School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bates Elementary	34674136033641	April 24, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X   Schoolwide Program
X   Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of goals and actions developed by a group of parents, teachers, staff and school administration to raise and improve the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to conciliate all school plans. In addition, the River Delta Unified School District has addressed the Local Control and Accountability Plan (LCAP) state priority goals.

Table of Contents

Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Bates parents and families are given the opportunity to provide feedback to improve or implement programs through their participation in the ELAC, PTA and other informal parent meetings such as back to school night, parent conferences, donuts with dads, and coffee and pastries with the principal. Our School Site Council provides feedback to address district LCAP goals and school site goals.

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

The teachers at Bates Elementary set goals with the principal at the beginning of the year. Formal observations are scheduled with the teacher in advance, and informal visits are weekly and as frequent as needed. Teachers work closely with their grade-level partners during their professional learning time. As part of their planning, they collaborate on units, and activities, and are given time to observe each other. After their visits, they provide positive feedback and find ways to implement different strategies in their own classrooms.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple local assessments are used to used as instruments to measure and improve instruction and continue to close the achievement gaps. Some of these instruments of assessment include: SBAC, MAP, formative and summative assessments, ELPAC, STAR Reading and STAR Early Lit and report cards.

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

Teachers monitor the following to modify their instruction: MAP scores, STAR Early Lit, STAR Early Lit in Spanish, STAR Reading, STAR Reading in Spanish and all of curriculum imbedded assessments to address and adjust instruction and meet the needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Bates Elementary meet the requirements for highly qualified staff. Every teacher holds a teaching credential or has met the requirements for obtaining the proper credential by working with county and district mentors in teacher credentialing programs approved by the state.

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

Teachers receive professional development before the start of the school year and quarterly to address the needs of the students..

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

The staff meet monthly to discuss the alignment of content standards, instructional materials, teaching strategies, and differentiating instruction for English Learners through ELD trainings.

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

Bates Elementary's teachers participate in professional learning opportunities through professional learning community meetings with their peers, in-service professional development through the district office, and programs offered through the Sacramento County Office of Education.

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

Teachers at Bates Elementary are given time to collaborate during early Wednesday release days, staff meetings and in their weekly professional learning time when their students receive Physical Education with another teacher.

Teaching and Learning

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

Bates teachers align curriculum with their instruction and use appropriate content materials aligned to the state standards for each learning cycle.

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

The weekly instructional minutes at Bates meet or exceed the minimum requirements in math and English language arts.

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

Bates Elementary's teachers receive support to plan and implement core subjects every month through staff meetings and professional development that are meant to address the needs of all students, including English Learners. Particular attention is put to the articulation and coordination of subject, content, and grade level expectations through the instructional leadership team comprised of teachers and administration that meet on a monthly basis to gauge the effectiveness of programs, materials, and instructional techniques.

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

The district provides all standards-based curriculum and licenses for educational software that are approved by the state to meet the needs of California's diverse student groups.

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

Bates Elementary teachers provide instructional materials that are approved by the state and provided by the district.

Opportunity and Equal Educational Access

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

Students at Bates are provided with the required instructional minutes and receive instruction from teachers who are qualified to meet their needs. The teachers at Bates receive professional development from experienced practitioners who regularly visit their classrooms, and provide evidence-based observations, and research-based strategies to improve instruction for students who demonstrate greater needs to meet grade-level competency expectations in all subject areas.

Evidence-based educational practices to raise student achievement

Administration participates in county-sponsored events to assess the implementation of curriculum as it pertains to the student population by identifying students' needs and matching resources, instructional strategies, and professional development to meet those needs.

Parental Engagement

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

Parents actively participate in the following parent meetings: PTA, ELAC, DELAC, School Site Council, coffee with the principal, and other district level meetings to voice their concerns and provide feedback.

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)

Parents are invited and encouraged to participate in the ELAC meetings. Through the PTA and School Site Council, parents, teachers, and community members share ideas, reflect, and plan improvements based on the students' needs as demonstrated on standardized tests including the SBAC, ELPAC, and local assessments such as MAP, STAR, Accelerated Reader, and curriculum benchmarks.

Funding

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

The School Site Council reviews the instructional program along with recommended programs and strategies for intervention.

Fiscal support (EPC)

The Chief Business Officer provides administration at Bates with the budget and personalized assistance through group and individual meetings as necessary.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was presented, reviewed, and updated at our School Site Council (SSC) meetings throughout the 2022-2023 academic school year. The parents who participated in the English Language Advisory (ELAC) had opportunities to provide advice to the principal at the SSC. The SPSA was again reviewed at the beginning of the 2022-2023 academic year to make modifications due to the advancement of the Dual Language Immersion in Spanish Program in all grade levels, from TK - 6th. The SPSA was approved by the School Site Council on April 24th, 2023.

Resource Inequities

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

Our District serves approximately 1854 students in the Transitional kindergarten through twelfth grades. Bates Elementary School serves a student body of under 90 students. This rural school is located in the community of Courtland, a small town that sits along the Sacramento River, in Sacramento County. The population includes 96.67% Hispanic/Latino, 2.22% White/Caucasian, and 1.11% Filipino students. 54.44% of the student population are English Language Learners and 38.89% of the school population participates in the Migrant Education Program. 2.22% of the student population is served in Special Education. Bates Elementary School is a Title I school, with 86% of the student population qualifying as socioeconomically disadvantaged.

Four of the elementary schools in the River Delta Unified School District qualify for Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students'

developmental needs -- intellectual, physical, and social-emotional -- through a wide variety of programs offered during and after the school day.

Our commitment to our students requires involvement and collaboration to direct the focus on special education, regular education, and after-school services aimed at serving all students through the integration of the student population and the use of a Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) model. All students with IEPs and 504s receive services in the general education setting as a "push in" as well as a "pull out" intervention. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	11	14	14
Grade 1	14	12	9
Grade 2	14	10	10
Grade3	12	16	9
Grade 4	16	10	16
Grade 5	13	15	12
Grade 6	21	13	13
Total Enrollment	101	90	83

Conclusions based on this data:

1. There is a high percentage of Hispanic students who attend Bates Elementary School. Most of these students come from farm working families as this area is well known for their rich agricultural area. The students who attend school are bused in due to their home location.

2. This student enrollment data was based on CBED date and as the COVID pandemic hit some families moved and our enrollment dropped.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	55	51	45	54.50%	56.7%	54.2%
Fluent English Proficient (FEP)	35	24	21	34.70%	26.7%	25.3%
Reclassified Fluent English Proficient (RFEP)	14			25.5%		

Conclusions based on this data:

2. Bates continues with the effort to always improve and celebrate students' reclassification RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	16		0	16		0	16		0.0	100.0	
Grade 4	15	12		0	12		0	12		0.0	100.0	
Grade 5	13	15		0	15		0	15		0.0	100.0	
Grade 6	21	12		0	12		0	12		0.0	100.0	
All Grades	59	55		0	55		0	55		0.0	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			% Standard Met			% Standard Nearly		% Standard Not	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.			25.00			12.50			43.75		0.0	18.75	
Grade 4		2418.			0.00			8.33			58.33		0.0	33.33	
Grade 5		2469.			6.67			33.33			26.67		0.0	33.33	
Grade 6		2551.			8.33			75.00			8.33		0.0	8.33	
All Grades	N/A	N/A	N/A		10.91			30.91			34.55		0.0	23.64	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		7.27			80.00		0.0	12.73	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		10.91			58.18		0.0	30.91	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		5.45			80.00		0.0	14.55	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		9.09			70.91		0.0	20.00	

Conclusions based on this data:

1. This data displays the number of students who have taken the SBAC and their growth. Our goal is to increase the percentage in the overall of the "At or Near Standard" to approximately 5-10 points each year.

2. New updated data will be available after 2021-2022 academic school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	16		0	16		0	16		0.0	100.0	
Grade 4	15	12		0	12		0	12		0.0	100.0	
Grade 5	13	15		0	15		0	15		0.0	100.0	
Grade 6	21	12		0	12		0	12		0.0	100.0	
All Grades	59	55		0	55		0	55		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.			25.00			31.25			31.25		0.0	12.50	
Grade 4		2413.			0.00			16.67			33.33		0.0	50.00	
Grade 5		2437.			6.67			0.00			33.33		0.0	60.00	
Grade 6		2514.			0.00			25.00			50.00		0.0	25.00	
All Grades	N/A	N/A	N/A		9.09			18.18			36.36		0.0	36.36	

	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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		10.91			54.55		0.0	34.55	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		14.55			47.27		0.0	38.18	

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		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		12.73			63.64		0.0	23.64	

Conclusions based on this data:

1. This data displays the different domains and our goal is to increase by improving each domain by the minimum of five points.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	8	
1	1457.8	*		1479.9	*		1435.0	*		12	5	
2	*	*		*	*		*	*		4	9	
3	*	*		*	*		*	*		7	4	
4	*	*		*	*		*	*		8	8	
5	*	*		*	*		*	*		8	8	
6	*	*		*	*		*	*		9	7	
All Grades										54	49	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	16.67	*		41.67	*		25.00	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	26.53		59.26	51.02		16.67	18.37		7.41	4.08		54	49	

	Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	50.00	*		16.67	*		25.00	*		8.33	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	55.10		35.19	24.49		9.26	18.37		5.56	2.04		54	49	

	Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		33.33	*		25.00	*		33.33	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.26	10.20		40.74	44.90		35.19	38.78		14.81	6.12		54	49	

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	41.67	*		41.67	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	27.78	42.86		62.96	51.02		9.26	6.12		54	49	

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	41.67	*		41.67	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	67.92	63.27		24.53	34.69		7.55	2.04		53	49	

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		50.00	*		41.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.26	16.67		68.52	66.67		22.22	16.67		54	48	

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	*		66.67	*		33.33	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.26	32.65		77.78	63.27		12.96	4.08		54	49	

Conclusions based on this data:

1. Bates Elementary school has made growth and has a high percentage of RFEP. The teachers and staff analyze data to be sure to increase the number of RFEP students.

2. Bates Elementary implemented Transitional Kindergarten in the 2021-2022 academic school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
90	**86.7**	**56.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bates Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	56.7
Foster Youth		
Homeless	8	8.9
Socioeconomically Disadvantaged	78	86.7
Students with Disabilities	2	2.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino	1	1.1
Hispanic	87	96.7
Two or More Races		
Pacific Islander		
White	2	2.2

Conclusions based on this data:

1. Bates Elementary has a high percentage of socioeconomically disadvantaged students as well as emergent bilingual, English language learners.

2. The students at Bates require innovative programs and strategies in order to make greater gains during their instructional day.

