## School Plan for Student Achievement



# COLE ELEMENTARY 

615 W. Stuart Clovis 93612-0799

7/1/23-6/30/24

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## 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 <br> (CDS) Code |
| :---: | :---: |
| Cole Elementary School | 10621171030196 |

Schoolsite Council (SSC) Approval Date
May 17, 2023

Local Board Approval Date June 14, 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)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Cole Elementary School is currently in Additional Target Support and Improvement due to the absentee rate among Asian students. Within the SPSA we have created a plan that focuses on ELA, math, behavior and our attendance rates.

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## Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).
The following surveys are administered annually:
*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey
When looking at the input we have received from parents, $96 \%$ of them feel that their child is receiving a quality education. 95\% feel that their students are getting better at reading and 95\% stated their student's math skills are improving. Of those who responded, $94 \%$ feel that the school grounds are properly maintained, and $92 \%$ feel that the the communication between home and school meets their needs. There were $76 \%$ of the families responding who felt that the school communicates the importance of culture while $18 \%$ responded they do not know. $92 \%$ felt that character building was an important part of the educational . In those two categories, 10\% of the families responding expressed they did not know. $70 \%$ of the families who responded agreed that the Title I Program have helped their student's academic success. $27 \%$ responded that they don't know. $71 \%$ of the families responding felt that they were informed at the parent/teacher conference of their student's progress and the reasons for them receiving services from the Title I Program.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.
As per CUSD Board Policy 6211Clovis Unified Board Policy \#4315 and ED CODE \#44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:
Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)
A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*STAR
*DRA

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS support, train, and provide resources necessary to assist teachers in the process.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)
Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Teachers have access to a variety of different sources of professional development both on and offsite. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)
Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA) The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:
https://www.cusd.com/sarc.aspx
In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district. At Cole Elementary School we supplement science and social studies texts with Studies Weekly,

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics ( $\mathrm{K}-8$ ) (EPC)
The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA) The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)
SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)
Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement
Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)
Our site offers a variety of school and community resources to assist and support our families including:
*Parent communication through weekly newsletters
*Digital calendar and newsletter that gets updated each week and sent out
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs
Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Open House
Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, and small groups to work in behavior feelings and/or social skills.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)
Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, paraprofessionals to push into general education classrooms in order to work with students needing help, push-in teachers, instructional teachers that provide reading lab during and after the school day, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

## Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

## 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA.
Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC meeting, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements.
The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

- Providing more help for social emotional needs
- Look into providing an expanded reading lab to meet the needs of more students
- Provide a math intervention program to help students similar to the reading lab
- Provide more parent information that can help provide resources to help students with specific needs and learn more about state testing (though print, video, or meetings)
- Provide communication and interventions for students who are chronically absent


## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
Based on the review of Cole's chronic absenteeism data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our Asian students. Our analysis illustrated for us that our parents, specifically from our Asian students, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison.

## School and Student Performance Data

## Student Enrollment <br> Enrollment By Student Group

| Student Enrollment by Subgroup |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | Percent of Enrollment |  |  | Number of Students |  |  |
|  | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 1.2\% | 1.20\% | 1.32\% | 8 | 8 | 9 |
| African American | 2.8\% | 3.44\% | 2.21\% | 19 | 23 | 15 |
| Asian | 7.2\% | 6.43\% | 7.21\% | 49 | 43 | 49 |
| Filipino | 2.4\% | 3.14\% | 2.79\% | 16 | 21 | 19 |
| Hispanic/Latino | 47.1\% | 47.09\% | 47.79\% | 319 | 315 | 325 |
| Pacific Islander | 0.3\% | 0.30\% | 0.29\% | 2 | 2 | 2 |
| White | 35.3\% | 32.14\% | 32.35\% | 239 | 215 | 220 |
| Multiple/No Response | 3.8\% | 5.68\% | 5.15\% | 26 | 38 | 35 |
|  | Total Enrollment |  |  | 678 | 669 | 680 |

## Student Enrollment Enrollment By Grade Level

| Grade |  | Student Enrollment by Grade Level |  |
| :--- | :---: | :---: | :---: |
|  | Number of Students |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |
| Kindergarten | 114 | 112 | 98 |
| Grade 1 | 93 | 93 | 100 |
| Grade 2 | 94 | 89 | 95 |
| Grade3 | 108 | 90 | 97 |
| Grade 4 | 89 | 102 | 90 |
| Grade 5 | 99 | 89 | 101 |
| Grade 6 | 81 | 94 | 99 |
| Total Enrollment | 678 | 669 | 680 |

## Conclusions based on this data:

1. There is a small increase in the Hispanic population and a decrease in the White population.
2. While our school population has decreased over the past three years, it actually has now risen over 700 of the 2022-2023 school year.
3. The amount of African American, American Indian, Asian, and Filipino students have stayed consistent over the past few year.

