The School Plan for Student Achievement

School: Theuerkauf Elementary

CDS Code: 43 69591 6049514

District: Mountain View Whisman School District

Principal: Michelle Williams

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

Theuerkauf Elementary School is a TK-5 school with an enrollment of 361 students. Besides offering a Transitional Kindergarten through fifth grade educational program, Theuerkauf also serves as a site for a state Preschool Program.

2022-2023 School Goals:

GOAL 1: ACADEMIC ACHIEVEMENT IN ELA:

1.a - By June 2023, there will be a 4-percentage point increase (from 56% to 60%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP. (3rd-5th grades)

By June 2023, there will be a:

7-percentage point increase (from 27% to 34%) in Students with Disabilities (SWD)
6-percentage point increase (from 40% to 46%) in Socio-economically disadvantaged students (SED)
5-percentage point increase (from 56% to 61%) in English only (EO) students
6-percentage point increase (from 41% to 47%) in Hispanic/Latino students
4-percentage point increase (from 65% to 69%) in White students
1-percentage point increase (from 88% to 89%) in Asian students

...meeting or exceeding standards in ELA as measured by the CAASPP (3rd - 5th grades).

Theuerkauf ELA % met/exceeded was 56%, and we will reduce the percentage NOT met by 10% (44% reduced by 10% = 4% reduction of those not meeting)
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1.b - By June 2023, there will be a 5-percentage point decrease (from 45% to 40%) in the number of students not meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

By June 2023, there will be a:

 4-percentage point decrease (from 42% to 38%) of Students with disabilities (SWD)
 5-percentage point decrease (from 54% to 49%) of Socio-economically disadvantaged students (SED)
 4-percentage point decrease (from 43% to 39%) of English only (EO) students
 5-percentage point decrease (from 47% to 42%) of Hispanic/Latino students
 5-percentage point decrease (from 49% to 44%) of Asian students
 4-percentage point decrease (from 42% to 38%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5 grades)

By June 2023, Theuerkauf will meet or exceed the district's annual growth average of 62% of all students in reading as measured by the iReady diagnostic assessments. (K-5 grades)

Key Strategies in ELA -

Focus on guided reading, differentiated small group focused instruction, objective-based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, focus skill student groupings, targeted Response to Instruction (RTi) to address needs of At-, Above- Below- grade level student groups, before and after school academic support, focused professional development for teachers

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GOAL 2: ACADEMIC ACHIEVEMENT IN MATH:

2.a - By June 2023, there will be a six-percentage point increase (from 44% to 50%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3rd-5th grades)

By June 2023, there will be a:

 8-percentage point increase (from 20% to 28%) in Students with Disabilities (SWD)
 8-percentage point increase (from 27% to 35%) in Socio-economically disadvantaged students (SED)
 5-percentage point increase (from 46% to 51%) in English only (EO) students
 8-percentage point increase (from 22% to 30%) in Hispanic/Latino students
 Unavailable data: White students
 Unavailable data: Asian students

...meeting or exceeding standards in math as measured by the CAASPP (3rd - 5th grades).

Theuerkauf math % met/exceeded was 44%, and we will reduce the percentage NOT met by 10% (56% reduced by 10% = 6% reduction of those not meeting)

2.b - By June 2023, there will be a five-percentage point decrease (from 47% to 42%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).
By June 2023, there will be a:

 5-percentage point decrease (from 47% to 42%) of Students with disabilities (SWD)
 6-percentage point decrease (from 56% to 50%) of Socio-economically disadvantaged students (SED)
 5-percentage point decrease (from 49% to 44%) of English only (EO) students
 5-percentage point decrease (from 53% to 48%) of Hispanic/Latino students
 5-percentage point decrease (from 51% to 46%) of Asian students
 4-percentage point decrease (from 39% to 35%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady math diagnostic assessments. (K-5 grades)

By June 2023, Theuerkauf will meet or exceed the district's annual growth average of 61% of all students in math as measured by the iReady diagnostic assessments. (K-5 grades)

Key Strategies in Math -
Focus on developing fluency - math facts and number sense, multiple ways of solving problems, integrating technology support tools, objective-focused instruction, targeted Response to Instruction (RTi), differentiated small-group instruction, deeper dive into Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, and before/ after school academic support

In addition, we are providing Science, Technology, Engineering, and Math (STEAM) instruction through our STEAM Lab aligned with the Next Generation Science Standards (NGSS) that focuses on integrating content areas for cross-curricular study through our STEAM Lab for all students. Teachers will work on developing students' math and ELA skills through an integrated curriculum approach in their classrooms with STEAM, focusing on common academic language terms. A full-time STEAM teacher provides scientific and engineering inquiry based labs for all students in grades TK-5.

GOAL 3: ACADEMIC ACHIEVEMENT - ENGLISH LEARNERS

3.a - LTEL/ At-Risk: The percentage of ARLTELs will be reduced by 20%, from 8 to 6 students.

3.b - RFEP:
- By June 2023, there will be a 2 percentage point increase (from 76% to 78%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

- The number of RFEP students meeting or exceeding standards in English Language Arts as measured by the CAASPP will be increased from 76% to 78%.

3.c - ELPAC: 100% of all English Learners who 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 50% to 55%.

Key Strategies: Leveled small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels along with Sheltered Instruction Observation Protocol (SIOP) Academic language focus as well as focused on student interactions, continuous assessment, focus skill student groupings, increased targeted designated and integrated ELD, after school academic support, purpose-driven and needs-based professional development for teachers, integrating Science with ELD/cross-curricular content areas to provide students with opportunities for applying their language learning in academic contexts and to increase student engagement

GOAL 4: SOCIAL AND EMOTIONAL HEALTH & WELLNESS

4.a - Parent Goal: By June 2023, there will be a 3-percentage point increase from 75% to 8% 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

4.b - Student Goal: By June 2023, there will be a 4--percentage point increase from 62% to 66% 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.

Key Strategies: Focus on individual family support, school wide conflict resolution training for students, staff, and parents through social-emotional and mental health support programs such as CHAC, Uplift Services, school psychologist on campus, and our core-values focused social and emotional learning program for schoolwide positive behavior reinforcement

GOAL 5: INCLUSIVE AND WELCOMING CULTURE

5.a - Attendance Goal - By June 2023, the average student attendance rate for the school will improve from 86% to 90% or above

5.b - By June 2023, the average chronic absenteeism rate for all subgroups will decrease from 27% to 25.65%. Chronic absenteeism will decrease for each subgroup as follows, based on District Chronic Absenteeism data:
 Socio-economically Disadvantaged (SED) students: decrease from 13% to 12%
 Students with disabilities (SWD): 3% to 2%
 Asian student: 2.25% to 2.14%
 Hispanic/Latino students: 16% to 15%
 White students: 4.75% to 4.51%
 English Learners (ELs): 8.25% to 7.84%
 English only students (EOs): 15% to 14%
 Initially Fluent English Proficient students (IFEP): 2.5% to 2.38%
 Reclassified Fully English Proficient students (RFEP): 1.75% to 1.66%

5.c - Welcoming Environment Goal: By June 2023, there will be an improvement from 83% to 88% (5% increase) 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

Family engagement activities goal: By June 2023, there will be an average improvement from 62% to 67% (5% increase) in the number of parents who agree or strongly agree with the statement "My school encourages families to work with staff and faculty with family engagement activities."

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

   Theuerkauf Elementary School is committed to providing all students with high quality education. Teachers use Common Core State Standards (CCSS) to guide their instruction. In order to monitor students' progress, teachers administer core curriculum assessments, district benchmark assessments (i-Ready), and California Assessment of Student Performance and Progress (CAASPP) to inform their instruction. Teachers meet weekly with their grade level colleagues to plan, design, and structure their instruction to address student needs.

   Theuerkauf Elementary School uses the state adapted assessments from Smarter Balanced Assessment Consortium (SBAC) at the end of each school year for 3rd-5th grades.The results from these assessments have been used as a baseline and have helped in developing our goals for the Single Plan for Student Achievement.

   Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, TCI Social Studies and TCI Science). Teachers also administer district benchmark assessments (i-Ready) as well as other local formative assessments and analyze results in order to monitor student progress and inform instruction.

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

   Data from curriculum-embedded assessments and benchmark assessments is regularly reviewed during weekly teacher collaboration meetings and site professional development days. Based on this data analysis, instruction is modified through strategies such as reteaching, planned differentiation and small group instruction, technology-integrated learning, and RTi. Additionally, teachers meet with the Instructional Coach and the Principal regularly to plan next steps to support student achievement. As a school, we create small group, differentiated instruction to address student needs centered around priority standards for each grade level. Students' academic needs are analyzed to form Rti groups; these groups serve as a secondary level of support. Teachers use the continuous cycle of Teach-Assess-Plan using the District Universal Data Protocol to support student achievement.

Staffing and Professional Development

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

   Based on regulations associated with the Every Student Succeeds Act and California's state assignment accountability system, districts must identify the number of teachers who fall into the following categories: 1. Misassigned (teaching without the appropriate credential), 2. Out of Field (teaching with a limited permit), and 3. Ineffective (has taught less than 3 years). Theuerkauf Elementary school has no misassigned teachers, no out of field teachers, and two teachers in their first two years of teaching. All other teachers are considered "highly qualified."

   Theuerkauf currently has six teachers who are participating in induction through the MVWSD new teacher support program.

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

At the beginning of this year, Mountain View-Whisman School District teachers were provided professional development on implementing Sheltered Instruction Observation Protocol (SIOP) and social and emotional wellness. Teachers were also trained in using our district's Universal Data Protocol to analyze ongoing assessment data in order to plan instruction throughout the year. Ongoing professional learning is provided throughout the school year during staff meetings and additional professional development opportunities. Theuerkauf Elementary also has a full-time instructional coach to support with the instructional planning using our adopted curriculum, teachers' professional goals, site plan strategies, classroom management, differentiated instruction, and designated and integrated English Language Development. Teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. The principal and the instructional coach meet regularly with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies.

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

Research has shown that effective teacher collaboration leads to a culture of trust, continuous growth and improved student achievement. At Theuerkauf Elementary, teachers have the opportunity to collaborate with colleagues during scheduled weekly collaboration meetings, staff meetings, grade level planning days, and site development days. The principal and the instructional coach regularly meet with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies. Our staff embraces life-long learning, so all professional development sessions are rooted in working to meet student needs as well as staff needs in order to enhance research-based strategies that help to advance and accelerate student achievement.

Opportunity and Equal Educational Access

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

At Theuerkauf Elementary, every student has the chance to be successful. In all of our classrooms, teachers use researched-based instructional practices to ensure that students attain academic success. Teachers monitor students' progress to identify those who are struggling to attain grade-level standards. In order to assist these students, teachers use resources from our district-adopted curriculum and other research-based supplemental curriculum resources. Theuerkauf teachers use multiple response strategies to check for understanding during lessons to measure students' progress in achieving lesson objectives. Small guided reading groups and math groups are strategically designed to support student needs based on collected performance data. Teachers also use formative and summative assessments to determine if students are moving toward mastery of Common Core standards at their grade levels. The Response to Instruction (Rti) model is designed to support students at their skill level for intervention as well as extension.

Parental Involvement

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

Theuerkauf Elementary offers multiple resources to support students who are performing below their current grade level. In addition to in-school supports such as differentiated small group instruction, RTi, and designated ELD classes, we also provide many supplemental services for underachieving students. Before school intervention and support is provided for our English language learners through a language lab, after school tutoring programs are available to students identified as being socio-economccally disadvantaged (SED) through our ELOP program, and counseling support is provided for both students and their families as needed. Theuerkauf also partners with community organizations and parent volunteers who host online and in-person enrichment opportunities for students. Many parents and guardians volunteer to read to groups of students and classes as well as help with classroom projects. The teachers, Principal, School and Community Engagement Facilitator (SCEF), and At-Risk Intervention Supervisor (ARIS) regularly reach out to parents of students who are facing personal and academic obstacles in order to provide them with additional resources and supports. Many school personnel are bilingual and provide interpretation during events when parents are present to enable those whose primary language is not English to participate in school activities and to communicate with school staff. The school includes interpreters for all parent meetings to ensure close connections between home and school.

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)

   Theuerkauf Elementary believes that parents are an essential component of the school community and the success of our students. Parents regularly participate in committee meetings and events such as School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Association (PTA), Principal's Coffees, Back to School Night, Open House, Project Cornerstone events, Cool Cat assemblies, an annual Walk-a-Thon fundraiser, other community events, and parent/teacher conferences. Our staff communicates with parents on student progress and both on areas of need as well as areas of focus. Teachers offer strategies and resources to support student learning as well as parent support of this learning. Theuerkauf has a School Community Engagement Facilitator (SCEF) and At-Risk Intervention Supervisor (ARIS) who help connect families with community agencies and resources and provide information to parents of the many opportunities that they can be involved in regarding their child's education.

Funding

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

   Each year, our School Site Council (SSC) and English Language Advisory Committee (ELAC) along with staff members and the teacher leadership team work together to develop and oversee the School Plan for Student Achievement. The School Site Council evaluates the progress of our plan and helps allocate funds to support our underperforming students who are not meeting grade level standards. Theuerkauf Elementary uses student support funds to provide reading intervention, to support English Language Development instruction, to purchase additional supplemental educational programs/curriculum materials, to enhance instructional practices, to purchase additional materials and supplies, to acquire additional technology equipment and programs as needed, and to help improve parent engagement.

   Each site has been allocated $100 per student to use this year to support after school learning and social and emotional student needs. Program 201 funds do not rollover and must be spent on this year's students. Program 201 funds will be used to support areas identified in our site's needs assessment regarding social emotional learning and after school academic and enrichment needs.

Description of Barriers and Related School Goals

Theuerkauf Elementary School is proud of our diverse student body. Our school serves a population comprised of students from more than 28 different ethnicity groups and subgroups. The student body is also made up of 31% English Learners, 35% Socio-Economically Disadvantaged, and 10% Students with Disabilities. We believe that it is our moral responsibility to ensure that all students are provided with the tools, resources, and supports that will enable them to achieve academic excellence and social and emotional wellness. Regardless of their ethnicity, socio-economic status, or academic level, every student deserves a high quality education. Strategic support is provided to students who demonstrate academic scores that are below grade level, and enrichment opportunities are provided for all students to accelerate and broaden their learning opportunities.

A significant barrier to parent engagement is the home and work schedule of many of our families. Some families have younger children, while some others juggle the comfort level in participating in school decision making processes due to various factors. This may hinder their ability to participate in meetings, school events, regular meetings, or through our parent groups (ELAC and PTA) . Another barrier to consider is nested under the goal of School Climate. We have a significant number of families and students who need counseling support. Students may experience stress due to home conditions, political unrest, or disturbed family dynamics. This impacts the students' ability to positively focus and be engaged in school.

Goals are designed around these areas of need to diminish these barriers and accentuate the strengths found in our diversity. Funding is allocated to support our teachers' professional development, to purchase supports and services to meet students' diverse needs, to target the development of English language acquisition support, and to promote student academic and social emotional learning overall.

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	29	29	43	0	0	42	0	0	42	0.0	0.0	97.7
Grade 4	41	41	30	0	0	28	0	0	28	0.0	0.0	93.3
Grade 5	35	35	51	0	0	50	0	0	50	0.0	0.0	98.0
All Grades	105	105	124	0	0	120	0	0	120	0.0	0.0	96.8

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			2435.7			28.57			28.57			21.43			21.43
Grade 4			2498.2			46.43			17.86			7.14			28.57
Grade 5			2514.4			30.00			20.00			24.00			26.00
All Grades	N/A	N/A	N/A			33.33			22.50			19.17			25.00

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			21.43			64.29			14.29
Grade 4			*			*			*
Grade 5			22.00			70.00			8.00
All Grades			23.33			65.00			11.67

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.

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			23.81			52.38			23.81
Grade 4			*			*			*
Grade 5			26.00			48.00			26.00
All Grades			25.00			49.17			25.83

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			7.14			80.95			11.90
Grade 4			*			*			*
Grade 5			18.00			68.00			14.00
All Grades			15.00			72.50			12.50

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			14.29			69.05			16.67
Grade 4			*			*			*
Grade 5			24.00			62.00			14.00
All Grades			21.67			63.33			15.00

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, 8.6% of all students decreased in meeting or exceeding standars in ELA, moving from 65% to 56%.
- There was a 7-9% decrease in students meeting or exceeding grade level expectations in all subgroups proportionally.

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	29	29	43	0	0	43	0	0	43	0.0	0.0	100.0
Grade 4	41	41	30	0	0	30	0	0	30	0.0	0.0	100.0
Grade 5	35	35	51	0	0	51	0	0	51	0.0	0.0	100.0
All Grades	105	105	124	0	0	124	0	0	124	0.0	0.0	100.0

* 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			2436.6			25.58			23.26			25.58			25.58
Grade 4			2481.9			33.33			10.00			30.00			26.67
Grade 5			2500.4			27.45			11.76			17.65			43.14
All Grades	N/A	N/A	N/A			28.23			15.32			23.39			33.06

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			30.23			51.16			18.60
Grade 4			36.67			33.33			30.00
Grade 5			27.45			33.33			39.22
All Grades			30.65			39.52			29.84

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

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			27.91			44.19			27.91
Grade 4			23.33			50.00			26.67
Grade 5			19.61			49.02			31.37
All Grades			23.39			47.58			29.03

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			25.58			51.16			23.26
Grade 4			30.00			53.33			16.67
Grade 5			19.61			52.94			27.45
All Grades			24.19			52.42			23.39

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, there has been a 12% decrease in the number of students meeting or exceeding standards in math since pre-pandemic testing in 2019.

2. Students with Disabilities (SWD) demonstrated the smallest decrease in standards exceeded or met (11% decrease) while Hispanic/Latino students demonstrated the largest decrease (35%) since pre-pandemic testing in 2019.

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	1411.0	1424.7	1378.7	43
Grade 1	*	*	*	7
Grade 2	1484.3	1477.4	1490.7	11
Grade 3	*	*	*	6
Grade 4	*	*	*	10
Grade 5	*	*	*	6
Grade 6				
All Grades				83

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
K	16.28	46.51	23.26	13.95	43
2	18.18	18.18	36.36	27.27	11
All Grades	15.66	38.55	31.33	14.46	83

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
K	23.26	27.91	37.21	11.63	43
2	18.18	9.09	36.36	36.36	11
All Grades	18.07	20.48	40.96	20.48	83

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**
K	32.56	48.84	11.63	6.98	43
2	36.36	9.09	27.27	27.27	11
All Grades	33.73	39.76	16.87	9.64	83

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**
K	9.30	74.42	16.28	43
2	36.36	45.45	18.18	11
All Grades	18.07	66.27	15.66	83

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**
K	18.60	51.16	30.23	43
2	45.45	45.45	9.09	11
All Grades	30.12	49.40	20.48	83

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**
K	2.33	79.07	18.60	43
2	27.27	36.36	36.36	11
All Grades	6.02	61.45	32.53	83

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
K	13.95	46.51	39.53	43
2	18.18	54.55	27.27	11
All Grades	12.05	56.63	31.33	83

Conclusions based on this data:

1. The majority (79%) of students are performing at a level 2 or 3 overall for speaking skills.

2. The area of reading shows the largest deficit with 33% of students performing in the beginning range.

3. The area of listening shows the highest level of mastery with 84% of students performing either at the well-developed or moderate range.

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%

Theuerkauf Elementary

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Theuerkauf Elementary Overall	62%	24%	14%
Asian	84%	14%	2%
Hispanic/Latino	45%	31%	24%
White	78%	14%	8%
SWD	42%	32%	26%
Not SWD	64%	23%	13%
SED	38%	35%	27%
Not SED	76%	17%	7%
EL	32%	31%	36%
EO	68%	25%	7%
IFEP	83%	14%	3%
RFEP	82%	7%	11%
0	79%	21%	0%
1	61%	38%	2%
2	40%	33%	27%
3	76%	7%	18%
4	66%	16%	19%
5	53%	20%	27%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Theuerkauf Elementary Overall	55%	45%
Asian	51%	49%
Hispanic/Latino	53%	47%
White	58%	42%
SWD	58%	42%
Not SWD	54%	46%
SED	46%	54%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	60%	40%
EL	51%	49%
EO	57%	43%
IFEP	60%	40%
RFEP	48%	52%
0	56%	44%
1	53%	47%
2	32%	68%
3	64%	36%
4	63%	38%
5	61%	39%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Theuerkauf Elementary Overall	55%	33%	12%
Asian	84%	14%	2%
Hispanic/Latino	36%	46%	17%
White	71%	19%	11%
SWD	45%	32%	23%
Not SWD	57%	33%	11%
SED	32%	43%	25%
Not SED	69%	27%	4%
EL	28%	48%	24%
EO	62%	29%	9%
IFEP	77%	23%	0%
RFEP	68%	21%	11%
0	72%	28%	0%
1	63%	34%	3%
2	31%	47%	22%
3	60%	31%	9%
4	61%	24%	15%

Math - Diagnostic 3 2021-2022			
5	45%	29%	25%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Theuerkauf Elementary Overall	53%	47%
Asian	49%	51%
Hispanic/Latino	47%	53%
White	61%	39%
SWD	53%	47%
Not SWD	53%	47%
SED	44%	56%
Not SED	58%	42%
EL	50%	50%
EO	51%	49%
IFEP	60%	40%
RFEP	62%	38%
0	52%	48%
1	45%	55%
2	32%	68%
3	65%	35%
4	63%	38%
5	65%	35%

Conclusions based on this data:

1. There has been a 13% overall increase in the number of students not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5)
2. Our students with disabilities (SWD) and our Hispanic/Latino students are demographic groups that exceeded last year's growth goals in iReady.
3. The largest overall decline in students who did not meet their annual growth goals were with our Asian students and our white students.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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**

1.a - By June 2023, there will be a 4-percentage point increase (from 56% to 60%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP. (3rd-5th grades)

By June 2023, there will be a:

7-percentage point increase (from 27% to 34%) in Students with Disabilities (SWD)
6-percentage point increase (from 40% to 46%) in Socio-economically disadvantaged students (SED)
5-percentage point increase (from 56% to 61%) in English only (EO) students
6-percentage point increase (from 41% to 47%) in Hispanic/Latino students
4-percentage point increase (from 65% to 69%) in White students
1-percentage point increase (from 88% to 89%) in Asian students

...meeting or exceeding standards in ELA as measured by the CAASPP (3rd - 5th grades).

Theuerkauf ELA % met/exceeded was 56%, and we will reduce the percentage NOT met by 10% (44% reduced by 10% = 4% reduction of those not meeting)
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1.b - By June 2023, there will be a 5-percentage point decrease (from 45% to 40%) in the number of students not meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

By June 2023, there will be a:

4-percentage point decrease (from 42% to 38%) of Students with disabilities (SWD)
5-percentage point decrease (from 54% to 49%) of Socio-economically disadvantaged students (SED)
4-percentage point decrease (from 43% to 39%) of English only (EO) students
5-percentage point decrease (from 47% to 42%) of Hispanic/Latino students
5-percentage point decrease (from 49% to 44%) of Asian students
4-percentage point decrease (from 42% to 38%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5 grades)

By June 2023, Theuerkauf will meet or exceed the district's annual growth average of 62% of all students in reading as measured by the iReady diagnostic assessments. (K-5 grades)

Key Strategies in ELA -

Focus on guided reading, differentiated small group focused instruction, objective-based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, focus skill student groupings, targeted Response to Instruction (RtI) to address needs of At-, Above- Below- grade level student groups, before and after school academic support, focused professional development for teachers

Data Used to Form this Goal:
CAASPP, District iReady Assessments, ELPAC

Findings from the Analysis of this Data:

CAASPP ELA FINDINGS:

Previous CAASPP ELA Goal - increase from 65% to 68.5% from 2019 to 2022 in the number of students meeting or exceeding standards in ELA
- Actual: Overall, 8.6% of all students decreased in meeting or exceding standars in ELA, moving from 65% to 56%

Previous subgroup unmet goals:

7-percentage point increase (from 30% to 37%) in Students with Disabilities (SWD)
- Actual: 27% (9% decline)

4-percentage point increase (from 56% to 60%) in Socio-economically
disadvantaged students (SED)
- Actual: 40% (7% decline)

2-percentage point increase (from 78% to 80%) in English only (EO) students
- Actual: 56% (7% decline)

4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- Actual: 42% (7% decline)

2-percentage point increase (from 88% to 90%) in students with two or more races
- Actual: Not reported

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IREADY FINDINGS:

Previous iReady ELA goal: Decrease from 32% to 29% in the number of students not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5)
- ACTUAL: 45% (13% increase - goal not met)

Goal progress:

5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- ACTUAL: 42% (13% decrease - exceeded goal)

5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- ACTUAL: 54% (3% increase - goal not met)

3-percentage point decrease (from 28% to 25%) of English only (EO) students
- ACTUAL: 43% (15% increase - goal not met)

4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- ACTUAL: 47% (9% decrease - exceded goal)

How the School will Evaluate the Progress of this Goal:
CAASPP scores, District Benchmarks (i-Ready assessments), AR - Star Assessments, Literably, F&P, Universal Data Protocol analysis, Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide take-home study aides and materials that students can use with their parents (i.e. flashcards, books, manipulative, etc.) to further increase academic skills. These aides and materials will be used to support low SED students as well as all students who are presently testing below grade level in iReady for reading and/or math. Parents will receive support in using these aides during Principal's Coffees and during our second parent university workshop. Teachers will monitor use and tie-in strategies with RtI lessons.	August 2022-June 2023	Principal, Teachers, Instructional Coach	Take-home materials and study aides	4000-4999: Books And Supplies	TSSP	1500
Resources and materials such as flashcards and manipulatives for Response to Instruction (RtI). These resources and materials are intended for students at tier 3 to encourage more than a full year's growth as measured by iReady reading and math assessments.	August 2022-June 2023	Principal, Teachers, Instructional Coach	Teacher and Student resources for reading intervention (RTI, small group guided groups, focus students)	4000-4999: Books And Supplies	School Allocation	1000
Purchase of online learning programs to support instruction for students in tier 1, 2, and 3 according to iReady reading levels: Accelerated Reader, Writable, Lexia, and other supplemental materials and programs. Progress from these programs is monitored using reports from the programs themselves. Teachers incorporate this data every 6-8 weeks as they evaluate all data	August 2022-June 2023	Principal, Instructional Coach	Writable	5000-5999: Services And Other Operating Expenditures	School Allocation	900
			Lexia Core 5	5000-5999: Services And Other Operating Expenditures	TSSP	5,000
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	School Allocation	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
sets using the Universal Data Protocol.			Additional programs to support phonemic awareness	5000-5999: Services And Other Operating Expenditures	TSSP	2000
Refine Response to Instruction for literacy. Students are placed and regrouped throughout the year every 6-8 weeks based on common formative assessment data and iReady assessment data.	August 2022-June 2023	Principal, Teacher, Instructional Coach meetings	No expenditures			
Additional Student Progress Review Meetings to take place after school hours as needed for mid-trimester monitoring based on teacher assessments and formative data collected in the classroom	Multiple times throughout the year	Principal, Instructional Coach, Classroom teachers	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	School Allocation	500
Additional weekend planning days for data analysis, planning for essential standards and common formative assessments for ELA and Math. Teachers provide a summary report of their work durinng these excess planning days for principal review and feedback. (Number of days dependent on 100% budget availability)	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	School Allocation	1125
Offer before/after school enrichment programs from 7:40-8:10am or from 3-4pm, once per week for each club (STEAM club, chess club, language enrichment, etc.)	August 2022-June 2023	Principal, Teachers	After school enrichment	5000-5999: Services And Other Operating Expenditures	After School Enrichment - Elementary Schools	500
			After school enrichment	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	250
Teacher Feedback from observations facilitated as needed (voluntary, as requested by teachers). Newer teachers observe instruction in other classes to learn additional strategies in ELA, as facilitated by the	August 2022-June 2023	Principal, Teachers, Instructional Coach	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional coach and/or principal.						
Starfall supplemental TK/K early learning program to support early literacy	August 2022-June 2023	Principal, TK/K teachers	Materials for phonics development	4000-4999: Books And Supplies	School Allocation	400
Sheltered Instruction Observation Protocol (SIOP) - higher Depth of knowledge questioning to increase rigor in classroom, academic language implementation focused in ELA and Math instruction. Focus on higher DOK in all content areas and academic interactions - Student to student & teacher-student	August 2022-June 2023	Principal, Teachers, Instructional coach	No expenditures. Part of regular staff responsibilities.			
Conduct progress monitoring through the use of our district's Universal Data Protocol every 6-8 weeks in staff/PD meetings using district benchmark data, common formative assessment results, and feedback from walkthroughs.	August 2022-June 2023	Principal, Teachers, Instructional coach	No expenditures			
Provide professional development for site and staff members based on school initiatives and goals to support teachers with differentiation, SEL instructional practices, and further English learner strategies and support.	October 2022 - June 2023	Principal, Teachers, District	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	1000
Ensure students have access to effective school materials and supplies for differentiated classroom instruction	August 2022-June 2023	Principal	Materials and resources	4000-4999: Books And Supplies	School Allocation	3000
			Materials and Resources	4000-4999: Books And Supplies	Program 201	3000
After school tutoring for unduplicated pupils provided by teachers and through district-funded ELOP program	August 2022-June 2023	Principal SCEF	Funding to pay staff for extra duty; no expenditures for ELOP tutoring through YMCA	1000-1999: Certificated Personnel Salaries	TSSP	1000
STEAM Lab upkeep and supplies	August 2022-June 2023	Principal STEAM teacher	Materials and Resources	4000-4999: Books And Supplies	Science Equipment Elementary	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed; implement new or revised strategies based on revision of plan.	August 2022-June 2023	Principal, SSC, Instructional Coach, Teachers	No expenditures. Part of regular staff responsibilities.			

Planned Improvements in Student Performance

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**

2.a - By June 2023, there will be a six-percentage point increase (from 44% to 50%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3rd-5th grades)

By June 2023, there will be a:

8-percentage point increase (from 20% to 28%) in Students with Disabilities (SWD)
8-percentage point increase (from 27% to 35%) in Socio-economically disadvantaged students (SED)
5-percentage point increase (from 46% to 51%) in English only (EO) students
8-percentage point increase (from 22% to 30%) in Hispanic/Latino students
Unavailable data: White students
Unavailable data: Asian students

...meeting or exceeding standards in math as measured by the CAASPP (3rd - 5th grades).

Theuerkauf math % met/exceeded was 44%, and we will reduce the percentage NOT met by 10% (56% reduced by 10% = 6% reduction of those not meeting)

2.b - By June 2023, there will be a five-percentage point decrease (from 47% to 42%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

By June 2023, there will be a:

5-percentage point decrease (from 47% to 42%) of Students with disabilities (SWD)
6-percentage point decrease (from 56% to 50%) of Socio-economically disadvantaged students (SED)
5-percentage point decrease (from 49% to 44%) of English only (EO) students
5-percentage point decrease (from 53% to 48%) of Hispanic/Latino students
5-percentage point decrease (from 51% to 46%) of Asian students
4-percentage point decrease (from 39% to 35%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady math diagnostic assessments. (K-5 grades)

By June 2023, Theuerkauf will meet or exceed the district's annual growth average of 61% of all students in math as measured by the iReady diagnostic assessments. (K-5 grades)

Key Strategies in Math -
Focus on developing fluency - math facts and number sense, multiple ways of solving problems, integrating technology support tools, objective-focused instruction, targeted Response to Instruction (RTi), differentiated small-group instruction, deeper dive into Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, and before/ after school academic support

In addition, we are providing Science, Technology, Engineering, and Math (STEAM) instruction through our STEAM Lab aligned with the Next Generation Science Standards (NGSS) that focuses on integrating content areas for cross-curricular study through our STEAM Lab for all students. Teachers will work on developing students' math and ELA skills through an integrated curriculum approach in their classrooms with STEAM, focusing on common academic language terms. A full-time STEAM teacher provides scientific and engineering inquiry based labs for all students in grades TK-5.

Data Used to Form this Goal:
CAASPP, District iReady Benchmarks, ELPAC Scores

Findings from the Analysis of this Data:

MATH CAASPP FINDINGS

Previous overall CAASP goal: 4-percent point increase from 56% to 60% in the number of students meeting or exceeding standards in math
- ACTUAL: 44%

Subgroup goals:
7-percentage point increase (from 31% to 38%) in Students with Disabilities (SWD)
- ACTUAL: 20%

5-percentage point increase (from 47% to 52%) in Socio-economically disadvantaged students (SED)
- ACTUAL: 27.31%

3-percentage point increase (from 68% to 71%) in English only (EO) students
- ACTUAL: 45.61%

4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- ACTUAL: 23.08%

3-percentage point increase (from 67% to 70%) in students with two or more races
- ACTUAL: Data unavailable

3-percentage point increase (from 69% to 72%) in White students
- ACTUAL: Data unavailable

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MATH IREADY FINDINGS

Previous overall iReady goal: 3-percentage point decrease (from 32% to 29%) in the number of students not meeting their yearly growth targets in math
- ACTUAL: 47% (increase of 15% - goal not met)

Subgroup goals:
5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- ACTUAL: 47% (decrease of 8% - goal exceded)

5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- ACTUAL: 56% (increase of 5% - goal not met)

3-percentage point decrease (from 28% to 25%) of English only (EO) students
- ACTUAL: 49% (increase of 21% - goal not met)

4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- ACTUAL: 53% (decrease of 3% - goal nearly met)

2-percentage point decrease (from 22% to 20%) of Asian students

How the School will Evaluate the Progress of this Goal:
CAASPP, District Benchmarks (i-Ready assessments), Universal Data Protocol Analysis and Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide take-home study aides and materials that students can use with their parents (i.e. flashcards, games, and manipulatives) to further increase academic skills. Specific materials and aides vary by grade level. Parents will receive support in using these aides during Principal's Coffees and during our second parent university workshop. Teachers will monitor use and tie-in strategies with RtI lessons.	Throughout the school year	Principal, Instructional Coach, Students, Parents, Teachers, Staff	Take-home materials and study aides	4000-4999: Books And Supplies	School Allocation	1500
STEAM Lab upkeep and supplies (integrated learning and cross-curricular projects)	Throughout the school year	Principal, STEAM Teacher	Cross- curricular project materials	4000-4999: Books And Supplies	Science Equipment Elementary	1500
After school tutoring for unduplicated pupils provided by teachers or through our district's ELOP program with the YMCA	Throughout the school year	Principal, District Office, YMCA, Teachers	Teacher tutoring: Funding to pay staff for extra dut ELOP - District-funded	1000-1999: Certificated Personnel Salaries	TSSP	2000
Offer before/after school enrichment programs (STEAM club, chess club, language enrichment, etc.)	Throughout the school year	Principal, teachers, Instructional Coach	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1000
Teacher feedback from observations facilitated as needed. Newer teachers observe instruction in other classes to learn additional strategies in math, as facilitated by the instructional coach and/or principal.	Throughout the school year	Principal or Instructional Coach; Teachers	No expenditures			
Conduct progress monitoring through the use of our district's Universal Data Protocol every 6-8 weeks in staff/PD meetings using district	Throughout the school year	Teachers, Instructional Coach	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
benchmark data, common formative assessment results, and feedback from walkthroughs.						
Extended professional development for site and staff members based on school initiatives and goals of differentiation, EL support, and SEL learning. Leadership team members will be encouraged to attend various PD sessions offered by the SCOE and other providers as needed.	Throughout the school year	Principal, Teachers, District Staff	Extended professional development for teachers	5000-5999: Services And Other Operating Expenditures	Program 201	1000
Additional planning time after school and on weekends for data analysis, plan for essential standards and common formative assessments (Number of days dependent on 100% budget availability)	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers	Funding to pay staff for extra duty	4000-4999: Books And Supplies	School Allocation	1125
Purchase of online learning programs such as Moby Max and other supplemental materials and programs.	August 2022-June 2023	Principal, Instructional Coach	MobyMax	5000-5999: Services And Other Operating Expenditures	TSSP	1400
			Other materials to help tier 3 students develop and learn math skills and facts.	5000-5999: Services And Other Operating Expenditures	School Allocation	2000
Ensure students have access to effective school materials and supplies for differentiated classroom instruction	Throughout the school year	Principal	Materials and supports for differentiation	4000-4999: Books And Supplies	School Allocation	3000
Resources, manipulatives, and other materials for Response to Instruction such as flashcards, manipulatives, and other resources for tier 3 SED and EL students.	August 2022-June 2023	Principal, teachers, Instructional Coach	RTi Materials	5000-5999: Services And Other Operating Expenditures	TSSP	500
			RTi Materials	4000-4999: Books And Supplies	School Allocation	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed; implement new or revised strategies based on	Throughout the school year	Principal, SSC, Teachers	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
revision of plan.						

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 ● **School Goal 3.a - LTEL/At-RIsk Goal** ● **School Goal 3.b - RFEP Goal** ● **School Goal 3.c - ELPAC Goal**
3.a - LTEL/ At-Risk: The percentage of ARLTELs will be reduced by 20%, from 8 to 6 students. 3.b - RFEP: • By June 2023, there will be a 2 percentage point increase (from 76% to 78%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. • The number of RFEP students meeting or exceeding standards in English Language Arts as measured by the CAASPP will be increased from 76% to 78%. 3.c - ELPAC: 100% of all English Learners who 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 50% to 55%.
Data Used to Form this Goal:
CAASPP, District iReady Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates, ELPAC Scores

Findings from the Analysis of this Data:

Previous Goals for English Learners:

LTEL/ At-Risk: 80% of students who are currently At-Risk of becoming LTELs and who scored an overall level 3 or 4 on the 2021 ELPAC will reclassify as Fluent English Proficient.
- ACTUAL: 2 of 9 students who are at-risk of becoming an LTEL earned scores of 3 on the 2021 ELPAC assessment; 2 students improved from level 1 to level 2; 5 students remained at their previous levels

RFEP: There will be a 3-percentage point increase (from 75% to 78%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.
- ACTUAL: 64% of RFEP students scored at or above grade level on the T3 iReady assessment;18% scored one grade level below; 18% scored two or more grade level below

ELPAC: At least 10 of 12 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.
- ACTUAL: 100% of students earning a 4 either reclassified or maintained at Level 4 on the ELPAC; 11 of 13 (84.6%) of ELs who scored at Level 4 on the ELPAC reclassified

How the School will Evaluate the Progress of this Goal:

CAASPP, District Benchmarks, EL Progress Monitoring, Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD supplementary support materials and resources (manipulatives, games, vocabulary support items/pictures, etc.)	August 2022-June 2023	Principal, Instructional Coach	Materials and resources for ELD	4000-4999: Books And Supplies	TSSP	1000
Professional Development in Sheltered Instruction Observation Protocol (SIOP) and ELD strategies for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.	August 2022-June 2023	District, Principal, teachers, Instructional Coach	District funded--no expenditures			
Conduct progress monitoring through the use of our district's Universal Data Protocol every 6-8 weeks in staff/PD meetings using district benchmark data, common formative assessment results, and feedback	August 2022-June 2023	Principal, teachers, Instructional Coach ELD Support Staff	Extra duty pay for teachers	1000-1999: Certificated Personnel Salaries	TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
from walkthroughs.						
Implementation of district and school-adopted SIOP features (focus on elements of features 4, 9, 15-17, and 21) along with deeper DOK Level work and continued academic language focus	August 2022-June 2023	Principal, teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Building Background Knowledge for all students: Educational field trips (online speakers and guided experiences; in-person experiences and speakers)	August 2022-June 2023	Principal, teachers	Program Fees and transportation	5000-5999: Services And Other Operating Expenditures	Program 201	2000
EL newcomer/beginner supplemental resources (alternate next versions, translated supports, manipulatives, vocabulary supports, games, etc.)	August 2022-June 2023	Principal, SCEF, EL Coordinator, Teachers	Materials for ELs who are newcomers/beginners	5000-5999: Services And Other Operating Expenditures	TSSP	1000
Purchase English Language Program for beginners and At-Risk/LTEL students for intervention groups	August 2022-June 2023	Principal, Instructional Coach	Lexia language program to support language acquisition	5000-5999: Services And Other Operating Expenditures	TSSP	3000
In concert with district ELD coach, ensure effective integration of designated and integrated ELD instruction with Benchmark Advanced curriculum, Imagine Learning, RAZ Kids, and other district-provided instructional resources.	August 2022-June 2023	Principal, teachers, ELD Coach, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Building Background Knowledge: Inventory and determine needs to increase reading resources in school library and in classrooms; include assemblies/seminars and presentations, bringing in relevant and dynamic guest speakers and presenters as needed (virtually until in-person speakers can be welcomed). These resources are targeted for English learners but will benefit all students.	August 2022-June 2023	Principal, Librarian, teachers	Analyze needs and acquire materials Assemblies and enrichment seminars	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	TSSP School Allocation	2500 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of 150 minutes of weekly designated English Language Development (ELD) lessons for each class. ELD data is collected continuously by teachers. rogress is monitored through our Universal Data Protocol during staff development/PD every 6-8 weeks.	August 2022-June 2023	Teachers, Instructional Coach, Principal	No expenditures. Part of regular staff responsibilities.			
Provide staff with professional development opportunities on ELD strategies, Professional Development - ELD, RTI, Designated ELD strategies outside of district and within district, conducted by principal, Instructional Coach, Staff that lead to purposeful and structured Designated and Integrated ELD lesson structures	August 2022-June 2023	Principal Instructional Coach teachers	ELD conferences, Staff PD resources, district-led PD	5000-5999: Services And Other Operating Expenditures	School Allocation	1000
Provide staffing for a before school language lab that provides practice and support for our English learners who are beginners	August 2022-June 2023	Principal, language lab support staff, SCEF, EL Coordinator	Fund staffing of this before school support	2000-2999: Classified Personnel Salaries None Specified	TSSP	4000
Provide staffing for an after school English learner discussion group and 'world cafe' language program for students who are at risk of becoming LTELs	August 2022-June 2023	Principal, language lab support staff, SCEF, EL Coordinator	Fund staffing of this after school program Fund staffing of this after school program	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	After School Enrichment - Elementary Schools School Allocation	1000 1000
Analyze data from benchmarks, observations, and feedback and revise plan as needed; implement new or revised strategies based on revision of plan.	August 2022-June 2023	Principal Instructional Coach 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
    ●   **School Goal 4.a - Parent Goal**
    ●   **School Goal 4.b - Student Goal**

4.a - Parent Goal: By June 2023, there will be a 3-percentage point increase from 75% to 78% 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 4.b - Student Goal: By June 2023, there will be a 4--percentage point increase from 62% to 66% 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:
Parent, staff and student LCAP surveys Playground observations Attendance, behavior records

Findings from the Analysis of this Data:

Previous goal:

4.a - Parent Goal: By June 2022, there will be a 14-percentage point increase from 69% to 83% 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

- ACTUAL: 75% of parents indicated that they agreed or strongly agreed that their students' SEL needs were met

4.b - Student Goal: By June 2022, there will be a 14-percentage point increase from 71% to 85% 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.

- ACTUAL: 62% of students agreed or strongly agreed that the school focuses on students' character; it is important to note that a very small sample size was included in the student LCAP data due to low student participation.

How the School will Evaluate the Progress of this Goal:

Student and parent surveys administered at mid and end of year marks; collection of soft data during regular parent meeting check-ins through parent groups and during events (PTA, ELAC, Parent University seminars, Principal's Coffees, office hours, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff, students, and parents will continue to use the strategies from various free, evidence-based social emotional education programs such as Discovery Ed, Common Sense Media, and others to support the needs of our students as they learn to work and play cooperatively together. Lessons and activities are centered around our five core values of respect, responsibility, courage, perseverance, and integrity.	August 2022 - June 2023	Principal, Teachers, Staff	No expenditures			
School wide implementation of positive behavior support program - Posters, interactive displays, and exhibits - centered around core values and Project Cornerstone lesson themes	August 2022 - June 2023	Principal, Teachers, Parents	Books and Materials for positive behavior support program	4000-4999: Books And Supplies	School Allocation	1000
Monthly attendance incentives and recognition for positive behavior to increase positive recognition of Core Values and attendance throughout	August 2022 - June 2023	Principal, Teachers, Staff	Incentives	0001-0999: Unrestricted: Locally Defined	School Allocation	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the school year						
Extended duty time for teachers and staff for planning school wide behavior activities and initiatives	August 2022 - June 2023	Principal	Fund staffing for extended duty time for SEL planning			
Teachers will implement Sown to Grow, building upon what we started with our 5th grade students in 2021-22. Using this tool, teachers will create space for students to reflect, identify and process emotions, and develop awareness of their emotional strengths and self-regulation strategies.	October 2022-June 2023	Principal, Teachers, Students	This program is funded by our district.			
Yard Supervision strategy and training meetings to ensure positive behavior reinforcement during recess, lunch, before and after school	August 2022 - June 2023	Principal	Fund extra duty pay for yard duties	2000-2999: Classified Personnel Salaries	School Allocation	250
School wide use of Expect Respect to continue to develop student service, leadership, empathy, inclusion, and other positive character traits and behaviors in students. Students within this group who are exhibiting our core values will be invited to support younger students and cooperate on school-wide campaigns and initiatives (i.e. United Against Hate week activities, mentoring, and other service projects).	August 2022 - June 2023	Principal Project Cornerstone Lead Expect Respect Instructional Coach	Materials and supplies students	4000-4999: Books And Supplies	Program 201	2000
Parent education for support of students social and emotional health at school and at home	Throughout the year	Principal Instructional Coach	No expenditures			
Develop outdoor learning spaces where all students can experience the calming effects of nature (outdoor 'stump' classroom, native plant gardens, sensory garden).	August 2022 - June 2023	Principal Teachers Principal Instructional Coach	Gardening tools & materials	5000-5999: Services And Other Operating Expenditures	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Add positive and nurturing spaces in the library for students to practice mindfulness, reflective journaling, and reading.	November 2022-June 2023	Principal, Librarian, SCEF, ARIS	Soft seating, bean bag chairs, pillows, rugs & mats	0000: Unrestricted	Donations - General	5000
Work with a play-based SEL organization to train teachers on building strong classroom culture and cooperative play at recess/lunch (Playworks, One Yard Inc. Recess Development Program, or similar)	October 2022 - June 2023	Principal, instructional Coach, Teachers	SEL training and PD for teachers	5000-5999: Services And Other Operating Expenditures	Program 201	15000
			SEL training and PD for teachers	5000-5999: Services And Other Operating Expenditures	Program 201	1000
Maintain and continue to cultivate calming spaces on our campus where kids can go when they are feeling overwhelmed.	August 2022 - June 2023	Principal, instructional Coach, Teachers, School Psychologist	Materials for calming spaces	4000-4999: Books And Supplies	Donations - PTA	200
Analyze data from SEL programs, observations, and feedback and revise plan as needed; implement new or revised strategies based on revision of plan.	August 2022 - June 2023	Principal, Teachers, SSC	No expenditures			

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
    ● **School Goal 5.a - Attendance Goal**
    ● **School Goal 5.b - Chronic Absenteeism Goal**
    ● **School Goal 5.c - Welcoming Environment Goal**

5.a - Attendance Goal - By June 2023, the average student attendance rate for the school will be at or above 97%. 5.b - By June 2023, the average chronic absenteeism rate for all subgroups will decrease from 27% to 25.65%. Chronic absenteeism will decrease for each subgroup as follows, based on District Chronic Absenteeism data: Socio-economically Disadvantaged (SED) students: decrease from 13% to 12% Students with disabilities (SWD): 3% to 2% Asian student: 2.25% to 2.14% Hispanic/Latino students: 16% to 15% White students: 4.75% to 4.51% English Learners (ELs): 8.25% to 7.84% English only students (EOs): 15% to 14% Initially Fluent English Proficient students (IFEP): 2.5% to 2.38% Reclassified Fully English Proficient students (RFEP): 1.75% to 1.66%   5.c - Welcoming Environment Goal: By June 2023, there will be an improvement from 83% to 88% (5% increase) 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 Family engagement activities goal: By June 2023, there will be an average improvement from 62% to 67% (5% increase) in the number of parents who agree or strongly agree with the statement "My school encourages families to work with staff and faculty with family engagement activities."

Data Used to Form this Goal:
Student attendance records and reports, LCAP/Climate Survey Results

Findings from the Analysis of this Data:
Previous attendance goals: By June 2022, the average student attendance rate for the school will improve from 95% to 97% or above. • ACTUAL: In 2021-2022, average student attendance fell from 95% to 86%. 5.b - Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 3% from 8% to 5%. • ACTUAL: 108 students or 27% of all students are reported as chronically absent for 2021-22. 5.c - Welcoming Environment Goal: By June 2022, there will be a 9% increase 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 (from 83% to 88% overall). • ACTUAL:Again in 2021-22, 83% of families reported that they agreed or strongly agreedthat they felt that the school created a welcoming environment.

How the School will Evaluate the Progress of this Goal:
Student attendance records and reports, LCAP/Climate Survey Results, soft data collected from participants in parent and community events

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Create a warm and welcoming environment for parents when they visit the school in the morning and afternoon hours. Saff members are stationed at each of the school gates to greet each family and child by name.The principal is out and speaking with families at different gates and on the blacktop each morning and afternoon, offering informal support and answering questions. The front office staff clerk and secretary offer friendly and	August 2022-June 2023	Principal, SCEF, ARIS, front office staff	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supportive information to parents who stop by at anytime, but especially during pick-up and drop-off times.						
Create meaningful in-person family events with as well as continued virtual options that are engaging, uniting, and fun such as movie nights, game nights, trivia parties, STEAM night, family show and tell, etc.	August 2022-June 2023	Principal, SCEF, ARIS, PTA, ELAC, SSC	Materials and supplies Extra duty pay for staff (planning, after hours events)	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	School Allocation TSSP	3,000 3000
Provide interpretation in a number of languages for every school meeting or parent meeting to ensure that all parents are able to participate linguistically.	August 2022-June 2023	Principal, interpreters, SCEF	Hourly rate for interpreters Extra duty pay for SCEF for interpretation	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU) TSSP	3000 1000
Provide translation in English and Spanish for all school-wide letters, documents, and notices	August 2022-June 2023	Principal, translators	Hourly rate for translators	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2000
Communicate celebrations, new initiatives, student progress updates and other school news through a weekly newsletter, the Cheetah Chatter	August 2022-June 2023	Principal, SCEF, District Personnel	No expenditures. Part of regular staff responsibilities.			
Celebrate and highlight positive student and staff moments through social media platforms (Facebook, Twitter, Instagram)	August 2022-June 2023	Principal, office staff	No expenditures. Part of regular staff responsibilities.			
Provide brief surveys to parents after each major site-based Parent University or other whole-school engagement event to elicit feedback for contnuous improvement and to gather additional questions parents may have. The principal and school leadership team will review feedback for follow-up as needed.	August 2022-June 2023	Teachers, Staff, SCEF SSC, ELAC, PTA Parents	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
Collaborate with parent advisory/leadership groups - School Site Council, ELAC, and PTA on parent engagement/involvement policy to review and revise for annual adoption	August 2022-June 2023	Teachers, Staff, SCEF SSC, ELAC, PTA Parents	Teacher extra duty pay	1000-1999: Certificated Personnel Salaries	School Allocation	500
			Classified staff extra duty pay	2000-2999: Classified Personnel Salaries	School Allocation	500
Improved parent outreach and communication about upcoming events through multiple sources - facebook, Instagram, Twitter, website, flyers, personal communication, Parent University events, PTA & ELAC resources and events, etc. Student generated interest will serve as an incentive for parents to attend events.	August 2022-June 2023	Principal, staff members, parents	Materials and supplies for outreach	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1500
Staff/Parent Liaison (in addition to the Principal) between SSC, ELAC, and PTA will work to align school initiatives and ensure that we are working in unity to share information, develop family events, and support our students.	August 2022-June 2023	Principal, parents, SSC, ELAC, PTA	No expenditures needed.			
Improve student attendance through data tracking, consistent and regular communication between staff and families, interventions and home visits, SART letters, and incentives. Hold biweekly attendance review meetings with clerk, secretary, SCEF & ARIS followed by interventions to work with families demonstrating patterns of chronic absenteeism or arriving at school late (more than twice weekly). Create student buy-in and excitement about attendance through regular publication of grade level data and incentives (class recognition, prizes, and other celebrations).	August 2022-June 2023	Principal, SCEF, ARIS, Secretary, Clerk, Teachers	No expenditures. Part of regular staff responsibilities.			
			Student Incentives	0001-0999: Unrestricted: Locally Defined	School Allocation	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from observations and feedback from teachers and staff, the Principal and the School Site Council, PTA, and ELAC and revise plan as needed; implement new or revised strategies based on revision of plan.	August 2022-June 2023	Principal, SSC, PTA, ELAC, teachers/staff	No expenditures. Part of regular staff responsibilities.			

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	24,416	32,555	105.00
Program 201	28,725	38,300	13,300.00
TSSP	23,550	31,400	1,500.00
After School Enrichment -	2,873	3,830	1,080.00
Parent Engagement	5,523	7,364	864.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School Enrichment - Elementary Schools	2,750.00
Donations - General	5,000.00
Donations - PTA	200.00
Parent Engagement (PIQE/FEI/PU)	6,500.00
Program 201	25,000.00
School Allocation	32,450.00
Science Equipment Elementary	3,000.00
TSSP	29,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	5,000.00
0001-0999: Unrestricted: Locally Defined	1,150.00
1000-1999: Certificated Personnel Salaries	11,125.00
2000-2999: Classified Personnel Salaries	11,750.00
4000-4999: Books And Supplies	29,475.00
5000-5999: Services And Other Operating Expenditures	44,300.00
5800: Professional/Consulting Services And Operating	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	2,000.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	250.00
5000-5999: Services And Other Operating	After School Enrichment - Elementary	500.00
0000: Unrestricted	Donations - General	5,000.00
4000-4999: Books And Supplies	Donations - PTA	200.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	3,000.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,500.00
4000-4999: Books And Supplies	Program 201	5,000.00
5000-5999: Services And Other Operating	Program 201	19,000.00
5800: Professional/Consulting Services And	Program 201	1,000.00
0001-0999: Unrestricted: Locally Defined	School Allocation	1,150.00
1000-1999: Certificated Personnel Salaries	School Allocation	2,125.00
2000-2999: Classified Personnel Salaries	School Allocation	1,750.00
4000-4999: Books And Supplies	School Allocation	14,525.00
5000-5999: Services And Other Operating	School Allocation	11,900.00
5800: Professional/Consulting Services And	School Allocation	1,000.00
4000-4999: Books And Supplies	Science Equipment Elementary	3,000.00
1000-1999: Certificated Personnel Salaries	TSSP	4,000.00
2000-2999: Classified Personnel Salaries	TSSP	8,000.00
4000-4999: Books And Supplies	TSSP	5,000.00
5000-5999: Services And Other Operating	TSSP	12,900.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,675.00
Goal 2	15,525.00
Goal 3	18,500.00
Goal 4	25,850.00
Goal 5	15,250.00

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
Michelle Williams	X				
Natalie Gallagher		X			
Judith Espino		X			
Jordan Garvey		X			
Ruby Ochoa Castaneda			X		
Diana Olvera				X	
Antje Kirschner				X	
Hoang Tu				X	
Jordan Tabula				X	
Aditi Padmanabhan				X	
Numbers of members of each category:	1	3	1	5	

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
Michelle Williams	X				
Natalie Gallagher		X			
Lisset Tellez			X		
Ruby Rivas			X		
Mary Colon			X		
Elvira Salgado Carapia				X	
Diana Rubio Olvera				X	
Denys Huerta				X	
Karla Ardon				X	
Maria Fraga Chavez				X	
Numbers of ELAC Members of each category:	**1**	**1**	**3**	**5**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

    Elvira Salgado _____
    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 11/8/2022.

Attested:

Michelle Williams	*Michelle Williams*	November 8, 2022
Typed Name of School Principal	Signature of School Principal	Date
Antje Kirschner	*A Kirschner*	November 9, 2022
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date