. Both of these programs help build English competency while ST Math ensures skills are taught at the appropriate grade level regardless of English fluency.

Our focus on Social Justice both school-wide and district-wide will provide increased focus on creating a culturally and linguistically responsive learning environment. Understanding, and helping students understand, identity and diversity will help ensure we are providing justice and taking action to support student needs.

The focus on target trackers in the upper grades will ensure we are identifying specific skills that students need support with, and the activities and opportunities we create to facilitate student learning around those targets will be individualized for students based on their language needs.

Low-Income/Foster Youth Students:

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

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

2.	The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

According to food services, Eastwood has 89 low income students...or about 14% or our school. (This is an increase of 18 students from last year…or about 3%)   We have focused our financial resources on providing tools that support their learning at an individual level. This includes Lexia and ST math for all students and instructional assistants to support small group learning. We have also spent time during our staff meetings and PLC meetings to address how we are looking at data from these programs (and other assessments) and ensuring we are creating learning opportunities that best meet the needs of our students. This includes remediation with small groups during class time, or targeted support during WIN (Whatever I Need) time.

We will be adding a Tier III Support Teacher for the 2023-24 school year who will focus her efforts on working with students who are at-risk. These students will be identified through district benchmark assessments and grade level PLC groups.

Similarly to our EL Students, Daily 5 provided individualized instruction that is scaffolded for each child. We utilized a blended learning program that includes Lexia CORE 5 and ST Math to ensure students are receiving instruction at their exact level of need. Both of these programs help build English competency while ST Math ensures skills are taught at the appropriate grade level regardless of English fluency.

Our focus on Social Justice both school-wide and district-wide will provide increased focus on creating a culturally and linguistically responsive learning environment. Understanding, and helping students understand, identity and diversity will help ensure we are providing justice and taking action to support student needs.

The focus on target trackers in the upper grades will ensure we are identifying specific skills that students need support with, and the activities and opportunities we create to facilitate student learning around those targets will be individualized for students based on their language needs.

Addendum

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

Instructions

1. Stakeholder Engagement

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

Involvement Process: Directions included in document.

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

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

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

2. Needs Assessment

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

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

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

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

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

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

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

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

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

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

Relevant Data Sources:
> **Annual Survey (Required)**
> SSC participation and attendance at PTA Meetings
> Communication plans or site procedures
> Community partnerships

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

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

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

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

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

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

Planned Strategies and Activities:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)
   > ***Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

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

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

5. Supporting Targeted Groups
Directions included in the document.

6. Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

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

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

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

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

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	31	71	96
Grade 1	55	88	79
Grade 2	49	95	94
Grade3	42	90	101
Grade 4	39	85	71
Grade 5	28	76	88
Grade 6	38	71	95
Total Enrollment	282	576	624

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	67	149	118	23.8%	25.9%	18.9%
Fluent English Proficient (FEP)	45	113	157	16.0%	19.6%	25.2%
Reclassified Fluent English Proficient (RFEP)	25			37.3%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	89	102	0	86	98	0	86	98	0.0	96.6	96.1
Grade 4	47	86	72	0	83	68	0	83	68	0.0	96.5	94.4
Grade 5	31	82	85	0	77	78	0	77	78	0.0	93.9	91.8
Grade 6	36	69	97	0	67	92	0	67	92	0.0	97.1	94.8
All Grades	167	326	356	0	313	336	0	313	336	0.0	96.0	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2467.	2444.		41.86	31.63		26.74	28.57		17.44	16.33		13.95	23.47
Grade 4		2510.	2523.		40.96	50.00		27.71	25.00		18.07	8.82		13.25	16.18
Grade 5		2582.	2561.		54.55	50.00		31.17	26.92		9.09	14.10		5.19	8.97
Grade 6		2585.	2609.		37.31	53.26		37.31	27.17		16.42	15.22		8.96	4.35
All Grades	N/A	N/A	N/A		43.77	45.54		30.35	27.08		15.34	13.99		10.54	13.39

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		37.21	27.55		55.81	58.16		6.98	14.29
Grade 4		25.30	39.71		68.67	52.94		6.02	7.35
Grade 5		42.86	41.56		49.35	53.25		7.79	5.19
Grade 6		32.84	41.30		58.21	51.09		8.96	7.61
All Grades		34.50	37.01		58.15	54.03		7.35	8.96

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		24.42	29.59		62.79	43.88		12.79	26.53
Grade 4		34.15	26.47		56.10	54.41		9.76	19.12
Grade 5		46.75	35.90		48.05	55.13		5.19	8.97
Grade 6		34.33	40.22		52.24	56.52		13.43	3.26
All Grades		34.62	33.33		55.13	52.08		10.26	14.58

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		18.60	17.35		70.93	73.47		10.47	9.18
Grade 4		20.48	27.94		75.90	66.18		3.61	5.88
Grade 5		23.38	22.08		71.43	71.43		5.19	6.49
Grade 6		22.39	25.00		71.64	68.48		5.97	6.52
All Grades		21.09	22.69		72.52	70.15		6.39	7.16

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		30.23	20.41		55.81	62.24		13.95	17.35
Grade 4		24.10	32.35		67.47	66.18		8.43	1.47
Grade 5		32.47	26.92		62.34	62.82		5.19	10.26
Grade 6		38.81	44.57		58.21	52.17		2.99	3.26
All Grades		30.99	30.95		61.02	60.42		7.99	8.63

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	89	101	0	89	100	0	89	100	0.0	100.0	99.0
Grade 4	47	86	72	0	84	72	0	84	72	0.0	97.7	100.0
Grade 5	31	82	85	0	81	81	0	81	81	0.0	98.8	95.3
Grade 6	36	69	97	0	68	95	0	68	95	0.0	98.6	97.9
All Grades	167	326	355	0	322	348	0	322	348	0.0	98.8	98.0

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2488.	2476.		42.70	39.00		32.58	34.00		17.98	18.00		6.74	9.00
Grade 4		2509.	2529.		32.14	41.67		33.33	27.78		23.81	25.00		10.71	5.56
Grade 5		2589.	2540.		58.02	32.10		25.93	23.46		9.88	29.63		6.17	14.81
Grade 6		2600.	2618.		48.53	58.95		23.53	22.11		17.65	11.58		10.29	7.37
All Grades	N/A	N/A	N/A		45.03	43.39		29.19	27.01		17.39	20.40		8.39	9.20