## School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

| English Learner (EL) Enrollment |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group |  | Number of Students |  |  | Percent of Students |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |  |
| English Learners | 20 | 19 | 17 | $2.9 \%$ | $2.8 \%$ | $2.5 \%$ |  |
| Fluent English Proficient (FEP) | 23 | 19 | 18 | $3.4 \%$ | $2.8 \%$ | $2.6 \%$ |  |
| Reclassified Fluent English Proficient (RFEP) | 1 |  |  | $5.0 \%$ |  |  |  |

Conclusions based on this data:

1. Our FEP and RFEP students have increased.
2. As a result, our enrollment of EL students have decreased.
3. We have been able to reclassify more students during the $22-23$ school year as RFEP to further decrease the amount of EL students.

## School and Student Performance Data

## CAASPP Results <br> 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 | 109 | 94 |  | 0 | 93 |  | 0 | 93 |  | 0.0 | 98.9 |  |
| Grade 4 | 87 | 100 |  | 0 | 98 |  | 0 | 98 |  | 0.0 | 98.0 |  |
| Grade 5 | 97 | 88 |  | 0 | 87 |  | 0 | 87 |  | 0.0 | 98.9 |  |
| Grade 6 | 77 | 88 |  | 0 | 87 |  | 0 | 87 |  | 0.0 | 98.9 |  |
| All Grades | 370 | 370 |  | 0 | 365 |  | 0 | 365 |  | 0.0 | 98.6 |  |

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 |  | 2412. |  |  | 13.98 |  |  | 29.03 |  |  | 29.03 |  |  | 27.96 |  |
| Grade 4 |  | 2490. |  |  | 32.65 |  |  | 31.63 |  |  | 18.37 |  |  | 17.35 |  |
| Grade 5 |  | 2516. |  |  | 24.14 |  |  | 35.63 |  |  | 21.84 |  |  | 18.39 |  |
| Grade 6 |  | 2559. |  |  | 27.59 |  |  | 36.78 |  |  | 21.84 |  |  | 13.79 |  |
| All Grades | N/A | N/A | N/A |  | 24.66 |  |  | 33.15 |  |  | 22.74 |  |  | 19.45 |  |


| Reading <br> 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 |  | 13.98 |  |  | 65.59 |  |  | 20.43 |  |
| Grade 4 |  | 23.47 |  |  | 64.29 |  |  | 12.24 |  |
| Grade 5 |  | 22.99 |  |  | 65.52 |  |  | 11.49 |  |
| Grade 6 |  | 31.03 |  |  | 52.87 |  |  | 16.09 |  |
| All Grades |  | 22.74 |  |  | 62.19 |  |  | 15.07 |  |


| Writing <br> 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 |  | 9.68 |  |  | 53.76 |  |  | 36.56 |  |
| Grade 4 |  | 22.45 |  |  | 65.31 |  |  | 12.24 |  |
| Grade 5 |  | 20.69 |  |  | 60.92 |  |  | 18.39 |  |
| Grade 6 |  | 24.14 |  |  | 62.07 |  |  | 13.79 |  |
| All Grades |  | 19.18 |  |  | 60.55 |  |  | 20.27 |  |


| Demonstrating effective communication skills |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  | \% At or Near Standard |  | \% Below Standard |  |  |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |
| Grade 3 |  | 12.90 |  |  | 78.49 |  |  | 8.60 |  |
| Grade 4 |  | 18.37 |  |  | 70.41 |  |  | 11.22 |  |
| Grade 5 |  | 14.94 |  |  | 75.86 |  |  | 9.20 |  |
| Grade 6 |  | 17.24 |  |  | 73.56 |  |  | 9.20 |  |
| All Grades |  | 15.89 |  |  | 74.52 |  |  | 9.59 |  |


| 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 |  | 12.90 |  |  | 73.12 |  |  | 13.98 |  |
| Grade 4 |  | 17.35 |  |  | 69.39 |  |  | 13.27 |  |
| Grade 5 |  | 25.29 |  |  | 55.17 |  |  | 19.54 |  |
| Grade 6 |  | 27.59 |  |  | 62.07 |  |  | 10.34 |  |
| All Grades |  | 20.55 |  |  | 65.21 |  |  | 14.25 |  |

## Conclusions based on this data:

1. As a whole, our students who exceeded or met the standard dropped by less than 1 percent from the 2018-2019 school year.
2. Of all the ELA domains, writing the fewest amount of students grew in terms of being at or near the standard.
3. Listening was the domain which had the biggest decrease in terms of students who are above the standard.

