

The School Plan for Student Achievement

School: AMY IMAI ELEMENTARY SCHOOL
CDS Code: 43-69591-60479071
District: Mountain View Whisman School District
Principal: Arline Siam
Revision Date: December 7, 2023

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:

Contact Person: Arline Siam
Position: Principal
Phone Number: (650) 526-3490
Address: 253 Martens Avenue
Mountain View, CA 94040
E-mail Address: asiam@mvwsd.org

The District Governing Board approved this revision of the SPSA on December 7, 2023.

Table of Contents

District Mission and Vision	3
School Profile.....	3
Comprehensive Needs Assessment Components	6
Data Analysis	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
ELPAC Results	12
iReady Diagnostic 3 Results	15
Planned Improvements in Student Performance	21
School Goal #1	21
School Goal #2	26
School Goal #3	31
School Goal #4	35
School Goal #5	38
Summary of Expenditures in this Plan	42
Total Allocations and Expenditures by Funding Source	42
Total Expenditures by Object Type.....	43
Total Expenditures by Object Type and Funding Source	44
Total Expenditures by Goal	45
School Site Council Membership	46
ELAC Membership	47
Recommendations and Assurances.....	48

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

We are a TK-5 elementary school with a population of 399 students. Our population is 44% Asian, 16% Hispanic and 25% White. 15% of our students are English language learners, 49% our English Only and 13% are Reclassified. 11% of our students are SED. 8% of our students receive special education services.

At Imai, RTI and STEAM go hand-in-hand. The STEAM (Science, Technology, Engineering, Art, Math) teacher focuses on hands-on K-5 science during RTI time, while your classroom or grade level teacher provides small-group support and enrichment.

ACADEMIC ACHIEVEMENT

School Goal 1 - Academic Achievement- English Language Arts

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

CAASPP Goal: By June 2024, there will be a 2-percentage point increase (from 85% to 87%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2024 all subgroups will make the following gains:

*Students with Disabilities (SWD): There will be a 4-percentage point increase from 58% to 62% in the number of students with disabilities who meet their annual typical growth.

*Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52% in the number of students who meet their annual typical growth.

*English Only (EO): There will be a 1-percentage point increase from 88% to 89% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

*Asian : We will maintain at a 100% proficiency in the number of students who meet or exceed standards

*Hispanic/ Latino: There will be a 4-percentage point increase from 56% to 60% in the number of students who meet or exceed standards

*White: There will be a 2-percentage point increase from 81% to 83% in the number of students who meet or exceed standards

i-Ready One-Year's Growth Goal:

A. By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Key Strategies:

- Coaching Support
- Professional Development for teachers focused on Informational Text
- Universal Data Cycles
- Hourly Reading Teacher to support Tier 3 students

School Goal 2 - Academic Achievement- Mathematics

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

CAASPP Goal: By June 2024, there will be a 2-percent point increase (from 86% to 88%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

Subgroup goals: By June 2024 all subgroups will make the following gains:

*Students with Disabilities (SWD): There will be a 4-percentage point increase from 63% to 67% in the number of students with disabilities who meet or exceed standards

*Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52% in the number of students with disabilities who meet or exceed standards

*English Only (EO): There will be a 1-percentage point increase from 90% to 91% in the number of students with disabilities who meet or exceed standards

Ethnicity Subgroups:

*Asian : We will maintain 1at a 100% proficiency in the number of students who meet or exceed standards

*Hispanic/ Latino: There will be a 6-percentage point increase from 40% to 46% in the number of students who meet or exceed standards

*White: There will be a 1-percentage point increase from 87% to 88% in the number of students who meet or exceed standards

iReady One-Year's Growth Goal:

A. By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Key Strategies:

- - Universal Data Cycles
- Coaching support
- PD done during staff meetings on differentiation
- Differentiation during RTI
- Used of i-ready regularly and track progress

School Goal 3 - Academic Achievement - English Language Learners

ELPAC

By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify.

The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 48% to 53%.

LTEL/ At-Risk:

By June 2024, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 1 to 0.

RFEP

By June 2024, there will be a 2 percentage point increase from 83% to 85% in the number of RFEP (reclassified fluent English

proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Key Strategies:

- Hired hourly newcomer teacher to work with newly arrived students.
- Hired hourly reading teacher to work with tier 3 students.

School Goal 4: Social Emotional Health and Wellness

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

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

By June 2024, Sown to Grow Student Check-in rate will improve from 66% to 79% as measured by the Sown to Grow report

By June 2024, Sown to Grow Teacher Response rate will improve from 56% to 61% as measured by the Sown to Grow report

Behavior goal

By June 2024, there will be a 6% point decrease from 40% to 32% for SWD student group measured by the school suspension disproportionality data.

By June 2024, there will be a 3% increase from 70% to 73% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

- Track usage of Sown to Grow on a regular basis.
- Use behavior matrix by doing behavior assemblies and weekly reminders and track data to reduce number of suspension

School Goal 5 - Inclusive and Welcoming Culture

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

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

By June 2024, the average student attendance rate for the school will be at or above 95.57%.

Chronic Absenteeism Goal: By June 2024, the overall chronic absenteeism rate for will decrease by 1% from 10% to 9% based on District Chronic Absenteeism data.

By June 2024, the average chronic absenteeism rate for

Social-economic disadvantaged will decrease from 35% to 31.5%

SWD will decrease from 5% to 4.5%

EL will decrease from 30% to 27%

Hispanic/latino will decrease from 40% to 36%.

Asian will decrease from 37.5% to 33.8%.

white will decrease from 12.5% to 11.5%.

Welcoming Environment Goal: By June 2024, there will be a 1% increase, from 88% to 89%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey.

Key Strategies:

- Track data on students on the chronic absentee list and follow up with families regularly.
- Continue to remind families on the importance of attendance on the weekly newsletter
- Provide incentives for attendance

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

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

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

Data is collected from a variety of sources: in-class checks for understanding, exit slips, curriculum assessments, and common formative assessments created by teacher teams. Teachers analyze their classroom data on an ongoing basis, and results of curriculum assessments and common formative assessments are broken down and discussed during teacher collaboration meetings weekly. These discussions inform next steps for responding to student needs by modifying instruction. Data is analyzed using the Universal data cycle every 9 weeks in grade levels as well as by individual teacher.

Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. 3 teachers are receiving support from the New Teacher Project. No misassigned teachers. All others are considered highly qualified.

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

A full time instructional coach offers a wide range of support options for teachers. This can come in the form of observational coaching, modeling teaching techniques, planning lessons, creating assessments, facilitating collaboration, etc. District new teacher coaches support new teachers hone their instructional practice and clear their credential. TK co-taught teachers receive coaching from the special education department as well as the pre-school department.

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

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

Opportunity and Equal Educational Access

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

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

Parental Involvement

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

We have resources allocated to support families of under-achieving students by hiring two hourly teachers to support newcomers and tier 3 ELA students who are struggling in reading. We allocate site funds for under-achieving students for after school enrichments such as theater, soccer and STEAM. We have a SCEF and ARIS who support our under-achieving students and families.

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)

We have a strong community of volunteers, staff members and Committee members (ELAC, SSC and PTA) who helps us in the planning, implementation and evaluation of ConApp programs.

Funding

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

Imai receives state funding through the Local Control Funding Formula and funds directed through the district to support enrichment programming at schools. PTA support and funding is a major factor for Imai contributing to school supplies, curriculum support, technology software purchase and subscriptions, enrichment, and field trips.

Description of Barriers and Related School Goals

Barriers:

1. Low numbers of English language learners and SED students lead to wide fluctuations of percentages year to year as well as an influx of newcomers.
2. We have a large number of Asian families traveling for the first time after COVID to visit family members abroad which is a reason for our increase in chronic absentees in Asians.
3. The third grade cohort is lower performing than any of our grade levels due to having done Kindergarten online due to the pandemic.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	67	63	0	67	60	0	67	60	0.0	100.0	95.2
Grade 4	76	75	65	0	72	63	0	72	63	0.0	96.0	96.9
Grade 5	84	77	71	0	71	70	0	71	70	0.0	92.2	98.6
All Grades	244	219	199	0	210	193	0	210	193	0.0	95.9	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2519.1	2528.7		64.18	70.00		23.88	13.33		8.96	10.00		2.99	6.67
Grade 4		2572.8	2584.0		75.00	74.60		8.33	14.29		6.94	6.35		9.72	4.76
Grade 5		2606.3	2604.7		71.83	60.00		16.90	24.29		4.23	10.00		7.04	5.71
All Grades	N/A	N/A	N/A		70.48	67.88		16.19	17.62		6.67	8.81		6.67	5.70

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		52.24	50.00		44.78	45.00		2.99	5.00	
Grade 4		50.00	55.56		44.44	41.27		5.56	3.17	
Grade 5		53.52	55.71		36.62	41.43		9.86	2.86	
All Grades		51.90	53.89		41.90	42.49		6.19	3.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.78	56.67		49.25	35.00		5.97	8.33
Grade 4		68.06	60.32		27.78	33.33		4.17	6.35
Grade 5		69.01	60.00		25.35	31.43		5.63	8.57
All Grades		60.95	59.07		33.81	33.16		5.24	7.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.88	28.33		65.67	68.33		10.45	3.33
Grade 4		33.33	42.86		56.94	50.79		9.72	6.35
Grade 5		30.99	27.14		61.97	68.57		7.04	4.29
All Grades		29.52	32.64		61.43	62.69		9.05	4.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.25	56.67		46.27	33.33		4.48	10.00
Grade 4		47.22	46.03		48.61	49.21		4.17	4.76
Grade 5		46.48	47.14		47.89	45.71		5.63	7.14
All Grades		47.62	49.74		47.62	43.01		4.76	7.25

Conclusions based on this data:

1. Based on our CAASPP data from 2022-2023 our scores show that we need to focus on reading comprehension in order for us to meet this year's goals.
2. 2022-2023 ELA goal was not met.
3. We need to continue refining efforts to differentiate instruction based on need, especially for our students who struggle the most. As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	67	63	0	67	63	0	67	63	0.0	100.0	100.0
Grade 4	76	75	65	0	74	65	0	74	65	0.0	98.7	100.0
Grade 5	84	77	71	0	75	71	0	75	71	0.0	97.4	100.0
All Grades	244	219	199	0	216	199	0	216	199	0.0	98.6	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2535.0	2521.6		71.64	65.08		16.42	23.81		8.96	6.35		2.99	4.76
Grade 4		2574.7	2574.0		64.86	61.54		20.27	21.54		8.11	12.31		6.76	4.62
Grade 5		2600.9	2607.3		70.67	67.61		16.00	18.31		2.67	7.04		10.67	7.04
All Grades	N/A	N/A	N/A		68.98	64.82		17.59	21.11		6.48	8.54		6.94	5.53

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		79.10	69.84		17.91	25.40		2.99	4.76
Grade 4		72.97	69.23		20.27	21.54		6.76	9.23
Grade 5		76.00	67.14		16.00	27.14		8.00	5.71
All Grades		75.93	68.69		18.06	24.75		6.02	6.57

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		70.15	63.49		26.87	30.16		2.99	6.35
Grade 4		56.76	49.23		36.49	44.62		6.76	6.15
Grade 5		61.33	59.15		26.67	33.80		12.00	7.04
All Grades		62.50	57.29		30.09	36.18		7.41	6.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		67.16	55.56		29.85	39.68		2.99	4.76
Grade 4		60.81	58.46		32.43	30.77		6.76	10.77
Grade 5		49.33	49.30		41.33	45.07		9.33	5.63
All Grades		58.80	54.27		34.72	38.69		6.48	7.04

Conclusions based on this data:

1. Overall, math results remained consistent with results from the last time CAASPP was administered. 2022-2023.
2. As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic support.
3. Efforts to improve our math program should focus on differentiation and support for the students who are below grade level.

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	13	13			27	48.1%	18.5%	29.63%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
1		*	*	*			*	40.0%	0.00%	40.00%
2			*	*			12	50.0%	16.67%	16.67%
3			*	*			*	40.0%	20.00%	40.00%
4			*	*			*	50.0%	50.00%	50.00%
5			*	*			*		33.33%	33.33%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	14
Grade 1	*	*	*	*	17
Grade 2	*	*	*		*
Grade 3	*		*		*
Grade 4	*	*	*	*	*
Grade 5	*	*	*	*	11
Grand Total	13	12	25	*	58

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*		*	*	14
Grade 1	*	*	*	*	17

2023 ELPAC Summative Oral Language Level					
Grade 2	*		*	*	*
Grade 3	*		*	*	*
Grade 4	*		*	*	*
Grade 5	*	*	*	*	11
Grand Total	14	*	23	16	58

2023 ELPAC Summative Writing Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	14
Grade 1	*	*	*	*	17
Grade 2	*	*	*		*
Grade 3	*	*	*		*
Grade 4	*	*	*		*
Grade 5	*	*	*	*	11
Grand Total	16	22	17	*	58

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		14
Grade 1	*	*	*		17
Grade 2	*	*	*		*
Grade 3	*	*			*
Grade 4	*	*	*		*
Grade 5	*	*	*		11
Grand Total	13	25	20		58

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		14
Grade 1	*	*	*		17
Grade 2	*	*	*		*
Grade 3	*	*	*		*
Grade 4	*	*	*		*
Grade 5	*	*	*		11
Grand Total	12	32	14		58

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		14

2022 ELPAC Summative Reading Level					
Grade 1	*	*	*		17
Grade 2	*	*			*
Grade 3	*	*			*
Grade 4	*	*			*
Grade 5	*	*	*		11
Grand Total	20	32	*		58

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		14
Grade 1	*	12	*		17
Grade 2	*	*	*		*
Grade 3	*	*	*		*
Grade 4	*	*			*
Grade 5	*	*	*		11
Grand Total	*	38	*		58

Conclusions based on this data:

1. 64.5% of our students increased at least one level.
2. Large number of students are scoring in the somewhat/moderately in all domains.
3. We have decreased our number of LTEL's to 1 for the year 2023-2024 school year.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

AMY IMAI ELEMENTARY SCHOOL

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
AMY IMAI ELEMENTARY SCHOOL Overall	85%	10%	5%
Asian	96%	3%	1%
Hispanic/Latino	47%	33%	20%
White	85%	11%	4%
SWD	64%	21%	15%
Not SWD	87%	9%	4%
SED	43%	23%	34%
Not SED	91%	8%	1%
EL	46%	30%	25%
EO	92%	6%	2%
IFEP	98%	2%	0%
RFEP	85%	13%	2%
0	95%	5%	0%
1	88%	8%	4%
2	80%	12%	8%
3	87%	5%	8%
4	83%	15%	2%
5	82%	11%	7%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
AMY IMAI ELEMENTARY SCHOOL Overall	66%	34%
Asian	70%	30%
Hispanic/Latino	59%	41%
White	62%	38%
SWD	56%	44%
Not SWD	67%	33%
SED	68%	32%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	66%	34%
EL	59%	41%
EO	68%	32%
IFEP	70%	30%
RFEP	60%	40%
0	60%	40%
1	62%	38%
2	69%	31%
3	74%	26%
4	67%	33%
5	63%	37%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
AMY IMAI ELEMENTARY SCHOOL Overall	88%	9%	3%
Asian	98%	2%	0%
Hispanic/Latino	55%	35%	11%
White	88%	9%	3%
SWD	61%	36%	3%
Not SWD	91%	7%	3%
SED	49%	36%	16%
Not SED	93%	6%	1%
EL	60%	28%	12%
EO	92%	7%	1%
IFEP	98%	2%	0%
RFEP	90%	8%	2%
0	91%	9%	0%
1	88%	10%	3%
2	83%	14%	3%
3	90%	8%	2%
4	86%	9%	5%

Math - Diagnostic 3 2022-2023

5	92%	6%	3%
---	-----	----	----

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
AMY IMAI ELEMENTARY SCHOOL Overall	71%	29%
Asian	71%	29%
Hispanic/Latino	59%	41%
White	78%	22%
SWD	72%	28%
Not SWD	71%	29%
SED	63%	37%
Not SED	72%	28%
EL	68%	32%
EO	72%	28%
IFEP	73%	27%
RFEP	71%	29%
0	74%	26%
1	63%	38%
2	83%	17%
3	79%	21%
4	61%	39%
5	70%	30%

Conclusions based on this data:

1. 88% of our students are performing at tier 1 in math but only 71% met their yearly growth target.
2. 85% of our students are performing at tier 1 in ELA but only 66% met their yearly growth target.
3. 5% of our students are performing in tier 3 in reading and 3% in math.

Planned Improvements in Student Performance

School Goal #1

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

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

Strategic Plan Goal Area #1:

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

School Goal 1: Academic Achievement - English Language Arts

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

School Goal 1 - Academic Achievement- English Language Arts

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

CAASPP Goal: By June 2024, there will be a 2-percentage point increase (from 85% to 87%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2024 all subgroups will make the following gains:

- * Students with Disabilities (SWD): There will be a 4-percentage point increase from 58% to 62% in the number of students with disabilities who meet their annual typical growth.
- * Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52% in the number of students who meet their annual typical growth.
- * English Only (EO): There will be a 1-percentage point increase from 88% to 89% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 1-percent point increase from 96% to 97% proficiency in the number of students who meet or exceed standards

Hispanic/ Latino: There will be a 4-percentage point increase from 56% to 60% in the number of students who meet or exceed standards

White: There will be a 2-percentage point increase from 81% to 83% in the number of students who meet or exceed standards

i-Ready One-Year's Growth Goal:

By June 2024, 100% of the students will meet their i-ready one year's growth goal for the year.

Subgroup goals: By June 2024 all subgroups will make the following gains:

- * Students with Disabilities (SWD): There will be a 4-percentage point increase from 56% to 60% in the number of students with disabilities who meet their annual typical growth.
- * Socio-Economically Disadvantaged (SED): There will be a 3-percentage point increase from 68% to 71% in the number of students who meet their annual typical growth.
- * English Only (EO): There will be a 3-percentage point increase from 68% to 71% in the number of students who meet their annual typical growth.

Ethnicity Subgroups:

* Asian : There will be a 3-percentage point increase from 70% to 73% in the number of students who meet their annual typical growth.

* Hispanic/ Latino: There will be a 4-percentage point increase from 58% to 63% in the number of students who meet their annual typical growth.

* White: There will be a 4-percentage point increase from 62% to 66% in the number of students who meet their annual typical growth.

b. By June 2024, 100% of students at Amy Imai will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments. (K-8)

Data Used to Form this Goal:

CAASPP
i-ready assessment

Findings from the Analysis of this Data:

Overall 87% to 88% meeting or exceeding standard
 Goal not met (85%)

Asian 92% to 93%
 Goal met (96%)

White 82% to 85%
 Goal not met (81%)

Hispanic 42% to 48%
 Goal met (56%)

2022-2023 i-ready Reading Annual Typical Growth Goals
 Overall: 70% to 73%
 Goal not met: 66%

Asian: 68% to 71%
 Goal not met: 70%

White: 71% to 74%
 Goal not met: 62%

Hispanic/Latino:58% to 61%
 Goal not met: 58%

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring of qualitative and quantitative data by administrator and teacher teams during staff meetings, coaching discussions, feedback session.
 iReady Diagnostic Assessment Results used regularly to guide our instruction
 Universal Data cycles (every nine weeks)
 Ongoing PD in academic areas of need such as literacy and math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Universal Data Cycle using student work to analyze @ staff meetings. Every nine weeks we will do the universal data cycle to analyze data	August - May	Teachers, coach and admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and guide our instruction. This will help students make progress towards achieving their Annual Typical Growth goal.						
Implement Response to Instruction (Tiered Instruction) and STEAM Program. -Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction.	August – May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			
Differentiation- small group when needed throughout the day.	August - May	Principal, Coach and Teachers	None Specified			
Coach support will include regular check-ins, demo lessons, etc. with teachers focused on site initiatives.	August-May	Principal, Teachers,Coach	No expenditures			
Include PD in writing during staff meetings to improve writing skills in all students.	October– May	Principal, Teachers, Coach	No expenditures			
Plan and schedule COST meetings as needed. Students will be brought up as needed for COST or SST's to help support them academically.	October- May	COST team	No expenditures			
Use of i-Ready be consistent across grade levels during the school day. Teachers will assign specific lessons based on student need.	August - May	Teachers	No expenditures, part of regular staff responsibilities.			
Parent meetings on how to analyze i-ready data and annual growth report will be done regularly.	November and March	Principal	No expenditures			
Hire hourly newcomer teacher. 4 hours per week to support newcomers learning English and teaching them how to read and write.	November-May	Principal	1000-1999: Certificated Personnel Salaries	TSSP	10000	
Printing of Learning A-Z books (Spanish and/or English per tier) for home use.	September-May	Admin, coaches and parent volunteers	No expenditures			
Regular walkthroughs by admin and	August-May	Principal-Coach	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
coach will be done. SIOP features will be focused for this year. Regular feedback by principal will be given during walkthrough via emails or in person if needed immediate feedback.						
3 hour Planning Time (per teacher) per trimester to be done after school.	3X a year	Principal, coach, teachers		1000-1999: Certificated Personnel Salaries	School Allocation	4000
Use of funds for enrichment such as theater, sports for all students to participate in after school.	October-May	Principal, Coach		None Specified	School Allocation	3000
Hourly reading intervention: 2 hour per week for grades 2nd and 3rd to support lowest readers. This will help our lowest readers make progress towards achieving their annual growth goal.	October-May	Principal, coach and intervention teacher			TSSP School Allocation	3000 7000
Instructional materials and supplies such as paper and classroom supplies for the year.	August-May	Principal, teachers, Coach			School Allocation	12000
Implement new or revised strategies based on revision of plan	August-May	Principal, coach and teachers	No expenditures, part of regular staff responsibilities.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed						

Planned Improvements in Student Performance

School Goal #2

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

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

Strategic Plan Goal Area #1:

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

School Goal 2: Academic Achievement - Math

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

School Goal 2 - Academic Achievement- Mathematics

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

CAASPP Goal: By June 2024, there will be a 1-percent point increase (from 86% to 87%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

Subgroup goals: By June 2024 all subgroups will make the following gains:

- * Students with Disabilities (SWD): There will be a 4-percentage point increase from 63% to 67% in the number of students with disabilities who meet or exceed standards
- * Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52% in the number of students with disabilities who meet or exceed standards
- * English Only (EO): There will be a 1-percentage point increase from 90% to 91% in the number of students with disabilities who meet or exceed standards

Ethnicity Subgroups:

- * Asian : There will be a 1- percentage point increase from 97% to 98% in the number of students who meet or exceed standards
- * Hispanic/ Latino: There will be a 6-percentage point increase from 40% to 46% in the number of students who meet or exceed standards
- * White: There will be a 1-percentage point increase from 87% to 88% in the number of students who meet or exceed standards

iReady One-Year's Growth Goal:

By June 2024, 100% of the students will reach their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Data Used to Form this Goal:

CAASPP
District assessments
i-Ready

Findings from the Analysis of this Data:

Overall 87% to 88% meeting or exceeding standard
 Goal not met (86%)

Asian 98% to 99%
 Goal not met 97%

White 88% to 89%
 Goal not met 87%

Hispanic 39% to 40%
 Goal met (40%)

2022-2023 i-ready Mathematics Annual Typical Growth Goals

Overall: 74% to 77%
 Goal not met: 71%

Asian:72% to 75%
 Goal not met: 71%

White: 78% to 80%
 Goal not met: 78%

Hispanic/Latino: 58% to 61%
 Goal not met: 59%

For 2022-23 Imai school met or exceeded the District Annual Typical Growth District Annual Typical Growth was 61%

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.
 i- Ready Diagnostic Assessment Results
 Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: hone RTI skills - CFA creation, data analysis, looking at student work, how to	August - May	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
extend learning						
Coach will follow up and support teachers with District initiatives.	September - May	Principal, Coach	No expenditures, part of regular staff responsibilities.			
Regular check-ins for target students including monitoring through COST	September - April	Principal, teachers	No expenditures, part of regular staff responsibilities.			
Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. -Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction. This will help students make progress towards achieving their Annual Typical Growth goal.	August-May	Principal, coach, teachers	No expenditures, part of regular staff responsibilities.			
Differentiation during lessons will occur to address the needs of all students. This will help students make progress towards achieving their Annual Typical Growth goal.	August-May	Principal,coach, teachers	No expenditures, part of regular staff responsibilities.			
Provide after school tutoring for students on tier 3 and on i-ready. Priority will be English language learners.	October-May	Principal and coach			After School Enrichment	3000
Tier 1: purchase imagineerz as enrichment for all students.	October-May	Principal, teachers and coach	Purchasing enrichment programs	None Specified	School Allocation	7000
Planning time for teacher to implement and plan lessons after reviewing data. Teachers will plan once every trimester.	Once a trimester	Teachers	Hourly pay for teacher planning	None Specified		
Hold COST meetings for students that need extra support when needed during the school year.	October-May	COST team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Universal Data Cycle using student work to analyze @ staff meetings. Every nine weeks we will do the universal data cycle to analyze data and guide our instruction. This will help students make progress towards achieving their Annual Typical Growth goal.	Aug - May	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			
Math Intervention: work on fluency & foundational skills use reflex and frax math programs in grades 3-5	On-going	Principal, coach, teachers				
i-ready will be used regularly during math time as part of centers time. Annual growth goal will be monitor regularly.	On-going	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	November-June	Principals, teachers, coach	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November-June	Principals, teachers, coach				

Planned Improvements in Student Performance

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
School Goal 3 - Academic Achievement - English Language Learners ELPAC By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 48% to 57%. The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 64% to 76% LTEL/ At-Risk: By June 2024, the number of students who are At-Risk of becoming LTEL will decrease from 1 to 0. RFEP By June 2024, there will be a 1 percentage point increase (from 89% to 90%) in the number of RFEP students meeting or exceeding in English Language Arts as measured by the CAASPP.

Data Used to Form this Goal:
ELPAC i-ready Benchmark assessments CAASPP Universal Data Cycles
Findings from the Analysis of this Data:
Data from last year shows that we met our ELPAC goal but our English learners are still under performing in comparison to our other students. Focus for this year will be to continue to focus on the academic achievement of our English Language learners. Goal met for LTEL (reduction of LTEL's 6 to 4) Goal not met for RFEP (increase of RFEP students meeting standards from 90% to 91%) Goal met for students who were level 4 and met the reclassification criteria. (100%)
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring, including reviewing data at the end of every trimester. ELPAC Assessment Results iReady Diagnostic Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate regularly in instructional coaching (at least 1x/mo) focus on our site plan goals set for the year.	August - May	Teachers, Coaches, Principal	No expenditures, part of regular staff responsibilities.			
Implement SIOP strategies focusing on comprehensible input and continued focus on academic vocabulary for all grade levels.	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			
Professional Development: hone understanding and application of SIOP techniques done during staff meetings as well as PD offered by ELL	October - May	Coaches, Principal, Teachers	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
department.						
Provide ongoing PD for ELD during staff meetings as well as attending PD offered by ELD TOSA during the year. Use strategies learned during ELD on a regular basis. Provide support and feedback regularly by admin.	On-going	Principal, coach and EL TOSA	Paid PD after school			
1. Data will be used regularly to track student progress. Parents will receive I-Ready diagnostic information 3 times per year and target students will get regular progress updates.	September - May	Principal, Classified Staff	No expenditures, part of regular staff responsibilities.			
Close monitor students at level 4 on ELPAC.	Aug - May	Principals, Coach, Teachers	No expenditures, part of regular staff responsibilities.			
Newcomer Welcome Kit (resources, communication cards, etc.) with resources for families will be given to new families when they first arrive.	On-going	Principal and SCEF	No expenditures			
Regular scheduled parent meetings in Spanish to support Hispanic/Latino families	On-going	Principal and SCEF				
Hire Newcomer teacher (hourly)	Nov-May	Principal	Expenditure already accounted for in goal 1			
Provide parents with printed mini-books in different languages to practice their new English skills but still having access to their primary languages. Books will be printed in Spanish and Russian.	On-going	Principal, coach and teachers	No expenditures			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	On-going	Principal, coach and teachers	No expenditures, part of regular staff responsibilities			
Individual English Learner student-parent meetings to discuss progress towards i-ready goal as well as ELPAC goal for the year.	On-going	Principal, coach and teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build up international books in the library	On-going	Principal, coach and library tech.			Donations - PTA	500
Newcomer dinner to welcome families and provide support for their students.	October	Principal, coach and SCEF				
Monitoring of and professional development for designated ELD rotations.	On-going	Principal, coach, teachers				
Analyze data from benchmarks, observations, and feedback and revise plan as needed.						
Implement new or revised strategies based on revision of plan.						

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
School Goal 4: By June 2024, there will be a 2-percentage point increase from 93% to 95% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey By June 2024, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey. By June 2024, Sown to Grow Student Check-in rate will improve from 66% to 79% as measured by the Sown to Grow report By June 2024, Sown to Grow Teacher Response rate will improve from 56% to 61% as measured by the Sown to Grow report Behavior goal statement 1: Behavior goal By June 2024, there will be a 6% point decrease from 40% to 32% for SWD student group measured by the school suspension disproportionality data. By June 2024, there will be a 3% increase from 70% to 73% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Data Used to Form this Goal:

LCAP
Sown to Grow Data

Findings from the Analysis of this Data:

School Goal 4: By June 2022, there will be a 1-percentage point increase from 93% to 94% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey- Goal met
By June 2023, there will be a 3--percentage point increase from 70% to 73% in the number of students who agreed or strongly agreed that my school focuses on a student’s character as measured by the LCAP/Climate Survey- Goal met

We want to continue working on a welcoming environment for all families and incorporate more events for new families to welcome them into our community. While a majority of our parents feel that Amy Imai is a welcoming and inclusive school, we have room to grow.
Imai Elementary School began use of the Sown to Grow platform during the 2022-2023 school year. During year one implementation, the baseline Student Check-in rate was 66% as measured by the Sown to Grow report. The baseline Teacher Feedback rate was 45% as measured by the Sown to Grow report.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and at-risk supervisor.
Monthly Sown to Grow usage/engagement reports, LCAP/Climate survey data, monthly meeting data, Incorporation of Sown to Grow into COST and Universal Data Cycle meetings.

Short outcomes:
School rules and expectations reviewed weekly at Monday announcements
SEL lessons weekly
SEL connections in assemblies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alongside teachers, coach and ARIS we will create a behavior incentive system to reward students for good behavior. Caught you being good tickets	October-May	Principal, ARIS, team of teachers		None Specified	Donations - PTA	500
We will use Sown to Grow to monitor students' well being once a week.	Nov-June	Principal, coach and teachers	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CHAC counseling to students.	November-May	Principal	No expenditures, part of regular staff responsibilities.			
Incorporate celebrations at the end of the trimester to celebrate accomplishments and teamwork.	3X a year	Principal, coach and teachers			School Allocation	1000
Assemblies provided by Imagineerz tied to SEL and hands on enrichment.	2 per year	Principal				
United Against Hate week will focus on our diverse population and learning about each other.	November	Principal, coach and teachers				
Imagineerz once a week during lunch to have more lunch time activities.	October-May	Principal, at-risk, coach	Imagineerz will provide lunch time activities for students once a week			
We will hire Run for Fun to facilitate structured games with the students during lunch time.	Aug - May	Principal	Lunch time activities will be on Tuesday and Friday		Donations - PTA	4000
					School Allocation	2500
Monthly assemblies will celebrate our diverse population with topics such as Hispanic History month, Diwali, Black History Month, etc..	On-going	Principal, coach and teachers				
Implement behavior response standards through referrals, monthly assemblies and Monday announcements.						
School awards program: caught you being good assemblies	On-going	Principals, coach and teachers	No expenditures, part of regular staff responsibilities.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	On-going	Principals, coach and teachers	No expenditures, part of regular staff responsibilities.			
Implement new and revised strategies based on revision of plan.						

Planned Improvements in Student Performance

School Goal #5

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

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
School Goal 5 - Inclusive and Welcoming Culture Attendance By June 2024, the average student attendance rate for the school will be at or above 97%. Chronic Absenteeism Goal: By June 2024, the overall chronic absenteeism rate for subgroups will decrease by 1% from 8% to 7% as measured by absenteeism rates documented through our District Chronic Absenteeism data. Welcoming Environment Goal: By June 2024, there will be a 1% increase, from 88% to 89%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.
Data Used to Form this Goal:
LCAP Survey Attendance and Chronic Absenteeism data

Findings from the Analysis of this Data:

Data from our LCAP survey shows that our parents are satisfied with how things are going but we can always do better.
 Goal was not met. (Goal was to maintain or increase from 97.3%)
 Attendance: By June 2023, the average student attendance rate for the school will be at or above 97%. Chronic Absenteeism Goal: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 1% from 8% to 7% as measured by absenteeism rates documented through our District Chronic Absenteeism data- Goal not met (8%)
 Welcoming Environment Goal: By June 2023, there will be a 1% increase, from 88% to 89%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.- Goal was met

How the School will Evaluate the Progress of this Goal:

LCAP Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evening parent events will include international potluck, bingo night, math night, etc.. to increase parental involvement	Trimester 1 and 2	Principal and teachers	No expenditure- potlucks, bingo nights, etc..			
STEAM hands on night for students and parents (2 sessions) for families to engage in.	Trimester 2	Principal and coach	Cost of contracting outside company		Parent Engagement (PIQE/FEI/PU)	2000
New families meet with principal before their first day. They are welcomed and introduced to the site. Welcome email sent with schedule and intro to our site before first day.	All year	Principal	New families receive school swag and a welcome to Imai introduction			
Send regular reminders home about attendance in school newsletter and social media.	Aug - May	Principal	No expenditures, part of regular staff responsibility			
Teacher newsletters will include importance of attendance as well as coming to school on time.	Nov. - March	Principal, Teachers	No expenditures, part of regular staff responsibilities			
Postcards were sent at the beginning of the year to welcome all families back in August. Another set will be sent during winter break and at the end of the school year.	August, December and May	Principal and office staff			Donations - General	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Welcome swag was given to all students in August to welcome them back to school	August	Principal			Donations - General	1000
Explore different holidays around the world and have family nights to celebrate and learn about the many different cultures at our school such as Diwali, Cinco de Mayo, etc...	On-going	Staff and PTA				
Engage families via multiple forms of communication online, on paper, and in person, and use data management systems that allow family contact information and preferences to be easily and frequently updated, to ensure convenient and accessible communication with families remains constant through changing circumstances.	On-going	Principal, Coach, Teachers	No expenditures, Part of regular staff responsibilities			
Communicate with families in their home languages (Spanish) to the fullest extent possible and proactively offer informational materials in the languages most prevalent in the community for all written communication as well as special events done by the site or PTA.	Nov-June	Principal, Coach, Teachers	No expenditures, Part of regular staff responsibilities			
Meet with parents of students on the chronic absentee list to decrease their absences. Provide support for families and share resources on the importance of being at school regularly.	On-going	Principal and SCEF				
Provide incentives for students on the chronic absentee list to increase their attendance rate by tracking and following up with them when they are at school.	On-going	Principal and SCEF			Donations - PTA	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to grow leaders amongst the fifth graders in Leadership	On-going	Principal and Fifth Grade Teachers	Funds are used to purchase leadership t-shirts.			
Proactively seek input from families with a deliberate effort to include families of color and families from underserved backgrounds, about the types of communication and engagement strategies they find most helpful.	On-going	Principal and SCEF				
Parent U extensions will focus on behavior (Managing Emotions) and Resources on how to support your child at home. Sessions will be offered in both English and Spanish.	November-May	Principal, SCEF and Coach				
Implement new or revised strategies based on revision of plan	Ongoing	Principal and staff				
Analyze data from benchmarks, observations, and feedback, and revise plan as needed	Ongoing	Principal and staff				

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	30,750	41,000	4,500.00
Parent Engagement	3,137		
TSSP	10,800	14,400	900.00
Donations - PTA		6000	500.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment	3,000.00
Donations - General	1,500.00
Donations - PTA	5,500.00
Parent Engagement (PIQE/FEI/PU)	2,000.00
School Allocation	36,500.00
TSSP	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	18,000.00
1000-1999: Certificated Personnel Salaries	14,000.00
None Specified	10,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School Enrichment	3,000.00
	Donations - General	1,500.00
	Donations - PTA	1,000.00
	Donations - PTA	4,000.00
None Specified	Donations - PTA	500.00
	Parent Engagement (PIQE/FEI/PU)	2,000.00
	School Allocation	14,500.00
	School Allocation	8,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,000.00
None Specified	School Allocation	10,000.00
	TSSP	500.00
	TSSP	3,000.00
1000-1999: Certificated Personnel Salaries	TSSP	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,000.00
Goal 2	10,000.00
Goal 3	1,000.00
Goal 4	8,000.00
Goal 5	4,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Golnaz Golshan				X	
Emily Horowitz				X	
Ling Wang				X	
Patty Love				X	
Arline Siam	X				
Susan Chesley		X			
Colleen McCullough		X			
Alisa Stutzbach			X		
Numbers of members of each category:	1	2	1	4	

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

ELAC Membership

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

Recommendations and Assurances

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

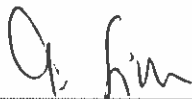
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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



Signature

Attested:

Arline Siam
Typed Name of School Principal



Signature of School Principal

10/25/23
Date

Emily Horowitz
Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/25/23
Date