Overall Achievement for All Students

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		46.07	43.00		46.07	50.00		7.87	7.00
Grade 4		41.67	45.83		45.24	41.67		13.10	12.50
Grade 5		61.73	37.04		33.33	45.68		4.94	17.28
Grade 6		48.53	55.79		36.76	32.63		14.71	11.58
All Grades		49.38	45.69		40.68	42.53		9.94	11.78

Concepts & Procedures
Applying mathematical concepts and procedures

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		43.82	42.00		44.94	48.00		11.24	10.00
Grade 4		32.14	44.44		55.95	45.83		11.90	9.72
Grade 5		48.15	29.63		45.68	54.32		6.17	16.05
Grade 6		38.24	46.32		45.59	49.47		16.18	4.21
All Grades		40.68	40.80		48.14	49.43		11.18	9.77

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		40.45	37.00		52.81	52.00		6.74	11.00
Grade 4		35.71	44.44		50.00	47.22		14.29	8.33
Grade 5		44.44	18.52		46.91	69.14		8.64	12.35
Grade 6		33.82	42.11		58.82	48.42		7.35	9.47
All Grades		38.82	35.63		51.86	54.02		9.32	10.34

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	*	*	1483.2	*	*	1471.8	*	*	1509.5	4	10	32
1	1507.3	1503.5	*	1510.4	1490.5	*	1503.7	1515.8	*	20	13	6
2	1531.3	1509.0	1487.7	1521.1	1499.3	1476.4	1540.7	1518.3	1498.3	19	21	12
3	1523.5	1526.8	1483.5	1520.3	1531.9	1493.7	1526.3	1521.1	1472.9	15	18	24
4	*	1555.6	1501.7	*	1558.3	1512.7	*	1552.4	1490.1	9	18	15
5	*	1536.1	1524.6	*	1543.5	1549.4	*	1528.2	1499.2	5	17	12
6	*	*	1558.7	*	*	1572.3	*	*	1544.7	8	8	16
All Grades										80	105	117

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	*	*	46.88	*	*	25.00	*	*	18.75	*	*	9.38	*	*	32
1	45.00	38.46	*	45.00	38.46	*	10.00	15.38	*	0.00	7.69	*	20	13	*
2	47.37	23.81	16.67	47.37	61.90	50.00	0.00	4.76	25.00	5.26	9.52	8.33	19	21	12
3	26.67	38.89	12.50	60.00	50.00	41.67	13.33	11.11	20.83	0.00	0.00	25.00	15	18	24
4	*	66.67	26.67	*	16.67	26.67	*	11.11	20.00	*	5.56	26.67	*	18	15
5	*	35.29	33.33	*	47.06	8.33	*	11.76	41.67	*	5.88	16.67	*	17	12
6	*	*	56.25	*	*	18.75	*	*	12.50	*	*	12.50	*	*	16
All Grades	43.75	42.86	31.62	40.00	40.00	29.06	10.00	12.38	22.22	6.25	4.76	17.09	80	105	117

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	*	*	40.63	*	*	28.13	*	*	18.75	*	*	12.50	*	*	32
1	50.00	46.15	*	45.00	30.77	*	0.00	15.38	*	5.00	7.69	*	20	13	*
2	68.42	42.86	33.33	26.32	42.86	25.00	0.00	4.76	33.33	5.26	9.52	8.33	19	21	12
3	46.67	66.67	54.17	53.33	27.78	12.50	0.00	5.56	4.17	0.00	0.00	29.17	15	18	24
4	*	77.78	60.00	*	11.11	13.33	*	5.56	0.00	*	5.56	26.67	*	18	15
5	*	58.82	33.33	*	35.29	41.67	*	0.00	8.33	*	5.88	16.67	*	17	12
6	*	*	68.75	*	*	18.75	*	*	6.25	*	*	6.25	*	*	16
All Grades	55.00	58.10	47.01	35.00	29.52	23.08	2.50	7.62	11.97	7.50	4.76	17.95	80	105	117

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	*	*	34.38	*	*	40.63	*	*	18.75	*	*	6.25	*	*	32
1	25.00	23.08	*	40.00	38.46	*	35.00	30.77	*	0.00	7.69	*	20	13	*
2	42.11	19.05	25.00	47.37	57.14	41.67	5.26	9.52	25.00	5.26	14.29	8.33	19	21	12
3	13.33	22.22	0.00	46.67	38.89	12.50	40.00	38.89	50.00	0.00	0.00	37.50	15	18	24
4	*	33.33	0.00	*	33.33	20.00	*	27.78	46.67	*	5.56	33.33	*	18	15
5	*	5.88	0.00	*	52.94	16.67	*	29.41	41.67	*	11.76	41.67	*	17	12
6	*	*	18.75	*	*	31.25	*	*	37.50	*	*	12.50	*	*	16
All Grades	31.25	20.95	14.53	36.25	46.67	27.35	25.00	25.71	35.90	7.50	6.67	22.22	80	105	117

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	*	*	59.38	*	*	31.25	*	*	9.38	*	*	32
1	70.00	53.85	*	30.00	46.15	*	0.00	0.00	*	20	13	*
2	57.89	33.33	41.67	36.84	57.14	33.33	5.26	9.52	25.00	19	21	12
3	46.67	66.67	33.33	53.33	27.78	50.00	0.00	5.56	16.67	15	18	24
4	*	72.22	40.00	*	22.22	40.00	*	5.56	20.00	*	18	15
5	*	41.18	33.33	*	52.94	41.67	*	5.88	25.00	*	17	12
6	*	*	31.25	*	*	56.25	*	*	12.50	*	*	16
All Grades	51.25	52.38	41.88	43.75	42.86	41.88	5.00	4.76	16.24	80	105	117

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	*	*	34.38	*	*	40.63	*	*	25.00	*	*	32
1	40.00	30.77	*	55.00	61.54	*	5.00	7.69	*	20	13	*
2	63.16	57.14	41.67	31.58	33.33	50.00	5.26	9.52	8.33	19	21	12
3	53.33	83.33	62.50	46.67	16.67	8.33	0.00	0.00	29.17	15	18	24
4	*	66.67	60.00	*	27.78	13.33	*	5.56	26.67	*	18	15
5	*	82.35	75.00	*	11.76	0.00	*	5.88	25.00	*	17	12
6	*	*	75.00	*	*	25.00	*	*	0.00	*	*	16
All Grades	56.25	63.81	52.14	37.50	30.48	26.50	6.25	5.71	21.37	80	105	117