## School and Student Performance Data

## CAASPP Results <br> 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 | 109 | 94 |  | 0 | 92 |  | 0 | 92 |  | 0.0 | 97.9 |  |
| Grade 4 | 87 | 100 |  | 0 | 98 |  | 0 | 98 |  | 0.0 | 98.0 |  |
| Grade 5 | 97 | 88 |  | 0 | 87 |  | 0 | 87 |  | 0.0 | 98.9 |  |
| Grade 6 | 77 | 88 |  | 0 | 87 |  | 0 | 87 |  | 0.0 | 98.9 |  |
| All Grades | 370 | 370 |  | 0 | 364 |  | 0 | 364 |  | 0.0 | 98.4 |  |

* 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 |  | 2432. |  |  | 23.91 |  |  | 20.65 |  |  | 29.35 |  |  | 26.09 |  |
| Grade 4 |  | 2505. |  |  | 28.57 |  |  | 32.65 |  |  | 31.63 |  |  | 7.14 |  |
| Grade 5 |  | 2503. |  |  | 25.29 |  |  | 14.94 |  |  | 29.89 |  |  | 29.89 |  |
| Grade 6 |  | 2548. |  |  | 27.59 |  |  | 22.99 |  |  | 26.44 |  |  | 22.99 |  |
| All Grades | N/A | N/A | N/A |  | 26.37 |  |  | 23.08 |  |  | 29.40 |  |  | 21.15 |  |


| Concepts \& Procedures <br> Grade Level |  |  |  |  |  |  |  |  | \% Above Standard |  | \% At or Near Standard | \% Below Standard |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |  |  |  |  |  |
| Grade 3 |  | 27.17 |  |  | 48.91 |  |  | 23.91 |  |  |  |  |  |  |
| Grade 4 |  | 41.84 |  |  | 43.88 |  |  | 14.29 |  |  |  |  |  |  |
| Grade 5 |  | 22.99 |  |  | 52.87 |  |  | 24.14 |  |  |  |  |  |  |
| Grade 6 |  | 28.74 |  |  | 43.68 |  |  | 27.59 |  |  |  |  |  |  |
| All Grades |  | 30.49 |  |  | 47.25 |  |  | 22.25 |  |  |  |  |  |  |


| 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 |  | 18.48 |  |  | 52.17 |  |  | 29.35 |  |
| Grade 4 |  | 21.43 |  |  | 66.33 |  |  | 12.24 |  |
| Grade 5 |  | 22.99 |  |  | 45.98 |  |  | 31.03 |  |
| Grade 6 |  | 18.39 |  |  | 51.72 |  |  | 29.89 |  |
| All Grades |  | 20.33 |  |  | 54.40 |  |  | 25.27 |  |

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 |  | 26.09 |  |  | 48.91 |  |  | 25.00 |  |
| Grade 4 |  | 32.65 |  |  | 55.10 |  |  | 12.24 |  |
| Grade 5 |  | 12.64 |  |  | 63.22 |  |  | 24.14 |  |
| Grade 6 |  | 16.09 |  |  | 71.26 |  |  | 12.64 |  |
| All Grades |  | 22.25 |  |  | 59.34 |  |  | 18.41 |  |

## Conclusions based on this data:

1. While there was a decrease of approximately 3 percent of students who met the standard in math, there was an increase of 3 percent of students who exceeded the standard.
2. The percentage of students who did not meet or nearly met the standard stayed the same or grew by just about 1 percent.
3. There was the biggest amount of growth in the communicating reasoning domain.

## School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data <br> Number of Students and Mean Scale Scores for All Students |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | Overall |  | Oral Language |  | Written Language |  | Number of Students Tested |  |
|  | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Grade K |  | * |  | * |  | * |  | * |
| Grade 1 | * |  | * |  | * |  | * |  |
| Grade 2 | * | * | * | * | * | * | * | * |
| Grade 3 | * | * | * | * | * | * | 5 | * |
| Grade 4 | * | * | * | * | * | * | 5 | 4 |
| Grade 5 | * | * | * | * | * | * | 5 | 7 |
| Grade 6 | * | * | * | * | * | * | * | 5 |
| All Grades |  |  |  |  |  |  | 20 | 20 |


| Overall Language <br> Percentage of Students at Each Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
|  | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 2 | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 15.00 | 20.00 | 55.00 | 40.00 | 25.00 | 35.00 | 5.00 | 5.00 | 20 | 20 |


