

The School Plan for Student Achievement

School: AMY IMAI ELEMENTARY SCHOOL
CDS Code: 43-69591-60479071
District: Mountain View Whisman School District
Principal: Arline Siam
Revision Date: November 17, 2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 17, 2022.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

School Profile

This year our focus is back to basics and ensuring our students are all making academic progress in both ELA and math. Every six weeks we will use the universal data cycle to track progress and make appropriate changes in RTI rotations for all students. We will also continue to focus on the social emotional learning of our students by using Sown to Grow and Soul Shoppe lessons to ensure our students well being is a priority.

ACADEMIC ACHIEVEMENT

School Goal 1 - Academic Achievement- English Language Arts

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in English Language Arts.

CAASPP Goal: By June 2023, there will be a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 70% to 73% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 64% to 68% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 1-percentage point increase from 90% to 91% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 1-percentage point increase from 92% to 93% in the number of students who meet or exceed standards

Hispanic/ Latino: There will be a 6-percentage point increase from 42% to 48% in the number of students who meet or exceed standards

White: There will be a 1-percentage point increase from 92% to 93% in the number of students who meet or exceed standards

i-Ready One-Year's Growth Goal:

A. By June 2023, there will be a 3-percent point increase (from 70% to 73%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 40% to 46% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 3-percentage point increase from 71% to 74% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 3-percentage point increase from 68% to 71% in the number of students who meet their annual typical growth.

Hispanic/ Latino: There will be a 4-percentage point increase from 58% to 62% in the number of students who meet their annual typical growth.

White: There will be a 3-percentage point increase from 71% to 74% in the number of students who meet their annual typical growth.

b. By June 2023, Amy Imai Elementary School will meet or exceed the District's 2021 Annual Growth average of 62%

School Goal 2 - Academic Achievement- Mathematics

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics.

CAASPP Goal: By June 2023, there will be a 1-percent point increase (from 87% to 88%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 4-percentage point increase from 65% to 69% in the number of students with disabilities who meet or exceed standards

Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 33% to 40% in the number of students with disabilities who meet or exceed standards

English Only (EO): There will be a 1-percentage point increase from 92% to 93% in the number of students with disabilities who meet or exceed standards

Ethnicity Subgroups:

Asian : There will be a 1-percentage point increase from 98% to 99% in the number of students who meet or exceed standards

Hispanic/ Latino: There will be a 1-percentage point increase from 39% to 40% in the number of students who meet or exceed standards

White: There will be a 1-percentage point increase from 88% to 89% in the number of students who meet or exceed standards

iReady One-Year's Growth Goal:

A. By June 2023, there will be a 3-percentage point increase (from 74% to 77%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 73% to 76% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 65 % to 69% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 3-percentage point increase from 75% to 78% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 3-percentage point increase from 72% to 75% in the number of students who meet their annual typical growth.

Hispanic/ Latino: There will be a 4-percentage point increase from 58% to 61% in the number of students who meet their annual typical growth.

White: There will be a 2-percentage point increase from 78% to 80% in the number of students with disabilities who meet their annual typical growth.

B. By June 2023, Amy Imai Elementary School will meet or exceed the District's 2021 Annual Growth average of 61%

School Goal 3 - Academic Achievement - English Language Learners

ELPAC

By June 2023,

100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 66% to 69%.

LTEL/ At-Risk:

By June 2023, the number of students who are At-Risk of becoming LTEL will decrease from 1 to 0.

RFEP

By June 2023, there will be a 1 percentage point increase (from 89% to 90%) in the number of RFEP students meeting or exceeding in English Language Arts as measured by the CAASPP.

School Goal 4: Social Emotional Health and Wellness

By June 2022, there will be a 1-percentage point increase from 93% to 94% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

By June 2023, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

School Goal 5 - Inclusive and Welcoming Culture

Amy Imai Elementary has an active and engaged parent community and we will continue to encourage parents to partner with the school in all aspects of student learning and growing. Through our partnership, we will see an increase in student attendance and parents will report feeling that Imai creates a welcoming environment for all families as measured by annual parent surveys. In alignment with our district vision statement, every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

Attendance Goal - Amy Imai will increase or maintain school wide student attendance rate and reduce chronic absenteeism for subgroups.

By June 2023, the average student attendance rate for the school will be at or above 97%.

Chronic Absenteeism Goal: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 1% from 8% to 7% as measured by absenteeism rates documented through our District Chronic Absenteeism data.