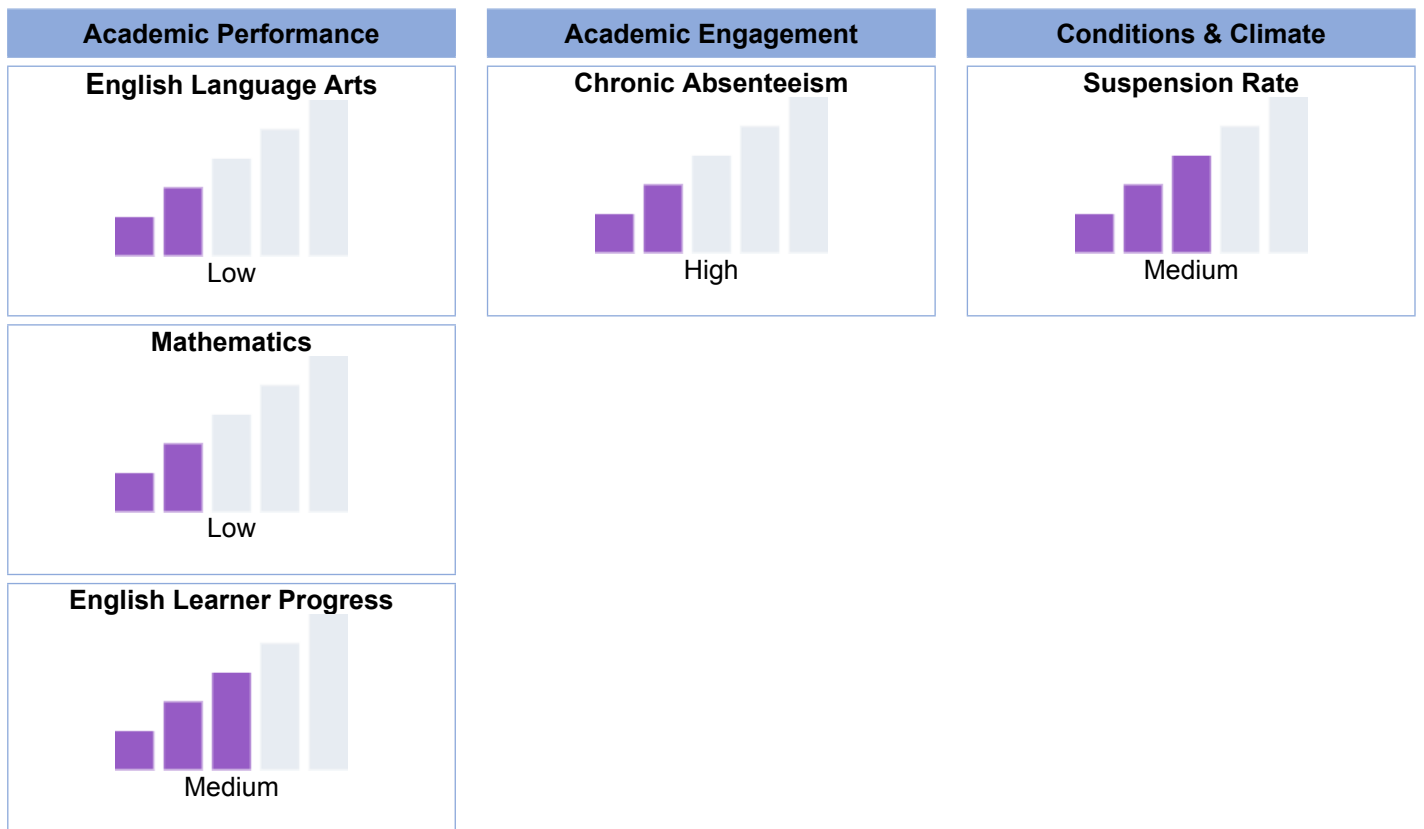# School and Student Performance Data

Overall Performance

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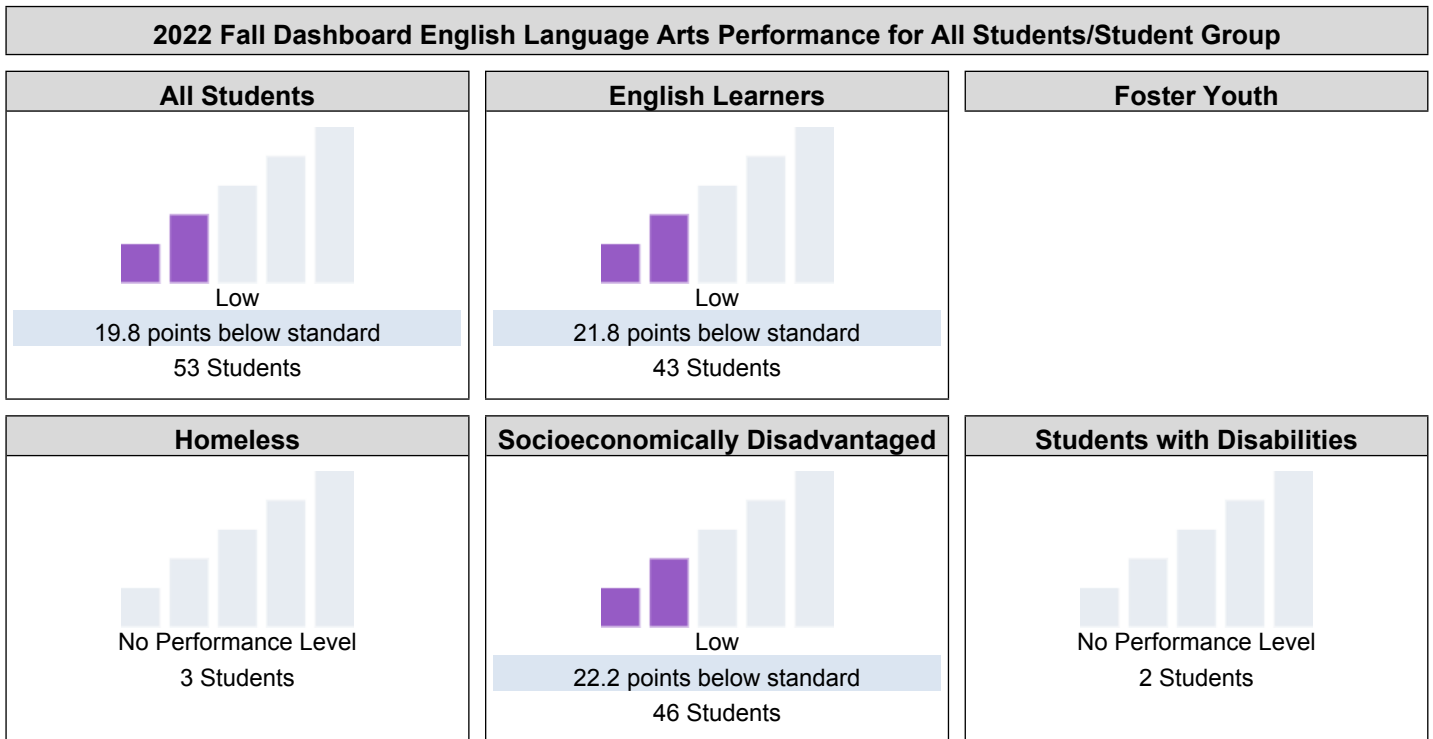
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts
Low

Mathematics
Low

English Learner Progress
Medium

Academic Engagement

Chronic Absenteeism
High

Conditions & Climate

Suspension Rate
Medium

Conclusions based on this data:

1. Bates Elementary is making fair progress academically. More attention to quality first instruction is necessary in order to make greater progress.

2. This data displays two green performances for suspension rate and chronic absenteeism which indicate a positive school environment.

School and Student Performance Data

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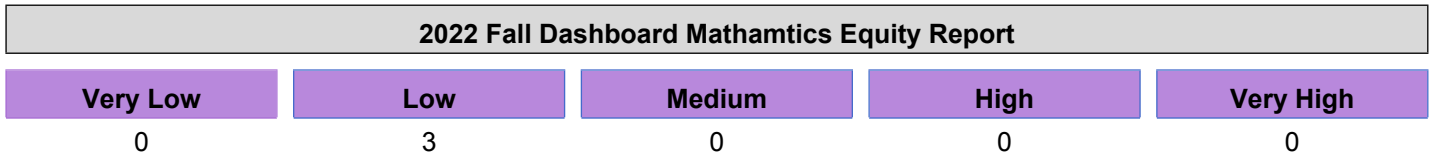
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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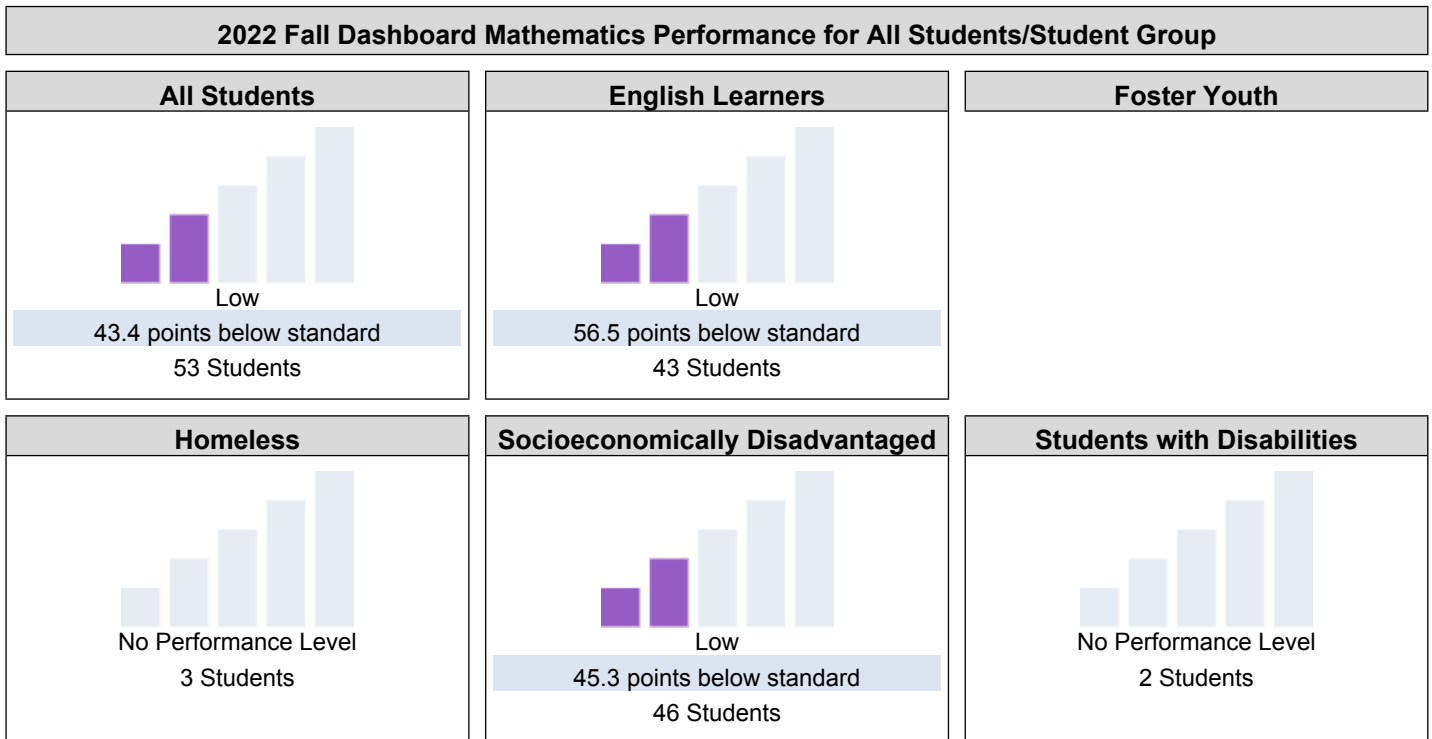
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