| Oral Language <br> Percentage of Students at Each Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
|  | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 2 | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 25.00 | 25.00 | 55.00 | 50.00 | 20.00 | 20.00 | 0.00 | 5.00 | 20 | 20 |


| Written Language <br> Percentage of Students at Each Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
|  | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 2 | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * |
| All Grades | 10.00 | 10.00 | 30.00 | 35.00 | 50.00 | 50.00 | 10.00 | 5.00 | 20 | 20 |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade <br> Level | Well Developed |  | Somewhat/Moderately |  | Beginning |  | Total Number <br> of Students |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ |
| $\mathbf{2}$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| $\mathbf{3}$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| $\mathbf{4}$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| $\mathbf{5}$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| $\mathbf{6}$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| All Grades | 20.00 | 20.00 | 75.00 | 75.00 | 5.00 | 5.00 | 20 | 20 |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| Reading Domain <br> Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | Well Developed |  | Somewhat/Moderately |  | Beginning |  | Total Number of Students |  |
|  | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 2 | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * |
| All Grades | 15.00 | 10.00 | 65.00 | 60.00 | 20.00 | 30.00 | 20 | 20 |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

## Conclusions based on this data:

1. The overall number of students who achieved a level 4 score increased from last year
2. We were able to reclassify all three students who scored a 4 on the ELPAC by the end of the first quarter.
3. The speaking domain is where our students find the most success on the ELPAC.

## 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 |
| 669 | 62.9 | 2.8 | 0.6 |
| Total Number of Students enrolled in Cole 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. | Students whose well being is the responsibility of a court. |

2021-22 Enrollment for All Students/Student Group

| 2021-22 Enrollment for All Students/Student Group |  |  |
| :--- | :---: | :---: |
| Student Group | Total | Percentage |
| English Learners | 19 | 2.8 |
| Foster Youth | 4 | 0.6 |
| Socioeconomically Disadvantaged | 421 | 62.9 |
| Students with Disabilities | 61 | 9.1 |


| Enrollment by Race/Ethnicity |  |  |
| :--- | :---: | :---: |
| Student Group | Total | Percentage |
| African American | 23 | 3.4 |
| American Indian | 8 | 1.2 |
| Asian | 43 | 6.4 |
| Filipino | 21 | 3.1 |
| Hispanic | 315 | 47.1 |
| Two or More Races | 38 | 5.7 |
| Pacific Islander | 2 | 0.3 |
| White | 215 | 32.1 |

## Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged students has grown to 74.5 percent.
2. Our Hispanic population is our largest subgroup.
3. our SWD subgroup is at nearly $10 \%$

## 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



| Conditions \& Climate |
| :---: | :---: |
| Suspension Rate |
| High |

English Learner Progress

No Performance Leve

## Conclusions based on this data:

1. Our school needs to continue to work on Math with our students to increase proficiency.
2. Our school continues to work on alternative methods of discipline to work on decreasing the suspension rate.
3. We need to continue to find attendance interventions so fewer students are chronically absent.

## School and Student Performance Data

## Academic Performance <br> English Language Arts

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

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


This section provides number of student groups in each level.

## 2022 Fall Dashboard English Language Arts Equity Report

| Very Low | Low | Medium | High |
| :---: | :---: | :---: | :---: |
| 0 | 2 | 1 | 1 |

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group


Homeless
Socioeconomically Disadvantaged

Low
6.3 points below standard

229 Students


Students with Disabilities

Low
61.6 points below standard 34 Students

| African American |
| :---: |
|  |
| No Performance Level |
| 47.4 points above standard |
| 11 Students |


| American Indian |
| :---: |
|  |
|  |
| No Performance Level |
| 5 Students |


| Asian |
| :---: |
|  |
| No Performance Level |
| 14.0 points above standard |
| 27 Students |


| Filipino |
| :---: |
|  |
|  |
| No Performance Level |
| 56.9 points above standard |
| 14 Students |



| Two or More Races | Pacific Islander |
| :---: | :---: |
|  |  |
|  |  |
| No Performance Level |  |
| 43.1 points above standard |  |
| 19 Students |  |


| White |
| :---: |
|  |
| 22.5 points above standard <br> 110 Students |

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners


| Reclassified English Learners |
| :---: |
| 10 Students |
|  |


| English Only |
| :---: |
| 16.2 points above standard |
| 320 Students |
|  |

## Conclusions based on this data:

1. Overall, our students fell into the high status range for this year
2. Our students will disabilities continue to struggle to reach grade-level standards and were our lowest performing subgroup
3. The Hispanic students continue to make growth.