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	*	*	40.63	*	*	56.25	*	*	3.13	*	*	32
1	30.00	38.46	*	70.00	53.85	*	0.00	7.69	*	20	13	*
2	52.63	28.57	33.33	42.11	57.14	66.67	5.26	14.29	0.00	19	21	12
3	6.67	0.00	0.00	86.67	77.78	45.83	6.67	22.22	54.17	15	18	24
4	*	16.67	6.67	*	72.22	53.33	*	11.11	40.00	*	18	15
5	*	11.76	0.00	*	76.47	58.33	*	11.76	41.67	*	17	12
6	*	*	12.50	*	*	50.00	*	*	37.50	*	*	16
All Grades	35.00	20.00	17.95	52.50	67.62	53.85	12.50	12.38	28.21	80	105	117

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	*	*	65.63	*	*	31.25	*	*	3.13	*	*	32
1	25.00	38.46	*	75.00	53.85	*	0.00	7.69	*	20	13	*
2	47.37	42.86	16.67	42.11	42.86	75.00	10.53	14.29	8.33	19	21	12
3	33.33	38.89	0.00	66.67	61.11	79.17	0.00	0.00	20.83	15	18	24
4	*	55.56	0.00	*	38.89	66.67	*	5.56	33.33	*	18	15
5	*	29.41	8.33	*	64.71	58.33	*	5.88	33.33	*	17	12
6	*	*	37.50	*	*	56.25	*	*	6.25	*	*	16
All Grades	35.00	44.76	25.64	58.75	49.52	58.12	6.25	5.71	16.24	80	105	117

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**
576	**12.8**	**25.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Eastwood.	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	149	25.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	74	12.8
Students with Disabilities	60	10.4

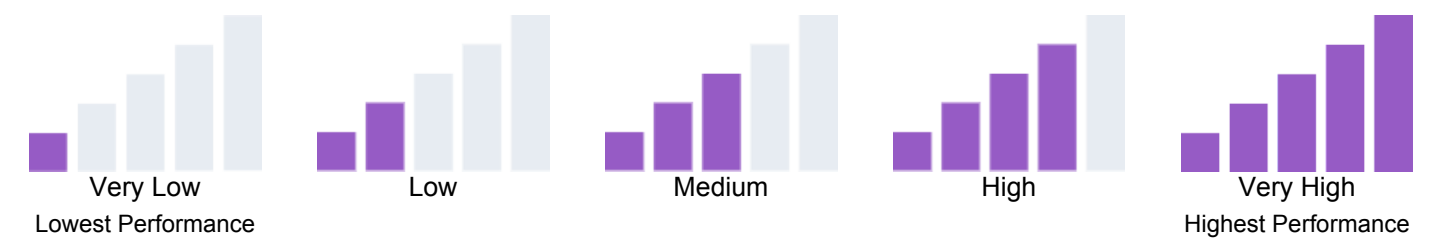| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.6
American Indian	1	0.2
Asian	344	59.7
Filipino	16	2.8
Hispanic	43	7.5
Two or More Races	59	10.2
Pacific Islander		
White	103	17.9

Conclusions based on this data:

1. Eastwood is made up of mostly students that identify as Asian

2. 26% of our students are English Language Learners

3. 13% of our students are socioeconomically disadvantaged
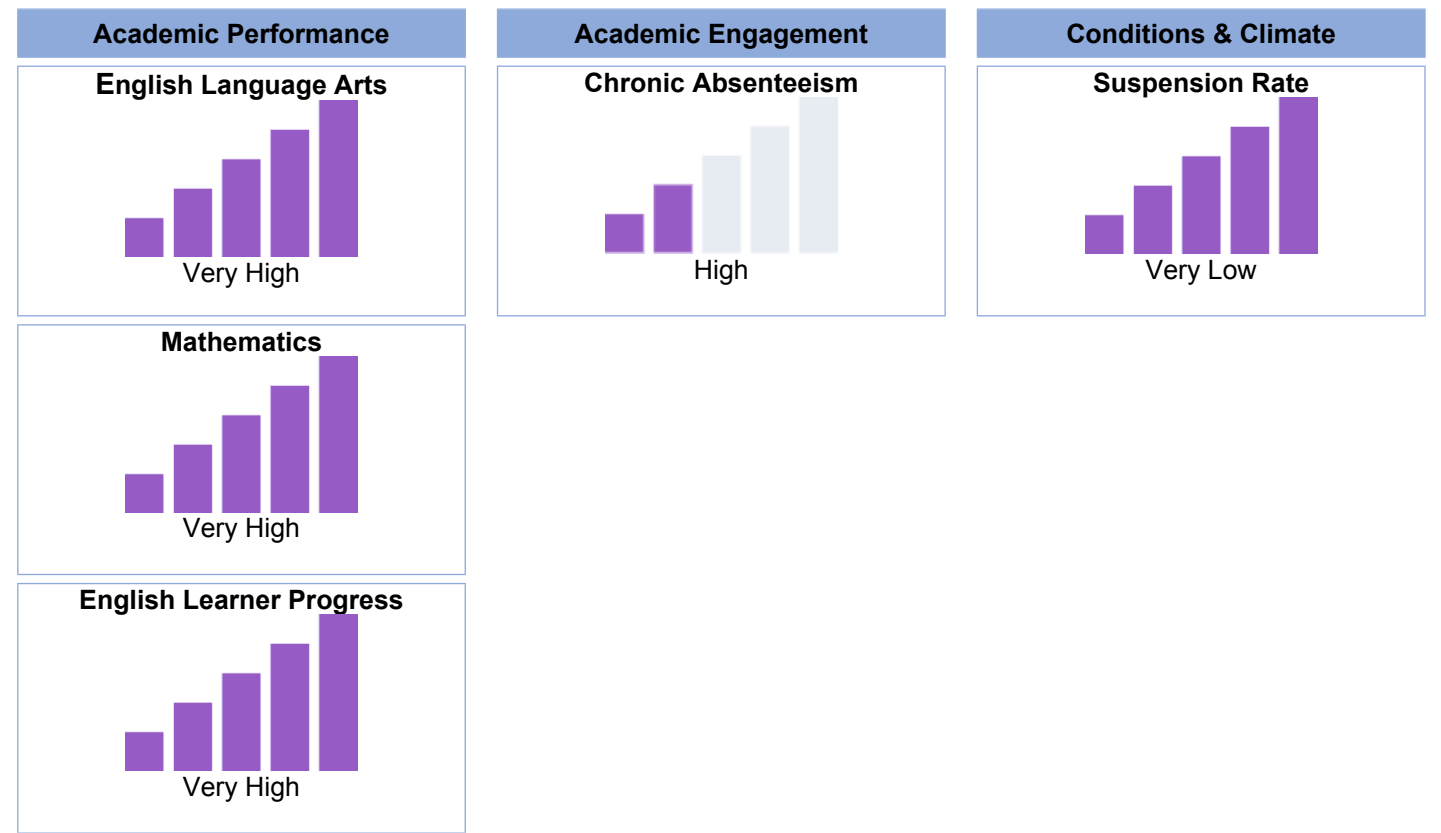
School and Student Performance Data

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 — Very High		

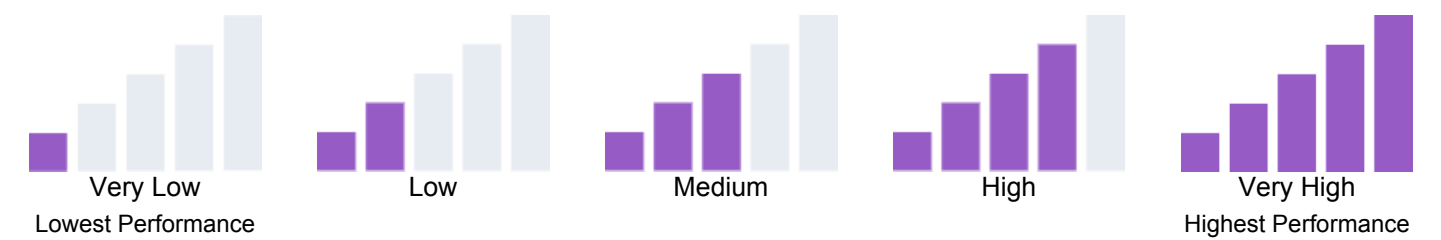**Conclusions based on this data:**

1. Students are strong in ELA...and we can support them even more with EL strategies. Students are strong in math

2. One of or subgroups placed us in to ATSI for Absenteeism. We have written a goal to address this.

3. Behaviors are being managed well by teachers and Restorative Practices
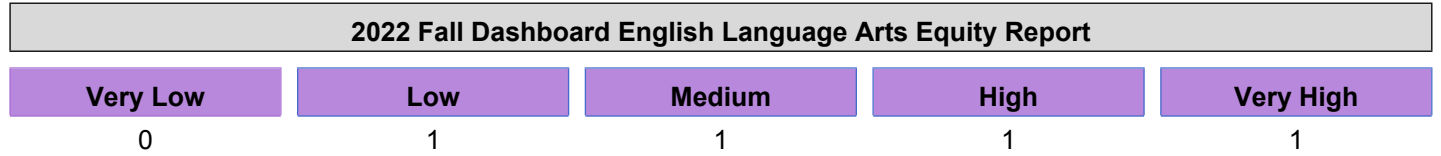
School and Student Performance Data

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](#).
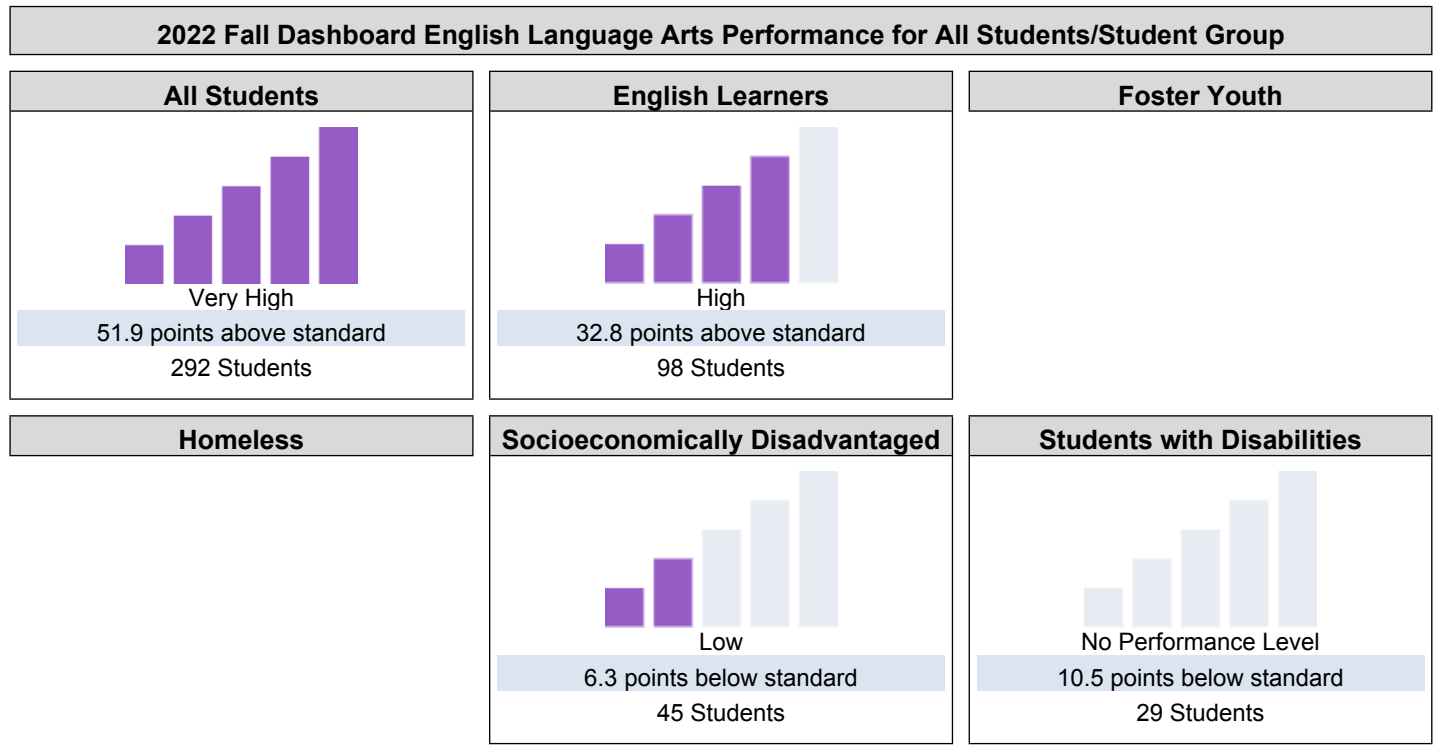
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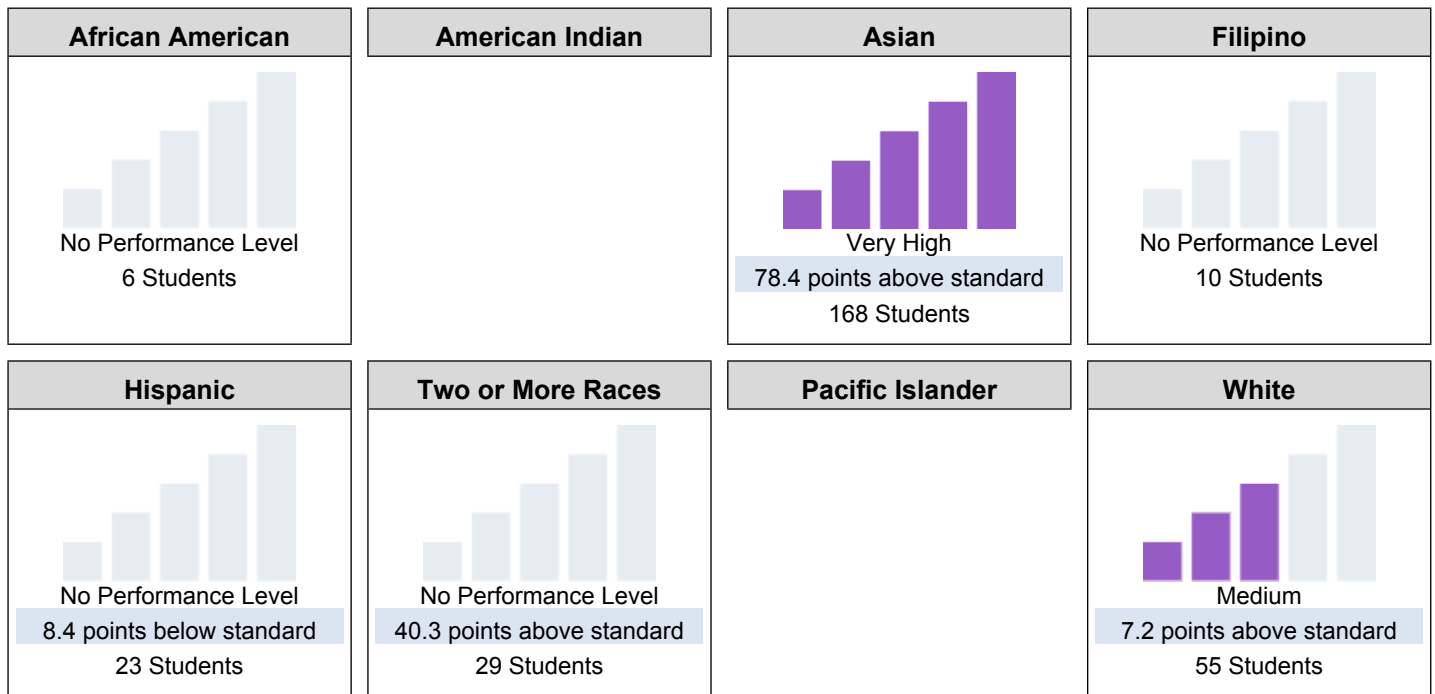
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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	1	1	1	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	High	
51.9 points above standard	32.8 points above standard	
292 Students	98 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Low	No Performance Level
	6.3 points below standard	10.5 points below standard
	45 Students	29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

6 Students

American Indian

Asian

Very High

78.4 points above standard

168 Students

Filipino

No Performance Level

10 Students

Hispanic

No Performance Level

8.4 points below standard

23 Students

Two or More Races

No Performance Level

40.3 points above standard

29 Students

Pacific Islander

White

Medium

7.2 points above standard

55 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

62.5 points below standard

25 Students

Reclassified English Learners

65.5 points above standard

73 Students

English Only

50.0 points above standard

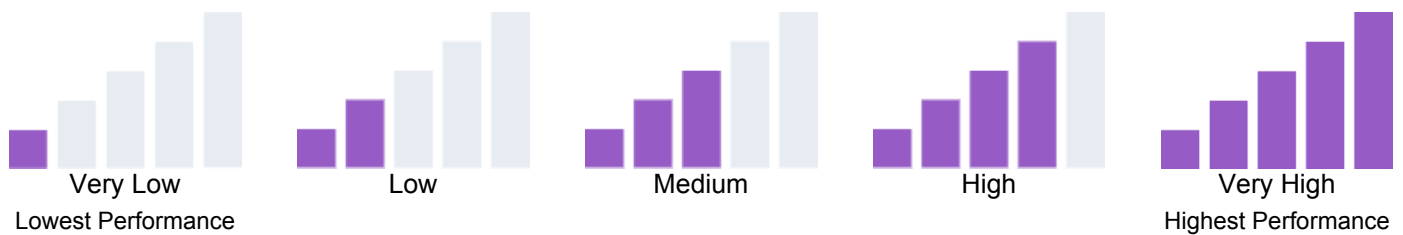150 Students

Conclusions based on this data:

1. We need to enhance our MTSS team to look at data that is broken down by subgroups to ensure we are targeting all students.

2. We can work with families to provide them information that will help them support their children.

3. Overall, we're doing a good job meeting the needs of our students.
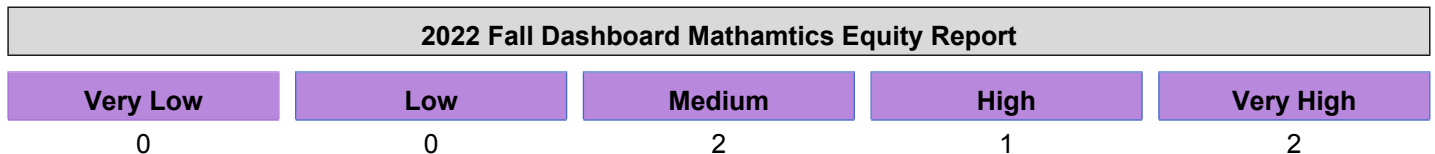
School and Student Performance Data

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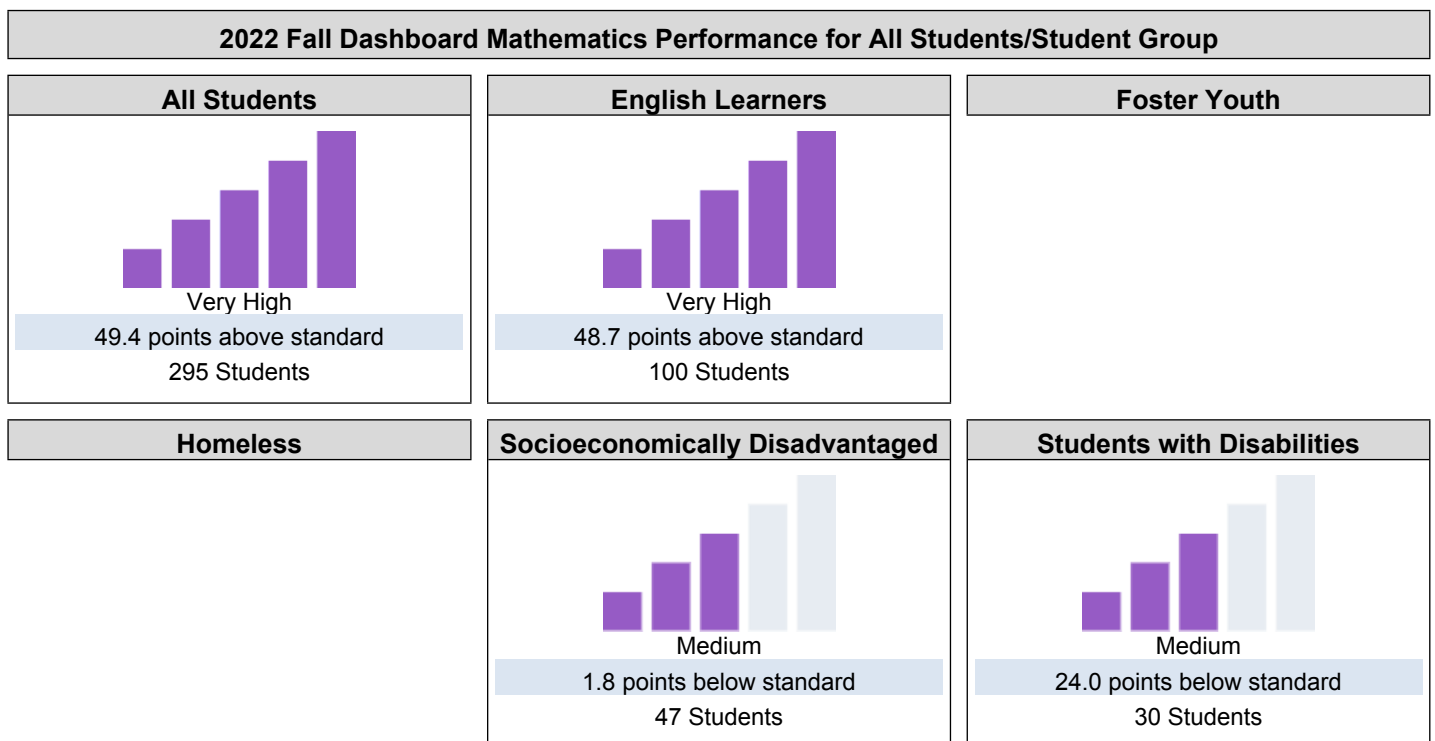
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
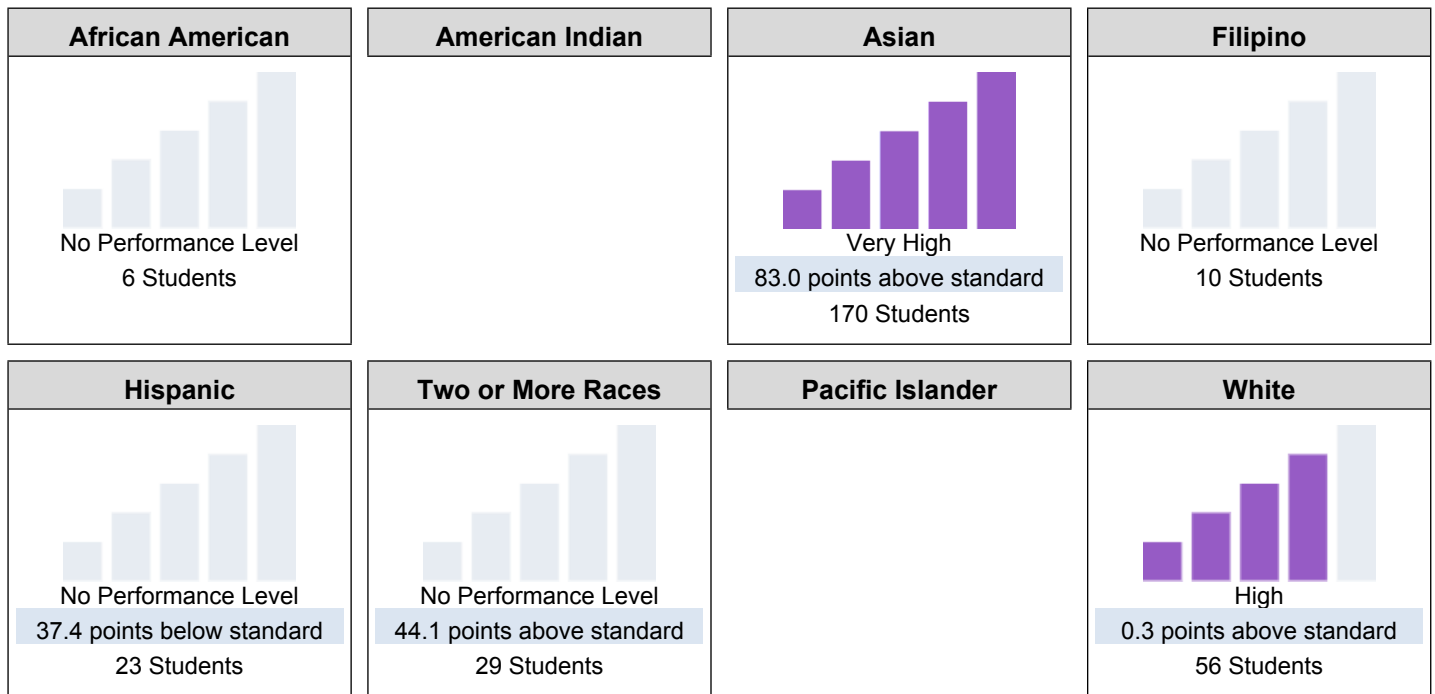
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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	2	1	2

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	Very High	
49.4 points above standard	48.7 points above standard	
295 Students	100 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Medium	Medium
	1.8 points below standard	24.0 points below standard
	47 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level

6 Students

American Indian

Asian
Very High

83.0 points above standard

170 Students

Filipino
No Performance Level

10 Students

Hispanic
No Performance Level

37.4 points below standard

23 Students

Two or More Races
No Performance Level

44.1 points above standard

29 Students

Pacific Islander

White
High

0.3 points above standard

56 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
17.3 points below standard

26 Students

Reclassified English Learners
71.9 points above standard

74 Students

English Only
40.9 points above standard

151 Students

Conclusions based on this data:

1. Students are showing growth across all measures although we need more time to determine if our strategies have a longitudinally positive impact.

2. Our MTSS team needs to look at more specific data to identify differing needs between subgroups

3. We need to find some specific math intervention strategies to support students who are not at grade level.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

75.4 making progress towards English language proficiency

Number of EL Students: 69 Students

Performance Level: 5
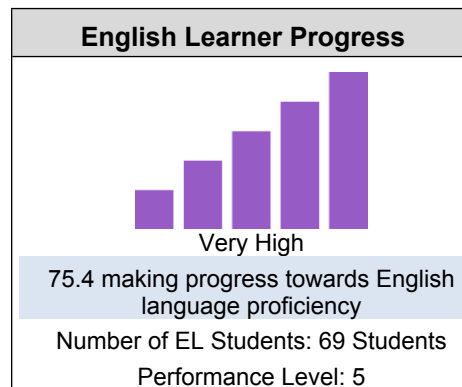
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
7.2%	17.4%	2.9%	72.5%

Conclusions based on this data:

1. Our EL students are coming in with a strong foundation of English.

2. We have created a language-rich environment that supports our tier I instruction.

3. We have supported EL studens with a variety of interventions to accelerate their growth

School and Student Performance Data

Academic Performance
College/Career Report

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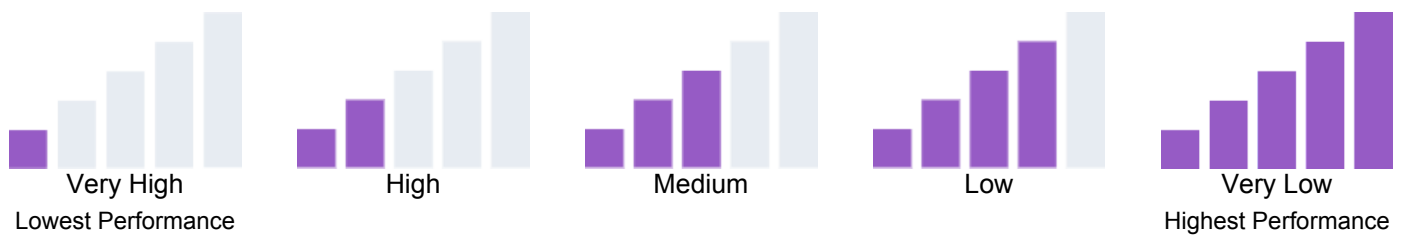
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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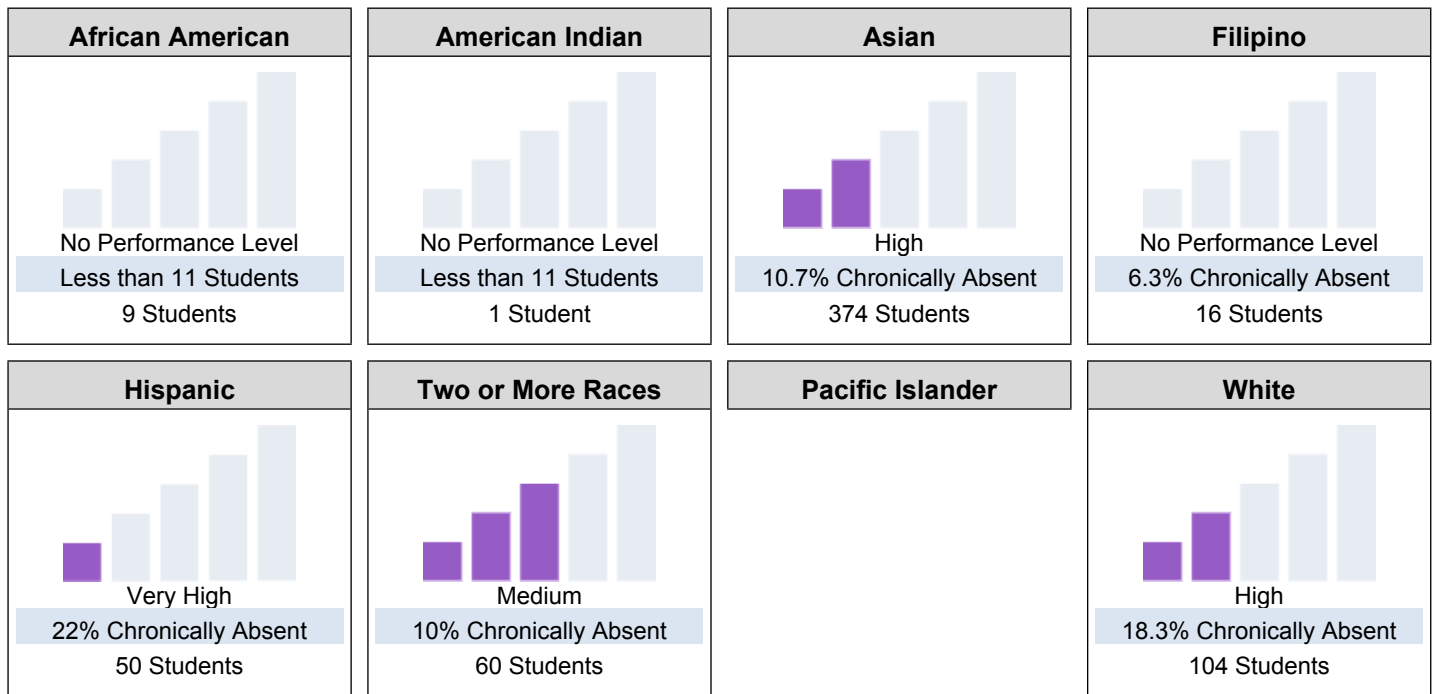

| Very High | High | Medium | Low | Very Low |

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**
2	4	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	
12.7% Chronically Absent	12.6% Chronically Absent	
614 Students	167 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Very High
	17.3% Chronically Absent	24.3% Chronically Absent
	81 Students	70 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
Less than 11 Students	Less than 11 Students	10.7% Chronically Absent	6.3% Chronically Absent
9 Students	1 Student	374 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Medium		High
22% Chronically Absent	10% Chronically Absent		18.3% Chronically Absent
50 Students	60 Students		104 Students

Conclusions based on this data:

1. Covid fear and anxiety led to high levels of absenteeism.

2. We have written a goal to address absenteeism

3. We spent time as a team identifying which specific children are chronically absent and are working to develop parent workshops to answer questions.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

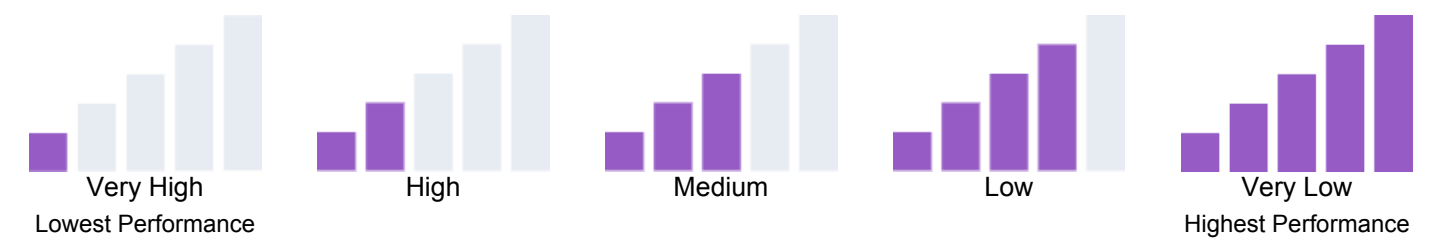**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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).
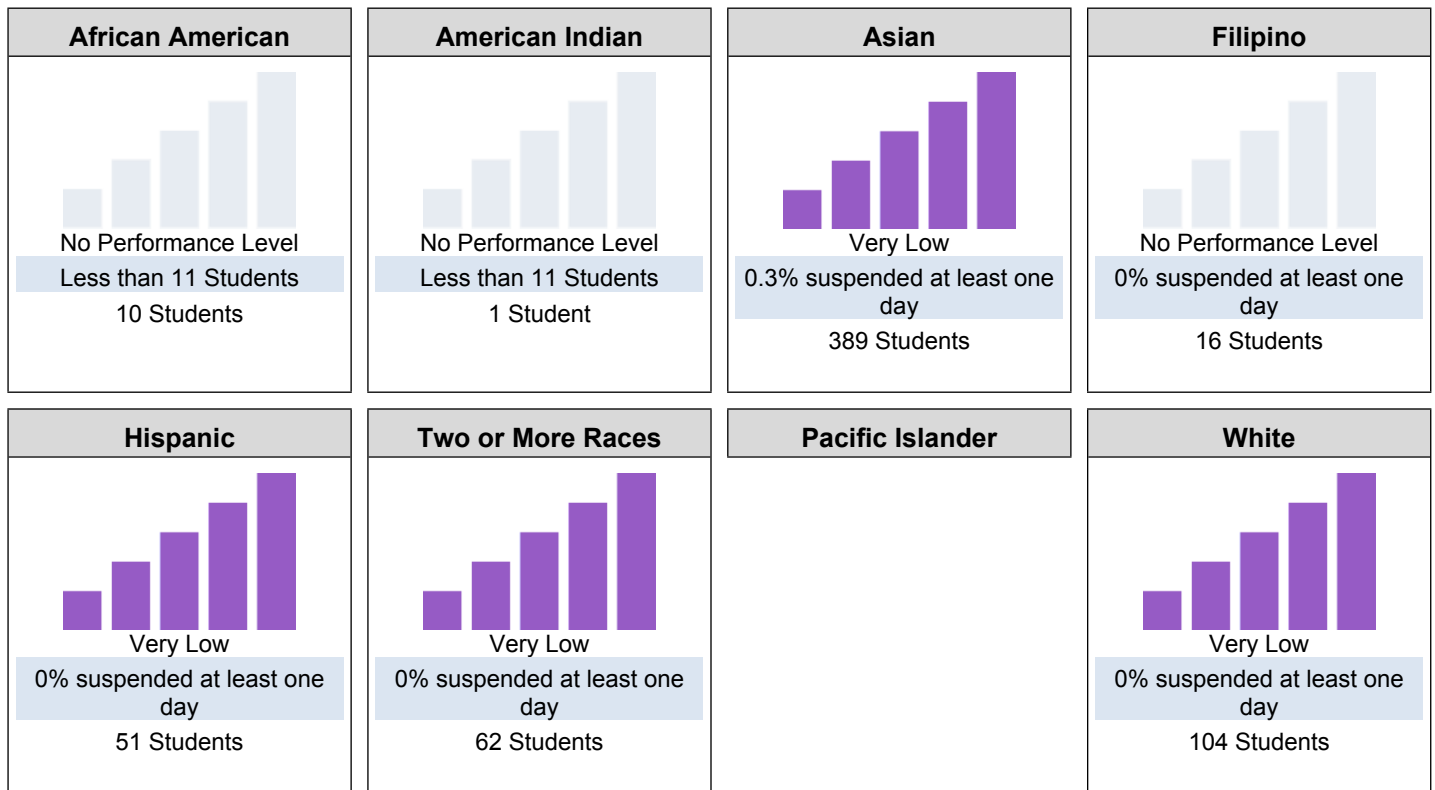
Very High	High	Medium	Low	Very Low

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	1	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	Low	
0.3% suspended at least one day	0.6% suspended at least one day	
633 Students	176 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Very Low
	2.4% suspended at least one day	0% suspended at least one day
	85 Students	71 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0.3% suspended at least one day	0% suspended at least one day
10 Students	1 Student	389 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
51 Students	62 Students		104 Students

Conclusions based on this data:

1. Restorative Practices are effective.

2. Teachers are doing a great job of managing behaviors in their classrooms and helping students understand their overall impact on behavior.

3. Students were coming out of COVID and need to be retaught social behaviors through our BRAVE motto (Believe, Respect, Adapt, Validate, Empathize)