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

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

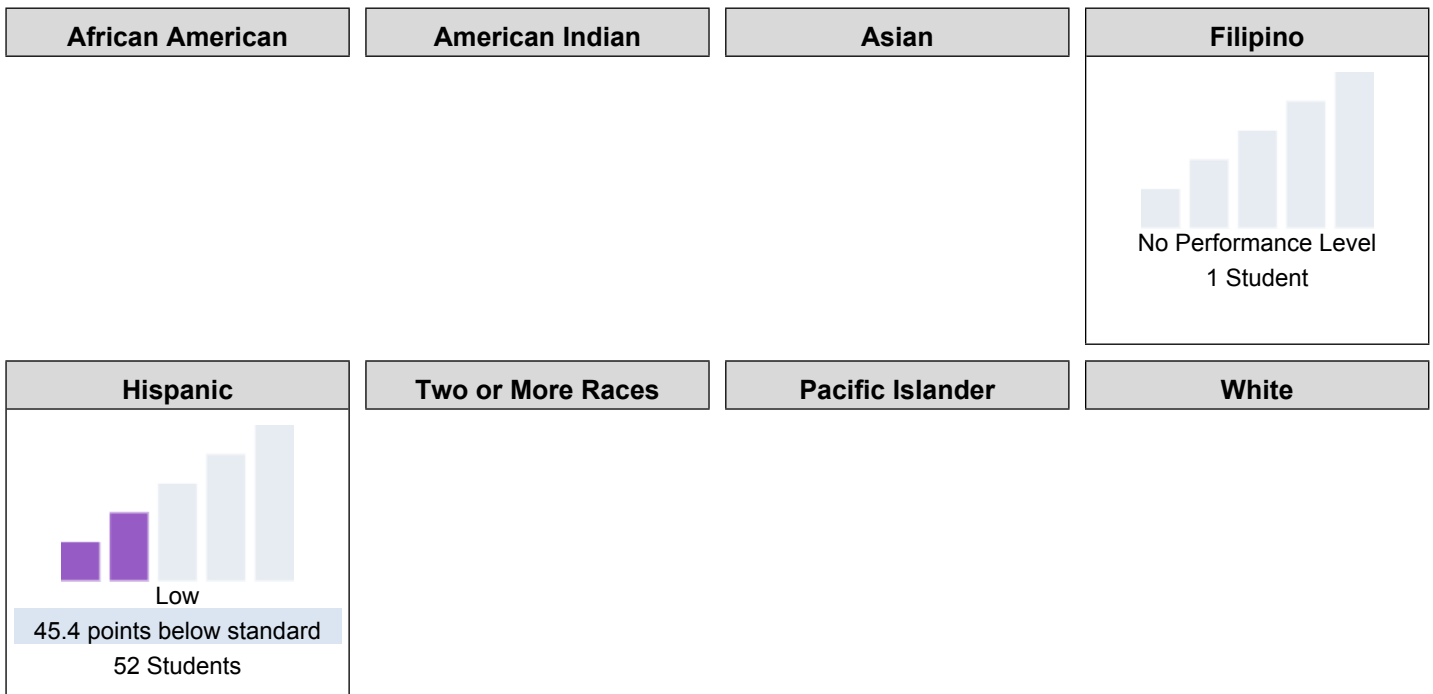| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	
19.8 points below standard	21.8 points below standard	
53 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
3 Students	22.2 points below standard	2 Students
	46 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 19.0 points below standard 52 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.0 points below standard 25 Students	21.6 points above standard 18 Students	5 Students

Conclusions based on this data:

1. Bates Elementary had an increase of twelve points for all students and 6.9 points for the English language learners. Our goal is to continue to make growth in all subgroups.

2. Bates Elementary implemented a Transitional Kindergarten program and a Dual Immersion program in the 2021-2022 academic school year.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low 43.4 points below standard 53 Students	Low 56.5 points below standard 43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 3 Students	Low 45.3 points below standard 46 Students	No Performance Level 2 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 45.4 points below standard 52 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.8 points below standard 25 Students	3.3 points below standard 18 Students	5 Students

Conclusions based on this data:

1. Bates Elementary has a high percentage of English Language Learners and they have made growth by 6.4 points in comparison of to all students making a three point increase. Our focus is to redesignate all of our emergent bilingual students by the time they leave Bates to middle school so they have an extra class for elective.

School and Student Performance Data

Academic Performance
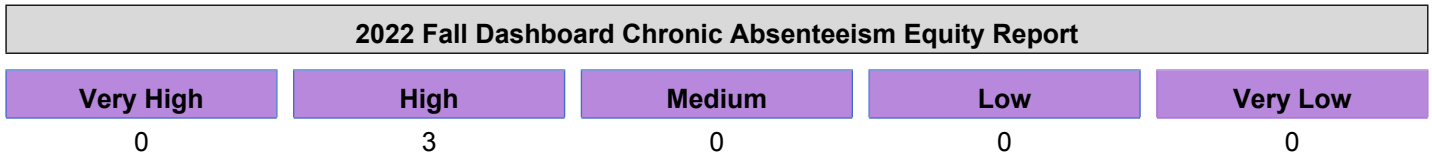## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
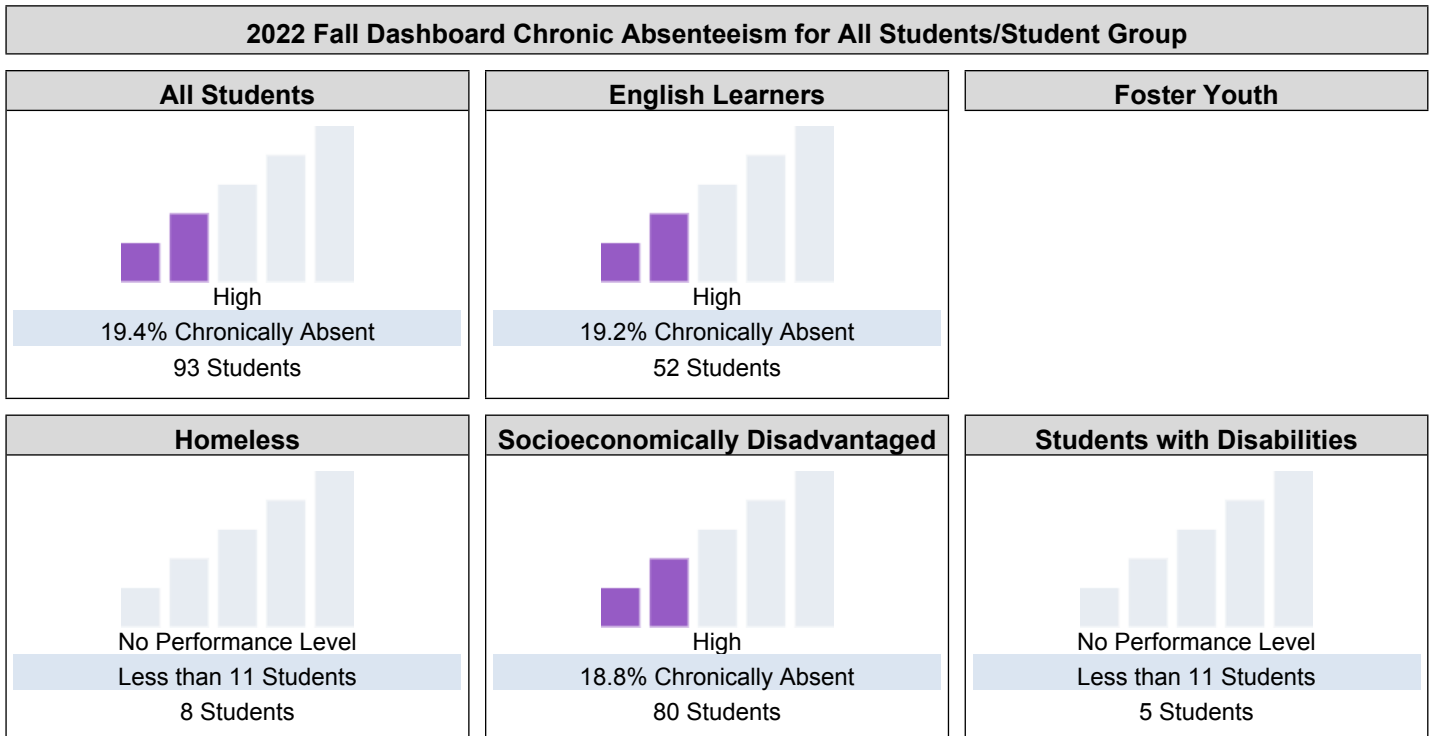
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

53.7 making progress towards English language proficiency

Number of EL Students: 41 Students

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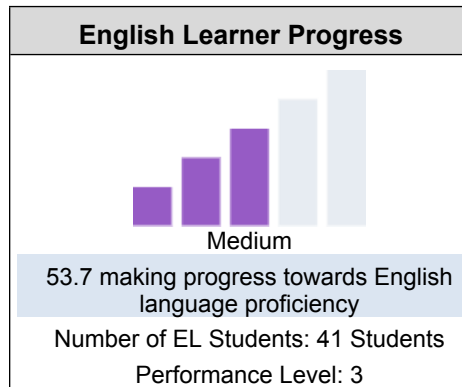
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.2%	34.1%	14.6%	39.0%

Conclusions based on this data:

1. Bates Elementary has a high number of English Language Learners whose primary language is Spanish.

2. Bates Elementary implemented two additional programs in the 2021-2022 academic school year; Transitional Kindergarten and Dual Immersion Program with Spanish as the target language. In 2022-2023 Bates Elementary offered Dual Language Immersion in all of the grade levels, Tk- 6th.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. This College and Career data is not applicable to our Bates students at this time (6th grade). However, we do have multiple programs that provide students with the opportunity to learn and explore colleges, universities and careers.
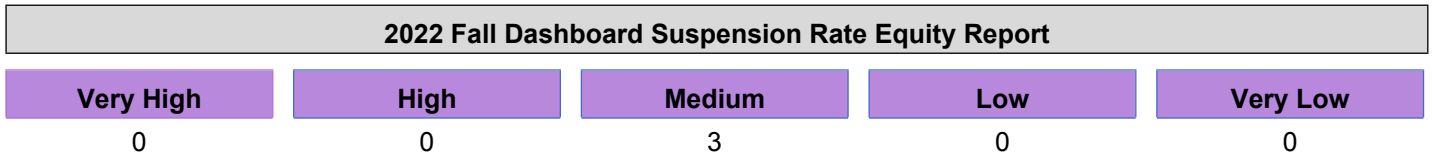
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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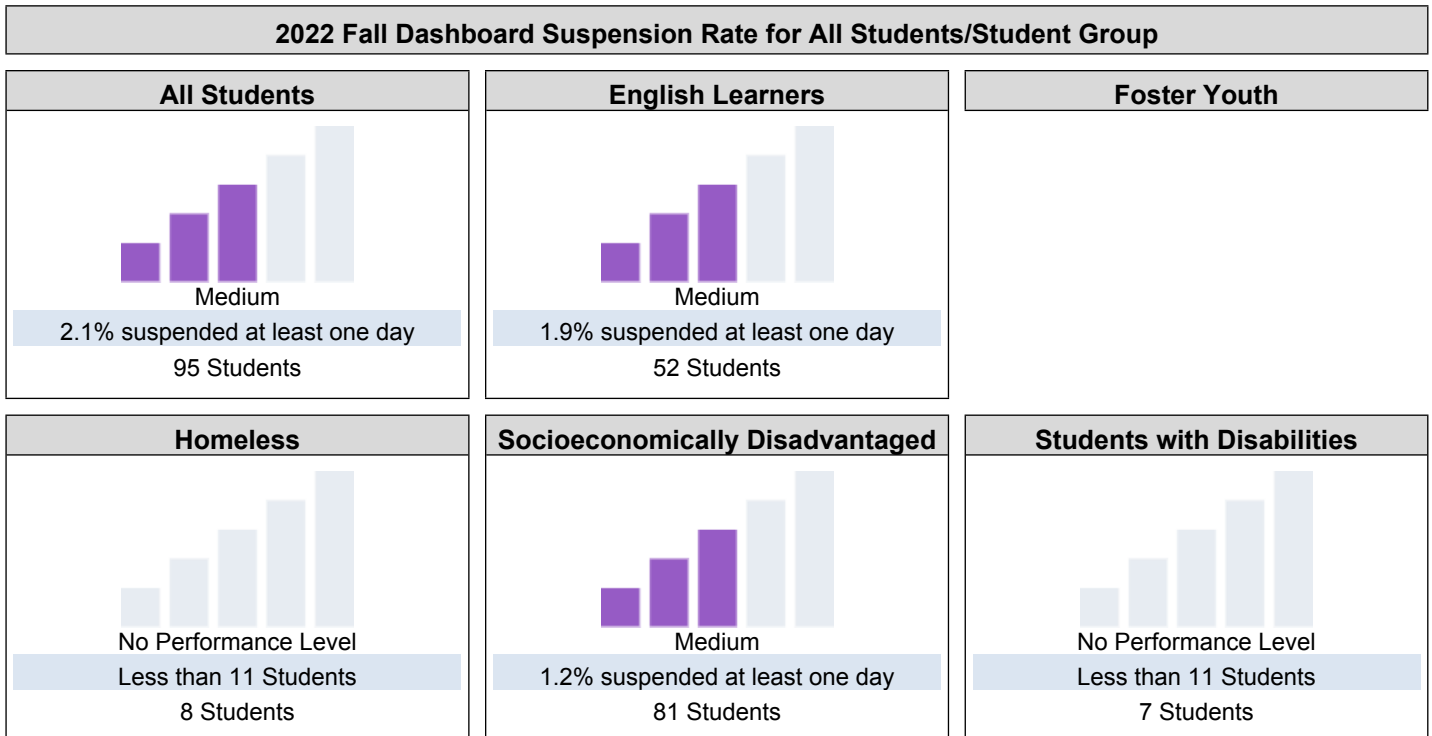
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
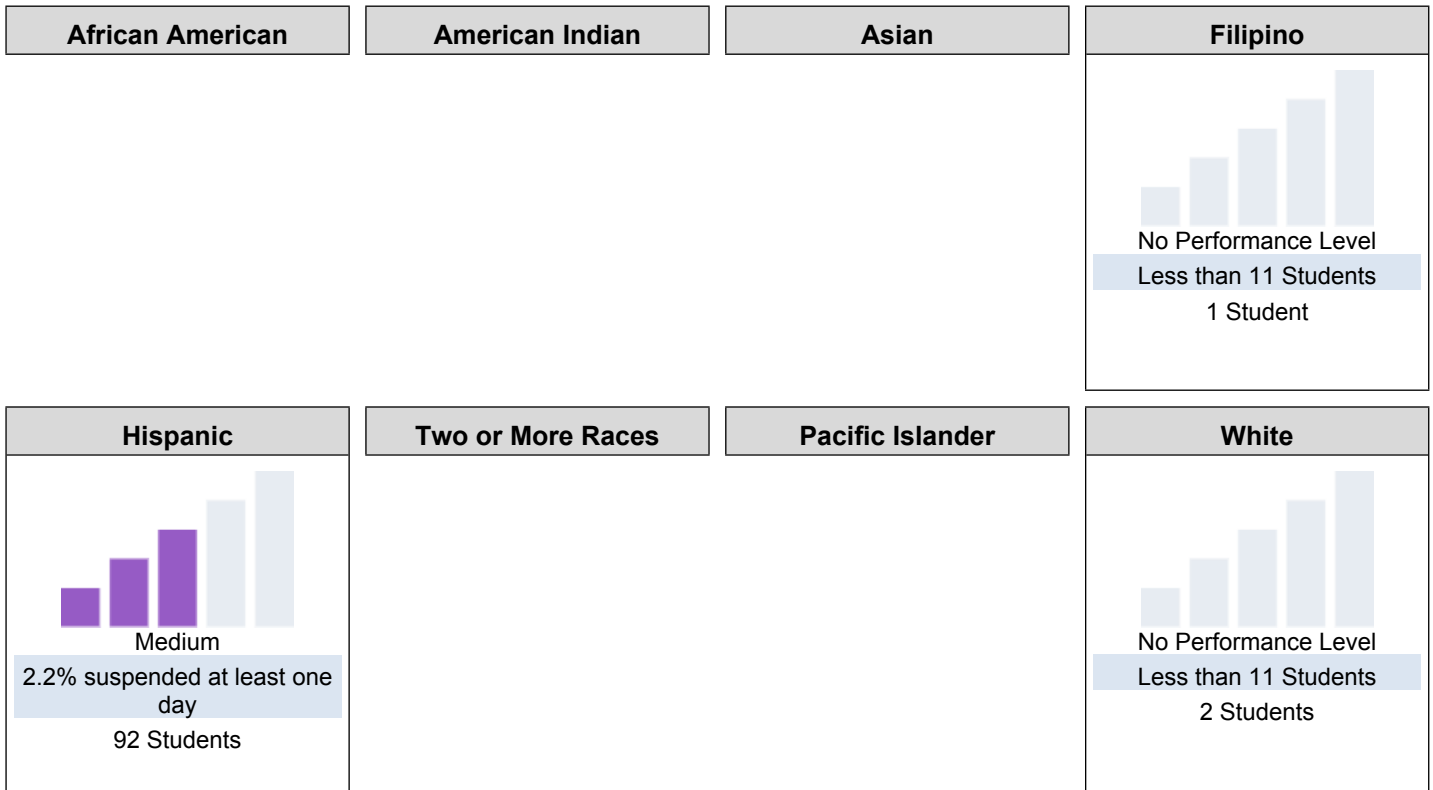

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	3	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	
19.4% Chronically Absent	19.2% Chronically Absent	
93 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
Less than 11 Students	18.8% Chronically Absent	Less than 11 Students
8 Students	80 Students	5 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			No Performance Level
			Less than 11 Students
			1 Student

Hispanic	Two or More Races	Pacific Islander	White
High			No Performance Level
20% Chronically Absent			Less than 11 Students
90 Students			2 Students
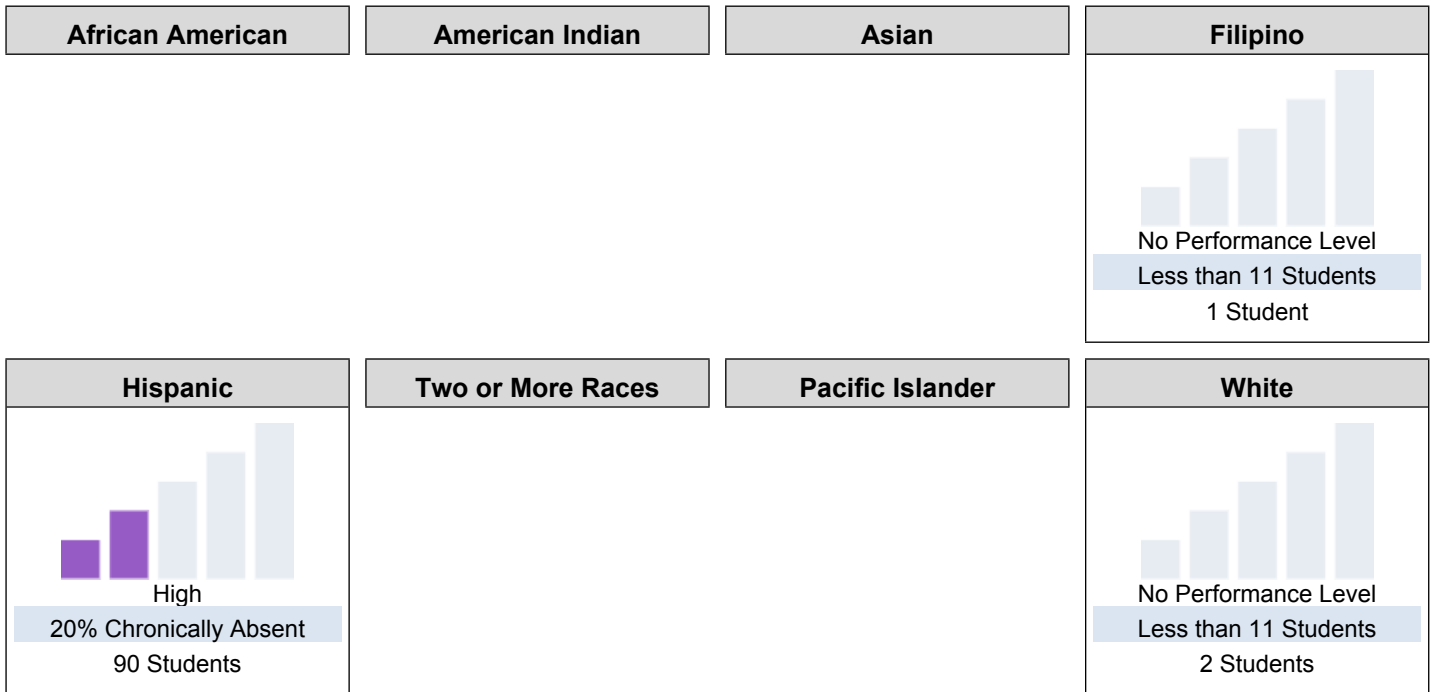
Conclusions based on this data:

1. Bates students traditionally have a high percentage of positive attendance. Parents and guardians communicate on a regular basis when students are absent from school. Bates office staff call parents of students who are absent, SST meetings are scheduled or referral to SARB when attendance is not corrected.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. Graduation rate for Bates Elementary is not applicable. Sixth grade students at Bates are promoted to middle school at 100% rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	
2.1% suspended at least one day	1.9% suspended at least one day	
95 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	No Performance Level
Less than 11 Students	1.2% suspended at least one day	Less than 11 Students
8 Students	81 Students	7 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 2.2% suspended at least one day 92 Students			No Performance Level Less than 11 Students 2 Students

Conclusions based on this data:

1. The suspension rate at Bates Elementary has traditionally been low. Multiple programs and interventions are implemented to address negative behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Basic Services Goal

LEA/LCAP Goal

LCAP Priority 1 - Basic Services Goal
Priority 1: Bates will provide a safe learning and working environment for all.