## School and Student Performance Data

## Academic Performance <br> Mathematics

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

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


This section provides number of student groups in each level.
2022 Fall Dashboard Mathamtics Equity Report

| Very Low | Low | Medium | High | Very High |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 1 | 2 | 1 | 0 |

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group


| African American | American Indian | Asian | Filipino |
| :---: | :---: | :---: | :---: |
| No Performance Level 11.2 points above standard 11 Students | No Performance Level 5 Students | No Performance Level 18.5 points above standard 27 Students | No Performance Level 56.9 points above standard 14 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <br> 20.1 points below standard 166 Students | No Performance Level 24.7 points above standard 19 Students |  |  <br> 15.2 points above standard 110 Students |

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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only  <br> 48.8 points below standard  <br> 15 Students 10 Students <br>   |
| :---: | :---: | :---: |

## Conclusions based on this data:

1. Overall, our math status indicator fell into the medium range
2. Our students with disabilities continue to struggle to meet grade-level standards in math
3. Our highest subgroup was our Filipino subgroup who were 56.9 points above standard

## School and Student Performance Data

## Academic Performance English Learner Progress

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

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

## 2022 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
| :---: |
|  |
| No Performance Level |
| 38.9 making progress towards English |
| language proficiency |
| Number of EL Students: 18 Students <br> Performance Level: No Performance <br> Level |

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 <br> One ELPI Level |
| :---: |
| $27.8 \%$ |


| Maintained ELPI Level 1, <br> $\mathbf{2 L}, \mathbf{2 H}, \mathbf{3 L}$, or 3H |
| :---: |
| $33.3 \%$ |


| Maintained <br> ELPI Level 4 |
| :---: |
| $5.6 \%$ |

Progressed At Least One ELPI Level
33.3\%

## Conclusions based on this data:

1. Due to having less than 30 EL students, we have no status indicator for the dashboard
2. Over one-third of our EL students progressed at least one level.
3. Just under one-fifth of our EL students regressed one level as they got older.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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


This section provides number of student groups in each level.
2022 Fall Dashboard Chronic Absenteeism Equity Report

| Very High | High | Medium | Low | Very Low |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 |

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group


## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| :---: | :---: | :---: | :---: |
| No Performance Level 20.8\% Chronically Absent 24 Students | No Performance Level Less than 11 Students 8 Students |  | No Performance Level 33.3\% Chronically Absent 21 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <br> Very High <br> 38.3\% Chronically Absent 332 Students |  | No Performance Level Less than 11 Students 2 Students | Very High <br> 30.5\% Chronically Absent 223 Students |

## Conclusions based on this data:

1. Our chronic absentee rates fell into the very high status range
2. Our SWD subgroup had the highest chronic absentee rate
3. Our Asian population was chronically absent at a very high rate, which caused out site to be in ATSI

## School and Student Performance Data

## Conditions \& Climate Suspension Rate

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

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


This section provides number of student groups in each level. 2022 Fall Dashboard Suspension Rate Equity Report

| Very High | High | Medium | Low | Very Low |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 4 | 1 | 0 | 1 |

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group



| Foster Youth |
| :---: |
|  |
| No Performance Level |
| Less than 11 Students |
| 6 Students |

Students with Disabilities

High
3.5\% suspended at least one day 85 Students


## Conclusions based on this data:

1. Our suspension rates fell into the high status indicator with $3.1 \%$ of our students suspended at least one day
2. Our Asian subgroup had the least suspensions with $0 \%$ suspended
3. Our White subgroup had the most suspensions

## 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

ELA

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 1

To increase the percentage of students who meet or exceed the English Language Arts grade-level standards on the CAASSP by 3\%.

## Identified Need

## STUDENT GROUPS PARTICIPATING IN THIS GOAL

This goal will be our 3-6th grades, with specific strategies and actions focused on significant subgroups Socioeconomically Disadvantaged and Hispanic students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Socioeconomically Disadvantaged increase from $45 \%$ to $48 \%$ in Standards Met or Exceeded Hispanic from 46\% to 49\% Standards Met or Exceeded

## MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness. This year, student results from the CAASP will be available for analysis to monitor student progress and achievement, and we will be able to compare years of scores from year to year. In addition, to the SBAC testing, Clovis Unified will use the following state and local assessments both formative and summative: STAR CAASSP Science5th grade, ELPAC, CMA, CAPA, K-1 Assessment, and iReady Diagnostics, and Benchmark and Collections ELA assessments.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Bi-annual review of iReady Diagnostics-EL, SED.SWD, and Hispanic
2. Ongoing review of Benchmark or Collections Unit Tests-EL, SEO, SWD, and Hispanic
3. State Assessments- EL, SED, SWD, and Hispanic
4. Teacher made tests- EL, SED, SWD, and Hispanic
5. K-1 Assessments- EL, SED, SWD, and Hispanic

## Annual Measurable Outcomes

Metric/Indicator
CAASSP

Baseline/Actual Outcome
In ELA: The students meeting or exceeding the standard in ELA was $58 \%$; which was no growth or regression from 2019.