Welcoming Environment Goal: By June 2023, there will be a 1% increase, from 88% to 89%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey.

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below 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

1. Use of state and local assessments to modify instruction and improve student achievement

Writing, math, and ELA benchmark assessments are administered in alignment with District timelines. The ELA and Math assessments given through the i-Ready platform are largely summative and are analyzed after each administration. State data for grades 3-5 is analyzed in September and used to make decisions about school goals and key strategies for site planning. The Common Core Standards are the target for all instruction in ELA and math. Curriculum tools used in instruction are aligned with standards. We use the data to differentiate instruction and create RTI groups throughout the year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Data is collected from a variety of sources: in-class checks for understanding, exit slips, curriculum assessments, and common formative assessments created by teacher teams. Teachers analyze their classroom data on an ongoing basis, and results of curriculum assessments and common formative assessments are broken down and discussed during teacher collaboration meetings weekly. These discussions inform next steps for responding to student needs by modifying instruction. Data is analyzed using the Universal data cycle every 6-8 weeks in grade levels as well as by individual teacher.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Imai School has no misassigned teachers, no out of field teachers, and 1 teacher in her first two years of teaching (new teacher but second year at our site). All other teachers are considered "highly qualified".

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

A full time instructional coach offers a wide range of support options for teachers. This can come in the form of observational coaching, modeling teaching techniques, planning lessons, creating assessments, facilitating collaboration, etc. Two STEAM teachers plan and deliver STEAM lessons twice a week for each child. District new teacher coaches support new teachers hone their instructional practice and clear their credential.

5. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve)

A professional development-focused all-staff meeting takes place each Wednesday afternoon and official teacher collaboration time takes place each Thursday. Collaboration is organized around grade level teams and is used to discuss and plan items related to the instructional program.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Enrichment for all electives support every student during the school day and contribute to building schema, honing critical thinking skills, public speaking ability, and scientific inquiry. All students receive two 45-50 minute sessions of Response to Instruction per week. RTI time is used to address standards with which students need more practice as well as extending students' learning through projects that promote deeper learning of the content. A community engagement facilitator is on campus to support families and teachers with non-instructional aspects of meeting diverse needs.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Parental involvement at Imai is a strong component of the school. Parents volunteer to support classroom instruction, centers, event coordination, yard supervision, participation and leadership on school site council, PTA and English Learner Advisory Committees. In addition, many parents attend and are involved in District Advisory Committee, District English Learner Advisory Committee, and Board meetings.

8. 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)

Imai Elementary is not a Title 1 school. Imai receives funding allocations from the District through the Local Control Funding Formula.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Imai receives state funding through the Local Control Funding Formula and funds directed through the district to support enrichment programming at schools. In addition, noon duty and Lottery fund supports the school and are allocated by the district. In the 2022-23 school year each site has been allocated \$100 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 funds do not rollover and must be spent on this year's students. Program 201 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning. PTA support and funding is a major factor for Imai contributing to school supplies, curriculum support, technology software purchase and subscriptions, enrichment, and field trips.

Description of Barriers and Related School Goals

Barriers:

1. Low numbers of English language learners and SED students lead to wide fluctuations of percentages year to year and this year we have seen an increase in the number of newcomers new to our site. The staff will continue to focus on SIOP strategies for all learners.
2. Due to an increase in students needing more behavior reminders, we have had to up date and revamp our behavior matrix of behavior.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

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	116	84	67	113	0	67	113	0	67	97.4	0.0	100.0
Grade 4	108	76	75	103	0	72	103	0	72	95.4	0.0	96.0
Grade 5	93	84	77	91	0	71	91	0	71	97.8	0.0	92.2
All Grades	317	244	219	307	0	210	307	0	210	96.8	0.0	95.9

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	2526.5		2519.1	72.57		64.18	14.16		23.88	7.08		8.96	6.19		2.99
Grade 4	2567.7		2572.8	68.93		75.00	15.53		8.33	7.77		6.94	7.77		9.72
Grade 5	2619.2		2606.3	75.82		71.83	16.48		16.90	3.30		4.23	4.40		7.04
All Grades	N/A	N/A	N/A	72.31		70.48	15.31		16.19	6.19		6.67	6.19		6.67

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	70.80		52.24	23.89		44.78	5.31		2.99
Grade 4	66.02		50.00	27.18		44.44	6.80		5.56
Grade 5	73.63		53.52	20.88		36.62	5.49		9.86
All Grades	70.03		51.90	24.10		41.90	5.86		6.19

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	61.06		44.78	30.97		49.25	7.96		5.97
Grade 4	62.14		68.06	32.04		27.78	5.83		4.17
Grade 5	73.63		69.01	19.78		25.35	6.59		5.63
All Grades	65.15		60.95	28.01		33.81	6.84		5.24

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	61.06		23.88	37.17		65.67	1.77		10.45
Grade 4	60.19		33.33	37.86		56.94	1.94		9.72
Grade 5	50.55		30.99	43.96		61.97	5.49		7.04
All Grades	57.65		29.52	39.41		61.43	2.93		9.05

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	63.72		49.25	27.43		46.27	8.85		4.48
Grade 4	53.40		47.22	36.89		48.61	9.71		4.17
Grade 5	72.53		46.48	23.08		47.89	4.40		5.63
All Grades	62.87		47.62	29.32		47.62	7.82		4.76

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. Based on CAASPP scores from 2021 our data shows that we were able to maintain our performance from before the last administration of the CAASPP assessment.
2. 2021-2022 goal was almost met. (Goal was to go from 88% to 89%)
3. We need to continue refining efforts to differentiate instruction based on need, especially for our students who struggle the most. As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

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	116	84	67	115	0	67	115	0	67	99.1	0.0	100.0
Grade 4	108	76	75	108	0	74	108	0	74	100	0.0	98.7
Grade 5	93	84	77	92	0	75	92	0	75	98.9	0.0	97.4
All Grades	317	244	219	315	0	216	315	0	216	99.4	0.0	98.6

* 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	2529.4		2535.0	66.09		71.64	22.61		16.42	6.96		8.96	4.35		2.99
Grade 4	2576.8		2574.7	69.44		64.86	14.81		20.27	12.96		8.11	2.78		6.76
Grade 5	2618.8		2600.9	77.17		70.67	8.70		16.00	6.52		2.67	7.61		10.67
All Grades	N/A	N/A	N/A	70.48		68.98	15.87		17.59	8.89		6.48	4.76		6.94

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	77.39		79.10	17.39		17.91	5.22		2.99
Grade 4	78.70		72.97	12.96		20.27	8.33		6.76
Grade 5	84.78		76.00	4.35		16.00	10.87		8.00
All Grades	80.00		75.93	12.06		18.06	7.94		6.02

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	69.57		70.15	25.22		26.87	5.22		2.99
Grade 4	70.37		56.76	21.30		36.49	8.33		6.76
Grade 5	69.57		61.33	23.91		26.67	6.52		12.00
All Grades	69.84		62.50	23.49		30.09	6.67		7.41

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	70.43		67.16	24.35		29.85	5.22		2.99
Grade 4	67.59		60.81	27.78		32.43	4.63		6.76
Grade 5	65.22		49.33	27.17		41.33	7.61		9.33
All Grades	67.94		58.80	26.35		34.72	5.71		6.48

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. Overall, math results remained consistent with results from the last time CAASPP was administered. 2021-2022 goal was almost met. (Goal was 87% to 88%)
2. As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support.
3. Efforts to improve our math program should focus on differentiation and support for the students who struggle the most, especially in the area of communicating reasoning.

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	20-21	20-21	20-21
Grade K	*	*	*	10
Grade 1	*	*	*	8
Grade 2	1527.2	1527.8	1526.0	12
Grade 3	1499.4	1503.6	1494.6	14
Grade 4	*	*	*	*
Grade 5	*	*	*	8
All Grades				54

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	20-21	20-21	20-21	20-21
2	0.00	25.00	41.67	33.33	12
3	7.14	50.00	21.43	21.43	14
All Grades	9.26	31.48	22.22	37.04	54

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	20-21	20-21	20-21	20-21
2	0.00	33.33	16.67	50.00	12
3	7.14	21.43	35.71	35.71	14
All Grades	7.41	22.22	25.93	44.44	54

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	20-21	20-21	20-21	20-21
2	0.00	16.67	58.33	25.00	12
3	28.57	35.71	35.71	0.00	14
All Grades	16.67	25.93	37.04	20.37	54

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	20-21	20-21	20-21
2	58.33	33.33	8.33	12
3	35.71	57.14	7.14	14
All Grades	42.59	48.15	9.26	54

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	20-21	20-21	20-21
2	58.33	41.67	0.00	12
3	50.00	35.71	14.29	14
All Grades	46.30	38.89	14.81	54

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	20-21	20-21	20-21
2	33.33	58.33	8.33	12
3	7.14	57.14	35.71	14
All Grades	24.07	57.41	18.52	54

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	20-21	20-21	20-21
2	25.00	75.00	0.00	12
3	14.29	57.14	28.57	14
All Grades	27.78	53.70	18.52	54

Conclusions based on this data:

1. Listening and speaking are our strongest domains.
2. Large number of students are scoring in the somewhat/moderately in all domains.
3. Number of EL's decrease in the upper grades.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

AMY IMAI ELEMENTARY SCHOOL

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
AMY IMAI ELEMENTARY SCHOOL Overall	88%	8%	4%
Asian	93%	6%	1%
Hispanic/Latino	50%	30%	20%
White	93%	4%	3%
SWD	74%	15%	12%
Not SWD	89%	8%	3%
SED	33%	30%	37%
Not SED	92%	7%	1%
EL	49%	30%	21%
EO	93%	5%	2%
IFEP	98%	2%	0%
RFEP	91%	9%	0%
0	100%	0%	0%
1	81%	17%	2%
2	91%	6%	3%
3	97%	3%	0%
4	84%	12%	4%
5	79%	9%	12%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
AMY IMAI ELEMENTARY SCHOOL Overall	70%	30%
Asian	68%	32%
Hispanic/Latino	58%	42%
White	74%	26%
SWD	67%	33%
Not SWD	70%	30%
SED	40%	60%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	72%	28%
EL	67%	33%
EO	71%	29%
IFEP	73%	27%
RFEP	64%	36%
0	73%	27%
1	67%	33%
2	80%	20%
3	78%	22%
4	72%	28%
5	53%	47%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
AMY IMAI ELEMENTARY SCHOOL Overall	88%	10%	3%
Asian	96%	4%	0%
Hispanic/Latino	48%	34%	18%
White	88%	11%	1%
SWD	64%	24%	12%
Not SWD	90%	8%	2%
SED	30%	41%	30%
Not SED	92%	7%	1%
EL	51%	34%	15%
EO	91%	7%	1%
IFEP	98%	2%	0%
RFEP	93%	7%	0%
0	96%	4%	0%
1	79%	19%	2%
2	88%	11%	2%
3	88%	12%	0%
4	86%	9%	4%

Math - Diagnostic 3 2021-2022

5	88%	4%	8%
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Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
AMY IMAI ELEMENTARY SCHOOL Overall	74%	26%
Asian	72%	28%
Hispanic/Latino	58%	42%
White	78%	22%
SWD	73%	27%
Not SWD	74%	26%
SED	65%	35%
Not SED	74%	26%
EL	71%	29%
EO	75%	25%
IFEP	70%	30%
RFEP	76%	24%
0	79%	21%
1	69%	31%
2	67%	33%
3	72%	28%
4	73%	27%
5	82%	18%

Conclusions based on this data:

1. 2021-2022 i-ready math goal was not met (Goal: students meeting standards from 89% to 90%) but students are progressing and making growth on i-ready.
2. The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged.
3. 2021-2022 i-ready reading goal was almost met (Goal: students meeting standards from 89% to 90%)

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts

- **School Goal 1.a - CAASPP Goal**
- **School Goal 1.b - One Year's Growth Goal**

School Goal 1 - Academic Achievement- English Language Arts

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in English Language Arts.

CAASPP Goal: By June 2023, there will be a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 70% to 73% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 64% to 68% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 1-percentage point increase from 90% to 91% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 1-percentage point increase from 92% to 93% in the number of students who meet or exceed standards

Hispanic/ Latino: There will be a 6-percentage point increase from 42% to 48% in the number of students who meet or exceed standards

White: There will be a 1-percentage point increase from 92% to 93% in the number of students who meet or exceed standards

i-Ready One-Year's Growth Goal:

A. By June 2023, there will be a 3-percent point increase (from 70% to 73%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 40% to 46% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 3-percentage point increase from 71% to 74% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 3-percentage point increase from 68% to 71% in the number of students who meet their annual typical growth.

Hispanic/ Latino: There will be a 4-percentage point increase from 58% to 62% in the number of students who meet their annual typical growth.

White: There will be a 3-percentage point increase from 71% to 74% in the number of students who meet their annual typical growth.

b. By June 2023, Amy Imai Elementary School will meet or exceed the District's 2021 Annual Growth average of 62%

Data Used to Form this Goal:

CAASPP
i-ready assessment

Findings from the Analysis of this Data:

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support.

The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged.

2021-2022 goal was almost met. (Goal was to go from 88% to 89%)

2021-2022 i-ready goal was almost met (Goal: students meeting standards from 89% to 90%) *goal wasn't set for yearly growth

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring of qualitative and quantitative data by administrator and teacher teams during staff meetings, coaching discussions, feedback session.

iReady Standards Mastery Assessment Results

iReady Diagnostic Assessment Results

Universal Data cycles (every six weeks)

Grade-level Professional Learning Community Data Chats - Results-oriented

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Universal Data Cycle using student work to analyze @ staff meetings. Every six weeks we will do the universal data cycle to analyze data and guide our instruction.	August - May	Teachers, coach and admin				
Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. -Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction. -The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. - While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive tiered level of instruction that extends their	August – May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning or helps with topics the students did not understand. -No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations.						
Differentiation -What do Students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. -How will we know that students have learned it? Grade levels will then use i-Ready Standards Mastery Assessments for pre-assessment. -How will we respond? Grade level will review the data to determine instructional needs and differentiation strategies during the core instruction and RTI groupings (Tiered Level of Instruction). Implement differentiation strategies provided at the district August professional development on differentiation including SIOP features for the year which are language and content objectives and interactions for engagement. Data will be reviewed regularly during staff meetings, grade level collaborations as well as PD days. We will evaluate how we are doing during staff meetings by having regular data discussions as well as during grade level collaboration and planning time.	August - May	Principal, Coach and Teachers	None Specified			
Coach support will include regular check-ins with teachers focused on site initiatives. Feedback given by principal only.	August-May	Principal, Teachers,Coach	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will review data every 6 weeks to guide instructional practices for RTI.	August – May	Principal, Teachers, Coach	No expenditures			
Plan and schedule Kid Talks to check on student progress along the way.	October- May	Teachers and Outside Tutoring Company	No expenditures			
Use of i-Ready during RTI will be consistent across grade levels	August - May	Teachers	No expenditures, part of regular staff responsibilities.			
Visit classrooms regularly and provide ongoing feedback to teachers and students.	October - Apr	Principal, Teachers	No expenditures			
Hire hourly newcomer teacher. 4 hours per week to support newcomers learning English and teaching them how to read and write.	November-May	Principal	1000-1999: Certificated Personnel Salaries	TSSP	7000	
Utilize Square Panda for students needing extra reading support in the lower grades. We will utilize the program with our lowest performing K-2 students and newcomers to help them acquire reading skills.	Ongoing	Principal, Teachers, coach	No expenditures			
Regular walkthroughs by admin and coach will be done. SIOP features will be focused for this year. Regular feedback by principal will be given during walkthrough via emails or in person if needed immediate feedback.	August-May	Principal-Coach	No expenditures			
Printing of Learning A-Z books (Spanish and/or English per tier) for home use.	September-May	Admin, coaches and parent volunteers	No expenditures			
Use of funds for enrichment such as engineering, or coding for all students to participate in.	October-May	Principal, Coach	None Specified	Program 201	5000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3 hour Planning Time (per teacher) per trimester to be done after school.	3X a year	Principal, coach, teachers		1000-1999: Certificated Personnel Salaries	Program 201	4000
ELA Intervention: support with HFW and/or reading fluency; readers' theater for students at tier 3.	October-November	Principal, coach, teachers and parent volunteers			Program 201	2000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Aug - May	Principal, teachers, Coach	No expenditures, part of regular staff responsibilities.			
Implement new or revised strategies based on revision of plan	Nov-June	Principal, teachers and coach	No expenditures, part of regular staff responsibilities.			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

School Goal 1 - Academic Achievement- Mathematics

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics.

CAASPP Goal: By June 2023, there will be a 1-percent point increase (from 87% to 88%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 4-percentage point increase from 65% to 69% in the number of students with disabilities who meet or exceed standards

Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 33% to 40% in the number of students with disabilities who meet or exceed standards

English Only (EO): There will be a 1-percentage point increase from 92% to 93% in the number of students with disabilities who meet or exceed standards

Ethnicity Subgroups:

Asian : There will be a 1-percentage point increase from 98% to 99% in the number of students who meet or exceed standards

Hispanic/ Latino: There will be a 1-percentage point increase from 39% to 40% in the number of students who meet or exceed standards

White: There will be a 1-percentage point increase from 88% to 89% in the number of students who meet or exceed standards

iReady One-Year's Growth Goal:

A. By June 2023, there will be a 3-percentage point increase (from 74% to 77%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals: By June 2023 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 3-percentage point increase from 73% to 76% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 65 % to 69% in the number of students who meet their annual typical growth.

English Only (EO): There will be a 3-percentage point increase from 75% to 78% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 3-percentage point increase from 72% to 75% in the number of students who meet their annual typical growth.

Hispanic/ Latino: There will be a 4-percentage point increase from 58% to 61% in the number of students who meet their annual typical growth.

White: There will be a 2-percentage point increase from 78% to 80% in the number of students with disabilities who meet their annual typical growth.

B. By June 2023, Amy Imai Elementary School will meet or exceed the District's 2021 Annual Typical Growth average of 61%

Data Used to Form this Goal:
CAASPP District assessments i-ready
Findings from the Analysis of this Data:
Effort to improve our math program focused on differentiation and support for the students who struggle the most, especially in the are of communicating reasoning. As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support. The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged. 2021-2022 goal was almost met. (Goal was 87% to 88%) 2021-2022 i-ready goal was not met (Goal: students meeting standards from 89% to 90%) *goal wasn't set for yearly growth
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions. iReady Standards Mastery Assessment Results iReady Diagnostic Assessment Results Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: hone RTI skills - CFA creation, data analysis, looking at student work, how to extend learning	August - May	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			
Coach will follow up and support teachers with District initiatives.	September - May	Principal, Coah	No expenditures, part of regular staff responsibilities.			
Target students will be supported by regular check-ins during staff meetings.	November - April	Principal, teacher	No expenditures, part of regular staff responsibilities.			
Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. -Each classroom will rotate twice a week, in small	August-May	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
groups for RTI, and to receive STEAM instruction. -The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. - While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive tiered level of instruction that extends in their learning or help with topics the students did not understand. -No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations.						
Differentiation -What do Students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. -How will we know that students a have learned it? Grade levels will then use i-Ready Standards Mastery Assessments for pre-assessment. -How will we respond? Grade levels will review the data to determine instructional needs and differentiation and strategies during the core instruction and RTI groupings (Tiered Level of Instruction).	August-May	Principal,coach, teachers	No expenditures, part of regular staff responsibilities.			
Provide after school tutoring for students on tier 3 and on i-ready. Priority will be English language learners.	October-May	Principal and coach			TSSP	2000
Tier 1: purchase engineering, coding or lego program to enrich students learning	October-May	Principal, teachers and coach	Purchasing enrichment programs	None Specified	Program 201	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Planning time for teacher to implement and plan lessons after reviewing data. Teachers will plan once every trimester.	Once a trimester	Teachers	Hourly pay for teacher planning	None Specified	Program 201	2000
Math manipulatives (for classroom and home use)	Trimester 2	Principal, , coach			Donations - General	1000
Universal Data Cycle using student work to analyze @ staff meeting every six week.	Aug - May	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			
Math Intervention: work on fluency & foundational skills	On-going	Principal, coach, teachers and parent volunteers	No expenditures, part of regular staff responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	On-going	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November-June	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
School Goal 3 - Academic Achievement - English Language Learners ELPAC By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 66% to 69%. LTEL/ At-Risk: By June 2023, the number of students who are At-Risk of becoming LTEL will decrease from 1 to 0. RFEP By June 2023, there will be a 1 percentage point increase (from 89% to 90%) in the number of RFEP students meeting or exceeding in English Language Arts as measured by the CAASPP.

Data Used to Form this Goal:
ELPAC i-ready Benchmark assessments CAASP
Findings from the Analysis of this Data:
Data from last year shows that we met our ELPAC goal but our English learners are still under performing in comparison to our other students. Focus for this year will be to continue to focus on the academic achievement of our English Language learners. Goal met for LTEL (reduction of LTEL's from 6 to 4) Goal not met for RFEP (increase of RFEP students meeting standards from 90% to 91%) Goal met for ELPAC (80% of students in level 4 will maintain or reclassify)
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring, including reviewing data at the end of every trimester. ELPAC Assessment Results iReady Diagnostic Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate regularly in instructional coaching (at least 1x/mo)	August - May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			
Implement SIOP strategies focusing on Interactions (9) Key Vocabulary Emphasized (24) Language Objectives clearly supported lesson delivery Objectives.	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			
Professional Development: hone understanding and application of SIOP techniques done during staff meetings.	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing PD for ELD during staff meetings as well as attending PD offered by ELD TOSA during the year. Use strategies learned during ELD on a regular basis. Provide support and feedback regularly by admin.	On-going	Principal, coach and EL TOSA	Paid PD after school	1000-1999: Certificated Personnel Salaries	TSSP	1000
1. Data will be used regularly to track student progress. 2. Parents will receive I-Ready diagnostic information 3 times per year and target students will get regular progress updates.	September - May	Principal, Classified Staff	No expenditures, part of regular staff responsibilities.			
Strengthen the writing of content and language objectives through ongoing PD during staff meetings. Continue to focus on the use of academic vocabulary during both ELA and math by writing academic vocabulary on the board, having students practice the words, and assessing the use of the vocabulary in math exit tickets. Interactions will be done regularly in small group during ELA and math. Feedback by admin will done after walkthroughs done on regular basis.	Aug - May	Principals, Coach, Teachers	No expenditures, part of regular staff responsibilities.			
Newcomer Welcome Kit (resources, communication cards, etc.)	On-going	Principal and SCEF	No expenditures			
Purchase language portable translators from Amazon to support our newcomer students. Language translator support instant two way text / voice translation seamlessly.	As needed	Principal				
Hire Newcomer teacher (hourly)	Nov-May	Principal	Expenditure already accounted for in goal 1			
Provide parents with printed mini-books in different languages to practice their new English skills but	On-going	Principal, coach and SCEF	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
still having access to their primary languages. Books will be printed in Spanish and Russian.						
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	On-going	Principal, coach and teachers	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	On-going	Principal, coach and teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
School Goal 4: By June 2022, there will be a 1-percentage point increase from 93% to 94% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey. By June 2023, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
LCAP Student CHAC referrals
Findings from the Analysis of this Data:
We want to continue working on a welcoming environment for all families. We will incorporate more events for new families to welcome them into our community. While a majority of our parents feel that Amy Imai is a welcoming and inclusive school, we have room to grow. 2021-2022 goal was met. (Goal was an increase from 68% to 71% of parents who agree strongly agree that their students' social emotional needs were met as measured by the LCAP.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and at-risk supervisor.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alongside teachers, coach and ARIS we will create a behavior incentive system to reward students for good behavior	Trimester 1	Principal, ARIS, team of teachers		None Specified	Program 201	500
We will use Sown to Grow to monitor students' well being once a week.	Nov-June	Principal, coach and teachers	No expenditures, part of regular staff responsibilities.			
Provide CHAC counseling to students.	November-May	Principal	No expenditures, part of regular staff responsibilities.			
Develop a school wide behavior matrix on student expected behaviors at school. Align expected behaviors to schools core values of community and respect.	October-May	Principal, coach and teachers	Extra hours for teachers in the behavior committee		Program 201	500
Continue with Soul Shoppe program which includes online SEL lessons and in person assemblies.	Nov-May	Principal and Coach	Cost of outside company doing in person assemblies		Program 201	5000
Incorporate celebrations at the end of the trimester to celebrate accomplishments and teamwork.	3X a year	Principal, coach and teachers	Cost of team building activities per grade level		Program 201	1000
We will use the week of United Against Hate to learn more about Amy Imai by having events to commemorate her.	November	Principal, coach and teachers			Program 201	500
Purchase blank books (one per student) to encourage students to write out a weekly or monthly act of kindness and publish at the end of	Trimester 2	Principal and teachers	Cost of blank books		Program 201	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the school year						
Explore having Imagineerz once a week during lunch to have more lunch time activities.	October-May	Principal, at-risk, coach	Imagineerz will provide lunch time activities for students once a week		Program 201	2000
We will hire Run for Fun to facilitate games with the students during lunch time.	Aug - May	Principal	Lunch time activities will be on Tuesday and Friday		Donations - PTA	6000
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	On-going	Principal, coach and teachers	No expenditures, part of regular staff responsibilities.			
Implement new or revised strategies based on revision of plan	Nov-June	Principal, coach and teachers	No expenditures, part of regular staff responsibilities.			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
School Goal 5 - Inclusive and Welcoming Culture Attendance By June 2023, the average student attendance rate for the school will be at or above 97%. Chronic Absenteeism Goal: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 1% from 8% to 7% as measured by absenteeism rates documented through our District Chronic Absenteeism data. Welcoming Environment Goal: By June 2023, there will be a 1% increase, from 88% to 89%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.
Data Used to Form this Goal:
2021-22 LCAP Survey Attendance and absenteeism data

Findings from the Analysis of this Data:

Data from our LCAP survey shows that our parents are satisfied with how things are going but we can always do better.
Goal was not met. (Goal was to maintain or increase from 97.3%)

How the School will Evaluate the Progress of this Goal:

LCAP Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent engagement events will be held at the end of the trimester for all families.	Trimester 1 and 2	Principal and teachers	Cost of hiring outside company for parent engagement events		TSSP	2000
Science night for parents and students from RAFT	Trimester 2	Principal and coach	Cost of contracting outside company		Program 201	2000
New families meet with principal before their first day. They are welcomed and introduced to the site. Welcome email sent with schedule and intro to our site before first day.	All year	Principal	New families receive school swag and a welcome to Imai introduction			
Send regular reminders home about attendance in school newsletter and social media.	Aug - May	Principal	No expenditures, part of regular staff responsibility			
Teacher newsletters will include importance of attendance as well as coming to school on time.	Nov. - March	Principal, Teachers	No expenditures, part of regular staff responsibilities			
Purchase a poster maker to create posters as part of our SEL program and our behavior program. We will use the posters we will create from our behavior committee for a school wide consistent message.	August-May	Principal	Poster maker will be used for implementation of SEL program.		Program 201	4000
Postcards were sent at the beginning of the year to welcome all families back in August. Another set will be sent during winter break and at the	August, December and May	Principal and office staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
end of the school year.						
Welcome swag was given to all students in August to welcome them back to school	August	Principal				
Explore different holidays around the world and have family nights to celebrate and learn about the many different cultures at our school such as Diwali, Cinco de Mayo, etc...	On-going	Staff and PTA			Donations - PTA	500
Pumpkin Patch for Grades K-1 (no parents just students) event for our youngest students to pick a pumpkin, take a picture and use their pumpkin for a math lesson.	October	Principal and teachers				
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Aug - May	Principal, Coach, Teachers	No expenditures, Part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-June	Principal, Coach, Teachers	No expenditures, Part of regular staff responsibilities			
Meet with parents of students on the chronic absentee list to decrease their absences.	On-going	Principal and SCEF				
Provide incentives for students on the chronic absentee list to increase their attendance rate.	On-going	Principal and SCEF			Donations - PTA	500
Continue to grow leaders amongst the fifth graders in Leadership	On-going	Principal and Fifth Grade Teachers	Funds are used to purchase leadership t-shirts.		Donations - PTA	500
Incentive program for students caught being good during the day (following the Imai way: being safe, being responsible, having a growth mindset and being kind)	On-going	Staff	Purchase items for end of the week drawing for students who receive caught you being good tickets.		Donations - General	500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	24,289	32,385	32,385.00
School Facility	1,105	1,473	1,473.00
Covid Recovery Funds	28,575	38,100	38,100.00
TSSP	9,750	13,000	500.00
After School Enrichment -	2,858	3,810	3,810.00
Parent Engagement	2,287	3,049	3,049.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations - General	1,500.00
Donations - PTA	7,500.00
Program 201	35,500.00
TSSP	12,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	12,000.00
1000-1999: Certificated Personnel Salaries	12,000.00
None Specified	12,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Donations - General	500.00
	Donations - General	1,000.00
	Donations - PTA	7,500.00
	Program 201	10,000.00
	Program 201	9,000.00
1000-1999: Certificated Personnel Salaries	Program 201	4,000.00
None Specified	Program 201	12,500.00
	TSSP	2,500.00
	TSSP	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00
Goal 2	10,000.00
Goal 3	1,500.00
Goal 4	17,500.00
Goal 5	10,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Golnaz Golshan				X	
Emily Horowitz				X	
Ling Wang				X	
Hanan Almaghout				X	
Susan Chesley		X			
Haley Libuit		X			
Colleen McCullough		X			
Judy Wu				X	
Yaneli Pena			X		
Arline Siam	X				
Numbers of members of each category:	1	3	1	5	10

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.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alejandra Garza				X	
Moises Silva Rivera				X	
Martha Leticia Cortez				X	
Gabi Calderon				X	
Melanie Ramirez		X			
Eduardo Rios Pacheco			X		
Arline Siam	X				
Yaneli Pena			X		
Numbers of ELAC Members of each category:	1	1	2	4	8

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee



Signature

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 10/06/22.

Attested:

Arline Siam

Typed Name of School Principal



Signature of School Principal

10/28/22

Date

Emily Horowitz

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/28/22

Date