State Priorities:
- 1 - Basic Services
- 4 - Pupil Achievement
- 2 - Implementation of State Standards
- 8 - Other Pupil Outcomes

LCAP Goal:
- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades TK -12.
- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction
- Implement a Dual Immersion program with the purpose of recruiting students to prepare them to globally compete and be college and career ready.

Goal 1

Goal Statement:
Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and well-maintained, and all the basic curricular needs (textbooks, desks, etc.) to support instruction are met.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- Previous SARC information
- Board Approved Textbooks
- Common Core Standards
- Intervention class groups
- Work orders and fixit tickets
- Student Academic Achievement Data
- Parent, staff and student surveys
- Dual Immersion Program Enrollment data

What process will you use to monitor and evaluate the data?
- Each teacher checks for proper curriculum for his/her classroom.
- Principal walk-through and observations
- Maintenance of school facility by custodian and district personnel.
- Input from students, parents, teachers and staff.
- Maintenance and Operations Director, Superintendent, School Board Members and Principal Walk Through

- Aeries reports on student data

Strategy:
- In coordination and collaboration with the District Office, all students at Bates will have the appropriate textbooks, materials, and technological equipment, as well as facilities necessary so that student learning occurs in a nurturing, safe, and secure environment funded by the District.
- In coordination and collaboration with the district office, appropriate Spanish curriculum for the Dual Immersion program will be purchased and funded by the District.
- In coordination and collaboration with the District office and Maintenance and Operations, Bates students and staff will have the necessary equipment and materials to satisfy the needs of their jobs in a supportive and safe environment funded by the District and M&O departments.
- In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.
- A Dual Immersion Program (DIP) in all grades TK-6th will provide an alternative education model to develop fluency and literacy in two languages supported by the District.

What did the analysis of the data reveal that led you to this goal?
- These are basic services and tools that we are required to provide for our students each year.
- All teachers will be provided with the necessary tools to foster student learning.
- All students and staff require a safe learning and working environment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide textbooks, materials and technology in support of student learning

Strategy/Activity

Strategy Title: Curricular Needs Students to be served by this Strategy / Activity:

Task:
- The staff will inform the Principal of curricular needs to ensure all students have the proper and appropriate materials.
- The principal will ensure that all teachers and staff have all curriculum, materials, supplies, and technology needed for instruction and student learning funded by the District.
- The principal will notify the District Office (DO) to order any needed curriculum for students,
- Purchase and use necessary supplemental math curriculum to use for intervention from site funds.
- Teachers will use required technology and educational technology programs to support the curriculum funded by the District.

- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements and to promote healthier living habits funded by site funds.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs funded by the District.
- Academic support and enrichment programs will be held throughout the school year designed to foster students' individual learning needs.
- Continue with the partnership with the county library for materials, books, and programs.
- Purchase the necessary materials and curriculum for the Dual Immersion program for the 50/50 model funded by the District.
- Technology replacements or repairs will be funded by site funds.

Measures:
- Teacher - Principal communication
- Principal communication with District Office - Educational Services department
- Teachers and the principal will monitor student achievement data such as district benchmark assessments, ELPAC, SBAC, and/or MAP Scores
- Principal will complete formal and informal, on-site observations of basic services in the classroom, including the usage of Chromebooks during class.

People Assigned:
- Teachers/Staff
- Principal
- District Office Personnel

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

Amount(s)	Source(s)
200.00	Discretionary Supplies for Student Government - Paper, materials, and incentives
500.00	Title I PE Equipment

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Technology

Strategy/Activity:
Task:

- The new and upgraded 25-station computer lab will be maintained as needed.
- A computer lab schedule will be created to give students and teachers additional consistent access.
- Technology issues will be communicated to the principal/Data Path and weekly visits from Data Path technician.
- Chromebook carts with classroom sets of Chromebooks to have access in the classroom. Providing each classroom teacher with a cart with a Chromebook per student.
- Keys for Chromebooks will be purchased and replaced as needed.
- Each classroom will have at least 2 working computers.
- Students will have access to Chromebooks to work in the classroom (One set of Chromebooks and cart was purchased by the after-school program a few years ago and one was purchased by PTA two years ago).
- Each classroom teacher will have one (1) working laptop computer.
- Computers with minor repair needs will be taken to Core Care for repair.
- Teachers will receive a beginning-of-year troubleshooting training for site technology, provided by Data Path.
- Students will have access to free keyboarding and word-processing programs.
- Students will have continued access to computer/internet-based instructional programs (i.e. Lexia, and RenLearn products).
- Teachers will incorporate more technology into their lessons (i.e. short media clips, PowerPoint presentations, information found on the internet, etc.).
- Access to wireless internet will be school-wide, including the cafeteria/gym.

Measures:

- Posted Computer Lab schedule
- Technology trouble tickets
- Chromebook Cart check-out log
- Licensing for RenLearn and Lexia (district-funded) ReadLive Licenses (site funding)

People Assigned:

- Teachers/Staff
- Principal
- TOSA
- Data Path Staff
- District Office

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
999.00	Discretionary Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)

1234.00	Site Supplemental & Concentration
500.00	Site Supplemental & Concentration Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement and State Standards

LEA/LCAP Goal

2 - Implementation of State Standards CCSS with attention to academic improvement

Goal 2

Goal Statement: Bates staff will provide response to intervention in order for students demonstrate improvement each quarter.

Identified Need

Help students understand what is expected of them in terms of academic performance and guide them towards gearing up for college and career readiness.

What data did you use to form this goal (findings from data analysis)?
- Bates Elementary will use and monitor STAR Reading, STAR Early Lit, and STAR Early Lit. Spanish, MAP Scores, ELPAC, and SBAC test results from 2021-2022.
- SBAC for 2019-2020 and 2020-2021 is not available due to COVID-19 school closures.
- The number of students meeting the Honor Roll award.
- The number of students who qualify for Advanced 7th Grade Math

What process will you use to monitor and evaluate the data?
- Staff and administration will maintain a system of monitoring tools to gauge the implementation of Common Core Standards in the classroom through writ/or electronic feedback to teachers from classroom observations performed by the administration.
- We will monitor student progress toward comprehension of standards through curricular, district-adopted assessments and state-wide assessments (for example MAP, ELPAC, SBAC, and curriculum-based assessments).

Strategy:
- Each month, teachers will select an instructional strategy to focus on that addresses the needs of students. The focus strategy will be discussed and decided on examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk-Through observations and teachers will have the selected strategy reflected in their lesson plans.
- Continue the development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.
- Continue the development and implementation of the school-wide English Language Development strategies.
- Continue with support from a bilingual instructional assistant in grades TK-1.

What did the analysis of the data reveal that led you to this goal?

- Teachers have received continued training in Common Core Standards in both ELA and Math and how it affects and changes instructional strategies.
- Teachers will continue to receive additional support/professional development in academic conversations. Teachers at Bates use and fully implement the Common Core standards throughout the subject matter.
- Teachers will continue to implement and receive additional professional development on Number Talks from the district or site.
- Teachers who have not been trained on Step Up to Writing will receive training to continue the implementation of this program.
- Teachers will continue to use MAP scores and other benchmark assessments to identify students for intervention groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Professional Development for Teaching Staff

Strategy/Activity

Strategy Title: Professional Development for Teaching Staff and Recruitment of Highly Qualified Teachers and Staff

Task/Activity :
- Provide collaboration time funded by the District for staff to share instructional practices and strategies addressing Science, Social Science and Project GLAD and target specific needs (ELD, Academic Conversations, Number Talks and etc.).
- Protect Core instructional time in the schedule and have ELA and Math in the mornings prior to lunch. Avoid scheduling school events as much as possible during this protected time.
- Use Wednesday release time to identify students with academic needs for RTI groups in different tiers. Students in RTI groups will be supported to move out of those groups based on different grade-level measuring tools.
- Teachers will utilize materials, resources, and strategies from Wonders Writing and incorporate Step Up to Writing during the allotted writing period of the school day.
- Teachers will be provided professional development/training in the alignment of ELD standards across all subject areas from the site-based ELD specialist funded by the site.
- Address/teach the Designated and Integrated ELD instruction.
- Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- Teachers will have the opportunity for training on the Next Generation Science Standards (NGSS), Science, Social Science, and Project GLAD.
- Teachers will continue with the school site "Professional Peer Feedback" by observing other colleagues and providing positive feedback on their teaching strategies twice a year funded by the school site.

- Teachers will have the opportunity to collaborate once a quarter to better support student learning and achievement.
- Use Wednesday release time to collaborate and analyze student data to drive instruction and interventions.
- Teachers will continue with the use of typing programs and Google Classrooms to enhance their understanding of technology.

Measures:
- Agendas/Resources from ELD and NGSS Standard alignment training
- Agendas/Resources from Professional Development training
- Agendas/Resources from AVID Meetings/Training/Collaboration
- Classroom Walkthroughs
- Observations
- Teacher Peer Feedback - Twice a year
- Jungle Jr. Typing for grades K-1
- Typing.com for grades 2-6
- Assignments and Interactions in Google Classroom

People Assigned:
- Teachers/Staff
- Principal
- ELD specialist/trainer
- NGSS/GLAD trainer Substitutes
- Teacher on Special Assignment (TOSA)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Discretionary College and Career Ready Field Trips
400.00	Discretionary Family Nights - Additional Compensation for 2-3 teachers
400.00	Lottery: Unrestricted Substitute Teachers for Peer Observations for 5-6 teachers
300.00	Site Supplemental & Concentration DLI Collaboration Quarterly

1359.00	Title I Trainings on Culture, ELD, Spanish Language Arts, Number Talks, Academic conversations and on marketing our school and programs.
1817.	Title I Dual Language Instruction Trainings/Certification/License

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students School Wide

Strategy/Activity

Strategy Title: Supplemental / Ancillary Materials

Task:
- Teachers will utilize district-funded supplemental materials (i.e. Curriculum Associates) that help teachers and students become more familiar with Common Core standards and testing format (e.g. MAP testing).
- Teachers will utilize online keyboarding programs with students to practice Common Core technology standards
- Teachers will use other district or site-funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction.
- Teachers will use the county library as needed for supplemental materials, books, and programs.

Measures:
- Lesson Plans
- Classroom Walkthroughs / Observations
- Student Work / Student Data
- Computer lab and/or Chromebook usage
- Free Online Keyboarding program
- Online curriculum - Embedded support
- Peer observations twice per year

People Assigned:
- District Personnel (Supplemental Materials)
- Teachers / Staff
- Principal
- TOSA
- SCOE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students School Wide

Strategy/Activity

Strategy:
Strategy Title: Ongoing Assessment and Monitoring System

Strategy/Activity:
Task:
- Staff will have data to review MAP, ELPAC, SBAC ELA, Math & Science, and Physical Fitness Results.
- Administer entry-level assessments for Transitional Kinder students (STAR Early Lit in Spanish, Common Core Math Assessment, and ELPAC).
- Implement regular curricular monitoring assessments (Math Unit/Chapter Tests, ELA Unit Tests, Fluency Tests, RenLearn Assessments).
- Provide teachers the opportunity to attend conferences that support student achievement.
- Administer MAP Assessments and use data to drive instruction.
- Follow district calendar for administration, collection, and analysis of monitoring assessments.
- Set up electronic data collection and recording for each teacher (Academic Conferencing after 1st and 3rd quarters).
- Teachers utilize District-provided MAP practice materials.
- Celebrate student success on MAP and ELPAC testing with Medals Ceremonies.
- Celebrate student attendance and honor roll by providing incentives for students.

Measures:
- Clear teacher documentation of monitoring of assessments.
- Calendar of assessment administration and data analysis.
- Assessment data shared by teachers with administration.
- Data reports disaggregated by subgroups.

People Assigned:
- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400.00	Lottery: Unrestricted Cost of Substitutes for Teachers Conferences
150.00	Site Supplemental & Concentration Medals for Student Achievement

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

Grade Level /School Wide Collaboration

Strategy/Activity

Task:
- Calendar one collaboration meeting per month to focus on Common Core instructional strategies, assessment data analysis, and/or lesson planning.
- Identify school site leaders in specialized areas (GLAD, AR, Technology, SDAIE, Number Talks, and Academic Conversations) and utilize their input for staff collaboration.
- Use a data recording tool for site collaboration meetings.
- Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- Principal, RTI staff, and rotating teachers will meet a minimum of once (1x) each month to collaborate on the progress of students receiving intervention services.
- Provide Tier 1, 2, and 3 interventions for struggling math students, especially targeting students who are socioeconomically disadvantaged, the subgroup identified in the California School Dashboard Indicators as needing additional support.

Measures:
- Collaboration agendas/minutes
- Short-term objectives achieved (target objectives identified in collaboration meeting)
- Modifications to lesson plans/teaching strategies
- Students below benchmark identified and provided additional support
- Data analysis of significant grade-level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and curricular assessments

People Assigned:
- Principal
- Teacher/Staff
- Counselor

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

Amount(s)   Source(s)

Strategy/Activity 5

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

Writing Schoolwide

Strategy/Activity

Task:
- Provide dedicated writing period for students in grades TK-6 (attempt extended writing period 2x/week for 50 minutes each along with 5x/week for 30 minutes each).
- Provide staff with opportunities to collaborate and share student successes with Wonders curriculum/Step-Up to Writing.
- Implement writing strategies learned in training.
- Implement GLAD/ELD strategies in preparation for the writing pieces.
- Continue with the implementation of academic conversations in every classroom.
- Conduct three (3) school-wide writing assessments, Fall, Winter, and Spring.
- Invite author of children's books to visit Bates and talk about the benefits of reading/writing
- Student Authors Writing Contests (poem, short story, etc.) to increase student interest in writing.

Measures:
- School schedule
- Agendas for writing curriculum training
- Classroom walk-throughs/observations
- Writing assessment results
- Writing Rubrics

People Assigned:
- Principal
- Teachers/Staff
- Counselor

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

Amount(s)	Source(s)
500.00	Discretionary Supplies for Meetings including Snacks
500.00	Site Supplemental & Concentration Writing Trainings

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Response to Intervention

Strategy/Activity

Task:
- Continue the process of identifying students qualifying for Tier 2 and Tier 3 (pull-out) intervention services for ELA.
- Identify staff to provide Tier 2 and Tier 3 intervention services.
- RTI and ELA teachers will continue with the implementation of supplemental materials/curriculum such as Mobymax.
- Search and implement a Math intervention that services students and can be reinforced by the Beyond the Bell staff.
- "Math Fact Practice Club" in After-School Program that tracks progress and rewards achievements.
- Principal, RTI team, and rotating teachers meet monthly to discuss student progress and needs in RTI and readjust practices and approaches to better support our students.

Measures:
- Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- Students receiving RTI services show growth in STAR Early Literacy (1+ year's growth) and/or growth in STAR Reading
- Students participating in the Dual Immersion Program will be taking the STAR Early Literacy in Spanish

People Assigned:
- Principal
- Resource Teacher
- ELD/RTI Teacher
- Teachers
- Instructional aides
- CA Mini-Corps Tutors
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Site Supplemental & Concentration Intervention and supplemental programs (include licenses or curriculum)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Differentiation for Advanced Students

Strategy/Activity

Task:
- Identify Advanced students in ELA/Math through MAP testing/SBAC Interim benchmarks, GATE testing in grade 4, and Curricular assessments.
- Monthly STAR Early Lit Assessments for grades K-2 and every other month for grade 3.
- Using the adopted curriculum, provide Advanced students with challenging activities and opportunities.
- Purchase/obtain additional curricular resources, as necessary/requested.
- Provide access to Academic Talent Search testing/information.
- Zoo phonics (English and Spanish) for Transitional Kindergarten and Kindergarten

Measures:
- MAP testing/SBAC Interim benchmark assessments, GATE Testing, Curricular assessments
- STAR Early Lit English and Spanish for the students in the Dual Immersion Program
- Lesson Plans
- Student work
- Classroom walk throughs/observations

People Assigned:
- Principal
- Teachers
- Instructional Aide(s)
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Discretionary Materials or curriculum
3398.00	Lottery: Unrestricted Materials, license, technology

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Intervention Students

Strategy/Activity

Strategy Title: Instruction at Student Levels
Strategy/Activity:

Task:

- Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- Students who need help beyond class time will receive instruction using materials such as Lexia, Language!, RAZ, LIPS, and Read Naturally with the purpose of reinforcing the core standards.
- Students who regularly exceed the core standards will be given challenging activities and opportunities to extend their learning.

Measures:
- RenLearn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- Lexia Assessments
- RAZ
- Curricular and SBAC interim benchmark assessments
- Mobymax curriculum support
- RTI curricular assessments
- Classroom walkthroughs/observations

People Assigned:
- Principal
- ELD/RTI teacher
- RSP teacher
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Addressing Student Needs

Strategy/Activity

Strategy Title: Addressing Student Needs
Strategy/Activity:

Task:
- Student academic needs will be discussed at Academic Conferences/Collaboration Meetings.
- School will meet with parents of students with significant academic/behavioral/other needs in an SST.

- Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, After school program support, etc.).
- RTI/ELD and RSP teachers will form committees with principal and rotating teachers to meet monthly to discuss the progress/needs of students receiving interventions during the school day and beyond.

Measures:
- Meeting notes from Academic Conferences
- Meeting notes from RTI Monthly Meetings
- Meeting notes from SSTs Meetings
- Staffing considerations for students needing extra help
- SBAC and ELPAC Data
- MAP Data

People Assigned:
- Principal
- Teachers/Staff
- Counselor
- ELD/RTI Teacher
- RSP Teacher

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

Amount(s)	Source(s)
300.00	Lottery: Unrestricted Food/Snacks for Academic Conferences/Collaboration Meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

Goal Area: LCAP Priority 3 - Parent Involvement
Goal Title: Priority 3 - Bates Parent Engagement is an Integral Part of Student Success

State Priorities:
3 - Parent Involvement

Goal 3

Goal Statement: Bates Elementary will strive to make parents and community feel welcomed and engaged in our students' success.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- Written and implied data from teachers/staff
- Parent Feedback / Suggestions
- Sign-in from the school year
- Sign-in for meetings or events
- District Town Hall Meetings
- Monthly Newsletters where teachers are being featured and request feedback on ways to improve the Dual Immersion Program.
- Distribute monthly newsletters to the county library and to the town association members.

What process will you use to monitor and evaluate the data?
- Parent Sign-Ups (with phone numbers) at Back to School Night for all calendared school events.
- Google form with a QR code to facilitate parent communication
- We will ensure parent/family sign-in at all events in which parents participate.
- Parent Engagement Incentive program for the parents to continue to attend formal meetings, parent nights, and other parent meetings/committees.

Strategy:
- Further develop an inclusive school culture that generates parent participation throughout the entire school year, during, before, and after school hours, and at school events.
- Improve the school/home connection through more parent participation on-site at the school.
- Provide each parent with a ticket at every school event and/or meeting for an incentive drawing at the end of the school year.
- Select and acknowledge a Parent/guardian of the month for the monthly sing-along.

What did the analysis of the data reveal that led you to this goal?
- From the data we have gathered, as well as observational data from Bates staff, we estimated about 90% of the parents participated in at least one school event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School Wide

Strategy/Activity

Strategy Title: Communication with Parents

Task/Activity:
- General information with parents and the community will be communicated through parent square in English and Spanish.
- Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2021-2022 school year to send home with the students and post on our school's social media pages.
- Continue with the district-adopted ParentSquare platform.
- All parent information sent home will be translated for parents/families.
- Teachers make positive calls or emails for one or more selected students each week during the early Wednesday release time.
- Parent meetings with non-English speaking parents will be translated.
- Phone messages/reminders will be sent home as necessary in the language spoken at home, district funded.
- Progress reports will be shared with parents each quarter/Report Cards each quarter for all students
- MAP testing results will be shared with the parents and the students via the Wednesday folder.
- Overall SBAC results are shared with the parents and community during different parent meetings.
- Teachers will hold Parent/Student conferences, with translation as needed.
- Parents will be invited to participate in Student Success Team (SST) meetings for their students.
- Upcoming events will be noted on the school electronic sign.
- Principal will attend Courtland Town Association meetings to share information about the school with parents/community members and/or share the Monthly Newsletters.
- Use the Back to School Night and other family and community nights to provide information for parents.
- Provide parents the opportunities to volunteer in the classrooms.
- Conduct family outreach to families who are applying to transfer out of Bates to another school or district.

Measures:

- Calendar of Events

- Quarterly Positive Call - Contact Log
- Parent Square Posts
- Sign-Ins from Parent/Teacher Conferences
- Progress and Report Cards
- Student Agendas
- SST copies

People Assigned:
- Principal
- Secretary
- Teachers/Staff
- Counselor
- Beyond the Bell Staff

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

Amount(s)	Source(s)
300.00	Lottery: Unrestricted Substitute Teachers for SST (Roving Substitutes)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: The SSC, ELAC, and PTA will increase overall Parental engagement at Bates Elementary.

Task/Activity:
- Parent meetings are designed to help parents understand the DLI program at Bates Elementary.
- Parents will be encouraged to participate in the parent nights at the Back to School Night, ParentSquare, newsletters, and in the classrooms by the Principal and teachers.
- PTA & ELAC meetings will include reminders of Parent Nights.
- Coffee/Tea with the Principal will also remind parents of the Parent Nights and continue the ongoing communication between parents and principal.
- Provide two Parent Nights with different topics depending on the identified needs.
- School counselor will present at an ELAC meeting to review A-G requirements, differences between college and university systems, and financial aid opportunities.

Measures:
- Sign-In Sheets

- Coffee/Tea with the principal agendas/sign-in sheets
- ELAC SSC and PTA Principal's Reports

People Assigned:
- PTA & ELAC Parents
- Teachers
- Principal
- Counselor

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

Amount(s)	Source(s)
500.00	Discretionary Staff Hourly Time - Parent Nights
300.00	Discretionary Food/Snacks/Supplies for Parent Meetings
0	
300.00	Discretionary Translation Services
300.00	Discretionary Child care for Parent Meetings
300.00	Site Supplemental & Concentration Child Care for Parent Meetings
400.00	Discretionary Food or supplies for Parent Meetings
600.00	Discretionary ELD DLI SCOE Trainings

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School Wide

Strategy/Activity

Strategy Title: Dual Immersion Parent Nights will increase overall Parental involvement at Bates Elementary.

Task/Activity:
- Dual Immersion Parent Nights are designed to inform parents and explain the Dual Immersion Program at Bates Elementary.
- Parents will be encouraged to participate in the Dual Immersion parent nights at the Back to School Night, ParentSquare, newsletters, and in the classrooms by the Principal and teachers.
- Parents will be given the opportunity to give feedback on ways to improve and make progress.

Measures:
- Dual Immersion Night Agendas
- Sign-In Sheets
- ELAC and PTA Principal's Reports

People Assigned:
- PTA & ELAC Parents
- Teachers
- Counselor

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

Amount(s)	Source(s)
500.00	Discretionary Staff Time - Dual Immersion Nights
300.00	Discretionary Food/Snacks/Supplies for Parent Meetings

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

School Wide

Strategy/Activity

Strategy Title: ELAC Responsibilities

Task/Activity:
- ELAC parents will have discussions of parents needs to ensure their children succeed.
- ELAC parents will select the topics of interest they wish to learn about to support their students.

- Advise School Site Council (SSC) on the school's program, goals, and objectives for EL programs/services.
- Advise the principal and staff on the school's program for English Learners.
- Provide and discuss the DELAC's summary of all schools' surveys.
- Advise the school on practices to make parents/guardians aware of the importance of regular school attendance. Elect at least one member to the DELAC.
- Provide training/materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Invite ELAC parents to attend the CABE conference (regional or state).
- Provide training on the District's Uniform Complaint Procedures, including Williams requirements.
- ELAC parents will have the opportunity to provide feedback on site-based programs during each ELAC monthly meeting.
- Elect one or two ELAC parents to participate in the Dual Immersion Parent Committee.

Measures:
- DELAC Agendas
- ELAC Agendas
- Sign-Ins
- CABE Agendas/registration
- Parent Survey (on topics)
- Dual Immersion Committee Agendas

People Assigned:
- ELAC Advisor (ELD teacher)
- Principal
- ELAC Parents
- Dual Immersion Committee Parents

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

Amount(s)	Source(s)
300.00	Discretionary Child Care for Parent Meetings

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Engage all Parents in Student Achievement

Strategy/Activity

Strategy Title: Engage all Parents in Student Achievement

Task:
- Provide the opportunity for parents to participate in 2022-23 Family Nights.

- The STEM Family Night is an opportunity to provide valuable information regarding expectations, grade level standards, and ideas on how parents can help their students with their school work, and on Science Technology Engineering & Mathematics (STEM). Some of the events, committees/organizations are PTA, ELAC meetings, Activity Day, Parent Trainings, Coffee with the Principal, Monthly Awards, Field Trips, AR Incentives, Movie Night, Winter Program, Band Concerts, Back-to-School Night, Open House, Family Nights and etc.
- Childcare will be provided to the parents who attend parent meetings and will be site funded when meetings are in person.
- ELAC parents will have the opportunity to attend CABE regional and/or state conferences and report back to other parents at ELAC/DELAC meetings.
- Teachers/staff will be given the opportunity to attend CABE regional or state conferences.
- Parents will receive materials/resources to assist students in schoolwork and homework.
- Parents will receive guidance on A-G requirements and college awareness information at a meeting or event provided by the school counselor.
- Child Care will be provided for the parent meetings/trainings when they are in person.
- Foster a School Culture of High Achievement
- Provide informational and welcoming days for DIP students and parents

Measures:
- Agendas of Parent Academic Nights
- Sign-In Sheets
- Parent Feedback Forms
- CABE Conference Agendas
- PTA/ELAC
- Parent DIP Committee

People Assigned:
- Principal
- Teachers/Staff
- Counselor
- Parents
- Guest Presenters
- Community
- County Library
- Middle School Admin

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100.00	Title I Teachers/Staff meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 5 - Pupil Engagement

LEA/LCAP Goal

Goal Title: Priority 5: Student Engagement

State Priorities:
5- Pupil Engagement

Goal 4

Bates Elementary will maintain an engaging, well-attended, and college and career-minded environment for students. Students will have opportunities to serve as student leaders, learn about and plan for college and careers, and participate in arts-related activities.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- Student attendance data from Aeries Student Data Management System.
- Student feedback to live performances.
- Student participation in Band.
- Students' participation in the Leadership Academies
- Students will participate in the perfect attendance assemblies/incentives.
- Students in grades TK-6 participation in the Honor Roll Assemblies - Quarterly

What process will you use to monitor and evaluate the data?
- Attendance Data on regular basis (monthly).
- Perfect Attendance Incentives - Quarterly
- Student participation in Student Council.
- Attendance to the monthly Leadership Academies after school
- Students earning "Honor Roll" - Quarterly

Strategy:
- Through the use of positive reinforcements, students and families desire to come to school more frequently.
- Trophies/extra recess issued to the class with the best attendance in the previous month.
- Establish communication with students who have chronic absenteeism or tardies to create a plan to improve overall attendance.
- Students with perfect attendance will participate in the quarterly perfect attendance assemblies and earn incentives.
- Students with perfect attendance at the end of the school year will receive a perfect attendance medal.

What did the analysis of the data reveal that led you to this goal?
- Student attendance for the 2020-2021 school year was between 92.86% which is slightly lower than the desired goal of 97.5%.
- Student feedback on how they enjoy working as student leaders in Student Council.
- Student Council members have provided positive feedback after each monthly Leadership Academy.
- Students thoroughly enjoyed each live performance, tour, and presentation.
- Students in grades 4-6 like the option of participation in band.
- Students in grades TK-6 will participate in the honor roll assemblies.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Participation/Engagement

Strategy/Activity:
Task:
- Students will elect peers to be the school leaders in grades 5-6 for Student Council positions.
- Student Council will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- Student council members will attend monthly leadership academies to learn or improve students' leadership skills.
- Each classroom teacher will select at least one Student of the Month recognizing a positive quality.
- Student recognition assembly will occur at the end of each month.
- Students in grades 4-6 will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer), through the After-School Program (Depending on the availability of buses and drivers).

Measures:
- Student Council elections
- Student Recognition at Awards Assemblies
- Participation in Intramural sports
- Field Trip Participation
- Leadership Academy participation log/agendas & evaluations

People Assigned:
- Principal
- Student Council Advisor(s)

- Teachers/Staff
- PTA Parents
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.00	Lottery: Unrestricted Student Council Materials/Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Promoting College and Career Readiness

Strategy/Activity:
Task:
- Prepare students in grades TK-6 to understand what college is and prepare for college readiness by engaging in class discussions throughout the year and in the culminating College Week in May.
- Address socio-cultural awareness through classroom presentations, parent presentations, and college visitations.
- Prepare students in grades TK-6 to participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, grades 4-6 field trip to UC Davis or Sacramento State University, etc.

Measures:
- Parent Sign-in sheets for the College and Career presentations
- Students will pledge to go to college or pursue a career during college and career week
- Student attendance/participation during college and career week
- College presenters will be invited to bring college information to parent meetings

People Assigned:
- Principal
- Teachers/Staff
- Community Volunteers
- Counselor
- Delta High School Seniors
- Guest Speakers

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

Amount(s)	Source(s)
500.00	Lottery: Unrestricted College and Career Ready and/or Transportation
2450.00	Discretionary

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Visual and Performing Arts Opportunities Strategy/Activity: Task: - School will schedule live performances for Winter and Spring Performances.   - School will allow opportunities for students to write and submit their own plays or skits.   - Students in grades 2-6 will be allowed opportunities to play in the school band.   - School band will plan and perform a Band Concert during the school year.   - School will purchase/borrow needed Band instruments.   Measures: - Performance dates for live performances School Tour   - Inventory of Band instruments   - Band Practice schedules   - Band Concert dates   - Play Performance date   People Assigned: - Principal   - Band Teacher   - Teachers/Staff   - Counselor

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

Amount(s)	Source(s)
466.00	Lottery: Unrestricted Live Performances School Tours (Winter and Spring)
500.00	Lottery: Unrestricted Repair/Refurbish Band Instruments & Supplies
214.00	Lottery: Unrestricted Play /Test Materials/Supplies/Assembly

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 6-School Climate

LEA/LCAP Goal

Goal Title: Priority 6: Bates School Climate

Goal 5

Goal Statement:
Bates Elementary will continue to provide and maintain a positive and safe school environment for all students.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- Suspension/Expulsion rates - The suspension rate for Bates (total # of days of suspension/total number of students) was about 3 % in 2021-2022.

- Discipline Referrals - the number of referrals has been very limited due to school closures. Students who were referred to the principal during school closure were contacted by the principal via phone, emails, and/or home visits.

What process will you use to monitor and evaluate the data?
- Discipline Referral data
- Data from the school counselor and counselor intern
- Informal/Formal observations of classroom/playground behaviors

Strategy:
- Continue with the school-wide reinforcements.
- Continue with support services with the school counselor (Individual and group sessions).
- Provide appropriate supervision during recess/lunch times.

What did the analysis of the data reveal that led you to this goal?
- Discipline Referrals have decreased with the increase in counseling services from school counselors, district social workers, Rio Vista Care, and/or an Intern school counselor from Sacramento State University.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Actions

Strategy/Activity:
Task:
- Teachers will teach lessons from the district-adopted curriculum, such as Positive Action and Second Step to help students understand their thought process in making decisions and how to make good decisions or positive actions.
- Bates will have at least one (1) assembly during the year that promotes good decision-making, positive actions, anti-bullying, and self-care.
- Teachers will teach and revisit with students the difference between "Bullying and Conflict".
- Bates will have Student Recognition at the completion of each month.
- During the monthly assemblies students will continue to be recognized for demonstrating positive character traits at school and will receive recognition in the form of prizes.
- Students will be celebrated for attendance and for making the Honor Roll.
- Teachers and parents will also be recognized.
- Continue with schoolwide implementation of sections of PBIS.

Measures:
- Student Awards/Recognition
- Lesson Plans
- Anti-bullying Assembly
- ICU Prizes during assemblies
- School Wide Posters on Anti-bulling and/or Bullying vs. Conflict

People Assigned:
- Principal
- Teachers/Staff
- Counselor

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

Amount(s)	Source(s)
500.00	Lottery: Unrestricted Rewards/Recognitions/Prizes
400.00	Lottery: Unrestricted Attendance/Honor Roll/ Positive Incentives
1800.00	Discretionary Student Well Being Assemblies and/or Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Behavior

Strategy/Activity:
Task:
In collaboration with administrator, counselor, and social worker,
- 5th-6th grade students will be trained in Peer Mediation through the school counselor to help mediate conflicts that may occur between students.
- A schedule of Peer Mediators will be developed, announced each day, and posted around school.
- The total number of discipline referrals will decrease from the previous year and the suspension rate will be 5% or less of the student body (ex: for 200 students, no more than 10 days of at-home suspensions)
- School counselor will provide bullying prevention lessons to classes as requested by teachers or administrators.
- School counselors will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings, and the feelings of others, anger management, and social appropriateness.

Measures:
- Peer Mediator schedule
- Student discipline data from Aeries
- Counseling schedule/calendar
- Classroom Presentations
- Bullying Prevention Presentations

People Assigned:
- Teachers/Staff
- School Counselor
- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: School Safety

Strategy/Activity:
Task:
- Staff will provide a before-school supervisor for the students who arrive on the "early bus".
- Staff will provide at least two (2) yard supervisors during the before-school recess and the first recess.
- Staff will provide supervision during the lunch recess.
- Staff will provide a bus monitor immediately after school.
- Administration and Staff will work with the district to create a comprehensive site safety plan.
- Administration and Staff will implement the Catapult EMS and receive appropriate training.
- Administration will work with district Maintenance and Operations staff to repair/fix any unsafe conditions on school site.

Measures:
- Yard Supervision assignments
- Completion of comprehensive site safety plan
- Repair of unsafe conditions
- Catapult EMS

People Assigned:
- Principal
- Teacher/Staff
- Counselor

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

Amount(s)	Source(s)
1000.00	Lottery: Unrestricted Catapult EMS
4783.00	Site Supplemental & Concentration Yard Duty Supervision - Student Safety

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 8- Other Pupil Outcomes

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes
State Priorities:
8 - Other Pupil Outcomes

Goal 6

Goal Statement:
75% of Bates students will meet their Rasch Unit (RIT)* goal in MAP testing by the end of the school year. Each class will need to take at least a Fall and Spring test to get accurate results, with more accurate results occurring with Fall, Winter, and Spring testing.

If SBAC Interim assessments are given, the goal is to establish a baseline after the 1st Interim assessment and create student/class/school goals after knowing the baseline data (SBAC Interim Assessments have not been given yet).

On curricular assessments (ELA and Math), the goal is that 75% of the students will score at the "Standard Met/Standard Exceeded" or "Proficient/Advanced".; With a new math curriculum for 2015-2016 that correlates directly to Common Core standards, this will be an important piece of data in preparation for the EOY SBAC test. For ELA, because our materials/assessments still reflect the old CA State Standards, assessment results will be from a combination of Theme Skills Tests and Curriculum Associates (CCSS-based) assessments.

* MAP Growth uses the RIT (Rasch Unit) scale to help you measure and compare academic growth. Specifically, the scale measures levels of academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

Identified Need

What data did you use to form this goal (findings from data analysis)?
MAP testing, there are some results that are promising, but most are incomplete. In order to have more valid results, an end-of-the-year MAP assessment should be given. However, due to the closeness in testing windows with the SBAC and the MAP window, most classes did not take a Spring MAP test. For the one class that did, the results were that 86% of the students achieved their MAP RIT goal in Math and 48% of students achieved their MAP RIT goal in ELA.

What process will you use to monitor and evaluate the data?
- Teacher, support staff and administrators ongoing collaboration meetings to review data.
- Academic Conferences to discuss student progress and test results.

Strategy:
Staff and students will monitor student learning and standards mastery through the use of

assessment data as a means to drive and differentiate instruction in the classroom.

What did the analysis of the data reveal that led you to this goal?
- The analysis revealed that in order to get data that is useful, all three testing periods of MAP testing need to be employed. And while it is just one form of assessment, it is important for showing growth.
- One thing that we continue to consider is a simple and logical way of tracking and looking at the data - that is easy for teachers and administration to access. Tracking MAP testing results is manageable because it is web-based.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Necessary Assessments

Strategy/Activity:
Task:
- Following the district lead, the school will create a matrix of necessary assessments throughout the school year to follow student progress.
- An assessment calendar will be developed and teachers will give the students their required assessments.
- Assessments such as Fluency, STAR Reading, STAR Reading in Spanish, STAR Early Lit, STAR Early Lit in Spanish, BPST-II will be considered identifying students' academic levels and areas of need.
- Teachers/Staff will meet to discuss results and how the results will change teaching strategies or student placements in regular education or RTI.

Measures:
- Results of agreed-upon assessments
- Weekly Lesson plans
- Assessment Calendar

People Assigned:
- Teachers/Staff
- Principal
- District Office

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Regular Student Assessments

Strategy/Activity:
Task:
- Students will take ELA Wonders Assessments.
- Students will take Math Topic/Chapter tests after completion of each topic or chapter.
- Students will take MAP Assessments and/or SBAC Interim Assessments using the computers.
- Teachers will utilize the results of these assessments to drive their instruction.

Measures:
- Results of ELA, Math, and SBAC Interim Assessments
- MAP Assessment Reports
- Lesson Book

People Assigned:
- Teachers/Staff
- Principal
- TOSA

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 8 - Increase Student Enrollment

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:
8 - Other Pupil Outcomes

Goal 7

Goal Statement:
Bates Elementary will continue:
- with the Dual Immersion Program with Spanish as the target language using the 50/50 model to increase student enrollment.
- to work with the District Office to implement a Transitional Kinder program to help increase student enrollment.

Identified Need

Increase Student Enrollment
What data did you use to form this goal (findings from data analysis)?
* Student enrollment has dropped over the last fifteen years.
* ELAC Parent feedback.
* District feedback on creating programs that attract new students.
* Feedback from Town Hall meetings from 2022-2023.

What process will you use to monitor and evaluate the data?
* Student enrollment reports from Aeries.
* Number of students enrolled in the Spanish Dual Language Immersion Program and Transitional Kindergarten.

Strategy:
* Continue to expand both the Spanish Dual Language Immersion Program and the Transitional Kindergarten.
* Collaboration with First Five and the new parent resource center on site.
* Advertise the Dual Immersion Program regionally

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming Students in Kindergarten and/or Transitional Kinder

Strategy/Activity

What data did you use to form this goal (findings from data analysis)?
- Student enrollment data and projections based on our current program.
- Parent, community, and staff feedback.
- Feedback from the Town Hall Meetings from 2022-2023.

What process will you use to monitor and evaluate the data?
- Student enrollment data
- Registration
- Parent, community, and staff feedback.
- Dual Immersion / ELAC Parent Committee

Strategy:
- Principal, parents, and community will continue to collaborate on the development and implementation of the Dual Immersion Program.
- Continue with the Dual Immersion/ELAC meetings to continue with the ideas on recruiting students. The task force team has representatives from the following: parents, staff, Beyond the Bell, community, and principal.
- Continue collaborating through the ELAC and SSC to provide feedback to the principal and staff in the development and implementation of the DLI program.
- Collaborate with Educational Services to continue Transitional Kinder this upcoming school year.
- Collaborate with Educational Services to purchase and implement the necessary Spanish curriculum and assessments for the expanded Dual Immersion Program.
- Staff and parents in the Dual Immersion Program will participate in Dual Immersion Conferences to learn and implement new ideas.
- Parents and staff circulate information on the DLI Program in the towns within our school zone.
- CABE Conferences or similar professional Development to help support multiple goals on this plan.

What did the analysis of the data reveal that lead you to this goal?
Parents want to expand and grow the DLI program to be a model school in the region.

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

Amount(s)	Source(s)
1200.00	Discretionary Spanish Dual Language Immersion Program Support

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning Loss

LEA/LCAP Goal

LCAP Goal
Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

Goal 8

Bates students will be actively engaged in analyzing their MAP data and establish goals with the support of their teachers.

Identified Need

Loss of instruction due to COVID-19 school closures.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Making Gains in Instruction

Strategy/Activity:

Task:
- Students will take the MAP assessments per district calendar (Fall, Winter, and Spring)
- Teachers will use the MAP assessment data to help students establish academic goals in Reading, Language, and Math.
- Each student will have a data chat sheet that will be a measurement tool to keep track of their goals, progress, and celebrations.
- Bates will have regular celebrations to encourage student academic improvement.

Measures:
- Student MAP scores from Spring of 2022-2023 to establish goal progress.
- Student STAR Reading, STAR Reading in Spanish, STAR Early Lit, and STAR Early Lit in Spanish scores will be used to monitor student growth.

- Student Chat goal settings and celebrations will be communicated with parents, staff, and administration.

People Assigned:
- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100.00	Title I

Academic Progress Celebrations - Supplies and Incentives |

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Extended ELA and Math time

Strategy/Activity

Strategy Title: Schoolwide Learning Loss

Strategy/Activity:

Task:
- Additional time for Math and ELA will be added to the class schedule for intervention.
- Teachers will use vertical curricular and cross-grade collaboration to implement intervention to students based on level proficiency.
- Every month, teachers will select a standard focus to teach and re-teach until students become proficient.
- Collaborate with the Beyond the Bell staff to ensure the selected monthly standard is reinforced.
- Continue strengthening partnership with the Sacramento County Library (Courtland Branch) to reinforce the monthly selected standard.

Measures:
- Student MAP scores from Spring 2022 will be used in the Fall of 2022-2023 to establish goal progress.

- Student STAR Reading, STAR Reading in Spanish, STAR Early Lit, and STAR Early Lit in Spanish scores will be used to monitor student growth.
- Curriculum assessment tools.
- Student Chat goal settings and celebrations will be communicated with parents, staff, and administration.

People Assigned:
- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- Beyond the Bell Staff
- Library staff
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$32,870.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$3,876.00

Subtotal of additional federal funds included for this school: $3,876.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Discretionary	$12,149.00
Lottery: Unrestricted	$8,578.00
Site Supplemental & Concentration	$8,267.00

Subtotal of state or local funds included for this school: $28,994.00

Total of federal, state, and/or local funds for this school: $32,870.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	12,149.00
Lottery: Unrestricted	8,578.00
Site Supplemental & Concentration	8,267.00
Title I	3,876.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Discretionary	11,549.00
	Discretionary	600.00
	Lottery: Unrestricted	8,578.00
	Site Supplemental & Concentration	8,267.00
	Title I	3,876.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,433.00
Goal 2	11,124.00
Goal 3	4,200.00
Goal 4	4,330.00
Goal 5	8,483.00
Goal 7	1,200.00
Goal 8	100.00

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:

1 School Principal

2 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
MJ Kiwan Gomez	Principal
Lisa Mitchell	Classroom Teacher
Ruth Crisantos	Parent or Community Member
Nancy Fuentes	Classroom Teacher
Alicia Fernandez	Parent or Community Member
Sherri Vargas	Parent or Community Member

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee
	Other:

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 24, 2023.

Attested:

[signature]	Principal, Dr. MJ Kiwan Gomez on April 24, 2023
[signature]	SSC Chairperson, Ruth Crisantos on April 24, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

        a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

        b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019