In our SED subgroup in ELA:
Overall growth was $11 \%$ which rose to 50\% in 2020-2022 In our Hispanic subgroup in ELA: Overall growth was 46\% in 2018-2019 to 53\% in 20212022, which is $7 \%$.

## Expected Outcome

In ELA for overall growth, we expect to continue to grow $3 \%$ in both.
In ELA with our SED subgroup for overall growth, we expect to continue to grow by $3 \%$. In ELA with our Hispanic subgroup for overall growth, we expect to increase our scores by $3 \%$. This year, teachers are focused on these subgroups when working in their PLCs for planning instruction and interventions.

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)

## All Students with attention paid to Hispanic and SED subgroups

Strategy/Activity
Through Interventions, Cole Elementary ELA program will consist of multiple strands. ELA instruction will comprise of the core curriculum in the classroom, supplemental intervention groups within the classroom, ELD instruction for EL students, school interventions, after school interventions, and summer school intervention for students at-risk of retention. The goal is for all students to meet or exceed grade level standards in ELA as measured by District created assessments and/or State assessments as available. We will monitor all groups, specifically the subgroups to ensure they make adequate growth. Core curriculum, Intervention, and ELD will be supplied using Benchmark (K-5), Collections (6th), and other core curriculum supplementary materials. Instructional assistants have been hired to help with these in-class interventions. An intervention teacher had been hired to provide pull-out intervention during the school day. Teachers have been hired to provide after school interventions. Informational meetings are held for parents (over video and in person) to learn their role in education and to provide resources. These strategies and activities are duplicated expenditures.

## 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.
$\left.\begin{array}{|l|l|}\hline 46119 & \begin{array}{l}\text { LCAP Supplemental } \\ \text { 1000-1999: Certificated Personnel Salaries } \\ \text { Intervention Teachers }\end{array} \\ \hline 11593.73 & \begin{array}{l}\text { LCAP Intervention } \\ \text { 1000-1999: Certificated Personnel Salaries } \\ \text { Intervention Teachers }\end{array} \\ \hline 1921.09 & \begin{array}{l}\text { Title III English Learner } \\ \text { 2000-2999: Classified Personnel Salaries } \\ \text { Instructional Aide }\end{array} \\ \hline 92,358.03 & \begin{array}{l}\text { Title I } \\ 1000-1999: \text { Certificated Personnel Salaries } \\ \text { TSA, Intervention, Teachers }\end{array} \\ \hline 0 & \begin{array}{l}\text { Title I Part A: Parent Involvement } \\ 4000-4999: ~ B o o k s ~ A n d ~ S u p p l i e s ~\end{array} \\ \text { Instructional Materials }\end{array}\right\}$

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Grades K-6 served their students through deployment or small groups with the teacher/IA in the classroom. There is also interventions that take place outside of the classroom during the school day after after school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Administration, intervention teams and classroom teachers worked on communication of student progress. There was confusion as to when a student could exit, test to SPED, and when a student didn't qualify for SPED.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Administration developed a Multi-Tiered Systems of Support binder to further explain the process of Student Study Teams to SPED assessment and the interventions in between.

## 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

Math

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 2

To increase the percentage of students who meet or exceed the Mathematics grade-level standards on the CAASP by $3 \%$

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL
This goal will be school-wide, with specific Strategies and Actions focused on significant subgroups Socioeconomically Disadvantaged and Hispanic students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Socioeconomically Disadvantaged from 43\% to 39\% Standards Met or Exceeded Hispanic from 41 \% to 42\% Standards Met or Exceeded

## MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

In addition to student performance on the SBAC, we will use district assessments including the iReady Diagnostics, and teacher assigned materials. Data will be collected after each iReady Diagnostic and teachers will meet as a PLC team to evaluate the progress of their students.

## GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:
*Quarterly review of iReady diagnostic assessments- EL, SED, and Hispanic
*State Assessments-EL, SED, and Hispanic
*Teacher made tests-EL, SED, and Hispanic

## Annual Measurable Outcomes

Metric/Indicator
Baseline/Actual Outcome
In Math: Overall growth was
$50 \%$ in 2018-2019 to $50 \%$ in
2021-2022, which there was no
growth
In our SED subgroup in Math
there were 43\% of the students
who met or exceeded the

## Expected Outcome

In Math for overall growth we expect to continue to grow $3 \%$. In Math with our Hispanic subgroup for overall growth we expect to continue to grow by $3 \%$.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| :--- | :--- | :--- |
|  | standard in 2018-2019 but it  <br> fell to 39\%, which is a loss of  | In math with our SPED <br> subgroup for overall growth we <br> expect to increase our scores |
|  | $4 \%$ | In our Hispanic subgroup in |
| by 3\%. |  |  |

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)
All Students and Hispanic and SED subgroups

## Strategy/Activity

Through Interventions, Cole Elementary math program will consist of multiple strands. Math instruction will comprise of the core curriculum in the classroom, supplemental intervention groups within the classroom, ELD instruction for EL students, school interventions, after school interventions, and summer school intervention for students at-risk of retention. The goal is for all students to meet or exceed grade level standards in ELA as measured by District created assessments and/or State assessments as available. We will monitor all groups, specifically the subgroups to ensure they make adequate growth. Core curriculum, Intervention, and ELD will be supplied using iReady math and other core curriculum supplementary materials. Instructional assistants have been hired to help with these in-class interventions. An intervention teacher had been hired to provide pull-out intervention during the school day. Teachers have been hired to provide after school interventions. Informational meetings are held for parents (over video and in person) to learn their role in education and to provide resources. These strategies and activities are duplicated expenditures.

## 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)

Title I
1000-1999: Certificated Personnel Salaries

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Every grade level at Cole had a grade level math lab instructed by a grade level teacher. Students that had been designated by teacher recommendation may attend math lab. Math lab will be held before school during lunch, or after school depending on the grade level once returning to regular onsite instruction. There will also be a math

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Some students may not be able to attend math lab at the scheduled times. This is due to busing, parents not able to bring/pick up or parent denying service. There also may not be the available to staff to meet the interest level of the students wanting supplemental intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Cole will continue with the grade level math labs. If a parent denies, or student can't attend for any other reason, teacher will work on a small group for those particular student during the school day.

## Goals, Strategies, \& Proposed Expenditures

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

## Goal Subject

Student Engagement/Behavior

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 3

Cole Elementary School will grow one level on the dashboard in terms of suspension rate in the overall student body, students with disabilities and English Learners.

## Identified Need

While there was a decline in the amount of students who were suspended at Cole in the 2021-2022 school year, that decrease did not lead to a blue rating on the dashboard.
Students with disabilities had a suspension rate decline of $4 \%$, but still landed in the yellow range. There was an increase in suspensions for English Learners by 3\%, which equated to the orange range on the dashboard. As the amount of English Learners declines, every suspension represents a greater percentage.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| :---: | :---: | :---: |
| Suspension Numbers | There were 26 suspensions in the 2021-2022 school year. 4 suspensions came from students with disabilities. 1 suspension came from an English Learner. | It is expected Cole will decrease suspensions schoolwide by 10 percent with 100 percent of our students earning a suspension receiving a tier 2 intervention. <br> Suspensions from students with disabilities should decrease by 25 percent. There should be no increase in suspensions from English Learners. |

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

## All Students

Strategy/Activity
As a part of PBIS, the Tier 2 team meets every two weeks to discuss students who are having difficulty with behavior.
Students who show the need are given a behavior intervention.
Utilize a full-time SRL to mediate, supervise playground, Check-In Check-Out, recess buddies, work with homeless and foster youth.
Hire our psychologist to be here every day to help with mental health and social skills in addition to All 4 Youth, transition, peer counselors, Clovis PD volunteer program.

## 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)
24351.67
68086.76

## Source(s)

Title I
1000-1999: Certificated Personnel Salaries School Psychologist
Title I
2000-2999: Classified Personnel Salaries Student Relations Liaison

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
The school psychologist, the GIS, and the campus SRL meet to check the behavior data for each student.
These students are those who have been referred to the office by the teaching staff or campus monitors in addition to those students assigned to the responsibility room for reasons other than unfinished work.
Those students will given an intervention such as check ins, recess monitoring, lunch monitoring, bus monitoring or recess buddies in order to practice behaviors that help students not earn a suspension.
Students who continue to participate in activities that can lead to a suspension or who get suspended meet with the school psychologist.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
There are times the SRL has to complete other activities such as helping students with social emotional needs, our foster youth, and our KIT students. Our school psychologist completes these tasks in addition to her job duties related to special education.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
This is the first year this goal has been put into the SPSA. There are no changes at this point.

## 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

Attendance

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 4

Decrease the number of students who are chronically absent across out campus, including our Asian student subgroup.

