



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
Isleton Elementary School	34674136033666	05/22/2023	06/27/2023

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)

Schoolwide Program

Isleton's Site Plan for Student Achievement is a schoolwide program plan.

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.

Annually Isleton Elementary School staff, parents, ELAC and PTA members are involved in the process of giving input to the site council in regards to the Single Plan for Student Achievement (SPSA). The council takes the feedback very seriously when creating goals, budgets and action items in the SPSA. A needs assessment is also done annually, using a variety of assessment data, parent survey results, stakeholder feedback, and the California Dashboard Indicators.

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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 Annual Review and Update is an ongoing cycle of improvement. The site council began meeting in September 2022 and met throughout the year to review and update the school plan. Once the site council initially reviewed and the site plan, staff and parents provided input through formal and informal processes. These processes include taking stakeholder feedback at ELAC meetings and School Site Council meetings in order to ensure that the needs of our students are being met. In the spring the Principal reviewed the district LCAP goals, needs assessments, and look at assessment data like SBAC scores, ELPAC scores and CA Dashboard Data with the Site Council and the group provided input. We also completed a year-end assessment on goals and actions for the school site as well as budget priorities for the upcoming 2023-2024 school year.

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	20	22	31
Grade 1	22	20	21
Grade 2	22	22	22
Grade 3	20	24	21
Grade 4	22	21	29
Grade 5	22	22	25
Grade 6	25	24	26
Total Enrollment	153	155	175

Conclusions based on this data:

1. Enrollment numbers at Isleton Elementary have been consistently growing over the past 3 years. In 2022-2023 we added a new classroom to Isleton School's campus, the TK class included a growth of 10 students. The TK numbers are included into the Kindergarten enrollment numbers this year. That is why the enrollment number is higher than 24. We are excited to see Isleton's student population growing.
2. Please keep in mind that these numbers do not include the preschool students, the preschool is located on Isleton campus and has approximately 24 students enrolled in the program.

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	35	43	47	22.90%	27.7%	26.9%
Fluent English Proficient (FEP)	31	23	19	20.30%	14.8%	10.9%
Reclassified Fluent English Proficient (RFEP)	3			8.6%		

Conclusions based on this data:

1. We took a dip in our reclassification numbers in the 2021-2022 school year, based on the testing data. Teachers are extremely dedicated to the success of our EL students, they are working hard to make sure that the designated and integrated supports are in place for our EL students to grow and be successful in the classroom. As of May 2023 we have 5 students who have been reclassified.
2. Also note that the % of EL students has not drastically increased with our jump in student population.
3. The initially fluent numbers have decreased over the last few years. The thought behind this is that during COVID the students were not exposed to the English Language as often at a young age.

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	22	24		0	23		0	23		0.0	95.8	
Grade 4	23	23		0	22		0	22		0.0	95.7	
Grade 5	23	24		0	24		0	24		0.0	100.0	
Grade 6	25	23		0	23		0	23		0.0	100.0	
All Grades	93	94		0	92		0	92		0.0	97.9	

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		2376.			17.39			4.35			34.78			43.48	
Grade 4		2472.			31.82			22.73			22.73			22.73	
Grade 5		2551.			41.67			29.17			25.00			4.17	
Grade 6		2529.			17.39			26.09			43.48			13.04	
All Grades	N/A	N/A	N/A		27.17			20.65			31.52			20.65	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		10.87			71.74			17.39	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		21.74			61.96			16.30	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		11.96			70.65			17.39	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		16.30			66.30			17.39	

Conclusions based on this data:

1. We have on average 48% of our students that score at or above standard in Language Arts.
2. Our highest percentage of students scoring in above standard is in writing and our highest percentage of students at or near standard is in reading. These are both areas of focus for our teachers in Language Arts.

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	22	24		0	23		0	23		0.0	95.8	
Grade 4	23	23		0	23		0	23		0.0	100.0	
Grade 5	23	24		0	24		0	24		0.0	100.0	
Grade 6	25	23		0	23		0	23		0.0	100.0	
All Grades	93	94		0	93		0	93		0.0	98.9	

* 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		2384.			0.00			17.39			34.78			47.83	
Grade 4		2445.			26.09			8.70			26.09			39.13	
Grade 5		2563.			37.50			29.17			29.17			4.17	
Grade 6		2495.			13.04			17.39			34.78			34.78	
All Grades	N/A	N/A	N/A		19.35			18.28			31.18			31.18	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		13.98			53.76			32.26	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		19.35			44.09			36.56	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		21.51			59.14			19.35	

Conclusions based on this data:

1. We have approximately 38% of our students scoring at or above grade level in math.
2. We had the least amount of students score below standard in communicating reasoning to support mathematical conclusions, meaning that our students are doing well in the performance task. They are able to explain to someone how they arrived at the answer they got.

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
155	56.8	27.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Isleton Elementary School.	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	43	27.7
Foster Youth		
Homeless	9	5.8
Socioeconomically Disadvantaged	88	56.8
Students with Disabilities	13	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
American Indian	2	1.3
Asian		
Filipino	1	0.6
Hispanic	98	63.2
Two or More Races	6	3.9
Pacific Islander	2	1.3
White	45	29.0

Conclusions based on this data:

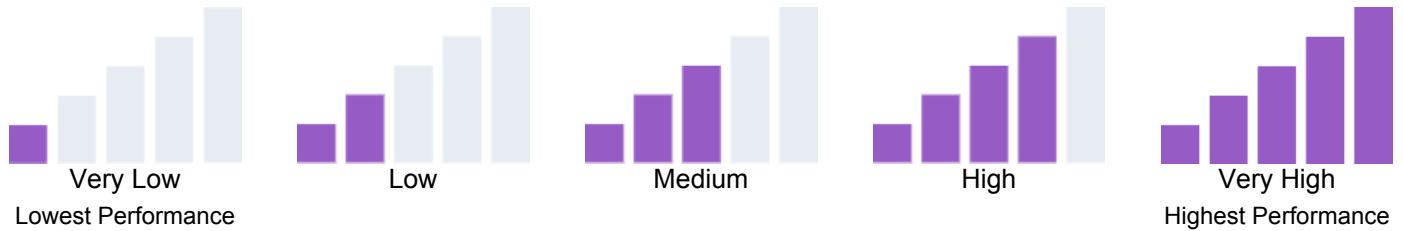
1.

School and Student Performance Data

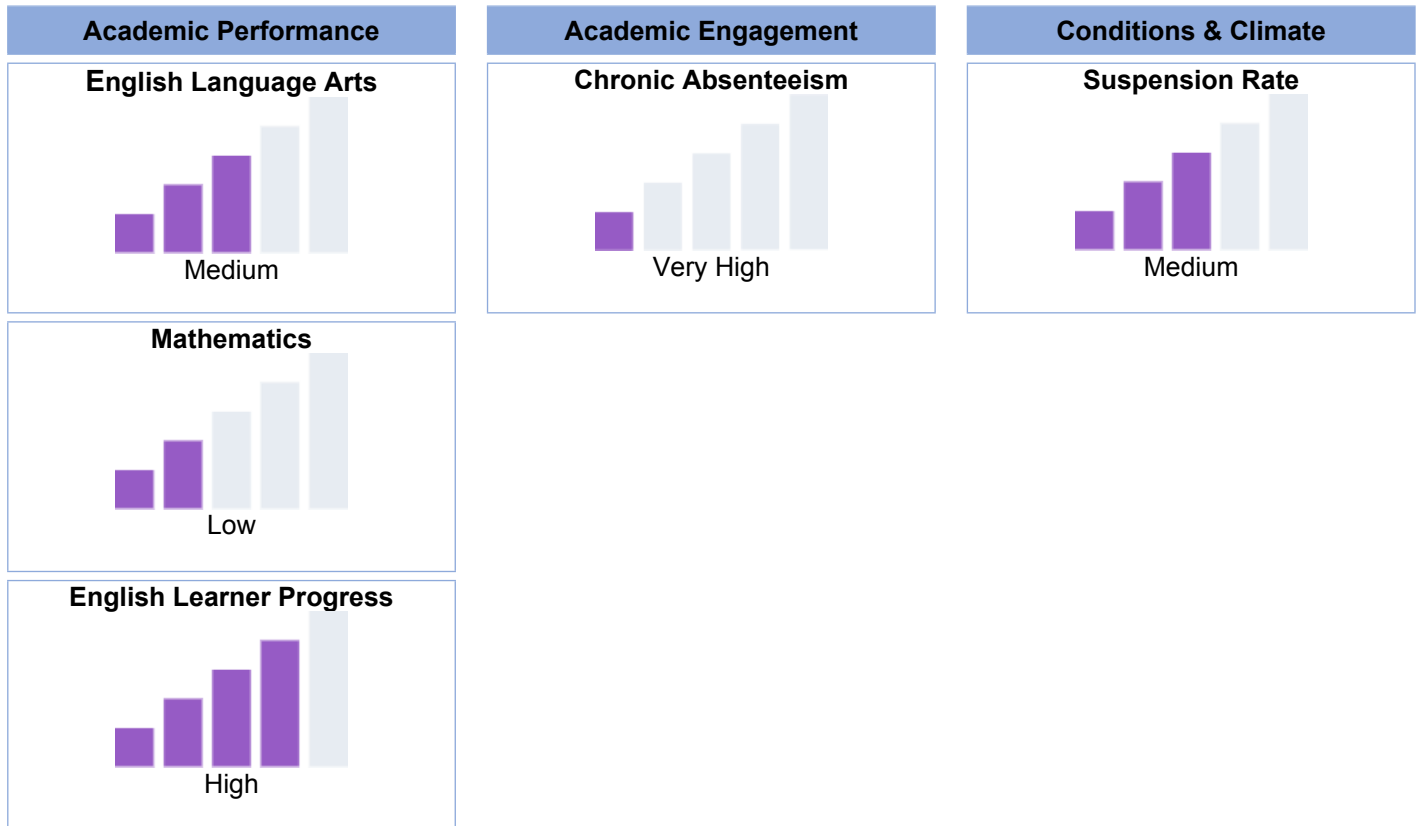
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

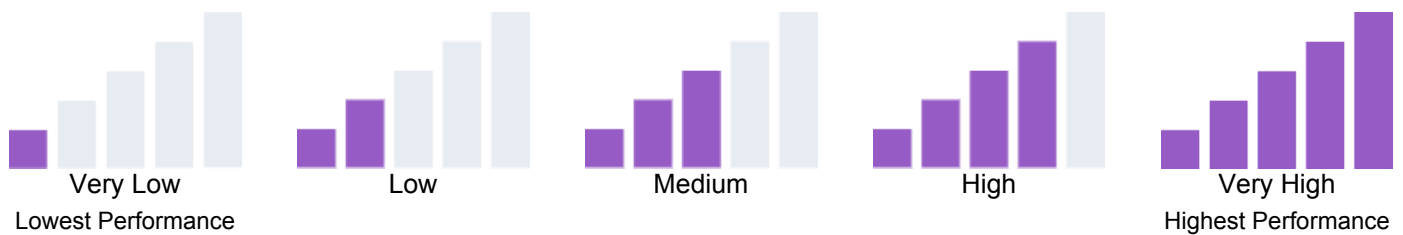
1. We have a high rate of chronic absenteeism and we need goals in the SPSA to address this issue.
2. Our English Learner population are making a high level of success and growth in their language development.

School and Student Performance Data

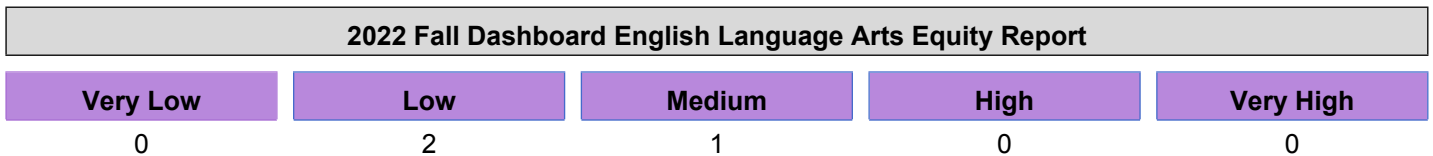
Academic Performance English Language Arts

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

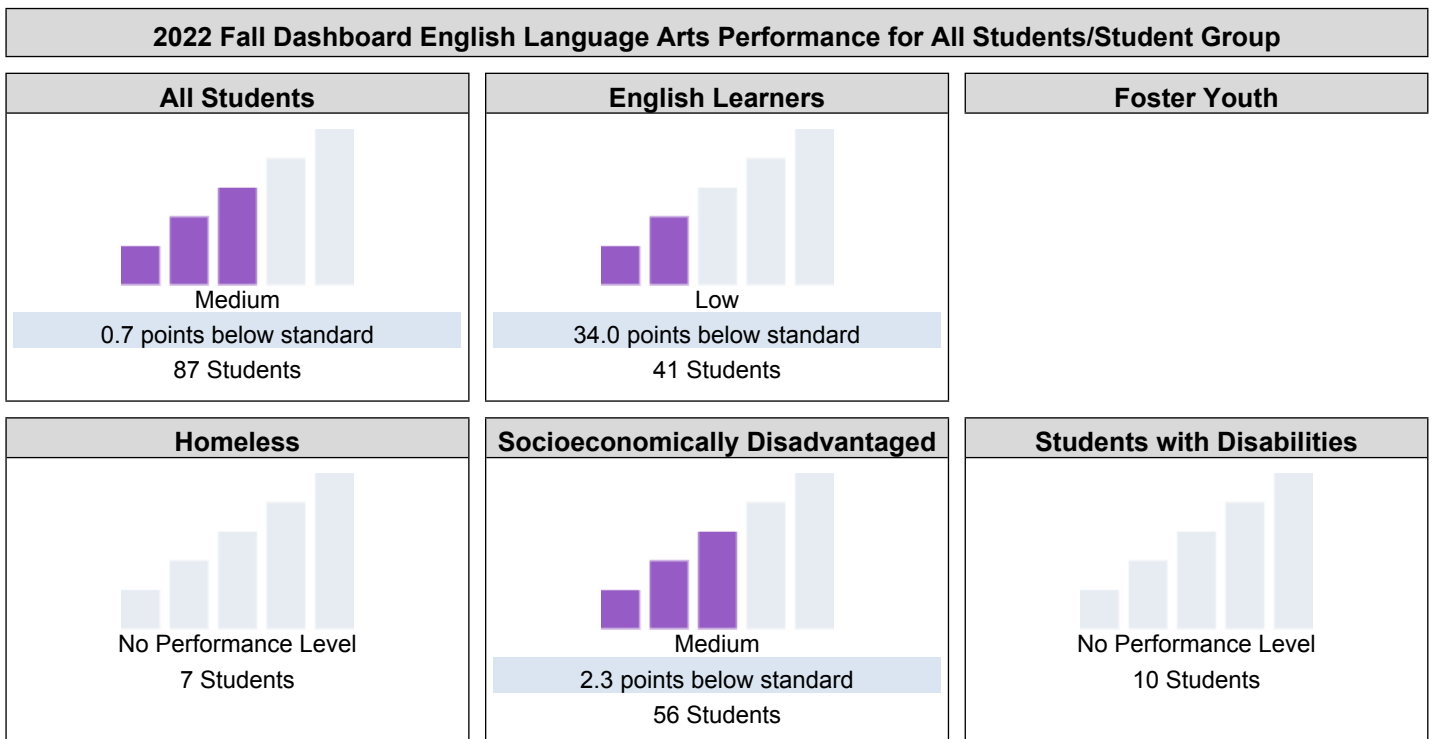
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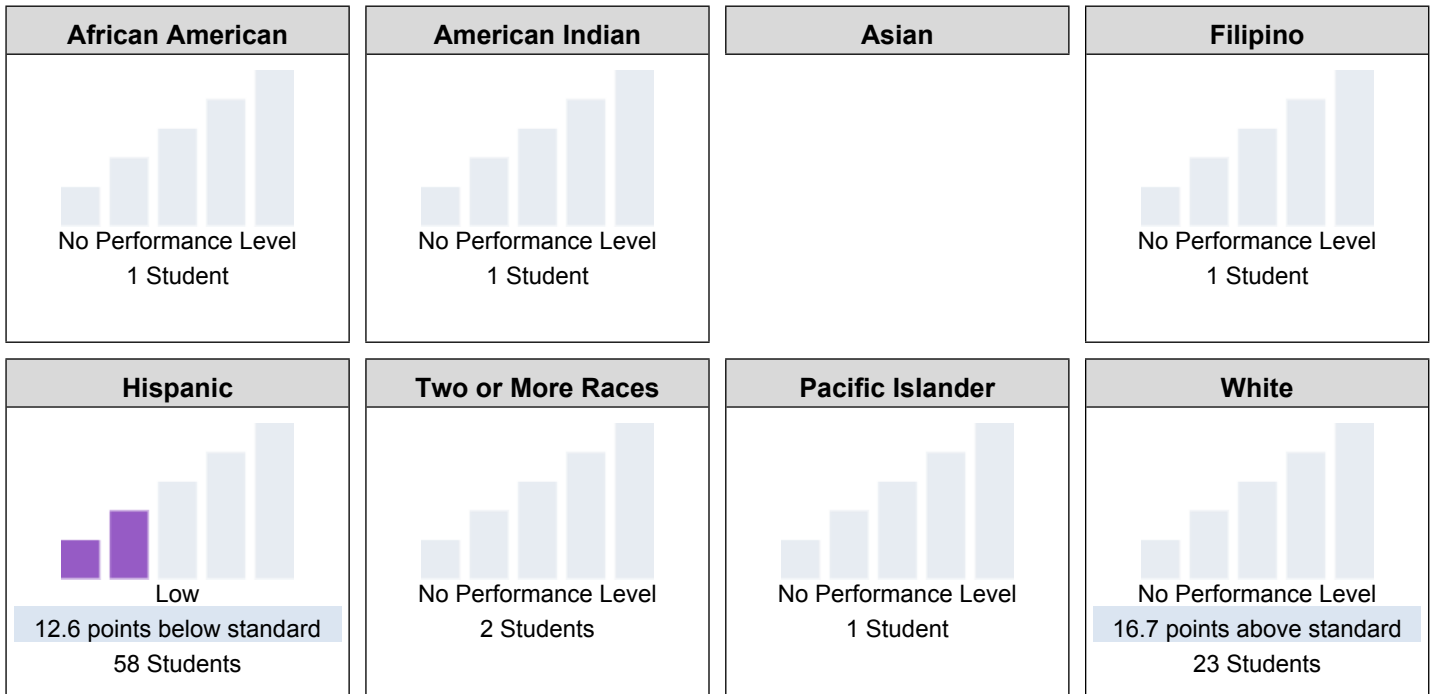
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
76.3 points below standard 24 Students	25.5 points above standard 17 Students	26.1 points above standard 43 Students

Conclusions based on this data:

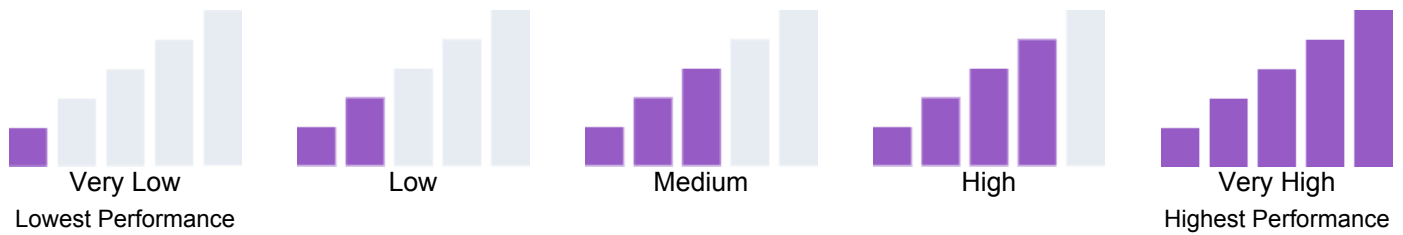
1. Our Hispanic students and English Language Learners are still struggling with this assessment, continue to focus on our designated and integrated supports to ensure their success.
2. Our reclassified students are testing well on this assessment, so this shows that our students were in fact ready to reclassify and continue to make progress.

School and Student Performance Data

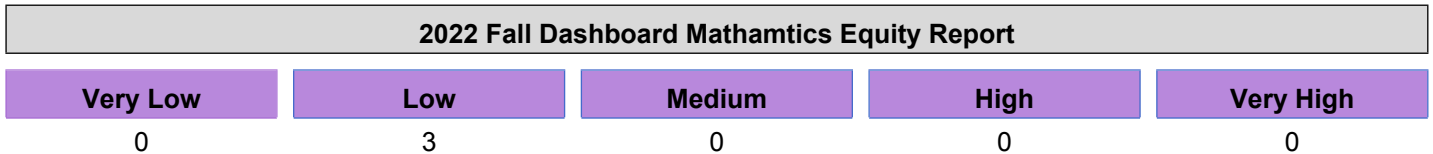
Academic Performance Mathematics

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](#).

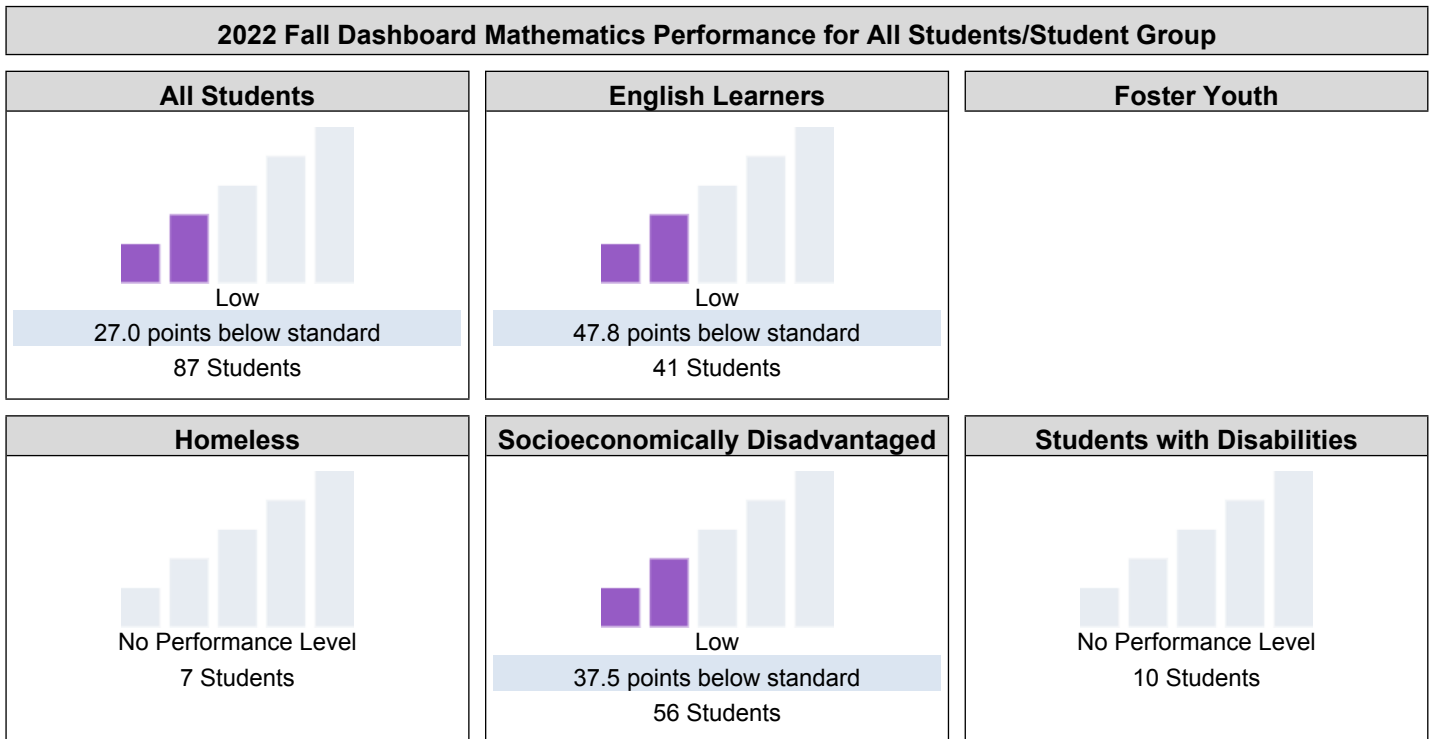
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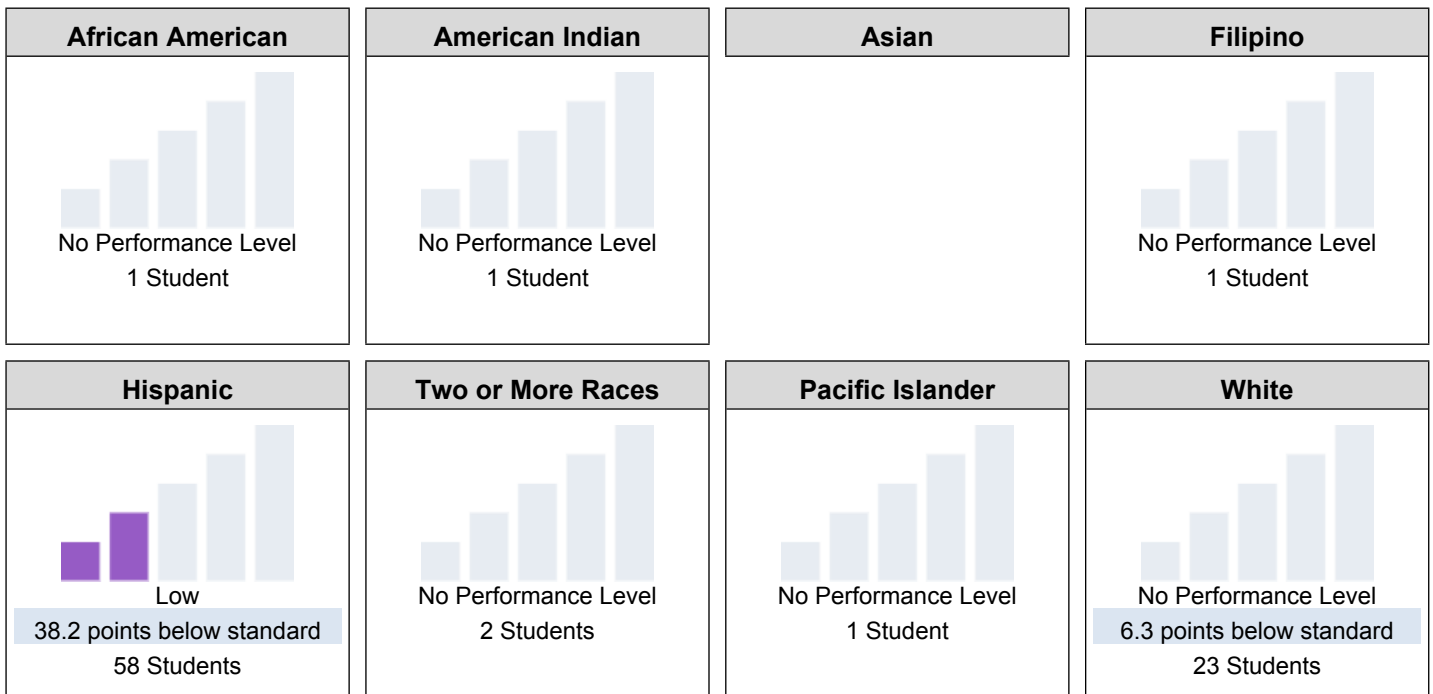
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff;">85.2 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">5.1 points above standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">12.3 points below standard</p> <p>43 Students</p>

Conclusions based on this data:

1. Math is an area of focus for all of our students, teachers are currently trying to meet students where they are at and develop on their knowledge in order to get their students to meet grade level standards. This is going to continue to be an area of focus for our 2023-2024 school year.

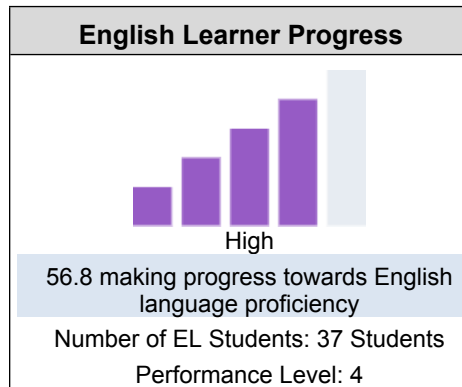
School and Student Performance Data

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



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
10.8%	32.4%	0.0%	56.8%

Conclusions based on this data:

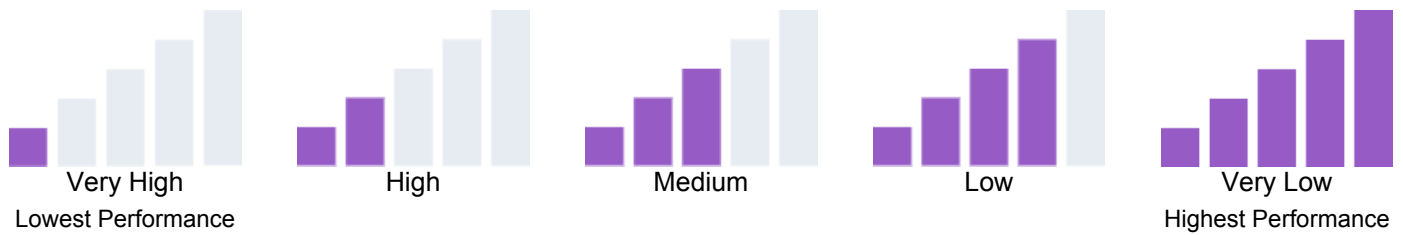
1. We have a large number of students that are progressing up a level on the ELPAC exam.

School and Student Performance Data

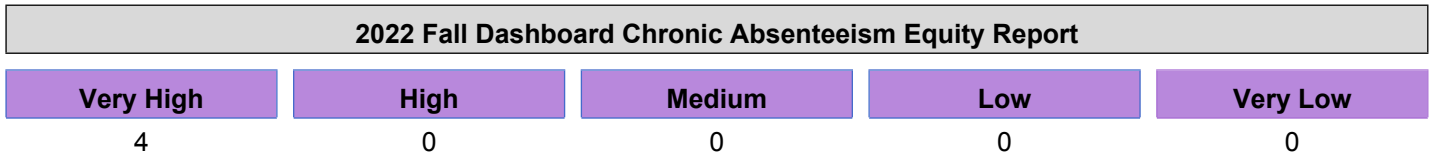
Academic Engagement Chronic Absenteeism

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](#).

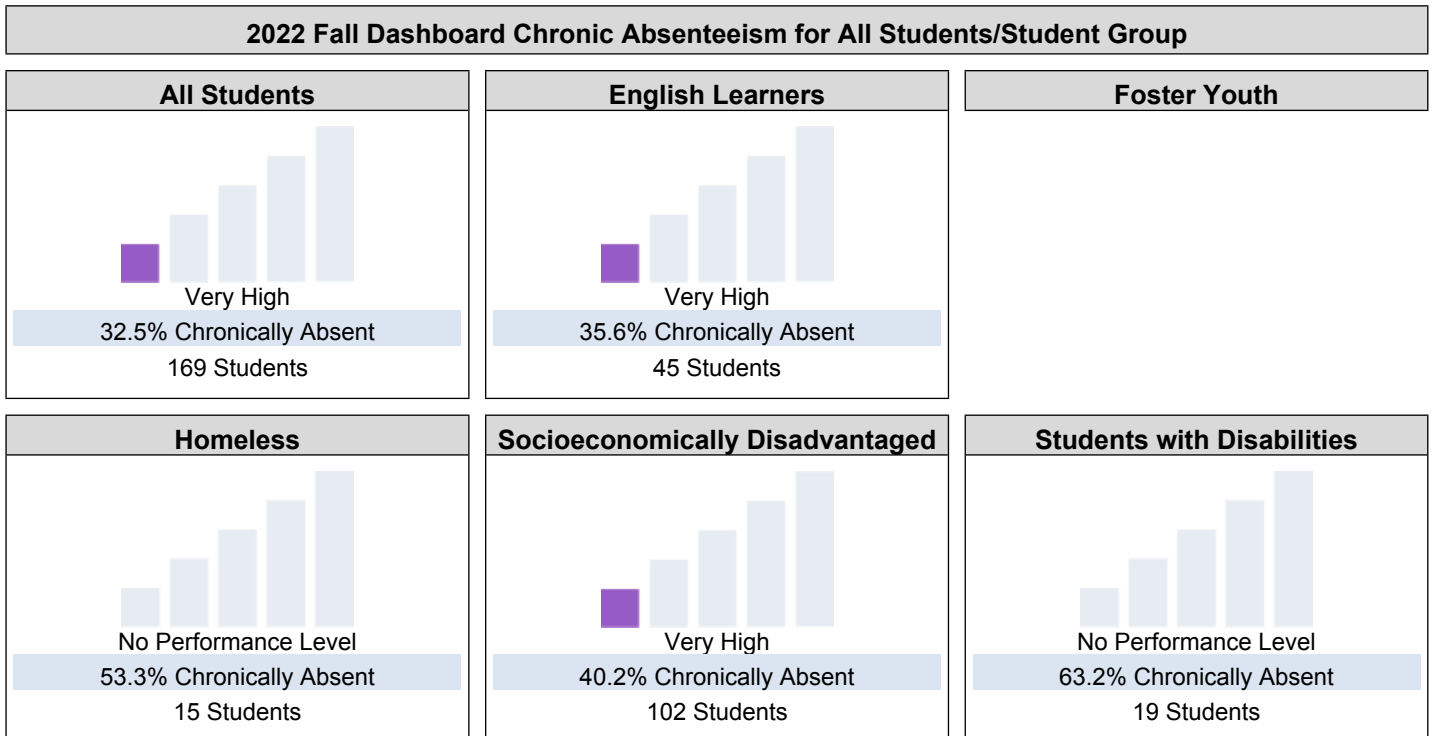
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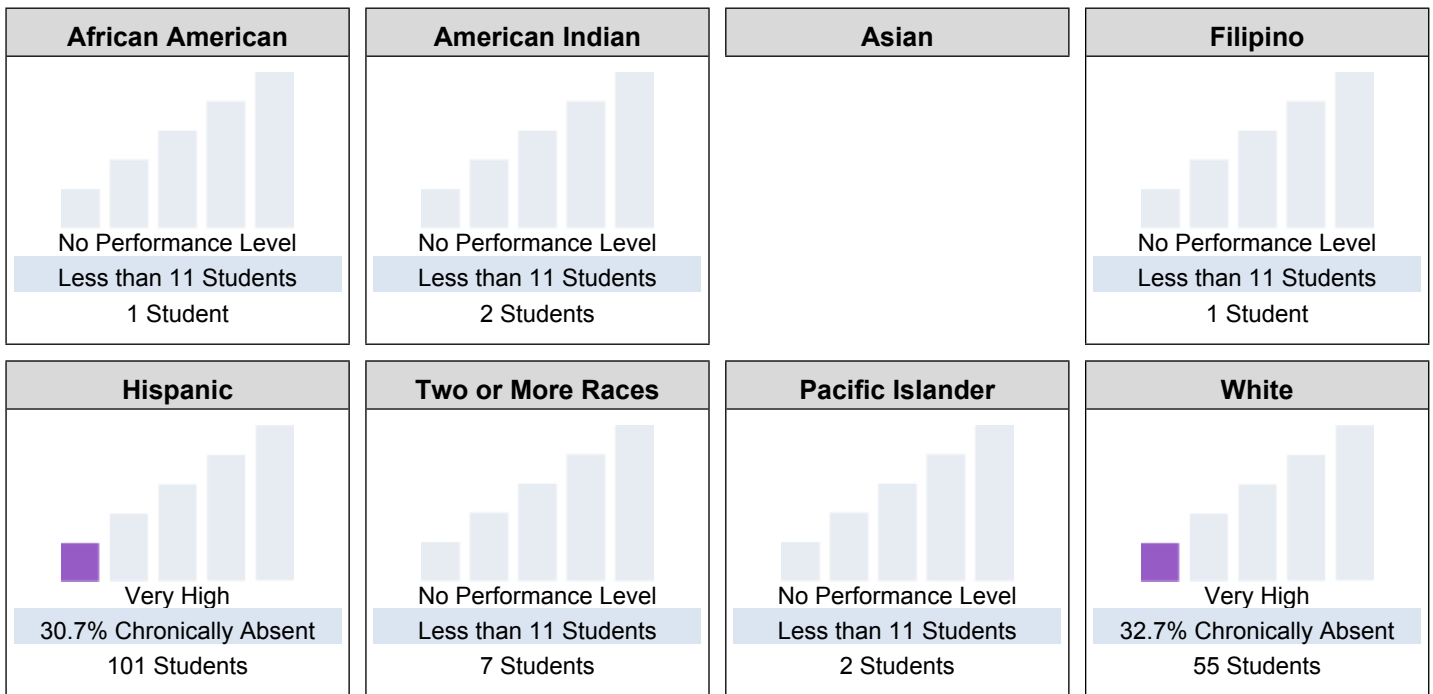
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

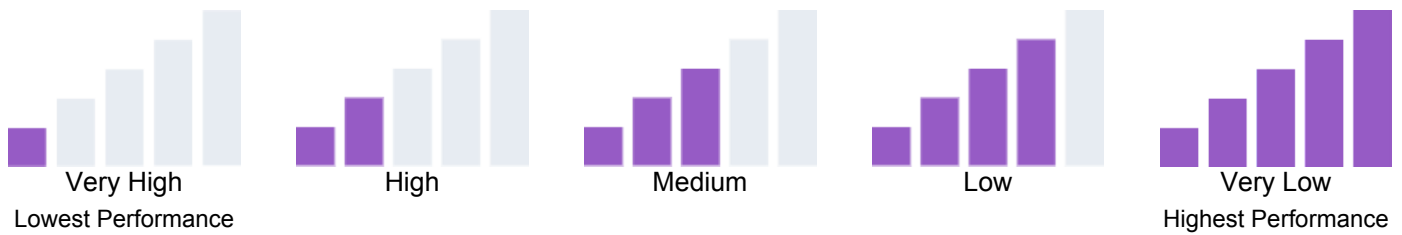
1. We have to address chronic absenteeism in all of our schools sub groups.
2. With COVID protocols still in place, parents are more cautious in keeping their kids home if they are showing signs of illness.

School and Student Performance Data

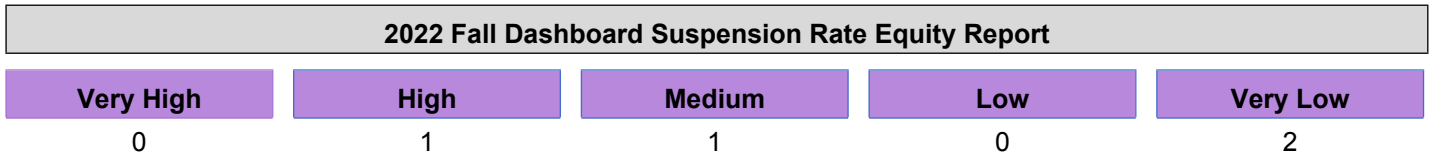
Conditions & Climate Suspension Rate

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](#).

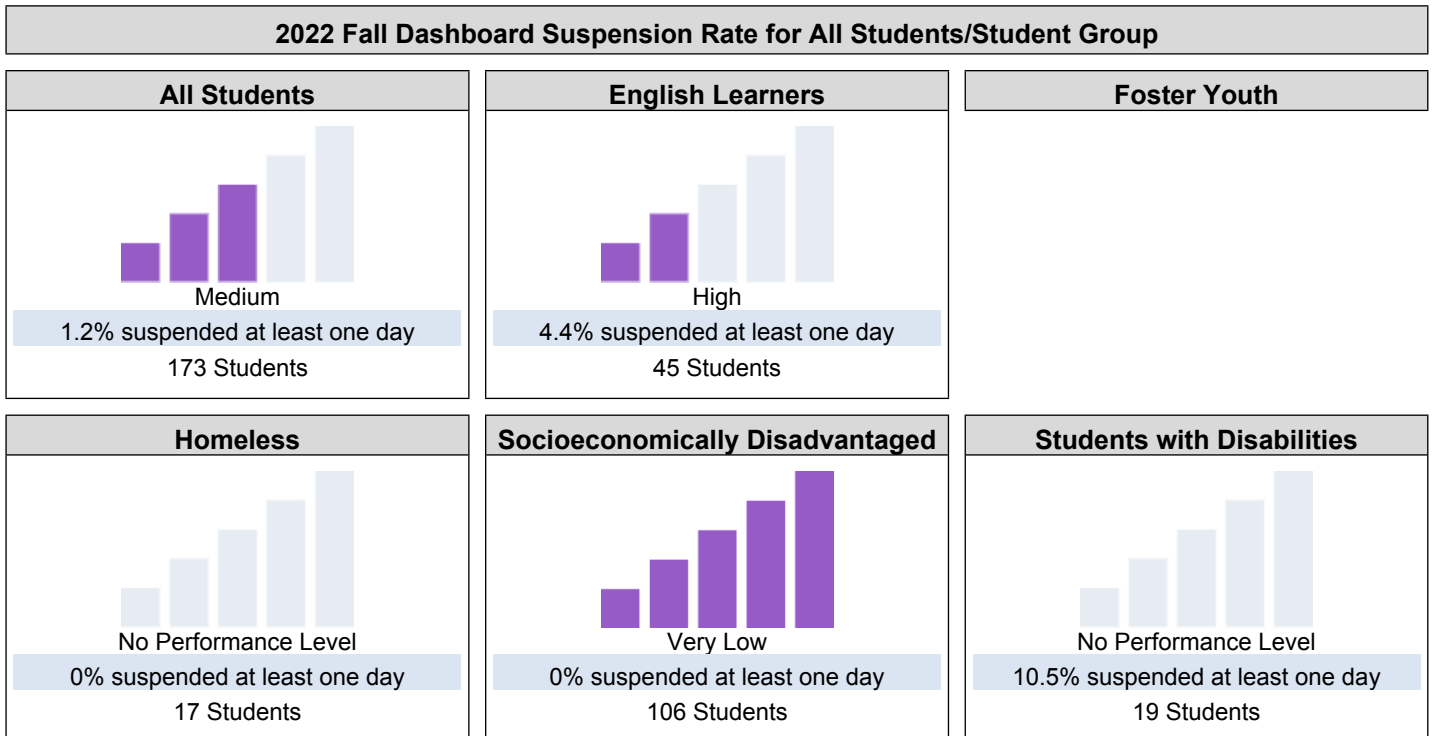
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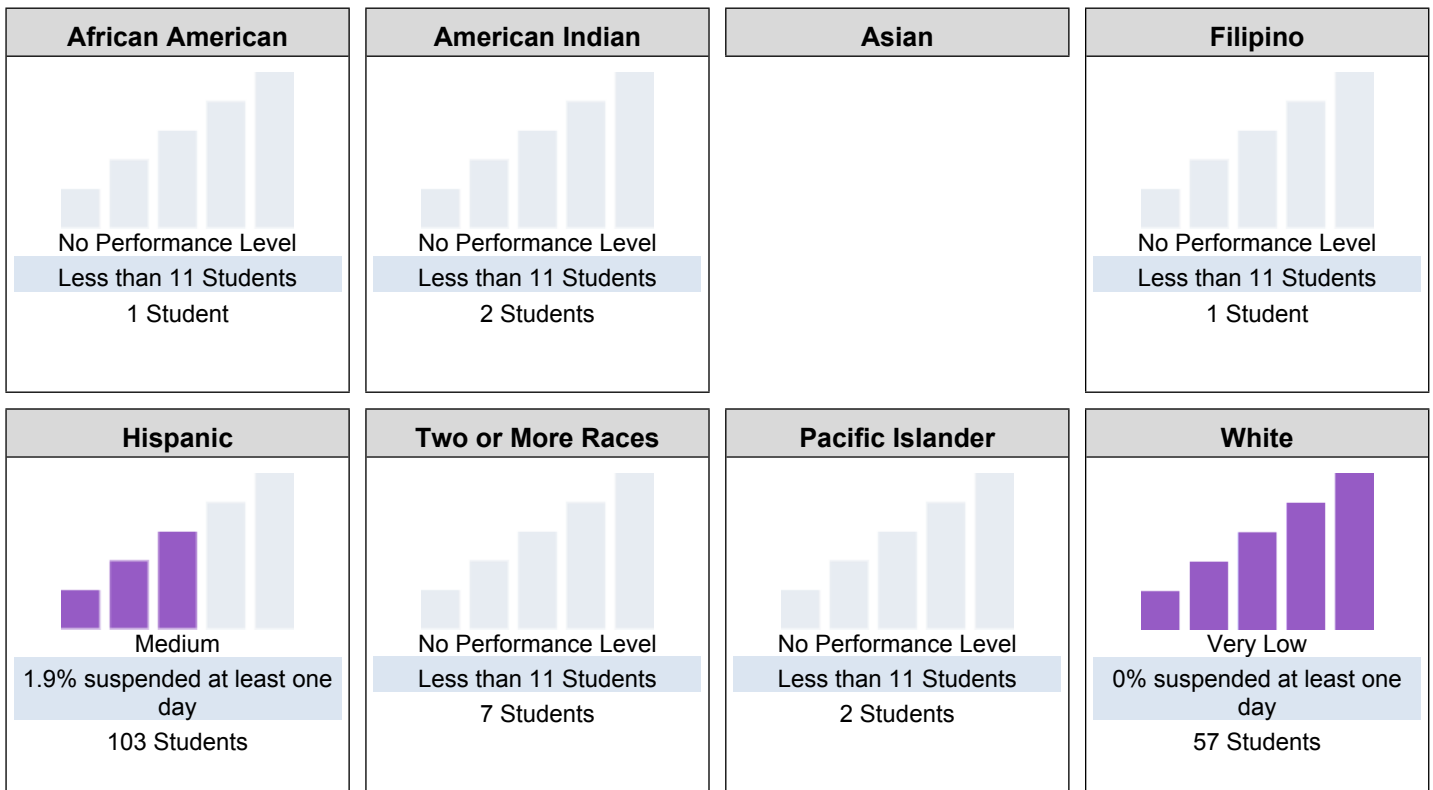
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Our restorative practices that we have put in place are working on campus.
2. Our social emotional learning lessons, character education awards, campus counselors, and teachers have made an impact on positive school campus culture.

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

Clean, Safe, and Mentally Stimulating Learning Environment

LEA/LCAP Goal

LCAP Goal 3:

Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction.

Goal 1

To provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

The staff of Isleton Elementary School is dedicated to providing a clean, safe, and mentally stimulating learning environment where students feel physically, emotionally, and mentally safe taking on academic challenges and feel courageous enough to address others in an appropriate and progressive manner about their positive and negative choices. We are also dedicated to conducting ourselves as professionals in our daily interactions with our students and with each other especially during crucial collaboration meetings. A clean, safe, and mentally stimulating environment provides more student instructional time in the classroom, to increase student achievement. Isleton Elementary School will provide an environment where all teachers are highly qualified.

Identified Need

What data did you use to form this goal (findings from data analysis)?

MAP, SARC information

board approved textbooks and Data Wall intervention

site council agendas and meeting notes facilities walk-throughs

technology inventory, computer inventory spreadsheet

What process will you use to monitor and evaluate the data?

Prior to the start of school, teacher/admin conduct inventory of school resources and analysis of technology needs get input from students, parents, teachers, staff and other community stakeholders

Complete principal observations.

Conduct safety walk-throughs with custodian, admin and safety committee purchase replacement/upgrade items in order of priority.

Samples of lessons and projects completed using technology

Completed projects through Google Classroom using Google Sheets, Google Slides, and Google Docs.

Strategy:

In coordination with the district office, Isleton Elementary will maintain 100% NCLB highly qualified teachers

In coordination with the district office, Isleton Elementary will have appropriate textbooks, technology, equipment, facilities and materials to support student learning

In coordination with the district office, Isleton Elementary staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment.

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

Isleton Elementary has a safe and clean campus and a very responsive custodial and maintenance staff that responds quickly to work order requests. There are minor facility issues that need addressing due to regular wear and tear, which includes replacement playground equipment, water fountain replacement and lighting.

Technology is an area for continuous improvement and support. One staff member computer and one ELMO has had to be replaced every year, as well as projectors. Data Path is providing an analysis of needs for site council to review and prioritize replacement/upgrades. Teachers are also building on their knowledge of how to integrate technology into the classroom, which will potentially mean more auxiliary equipment items such as Smart Boards to the classroom.

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

Facility Needs

Task:

As facility needs arise, teachers/staff will inform the custodian and/or principal.

The Principal will make a work order for the Maintenance and Operations department. The Principal will keep a record of needed improvements that are requested.

Custodians will inform the Principal of regular facility maintenance needs.

Perform Walk Throughs with the Safety Committee to look at Facility Needs/Concerns, maintain inventory of technology, monthly fire drills, evacuation plans posted in every room, and evacuation drills

Measures:

work orders placed

communication with M&O

People Assigned:

Custodian

Teachers/Staff

Principal

M & O 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Task:
 Form a Safety Committee of parent, staff and principal.
 Schedule and conduct a meeting with the school Safety Committee, to meet after site council.
 Revise elements of the RDUSD safety plan as needed that pertain to Isleton Elementary School.
 Maintain and monitor security cameras purchased through site funds.
 Investigate additional areas for security cameras to be installed, if beneficial.
 Collaborate with the staff about the success of the monthly drills and how the procedures can be improved.
 Conduct school wide "Safety Audit" with M & O, share "Safety Audit" findings with district, school and community and implement audit recommendations.
 Participate in district purchase of Catapult, internal threat alert system, and train staff. Train Isleton staff on the Standard Response Procedures: evacuate, shelter in place lockdown and lockdown.
 Conduct regularly scheduled fire drills, earthquake drills, intruder drills.

Measures:
 Revised Safety and Emergency Preparedness Plan Agendas
 Minutes & Sign-in sheets from the Safety Committee and training meetings
 Notes from monthly drill collaboration
 "Safety Audit" results

People Assigned:
 Director of Facilities/Director of Maintenance
 Principal
 Teachers
 Parents
 Community Members and pertinent resources such as emergency responders.

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)
1,100.00	Unrestricted

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

Update Technology

Task:

Perform site analysis to update technology - projectors, Elmo's, and staff computers purchase items to ensure all classrooms are 100% updated and operating properly.

Measures:

site tech plan
inventory of technology on campus
service tickets to Data Path

People Assigned:

district IT staff
principal
secretary
district purchasing
maintenance

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)

2,900.00

Source(s)

Unrestricted

Tech Hardware for Staff/ Site

Strategy/Activity 4**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.

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

Implement Common Core State Standards

LEA/LCAP Goal

LCAP Goal 2:

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Goal 2

100% Isleton teachers will fully implement Common Core State Standards and Instructional strategies in ELA and Math, Next Generation Science standards, English language development, history/ social science, visual and performing arts, health education and physical education standards.

In all classes, 100% of all students will have access to technology and software to build grade-level appropriate technological skills to include keyboarding skills, Google classroom and other applications. Our goal is to create and maintain full access to all technology components of the district adopted curriculum and software, as well as web-based programs for all students, teachers and staff to increase equity, improve technology fluency, and close the achievement gap.

Identified Need

What data did you use to form this goal (findings from data analysis)?

We have district adopted and provided curriculum and supplementary materials that are aligned with CCSS in ELA and Math, NGSS, ELD and Social Studies. Currently, staff uses the following data:

MAP benchmark data

Data Wall meetings

CAASPP (SBAC) data

ELPAC data

formative assessments

summative assessments

PLC time

Technology/ computer inventory

teacher collaboration discussions

What process will you use to monitor and evaluate the data?

The Principal and teachers will look at the MAP data taken in the 2022-2023 and over the course of the 2023-2024 school year. Students who do not score Meets or Exceeds Standards on the test will be identified and their progress examined during "Data Wall" discussions throughout the 2023-2024 school year. Schoolwide trends will be identified and addressed through PLC time. Results will also be reviewed with parents during parent conferences held in the fall of 2023. Students who fall significantly below expected learning levels will have a Success Team meeting in order to discuss, how to provide supports for developing an individualized success program for the student.

In terms of technology monitoring we are going to be looking at samples of lessons and projects completed using technology, as well as completed projects through Google Classroom using Google Sheets, Google Slides, and Google Docs.

Strategy:

Provide quality professional development to teachers in the areas of NGSS, CCSS strategies including close reading and academic language development

PLC time dedicated to teachers supporting teachers on growth goals, targeted PD and support through peer observations, strategy sharing, conduct walk throughs and instructional rounds

Purchase supporting instructional materials

Ensure k-6 students have access to Chromebooks

Integrate technology usage into student's daily practice to both improve technological fluency and skills.

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

Currently, teachers are comfortable with the Common Core State Standards. They have received ELD Framework Training to help support effective strategies for all learners, including academic language development and close reading. This has supported teachers with providing CCSS aligned curriculum, and in the past Isleton Elementary has performed above state averages in both ELA and math. However, staff continues to work hard in order to close the achievement gap. Students also need regular unfettered access to technology. This requires two things: regular opportunities and reliable equipment. The district provides excellent tech support. A TOSA (teacher on special assignment) who will support teachers in implementation is also key, as teachers have communicated a desire for more training. The site will continue to build skills in the classroom and add more Chromebooks and other devices as needed to support 1:1 technology. Teachers will continue to work with the TOSA to integrate activities and programs into the curriculum to bridge the digital divide.

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

NGSS/CCSS Professional Development

Task:

Teachers will be provided professional development training in the NGSS and ELA/math integration.

Teachers will collaborate throughout the year on NGSS implementation, ELA/math implementation and successful teaching strategies which may include observations and planning time.

Measures:

Agendas/Resources from science/English Language Arts/math
Agendas/Resources from NGSS training
Classroom Walkthroughs/Observations
Teacher absence sheets and records of Purchase Orders for conference attendance.
Student work

People Assigned:

Teachers/Staff
Principal
District 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Mathematics/ELA Curriculum

Task:

Schedule and abide by recommended instructional minutes (90 minutes a day) for mathematics and ELA. K-6 teachers meet regularly, first to establish cross grade level goals in math and ELA, then to monitor over time and engage such things as PD opportunities, classroom observations and collaboration time to meet and discuss our success on reaching our goals.

Post daily agendas and daily coverage of Mathematics and ELA content standards in all classrooms.

Implement daily practice of test taking formats and strategies using Expressions materials and adopted ELA curriculum .

Daily implementation of all purchased components of California adopted Math and ELA curriculum.

Identify intervention assignments for each student when appropriate.

Measures:

CAASPP (SBAC) scores

Daily Schedules of each grade level reflecting fidelity to providing Mathematics and ELA instruction

Specialized instruction and intervention

Lesson Plans reflecting commitment to the implementation of the adopted Core Curriculum

Teacher Observations/"Walk Through's"

Textbooks and Teacher Resources

Inventory Analysis

Posted Common Core content standards & daily agendas in all classrooms showing deliberate purpose of providing standards-based instruction

Meeting agendas, notes & sign-in sheets
Pictures of the Data Wall cards and their movement over time to show student achievement progress

People Assigned:
Teachers
Support Staff
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)

Strategy/Activity

CCSS Supplemental Materials

Task:

Teachers will use district or site funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction. Including but not limited to high interest reading materials, realia, and math support items.
Purchase supplemental Language Arts, Spelling and/or Phonics consumables for enhancing the grammar and spelling instruction and practice.

Measures:

Lesson Plans
Classroom Walkthroughs/Observations
Student Work

People Assigned:
District Personnel
Teachers/Staff
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)
700.00	Site Supplemental & Concentration Teacher Pay Teachers School Access Account
500.00	Site Supplemental & Concentration Phonics Consumables
1,500.00	Site Supplemental & Concentration Intervention Materials
1,500.00	Site Supplemental & Concentration Educational reading/math intervention subscription
1,700.00	Unrestricted Literacy and Math Engagement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

NGSS Implementation

Task:

School wide schedule will reflect science period aligned with NGSS standards

All teachers will teach required science standards

Teachers will use GLAD and other effective strategies within science, including arts and technology integration

Provide alternate activities for acquiring and mastering science standards (field trips, assemblies).

Non-fiction Science texts will be used during ELA instruction

Teachers will be provided budget to purchase STEM materials to support new standard implementation

Measures:

lesson plans walkthroughs

POs from materials purchased

Staff meeting notes from collaboration time

Assessment scores

People Assigned:

Teachers/ Staff
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)

1,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

NGSS/Math supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology Skills Integration

Task:

Implement instructional technology associated with all adopted curriculum.

Monitor implementation of the curriculum's technology components

Collaborate with Teacher on Special Assignment (TOSA) and other district personnel on individualized learning plan (ILP) for teacher to integrate technology into the classroom that matches students' needs

Teachers will utilize supplemental technology programs such as RenLearn, IXL, and Starfall to bolster basic skill acquisition.

Teachers will continue to utilize keyboarding programs with students in k-6th grade to practice Common Core technology standards and gain proficiency in keyboarding skills.

Measures:

Training agendas

Sign-in sheets

Classroom observations & walkthroughs

Notes Teachers' lesson plans

People Assigned:

Classroom/SDC Teachers

Principal

District 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology Integration/Support

Task:

Maintain 1:1 technology through maintenance and regular purchase of Chromebooks and other devices.

Work closely with district contractor to ensure devices are working properly and with TOSA to ensure district software is working properly.

Measures:

Teacher plans for using mini-labs in the classrooms

Troubleshooting & Maintenance logs

Teacher feedback

Computer Lab/classroom time observations

Communication logs for contact with Data Path, Ren Learn and Lexia representatives

Teacher feedback on the effectiveness of the computer skills mini-lesson

People Assigned:

Principal

Classroom/SDC

Teachers Support 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)

2,225.00

Title I Part A: Basic Grants Low-Income and Neglected

Student Technology Upgrades, Replacements and Maintenance

400.00

Lottery: Unrestricted

Student Technology Needs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide Instruction and Interventions as well as Monitor Student Progress

Task:

1. Students will receive intervention support using materials such as Lexia, IXL, Read Naturally, Corrective Reading program, Accelerated Reader, and Freckle with the purpose of making the core accessible to all students. In order to increase students reading/ language fluency, comprehension, and math skills at individual student levels.
2. Students who need more support will have the opportunity to attend after school tutoring with a credentialed teacher (available through ASP)
3. Students who are more than one year below grade level can attend ELA and Math Summer Academies in July.
4. Schedule SST (Student Success Team) Meetings for students as needed.
5. Monitor and discuss student growth at Data Wall Meeting, as a team discuss the best RTI intervention possible for struggling students who are .
6. Purchase supplemental RTI intervention materials.
7. Utilize RSP teacher and aide to provide RTI interventions for students.

Measures:

Students receiving RTI supports and services will show growth on pre and post test of RTI curriculum.

Students receiving RTI supports will be monitored closely at quarterly Data Wall Discussion Meetings to discuss growth

Students will show growth on MAP benchmark assessments from Fall to Winter and Spring.

People Assigned:

RSP Teacher

Instructional Aides

Teachers/Staff

ELD Teacher

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)

1,000.00

Source(s)

Site Supplemental & Concentration

RTI Intervention Supplies/ supplemental materials

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

Parent Involvement

LEA/LCAP Goal

LCAP Goal 4:

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 3

Promote increased parent involvement and engagement. Engage local community in the decision-making process and the educational programs of students. Increase parent engagement by 10% as evidenced by PTA, ELAC, parent learning opportunities, school events, and classroom volunteering.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Parent surveys

Activity logs and sign in sheets associated with school related programs

Record of parent sponsored activities

What process will you use to monitor and evaluate the data?

The School Site Council will meet regularly and at least one half of the members of the Council will be parents of students attending the school.

The Principal will attend PTA meetings and provide information to assist in their decision making process.

A record of event flyers that go home, as well as event postings in Parent Square will be maintained.

Sign in sheets for various activities such as Pastries for Parents, Family Game Nights, parent learning nights, Open House and Back to School Night will be maintained.

The district or school will conduct a yearly survey asking for input from parents on services that the school provides and principal will review to make changes.

Strategy:

Increased two-way communication through Parent Square postings and event fliers

Increased principal involvement in PTA, ELAC and school site council - reaching out to all parents

Identifying best practices for Isleton Elementary (i.e. communication) and following up regularly with stakeholders to improve

Continue to employ bilingual parent liaison on a hourly basis to coordinate parent volunteers, provide translation, help coordinate school events, and support teachers in communicating directly with families.

Continue communication with parents through Isleton Parent Square page alongside updating school Facebook page to ensure parents are getting up to date information

Continue to build partnership with local agencies, including Adult Ed, First 5, and others to provide quality learning opportunities for parents

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

Parent participation and volunteering has improved this year, we have a very active Parent Teacher Association that do so many great things to help support the learning environment of the school. Parent involvement in our English Language Advisory Committee grew by 10% in the 2022-2023 school year. The 2022-2023 school year we also had 97% of our families attend 1 or more school activity and 49% of our families attend 2 or more school activities. Our staff is committed to getting parents involved in our school site, because the more the parents are involved the parents are in their students education the more successful the students will be in their educational journey. Parents are in general very satisfied with the level of care and support their children receive at school. A continued effort needs to be made to increase communication between home and school more parent learning opportunities are needed, for both English and Spanish-speaking parents, including but not limited to:

CCSS math

college and career readiness

STEM

parenting classes

family learning and family health

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

ELAC/ Supporting English Learner Parents

Task:

Inform the parent of the opportunities for involvement and the importance and implications that parent involvement has on student achievement. Emphasize the importance of regular school attendance and inform the parents of the criteria and procedures for short-term independent study agreements.

Review the English Learner placement procedures, program option, and exit criteria with the parents.

Explain the contents of the ELPAC and clearly communicate the testing schedule with their parents.

Seek advice for the development of the Single Plan for Student Achievement (SPSA).

Elect one representative to attend the DELAC/DAC/PI meetings.

Encourage parents to complete the school surveys

Review the results of the surveys and seek advice from the communicated results.

Provide a translator for all meetings and communications home

Provide bi-lingual monthly newsletters, announcements, and phone tree announcements

Work with Adult Ed and other agencies to provide educational opportunities for parents to bridge the gap between home and school

Send team of parents to local CABE and support parents attending statewide conference if available

Measures:

- Meeting announcement flyers
- Meeting sign-in sheets
- Record of parent involvement (events' helpers)
- ELAC meeting handouts
- School Messenger phone logs
- Family surveys
- Translated documents

People Assigned:

- English Language Development (ELD) teacher
- Parents
- Students
- 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)
450.00	Unrestricted ELAC meeting refreshments
800.00	Unrestricted Parent CAFE conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Family Learning Opportunities

Task:

- Utilize monthly newsletter, Parent Square posts, Facebook updates, individual calls and dialer phone calls to increase two-way communication
- In conjunction with the County Library, sponsor a minimum of one Family Literacy Night at the school each semester
- Staff will plan math nights support parent understanding of CCSS
- Quarterly parent learning opportunities
- Donuts for Dads, Muffins for Moms and other events
- Empower parents as partners, including First 5, library, and ASP collaboration

Measures:

Measures: Sign In Sheets
Parent and staff feedback
Parent surveys

People Assigned:

Principal
Parents
Students
Teachers
Community

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)
2,025.00	Title I Part A: Basic Grants Low-Income and Neglected Parent Literacy/Engagement Activities
641.00	Unrestricted Parent Nights/ Engagement Activities
1,500.00	Unrestricted Parent Event Incentives and Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Communication and Outreach

Task:

Provide dependable two-way communication between school and home
Provide translation for all events and monthly newsletters
Monthly Tiger Talk breakfast or coffee with parents
Attend all ELAC and PTA meetings and bring back information to staff to ensure complete communication
Use Parent Square, Facebook posts, and phone call dialers
Assist parents in eliminating the barriers between home and school
Continue to employ bilingual parent liaison on an hourly basis who will:
provide translation

help make outreach calls for volunteering
 attend PTA and ELAC meetings and ensure communication is effective and voices are heard
 solicit feedback from parents on school concerns and needs
 coordinate adult education opportunities

Partner with First 5 to open Family Community Resource Center (M/W/F)
 Parent Awards to Acknowledge Engaged parents

Measures:

sign in sheets
 number of newsletters
 number of phone calls and notifications
 positive feedback on parent surveys
 number of active parent volunteers and parent leaders

People Assigned:

Principal
 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)
1,950.00	Site Supplemental & Concentration Bilingual Parent Liaison
800.00	Unrestricted Postage and postage for mailings to parents
600.00	Unrestricted Tiger Talk Breakfasts and Year End Volunteer BBQ
1,300	Lottery: Unrestricted Bilingual Parent Liaison

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

Achievement

LEA/LCAP Goal

LCAP Goal 1:

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

Goal 4

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready: Emphasize and increase focus on other student outcomes related to required areas of study, including physical education, the arts and social emotional learning that influence student achievement.

68% of Isleton students will achieve Meet or Exceed Standards (3 or 4) status on ELA and 63% of our students will achieve Meet or Exceed on the Math summative assessments, and district wide assessments.

25% Reclassification rate for 2023-2024

90% 6th grade ELL students who have attended US schools since kindergarten will meet re-designation criteria prior to leaving for middle school.

85% of 5th grade students will meet the Healthy Fitness Zone in 4 out of 5 Physical Fitness Zones.

65% of Isleton 5th Graders will achieve Met or Exceeded standard on the science assessment (CAST).

Identified Need

What data did you use to form this goal (findings from data analysis)?

CAASPP SBAC results

MAP (District benchmark) data

CAST Science Results

ELPAC Results

Reclassification Data

STAR Physical Fitness Results Formative Assessments

What process will you use to monitor and evaluate the data?

Each teacher will review all student data on a quarterly basis. Parents will be kept informed of progress via report cards, back to school night activities, weekly folders home with completed work and state and local test reports.

Teachers will review student progress at least quarterly in Data Wall meetings and following MAP benchmark tests.

Staff will make data-driven decisions to support student achievement.

Strategy:

Each teacher will review all student progress at least quarterly in Data Wall meetings

Collaboration time to articulate across grade levels and with support teachers such as ELD, RTI and RSP

Staff professional development and staff collaboration

Targeted small group instruction as need for such things as ELD and reading

Formative assessments throughout the year in k-6 to make real-time decisions and differentiate instruction

Continued implementation of "Academic Success Strategies" in kinder, 5th and 6th in 2023-2024.

Differentiated learning opportunities in the form of field trips, theatre arts residency, art docent instruction and school clubs and enrichment activities

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

The last time our students took the CAASPP (SBAC) test prior to COVID was in 2018, our ELA SBAC test results show that 64% of our students met or exceeded standards and 56% of our students scored met or exceeded standards in the the Math SBAC test.

Our 2021-2022 CAASPP (SBAC) test results show that 48% of our students are testing meets or exceeds standards in ELA and 38% of our students are showing meets or exceeds standards in Math.

3rd-6th grade teachers have been consistently reviewing formative assessments and matching instruction to meet student needs, including using IABs (CAASPP formative assessments) as part of instruction. This will be a continued focus for 2023-2024.

Do to the reclassification requirements and the factors related to ELPAC testing our reclassification numbers took a dive in the 2021-2022 school year. This 2022-2023 school year we have reclassified 6 students so we are back on track with previous years prior to COVID.

We have re-designated 80% of our current 6th grade students who have attended a US school since Kindergarten.

89% of 5th graders met 4/6 Physical Fitness Zone goals in 2018-2019. We had 100% of our 5th Grade students met 4 out of 6 Health Fitness Zones in the 2021-2022 school year. The Physical Fitness Test is going through some restructuring so the requirements for scoring a 4 out of 5 changed in 2022-2023, but our 5th grade was still able to get 100% of our students to meet this requirement.

In 2021-2022 50% of our students scored a meet or exceed grade level standards for science on the CAST assessment.

The data shows that although we are not at the same passing rate as we were prior to COVID we are making strides to close the achievement gaps that were created during that time. Our teachers are working hard to implement strategies that help to meet students where they are and push them to reach grade level standards.

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

Ongoing Assessment and Monitoring

Task:

Staff will review SBAC, ELPAC, District adopted assessments and Physical Fitness Results. Administer assessments for Kinder students (MAP, district benchmark, ELPAC) and monitor progress throughout kinder year.

Implement regular curricular monitoring assessments (Math Topic Tests, ELA Theme Skills Tests, Ren Learn Assessments).

Administer interim benchmark assessments - MAP and/or SBAC, and continue to monitor progress on goals throughout the year with frequent test chats.

Establish calendar for administration, collection, and analysis of RTI assessments.

Schedule and use Datawall activities for classroom teachers, and principal to coordinate and fine tune services for students.

Utilize district-provided SBAC practice materials.

Celebrate student success on SBAC, ELPAC, Science CAST, CAA with Medals Ceremonies; other classroom successes in the form of "brag tags" and kinder pins

Develop a COS Team (Coordination of Services Team) involving staff members from instructional aides, school counselor, mental health clinician, teachers and Principal. In order to discuss student data, trends, progress on goals (academic and social/emotional), and interventions and supports in place.

Measures:

Clear documentation of RTI and Monitoring Assessments

Calendar of assessment administration and data analysis

Assessment data shared with administration from teachers

Documentation from PLC meetings, learning rounds and analysis of student work Data reports disaggregated by subgroups

People Assigned:

Teacher/Staff
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)

1050.00

Source(s)

Lottery: Unrestricted

Awards and Medals for Academic Achievement (SBAC/ELPAC)

1,310.00

Site Supplemental & Concentration

Subs for quarterly assessments, coverage for teachers to attend IEP's, and SST's.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Collaborate Grade Level - School Wide

Task:

Calendar one collaboration meeting per month to focus on Common Core Instructional Strategies, Assessment data and analysis, and or lesson planning.

Identify school site leaders in specialized areas (GLAD, A/R, School Plan, SDAIE) and utilize their input for all staff.

Use a data recording tool for site collaboration meetings.

Teachers share specific input/feedback on how to improve teaching strategies and student performance. Hold beginning and end of the year cross grade level collaboration meetings.

Measures:

Collaboration agendas/minutes

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 Benchmarks, District Assessments, and Curricular Assessments

People Assigned:

Teachers/Staff

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)

Strategy/Activity

Differentiation

Task:

Student academic needs will be discussed at Data Wall meetings at least four times each year. 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, pullout help, academic or behavior contracts).

In order to enhance the educational program, and allow students the opportunity to express their talents through expression other than the traditional subjects, the site will contract with services to support achievement for all students. This includes ongoing partnership with theater and art

instructors in order to incorporate arts integration. Isleton Elementary is also committed to pursuing other partnerships to increase arts integration.

Contract with organizations such as Effie Yeaw to bring learning activities to Isleton Elementary to enrich curriculum.

Set aside funds for enrichment supplies and GATE programming. Restart Enrichment Club minimum one time/month for students who scored Advanced and/or are identified as GATE.

Provide funds for clubs, i.e. ukulele club and Kindness Club

Provide flexible seating options in classrooms to support different learner needs.

Measures:

Meeting notes from Monitoring Conferences

Meeting notes from SSTs

Staffing considerations for students needing extra help

outcomes from individual learning plans (GATE students)

formative and summative assessments connected with arts/music/PE

number of students in engaged in a variety of educational opportunities

People Assigned:

Teacher/Staff

Principal

District GATE coordinator

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)
7,500.00	Lottery: Unrestricted Field Trips to Support Educational Program and Transportation for Field Trips
1,000.00	Lottery: Unrestricted Yearbook/Sly Park Stipend
700.00	Lottery: Unrestricted Enrichment Activities - Clubs, etc.
2,800.00	Title I Part A: Basic Grants Low-Income and Neglected On Campus Learning Opportunities and Field Trips to Support Learning Opportunities
300.00	Unrestricted Flexible Seating

500.00

Unrestricted

GATE/Advanced Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue to Support English Learner Program

Task:

Create a instructional schedule that maximizes personnel resources and instructional materials which includes: 30 minutes of ELD instruction for every English Learner who is Emerging, Expanding and or Bridging and integrated ELD throughout k-6 for in classrooms
 Implement the core ELD instructional materials (Wonders)
 Administer the adopted curriculum's assessments components
 Purchase and use test prep materials for the purposes for preparing the English Learners to gain at least one level advancement on the ELPAC
 Prepare the paperwork and hold mandatory meeting to re-designate English Learners who have met all necessary achievement criterion. This will be dependent on new district redesignation criteria.
 Inform the parent of the EL Program's process, placement and exit criteria

Measures:

ELPAC, MAP and CAASPP (SBAC) Results
 Student Redesignation Lists
 Agendas
 Meeting notes
 Sign-in for ELAC meetings
 Summary of ELD curriculum assessment results
 Daily ELD Instruction Schedule

People Assigned:

Teachers
 English Learner Support teacher
 Principal
 Support 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)

400.00

Site Supplemental & Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Implement Instructional Program with Intensity and Fidelity to Core Curriculum

Task:

Abide by recommended instructional minutes (2.5 hours for K-3 and 2 hours for grades 4-6) for English/Language Arts
 Post daily agendas and daily coverage of English Language Arts content standards in all classrooms
 Daily implementation of all purchased components of adopted English Language Arts
 Attend regular Data Wall meetings to discuss the academic progress of each teacher's "target" students, identify the intervention assignment for each student when appropriate, and adjust the school-wide Data Wall with current assessment data and student levels
 Provide each staff member budget to purchase supplemental instructional materials
 Ensure that all staff members are meeting instructional minutes and requirements for Physical Education Instruction.
 Continued implementation of "Academic Success" strategies in our kindergarten, 2nd grade, 4th grade, 5th grade, and 6th grade.

Measures:

District testing benchmark information directly related to Common Core Curriculum
 Principal observation in classrooms
 Daily Schedules Lesson Plans
 Teacher Observations/walkthroughs
 Textbooks and Teacher Resources Inventory Analysis
 Posted standards & daily agendas
 Data Wall & collaboration time meeting agendas Meeting notes & sign-in sheets Data Wall cards.

People Assigned:

Teachers
 Principals
 Support Staff
 English Language Support and Intervention 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)

4,525.00

Unrestricted

	Classroom supplies
3,775.00	Unrestricted
	Copier supplies
991.00	Site Supplemental & Concentration
	"Educational Success" Supplies
1,100.00	Lottery: Unrestricted
	Physical Education Supplies and Equipment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Targeted Skills Intervention

Task:

Analyze Wonders assessments, Theme Skills or similar assessment from curriculum (K-6), MAP Assessments (K-6), STAR Early Literacy (K-2) STAR Reading (1-6), SBAC (Grades 3-6), SuccessMaker (2- 6) and ELPAC (K-6) data using the data management module, School Plan and the school-wide Data Wall

Collaborate on ensuring students are referred to and receiving timely and appropriate interventions
Track progress for all students in RTI

Administer initial placement assessments for STAR Reading, Read Naturally and Corrective Reading

Identify and implement the appropriate intervention program based on the students' assessment results. Hold 6-8 week monitoring & collaboration meetings to review progress and eligibility
Three times a week 1st, 2nd, and 3rd grade students who are struggling with decoding skills will receive small group instruction to improve reading skills

Identify specific students who are performing below grade level in their fluency score to attend Read Naturally session at least two times per week

Using current Star Early Literacy data, identify English Learners who are beginning and early intermediate to attend intervention sessions with the EL Support Teacher which will use the best teaching practices of "frontloading" and deliberate "scaffolding" and "chunking" in the ELA concepts to build a knowledge foundation previous to English Learners receiving the ELA core lessons from the classroom teacher.

Site leadership works closely with the district office, both Educational Services and Special Education to maximize district and site resources to support all students at our school and throughout the district

Students who score at or above grade level participate in accelerated/differentiated instruction in the classroom

Students who need extra support academically may participate in our After School Program, where they can receive help with their homework and access other academic intervention programs

Measures:

Student eligibility lists for each intervention program
Daily/weekly schedule for each intervention program
Agenda
Meeting notes
Sign-in for collaboration and training meetings
Student assessment results for each quarter

People Assigned:

Teachers
Principal
Support Staff
English Learner Support 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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Academic Success Implementation

Task:

Academic language development strategies to support all learners: RIRA and close reading (RIRA k-2) (close reading (2-6)

Continuing and expanding the District Wide focus on "Academic Conversations"

Sentence frames and other supports used in classrooms

Academic vocabulary taught at every grade level

Continue schoolwide organization implementation, with planner use and note taking k-6

Continue further implementation of college and career readiness activities, including research projects, college visits and career visitors/fairs

Participate in District College and Career Week

Teachers and administrator will attend Professional Development provided through SCOE during school year

Site purchases Academic Success organization items for all students (i.e. binders, folders, pencil pouches, etc)

Provide school-wide "School Planners" in order to continue to develop very important organizational skills.

Continue to work with the local High School to arrange "Senior Visits" with former Isleton students to discuss successful learning strategies and college and career opportunities.

Measures:

classroom walkthroughs
teacher lesson plans

staff meeting agendas

People Assigned:
Principal Teachers/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)
1,500.00	Lottery: Unrestricted Academic Success Supplies
500.00	Title I Part A: Basic Grants Low-Income and Neglected Academic Success Daily Planners
1,000.00	Unrestricted Professional Development
1,000.00	Unrestricted College and Career Activities

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

Pupil Engagement

LEA/LCAP Goal

LCAP Goal 5:

Foster a school and district culture that ensures academic/social and emotional well-being for all student

Goal 5

Isleton Elementary will continue to foster student connectedness, in order to reach our attendance goal of 97%, and reduce our chronic absenteeism rate down to 10%. This includes connecting with students and families about the barriers that students face in attending and engaging in school.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Student attendance data from Aeries Student Data Management System

Data Wall meetings

Input from school families and students

California State Dashboard Data

What process will you use to monitor and evaluate the data?

The school site secretary will track student attendance and make daily calls.

Secretary and principal meet weekly to discuss student absences and identify potential chronic absenteeism.

At least monthly, the site secretary will provide the principal a list of the students with perfect attendance and those with chronic absences.

Principal will follow SARB process, including providing all notification letters, meeting with parents, and referring families to SARB board.

Weekly monitor schoolwide attendance goal by grade level, update grade level percentages on attendance data board in the school office.

Strategy:

Recognize perfect attendance each month at assemblies.

Convene intervention meetings with families of students who are not only chronically absent, but students who are starting to show more absenteeism.

Use SARB process as an opportunity to engage families and resources.

Ensure ongoing school/family communication.

Offer activities that support students' interests, i.e STEAM activities and career readiness activities.

Principal will make home visits to support attendance efforts

Provide support to families and connection to service in relation to attendance.

Meet weekly with school COS (Coordination of Services) Team in order to discuss students with attendance declines, create intervention plans to increase attendance, and schedule meetings with parents.

Provide students with regular absences access to the Isleton Counseling team to provide student and family support for success.

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

Prior to COVID, student attendance was slightly lower than the desired district goal (96%) but still close to 97% on a consistent basis. COVID protocols and maintaining school safety has played a crucial role in this years attendance percentage. However, every school day missed has implications so perfect attendance will be a school wide goal for the coming year. Chronic absenteeism for 2018-2019 was 14%, with two groups (Socio Economic Disadvantaged and Caucasian) having the highest absenteeism. Looking into 2019 Fall Dashboard Data our largest groups of students facing chronic absenteeism is English Learners and Homeless.

Our average daily attendance rate was at 92% in 2021-2022 and is currently at 94% for the 2022-2023 school year. The Chronic Absenteeism Rate at 32% in 2021-2022 with the district average at 38%, a big impact needs to be made in reducing these numbers. Isleton did make impacts through out the 2022-2023 school year our percentage is going down to currently at 24% for the year. COVID protocols have an effect on these numbers, but we are also working to reverse some of the learning behaviors that were gained during distance learning. We are planning on doing some targeted efforts to support families is essential to lowering the rate of absenteeism, including referrals for services, connections with transportation, and building relationships with the families.

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

Student Engagement Activities

Task:

Work with Isleton Library to provide weekly activities, including Makers Club and Story Time for k-2, interviews with authors, art workshops.

Collaborate with ASP to ensure students have ample enrichment opportunities (sports, arts, etc).

Provide clubs that reflect student interests, including ukulele club, Spanish for Spanish speakers class, the continued development of Kindness Club etc.

Provide regular opportunities for students to explore potential career paths.

Work with site council, ELAC, PTA and student council to offer culturally responsive events throughout the year.

No Tardy Party to acknowledge students who come to school on time each day.

To include enrichment opportunities of Yoga, and STEAM.

Provide Arts Integration into the classroom, in the form of Performing/Theater Arts, Art and Music.

Measures:

sign in sheets at events

number of events planned

communication between school, library, ASP and other organizations

People Assigned:
Principal
Teachers/Staff
ASP

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 Student enrichment and Clubs
4,000	Site Supplemental & Concentration Student Enrichment Activities
991.00	Unrestricted Recess and playground equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance

Task:

Engage all parents through two way communication regarding attendance
Students who have perfect attendance each quarter will receive recognition/award. Students with no tardies will participate in activities such as a "No Tardy" party
Teachers will encourage superior attendance and recognize it in their classrooms
Discuss student Attendance at our weekly COS Team (Coordination of Services Team) meetings. Made up of the principal, counselor, mental health clinician, a classroom teacher, school social worker, and an instructional aide. Collaborate to eliminate barriers to student absences. Provide health supplies if needed and connect with services
Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team
Provide end of the year celebration to celebrate high attendance rates. Student recognition/awards for perfect attendance
Monitor Chronic Absenteeism Rates on Aeries Analytics monthly throughout the school year.

Measures:

Attendance from Aeries
Number of Chronic Absentees
Copies of chronic absenteeism letters/Notes from parent meetings

SARB notices
Behavior Contracts SSTs

People Assigned:
Principal
Secretary
Teachers/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)

650.00

Source(s)

Lottery: Unrestricted

Attendance Incentives

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

School Climate

LEA/LCAP Goal

LCAP Goal 5:

Foster a school and district culture that ensures academic/social and emotional well-being for all students.

Goal 6

Isleton Elementary will create a variety of actions and programs that will decrease suspension and expulsion rates to 0% as well as increase students' feelings of safety and social-emotional wellbeing on campus.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Previous SARC information

3 year suspension and expulsion information School discipline records

Pertinent counseling and SST information

Parent surveys

Student surveys

What process will you use to monitor and evaluate the data?

Individual suspensions will be monitored and reported to parents, the staff, and district offices.

Suspensions will be entered into the Aeries system.

Analyze parent survey data for trends to improve school culture.

Analyze student responses from 5 minute meetings with the school counselor, completed at the start and the end of each school year.

Strategy:

Teachers and staff will develop a behavior matrix to encompass playground, cafeteria and classroom behavior.

Teachers will facilitate class meetings and other types of activities to build rapport, communication skills and conflict resolution abilities.

Teachers will work with counselor and principal to identify needed services and supports for at-risk students.

Teachers, principal and staff will facilitate SSTs and other intervention meetings.

Principal and staff will provide a clear and consistent message and follow through with regards to discipline.

Teachers, Principal and staff will work hand in hand with the counseling team in order to address prolonged social issues.

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

In 2018-2019, Isleton suspended two students and in 2019-2020 one student was suspended. In 2020-2021 students returned to campus from COVID distance learning to small learning cohorts so their was minimal discipline issues. The 2021-2022 we had two students that had a suspension. This is due to a number of factors including collaboration among administrator, teachers and instructional assistants with years of experience; parent support for the school program; a positive reward system that recognizes student achievements; a positive trait of the month program; assemblies that promote positive messages to the students; an active PTA and School Site Council; and a commitment to monitoring and addressing student behavior and using each interaction as an opportunity to foster character and citizenship. Further, the school staff use agreed upon behavior norms in class and on the playground, and the principal has implemented an alternative discipline model. The school counselor is active in k-6 through 1:1, small group and whole class support; we had the addition of a full-time licensed therapist on campus to support students and families needs and district social worker for higher tier student needs.

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

Promote Positive Student Behavior and Establish Positive Expectations

Task:
 Establish clearly understood school and classroom rules with clearly communicated consequences.
 Strengthen expectations for cafeteria behavior and procedures with appropriate consequences
 Support teachers in implementing and building culture through "Class Meetings"
 Acknowledge positive student behaviors with incentives and rewards
 Host student awards night in May to celebrate student achievement and growth.
 Provide individual and group counseling services. The school will continue to provide assemblies, bullying prevention program, classroom incentives, student recognition awards program, school safety program
 Review, analyze and plan strategies to reduce suspensions/expulsions, including restorative practices and interventions. Develop alternatives to suspension that help students repair, reflect and are instructive
 Maintain referral plan that is a student learning tool.
 Acknowledge positive student behaviors with incentives and rewards through character education assemblies and special activities.
 Facilitate an active Student Council with leadership and school involvement opportunities: Spirit Weeks, morning announcements, leading the Pledge of Allegiance on the PA system, fundraising, and assessing the needs and wants of our students.
 Implement behavior contracts as part of the behavior modification program for student with reoccurring misbehaviors
 Provide peer mentoring groups through counselor to increase leadership skills in older students
 Provide extra time (1 hour/week) for counselor to meet 1:1 or in small groups with students after school

Provide PD to staff members in MTSS-associated areas (interventions, trauma-informed practices, restorative justice, etc)

Implement Kindness Club on campus in order to promote positive character. With Kindness Club developing activities and engagement opportunities for students during lunch recess.

Measures:

AERIES discipline report

Classroom observation and "Walk-Thru" notes and copies of classroom established rules.

Notes from counselor and teacher collaboration

Restorative Practices reflection forms, meeting notes, plans and contracts

Signed Parent/School Compacts

Teacher feedback from class meetings and other rapport building activities Student Council meeting agendas and minutes

"Check In/Check Out" communication log

Rewards for monthly recognition of good character.

Record of overall disciplinary contacts to include suspension and expulsion data student surveys, and parent surveys

Continue the develop and promote the Isleton Kindness Club, these students increase and spread of kindness across campus.

Continue to develop and implement "calm corners" in all classrooms.

People Assigned:

Principal

Classroom/SDC Teachers

EL Support Teacher

Support Staff

School 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)

1,500.00

Lottery: Unrestricted

Positive School Climate Support Activities and Recognition- T Shirts, No Tardy Party, Kindness Club, etc.

1,000.00

Unrestricted

Professional Development MTSS/Trauma Informed/Restorative Practices Training

493.00

Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Include Community Based Programs to Support Students

Task:

maintain regular communication with agency to ensure students are receiving services.
work to connect with local universities to procure interns to support counseling program.
partner with Lions Club and other local service agencies to provide opportunities to students such as holiday gifts.
schedule events with ELAC and PTA including holiday fair, family movie nights, fundraisers, etc.
Partner with Migrant Ed to provide services to students.
Coordinate with First 5 to provide early literacy opportunities to families connected with IES.
Partner with Adult Ed to provide learning opportunities to parents around technology, communication, etc.
Partner with South County Services (food, support services)
Make consistent referrals to our SCOE Mental Health and Wellness MFT to ensure Tier III students and families are getting mental health support.
Partner with Isleton library to bring quality enrichment opportunities to students and families

Measures:

number of referrals to SCOE Mental Health and Wellness MFT
communication between agencies and school
sign ins from events
parent surveys and feedback to principal and staff
schedules
library activity participation

People Assigned:

Principal
Counselor
PTA ELAC
Lions Club
SCOE Mental Health and Wellness MFT

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)

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$63,676.00

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 Part A: Basic Grants Low-Income and Neglected	\$8,550.00

Subtotal of additional federal funds included for this school: \$8,550.00

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 (\$)
Lottery: Unrestricted	\$17,693.00
Site Supplemental & Concentration	\$13,851.00
Unrestricted	\$23,582.00

Subtotal of state or local funds included for this school: \$55,126.00

Total of federal, state, and/or local funds for this school: \$63,676.00

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
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Expenditures by Funding Source

Funding Source	Amount
Lottery: Unrestricted	17,693.00
Site Supplemental & Concentration	13,851.00
Title I Part A: Basic Grants Low-Income and Neglected	8,550.00
Unrestricted	23,582.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Lottery: Unrestricted	17,693.00
	Site Supplemental & Concentration	13,851.00
	Title I Part A: Basic Grants Low-Income and Neglected	8,550.00
	Unrestricted	23,582.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	10,525.00
Goal 3	10,066.00

Goal 4
Goal 5
Goal 6

29,951.00
6,141.00
2,993.00

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
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Heather Dolk	Classroom Teacher
Maggie Gonzalez	Parent or Community Member
Gabriela Chavez	Other School Staff Parent or Community Member
Maria Romero	Parent or Community Member
Stacy Wallace	Principal
Makayla Heeney	Classroom Teacher
Laureen Valentine	Other School Staff

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

Maria G. Romero

English Learner Advisory Committee

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 5/22/2023.

Attested:

Stacy Wallace
G. Chavez

Principal, Ms. Stacy Wallace on 5/22/2023

SSC Chairperson, Gabriela Chavez on 5/22/2023