## Identified Need

In looking at our overall student chronic absenteeism data versus our subgroup data, it is evident that our Asian students subgroup represents a higher percentage of students who are chronically absent than other subgroups.

## Annual Measurable Outcomes

| Metric/Indicator |
| :--- |
| California Data Dashboard |
| Chronic Absenteeism rates |

Baseline/Actual Outcome
In 21-22, 26.9\% percent of our Asian students were classified as chronically absent.

## Expected Outcome

In 23-24, we expect there to be a decline of students in the Asian subgroup who are chronically absent by $5 \%$.

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)
All students including our Asian subgroup
Strategy/Activity
Site administrators will be provided with professional development around foundational researchbased practices to prevent absenteeism for all students

## 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.

## Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students including our Asian subgroup
Strategy/Activity
Appropriate staff will be trained on pulling and analyzing absentee data

## 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)

## All students including our Asian subgroup

## Strategy/Activity

We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance, and supports available to families.

We will provide communication to our Asian families, regarding their student's attendance to ensure more effective and efficient communication.

## 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.

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
This is a new goal for the 23-24 school year.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## 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
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
Other Federal, State, and Local Funds
Cist 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

Title I
Title I Part A: Parent Involvement

## Allocation (\$)

\$317,235.00
\$5,143.51

Subtotal of additional federal funds included for this school: $\$ 322,378.51$
List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs |
| :--- |
| LCAP Intervention |
| LCAP Supplemental |
| Title III English Learner |

## Allocation (\$)

\$11,593.73
\$46,119.00
\$1,921.09

Subtotal of state or local funds included for this school: \$59,633.82
Total of federal, state, and/or local funds for this school: \$382,012.33

## 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 |  |
| :--- | :---: | :---: |
|  |  |  |
| LCAP Supplemental | $\$ 46,119.00$ | Balance |
| LCAP Intervention | $\$ 11,593.73$ | 0.00 |
| Title I | $\$ 317,235.00$ | 0.00 |
| Title I Part A: Parent Involvement | $\$ 5,143.51$ | 0.00 |
| Title III English Learner | $\$ 1,921.09$ | 0.00 |

## Expenditures by Funding Source

## Funding Source

| LCAP Intervention |
| :--- |
| LCAP Supplemental |
| Title I |
| Title I Part A: Parent Involvement |
| Title III English Learner |

## Amount

11,593.73
46,119.00
317,235.00
5,143.51
1,921.09

## Expenditures by Budget Reference

| Budget Reference |  |
| :--- | :--- |
| Amount |  |
| 1000-1999: Certificated Personnel Salaries |  |
| 2000-2999: Classified Personnel Salaries |  |
| 4000-4999: Books And Supplies |  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference |
| :--- |
| 1000-1999: Certificated Personnel |
| Salaries |
| 1000-1999: Certificated Personnel |
| Salaries |


| Funding Source | Amount |
| :--- | :---: |
| LCAP Intervention |  |
|  |  |
| LCAP Supplemental |  |


| 1000-1999: Certificated Personnel |
| :--- |
| Salaries |
| 2000-2999: Classified Personnel |
| Salaries |
| 4000-4999: Books And Supplies |
|  |
| 4000-4999: Books And Supplies |
| 2000-2999: Classified Personnel |
| Salaries |
| 4000-4999: Books And Supplies |


| Title I |  |
| :--- | :---: |
| Title I |  |
| 159,774.32 |  |
| Title I | $124,493.23$ |
| Title I Part A: Parent Involvement | $32,967.45$ |
| Title I Part A: Parent Involvement | $5,143.51$ |
| Title III English Learner | 0.00 |
| Title III English Learner | $1,921.09$ |

## Expenditures by Goal

## Goal Number

| Goal 1 |
| :---: |
| Goal 2 |
| Goal 3 |
| Goal 4 |

Total Expenditures

| $241,365.77$ |
| :---: |
| $43,064.62$ |
| $92,438.43$ |
| $5,143.51$ |

## 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

3 Classroom Teachers
1 Other School Staff
5 Parent or Community Members
0 Secondary Students

| Name of Members | Role |
| :--- | :--- |
| Paul Dolly | Parent or Community Member |
| Blair Lambert | Other School Staff |
| Marshall Hamm | Principal |
| Marie Lozano-Garcia | Parent or Community Member |
| Dianne Oller | Classroom Teacher |
| Steffani Rice | Parent or Community Member |
| Tatelynn Arcellus | Plassroom Teacher |
| Elidy Sanchez | Parent or Community Member |
| Jared Thomas | Classroom Teacher |
| JoAnn Willis |  |

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
Other: Guidance Instructional Specialist, Sr.

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 May 17, 2023.
Attested:


