School Plan for Student Achievement

KASTNER INTERMEDIATE

7676 N. First
Fresno 93720-0995

7/1/23-6/30/24

Contact:
MAY MOUA
Principal
(559) 327-2500
maymoua@cusd.com

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
Kastner Intermediate School	10621176101190	May 17, 2023	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. Within our plan, there are goals written around our main focus areas--ELA, Math, MTSS, and English Learner Reclassifications--which illustrate our plan to support these three areas throughout this school year as we work toward closing the achievement gap!

Table of Contents

Comprehensive Needs Assessment Components

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

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

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

School Assessment Review Team Survey (SART)
Summary: Over 93 percent of respondents stated that they felt Kastner provided a quality education for their child that promotes academic success and ninety percent believed the school has adults who care about students. Eighty eight percent of parents who responded felt their child was getting stronger in reading and math. Eighty nine percent of those responding felt the school had procedures in place to create a safe learning environment. The lowest rating was in the area of resolving conflicts between students regarding race, culture, and ethnicity with only 50% of parents in agreement that the school does a good job in that area.

LCAP Student Survey
Summary: Ninety one percent (91%) of students at Kastner believe that the school provides excellent teachers who want the students to succeed. Eighty six percent (86%) believe that the school is a safe place for learning and that teachers treat the students with respect. Eighty three percent (83%) of the students responded that the teachers expect them to do their best and also provide extra help when it is needed. The lowest levels of agreement for students were that the school is clean (43% agreed) and that students treat each other with respect (39%).

CUSD School Climate Survey
Summary: The majority of teachers felt there were systems in place to support their work with their students (73%) and that there was a safe environment (72%). A high percentage of teachers say they enjoy working at Kastner (80%), although a much lower percentage say the morale is high (60%). Lastly, there was a low percentage of staff who felt there were adequate systems in place to address student behavior concerns and discipline (49%).

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
Frequency of Academic Conversation

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
*Reading Inventory
*iCAL
*iCAM
*Inspect

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/Resource Teacher 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 off-site. 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.

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 (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. We have used all data provided to write goals to address our needs in Chronic Absenteeism and Suspension Rates. In our MTSS plan we have added goals and resources to address those needs.

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
*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

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, CYS referrals, and small group interventions.

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, students, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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, push-in teachers, 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 and ELAC meetings, 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.

Some recommendations made included:
- continue the before school intervention times and after school academic labs
- continue to have the BIA support the EL students in their core classes

Resource Inequities

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

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of ELA, Math, Chronic Absenteeism and Suspension Rate for our Students with Disabilities. Our analysis revealed that our Students with Disabilities are suspended and absent more frequently than our other subgroups. To address this inequity, our site is adding a more articulated MTSS plan focusing on our Tier 2 and Tier 3 interventions for students who fall into this category. With the support of an attendance liaison, we also will increase parent communication and help families set goals for getting students to school on time. In addition, we are implementing the use of a more intentional opportunities class to help provide support for students and an alternate to suspension.

School and Student Performance Data

Student Enrollment
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	0.3%	0.61%	0.53%	4	7	6
African American	5.3%	4.91%	5.03%	63	56	57
Asian	7.1%	8.50%	8.03%	84	97	91
Filipino	1.3%	1.75%	1.41%	15	20	16
Hispanic/Latino	49.6%	50.66%	52.6%	586	578	596
Pacific Islander	0.3%	0.53%	0.53%	4	6	6
White	33.0%	29.62%	27.63%	390	338	313
Multiple/No Response	3.1%	3.24%	3.8%	36	37	43
			Total Enrollment	1,182	1,141	1133

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	606	543	581
Grade 8	576	598	552
Total Enrollment	1,182	1,141	1,133

Conclusions based on this data:

1. This shows that our enrollment seems to be holding steady with no large additions or decreases.

2. Our white population has been consistently decreasing which leads us to believe we are becoming more diverse.

3. Our Hispanic population is our largest subgroup.

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	65	59	39	5.5%	5.2%	3.4%
Fluent English Proficient (FEP)	140	121	128	11.8%	10.6%	11.3%
Reclassified Fluent English Proficient (RFEP)	0	12		0.0%	18%	

Conclusions based on this data:

1. Based on this data our EL population is slightly increasing from 4%-5%.

2. Due to COVID, there were no students reclassified in 20-21 but we got back on track in 21-22.

3. Our reclassification percentage is slightly lower than our goal of 20%.

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 7	604	533		0	524		0	524		0.0	98.3	
Grade 8	570	580		0	570		0	570		0.0	98.3	
All Grades	1174	1113		0	1094		0	1094		0.0	98.3	

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 7		2589.			27.67			42.37			16.03			13.93	
Grade 8		2616.			31.40			40.35			18.25			10.00	
All Grades	N/A	N/A	N/A		29.62			41.32			17.18			11.88	

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 7		26.72			60.88			12.40	
Grade 8		32.57			55.46			11.97	
All Grades		29.76			58.06			12.18	

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 7		39.50			48.66			11.83	
Grade 8		37.43			50.97			11.60	
All Grades		38.43			49.86			11.71	

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 7		19.27			70.99			9.73	
Grade 8		21.27			74.52			4.22	
All Grades		20.31			72.83			6.86	

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 7		25.57			64.12			10.31	
Grade 8		33.16			59.82			7.02	
All Grades		29.52			61.88			8.59	

Conclusions based on this data:

1. Based on this data we see that 70% of our students are meeting or exceeding the standards when it comes to ELA. Areas of focus continue to be moving students who are at or near the standard to meet the standard.

2. Post-COVID our numbers of students meeting or exceeding standard dropped by about 7%.

3. Our largest percent of students below standard is in Reading with 12%.

School and Student Performance Data

CAASPP Results
Mathematics (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 7	604	533		0	524		0	524		0.0	98.3	
Grade 8	570	580		0	567		0	566		0.0	97.8	
All Grades	1174	1113		0	1091		0	1090		0.0	98.0	

Overall Participation for All Students

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

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 7		2532.			16.98			21.76			29.77			31.49	
Grade 8		2565.			20.49			22.08			28.27			29.15	
All Grades	N/A	N/A	N/A		18.81			21.93			28.99			30.28	

Overall Achievement for All Students

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 7		18.51			53.44			28.05	
Grade 8		24.20			51.24			24.56	
All Grades		21.47			52.29			26.24	

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 7		15.46			56.11			28.44	
Grade 8		18.02			58.83			23.14	
All Grades		16.79			57.52			25.69	

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

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 7		14.50			65.84			19.66	
Grade 8		13.60			68.73			17.67	
All Grades		14.04			67.34			18.62	

Conclusions based on this data:

1. 7th grade scores dropped 15% from 18-19 to 21-22 due to COVID.

2. 8th grade scores dropped 6% from 18-19 to 21-22 due to COVID.

3. Concepts and procedures is the claim with the highest number of students scoring below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7	1557.9	1614.8	1560.5	1631.9	1554.7	1597.3	33	21
Grade 8	1567.2	1590.7	1552.5	1602.2	1581.7	1578.7	29	29
All Grades							62	50

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	30.30	61.90	45.45	28.57	21.21	9.52	3.03	0.00	33	21
8	34.48	58.62	37.93	31.03	20.69	6.90	6.90	3.45	29	29
All Grades	32.26	60.00	41.94	30.00	20.97	8.00	4.84	2.00	62	50

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	51.52	76.19	30.30	19.05	12.12	4.76	6.06	0.00	33	21
8	37.93	72.41	37.93	24.14	20.69	0.00	3.45	3.45	29	29
All Grades	45.16	74.00	33.87	22.00	16.13	2.00	4.84	2.00	62	50

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	12.12	28.57	30.30	38.10	48.48	28.57	9.09	4.76	33	21
8	31.03	31.03	27.59	31.03	27.59	31.03	13.79	6.90	29	29
All Grades	20.97	30.00	29.03	34.00	38.71	30.00	11.29	6.00	62	50

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
7	30.30	33.33	63.64	57.14	6.06	9.52	33	21
8	32.14	20.69	50.00	75.86	17.86	3.45	28	29
All Grades	31.15	26.00	57.38	68.00	11.48	6.00	61	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
7	78.79	95.24	18.18	4.76	3.03	0.00	33	21
8	58.62	93.10	37.93	3.45	3.45	3.45	29	29
All Grades	69.35	94.00	27.42	4.00	3.23	2.00	62	50

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
7	21.21	33.33	54.55	47.62	24.24	19.05	33	21
8	44.83	41.38	24.14	34.48	31.03	24.14	29	29
All Grades	32.26	38.00	40.32	40.00	27.42	22.00	62	50

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	21.21	23.81	78.79	76.19	0.00	0.00	33	21
8	13.79	13.79	82.76	82.76	3.45	3.45	29	29
All Grades	17.74	18.00	80.65	80.00	1.61	2.00	62	50

Conclusions based on this data:

1. We nearly doubled our percentage of students scoring an overall Level 4 in one year. (From 32% to 60%)

2. Due to reclassification rates in 21-22 our numbers of students tested dropped by almost 20%.

3. Our percentage of students at a Level 1 and Level 2 dropped from 24% to 10%.

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**
1,141	**52.7**	**5.2**	**0.4**
Total Number of Students enrolled in Kastner Intermediate 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		
Student Group	**Total**	**Percentage**
English Learners	59	5.2
Foster Youth	5	0.4
Socioeconomically Disadvantaged	601	52.7
Students with Disabilities	109	9.6

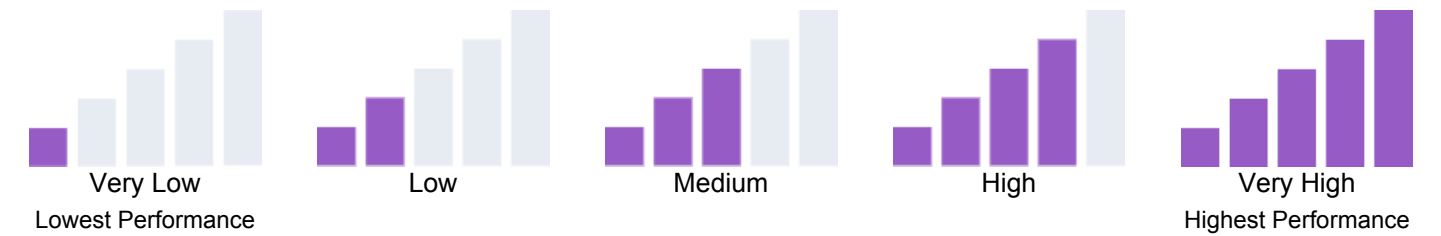| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	56	4.9
American Indian	7	0.6
Asian	97	8.5
Filipino	20	1.8
Hispanic	578	50.7
Two or More Races	37	3.2
Pacific Islander	6	0.5
White	338	29.6

Conclusions based on this data:

1. This data shows that our largest subgroup is our SED population at 61%.

2. Our next largest subgroup is our Hispanic population (50%).

3. We are a very diverse school, both culturally and economically.
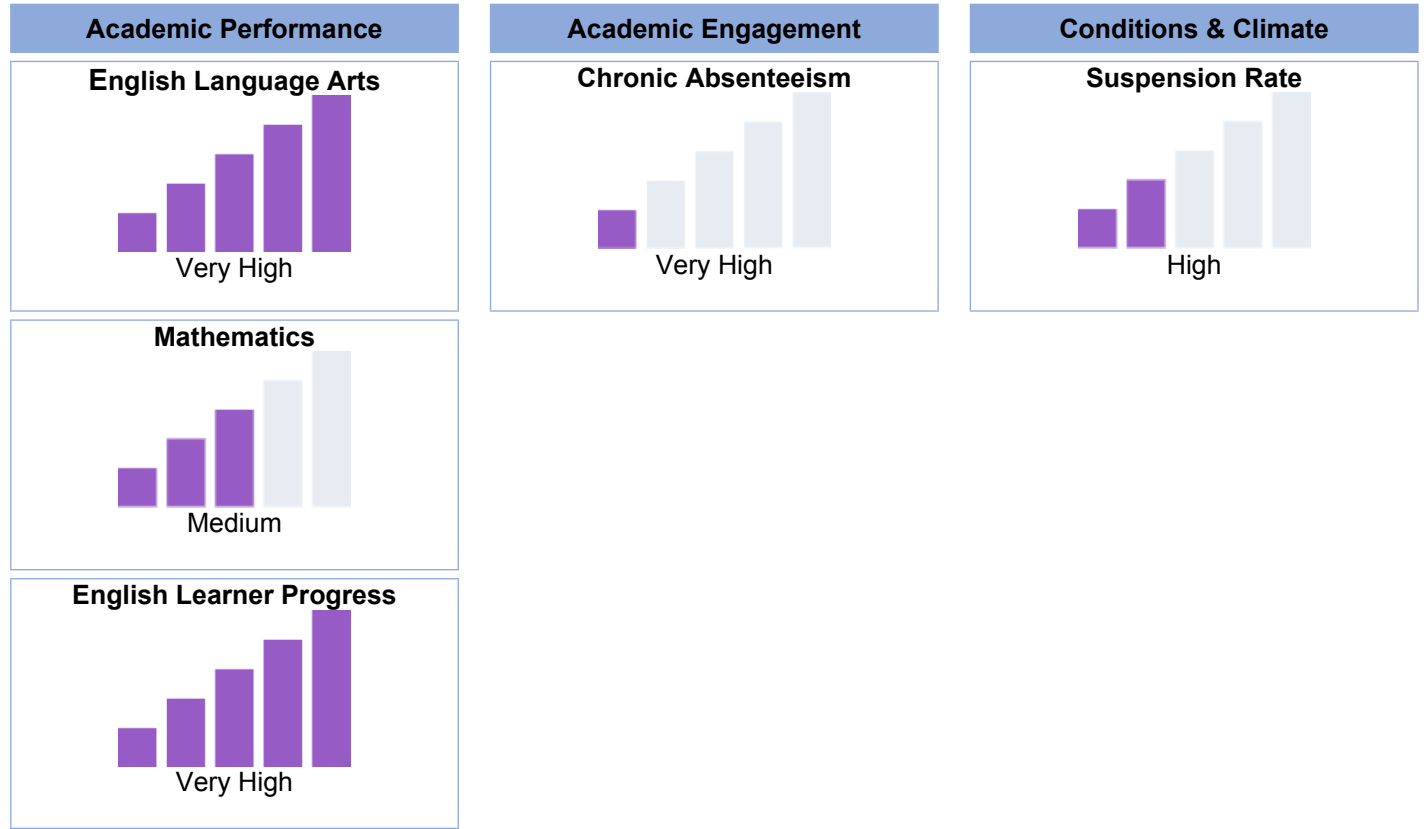
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

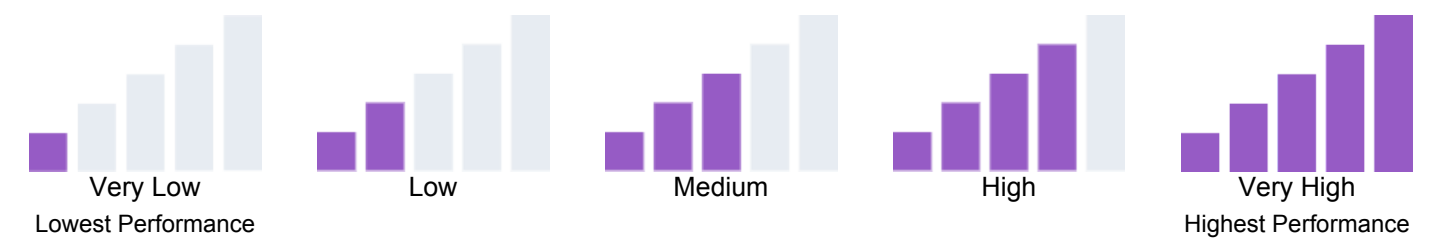| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Very High	**Chronic Absenteeism** — Very High	**Suspension Rate** — High
Mathematics — Medium		
English Learner Progress — Very High		

Conclusions based on this data:

1. Our overall status indicators for ELA and English Learner Progress are very high

2. Our most concerning status indicator is in the area of chronic absenteeism

3. Our math status indicator fell in the medium range
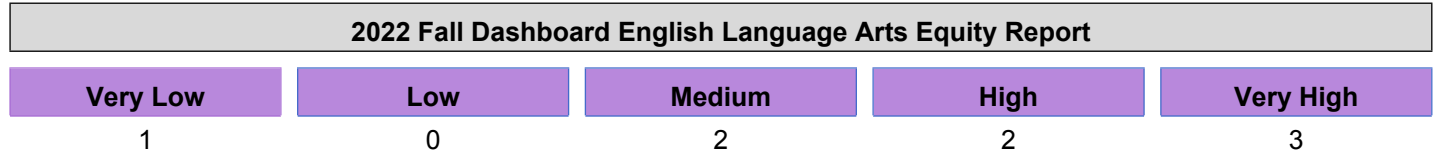
School and Student Performance Data

Academic Performance
English Language Arts

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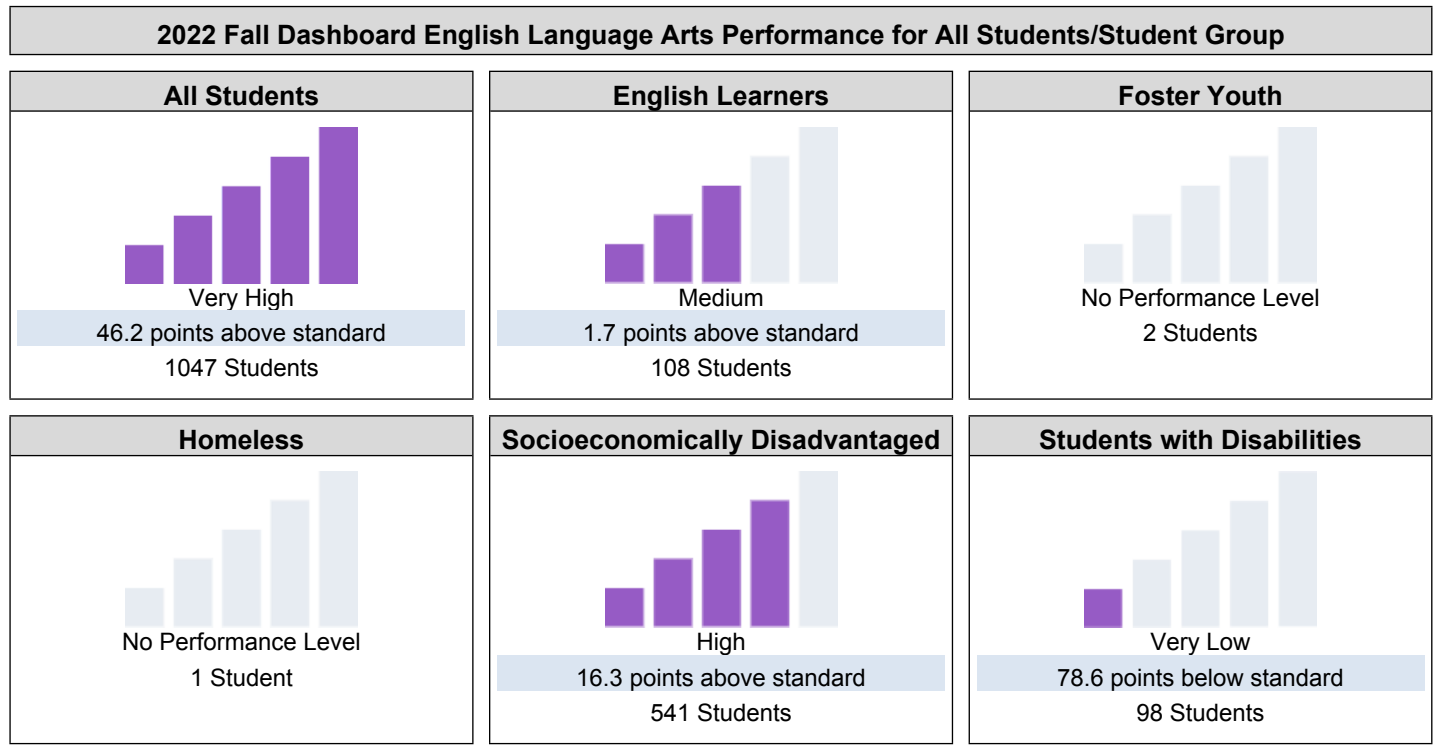
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
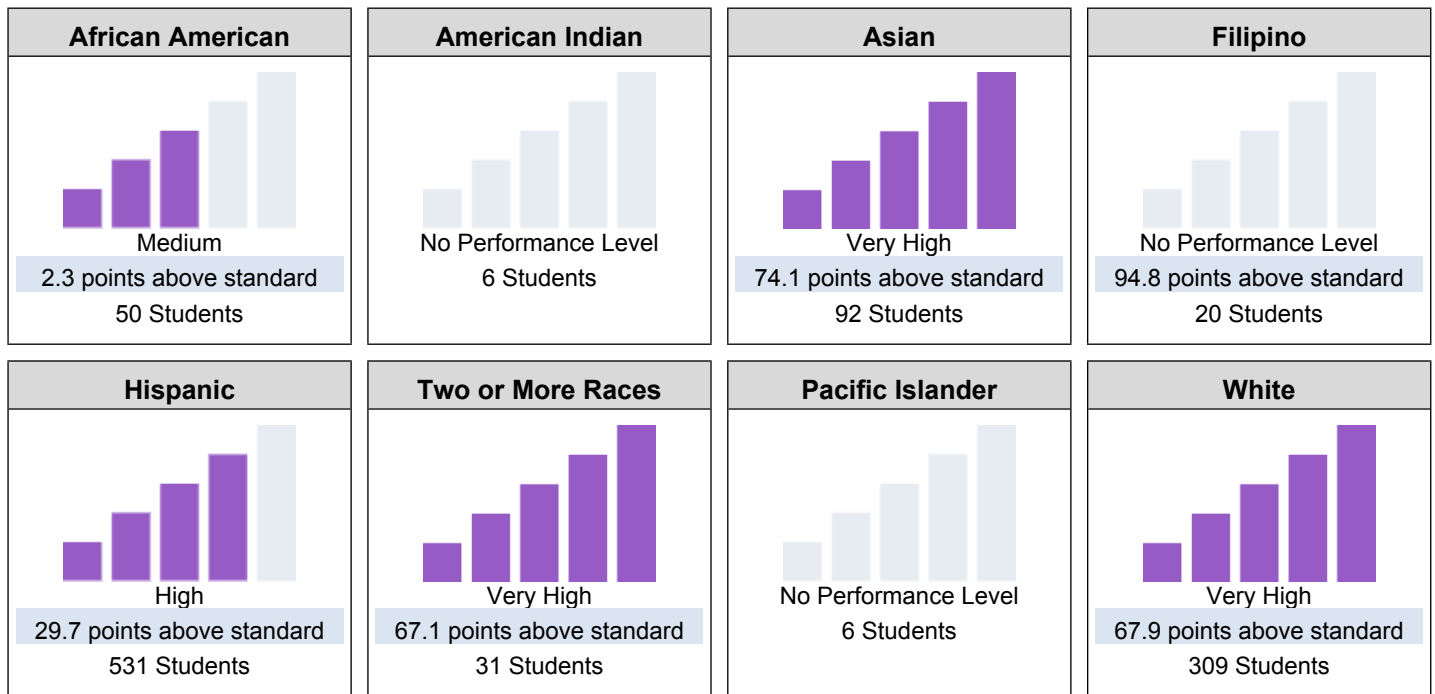

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	2	2	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Medium	No Performance Level
46.2 points above standard	1.7 points above standard	2 Students
1047 Students	108 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very Low
1 Student	16.3 points above standard	78.6 points below standard
	541 Students	98 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium	No Performance Level	Very High	No Performance Level
2.3 points above standard	6 Students	74.1 points above standard	94.8 points above standard
50 Students		92 Students	20 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Very High	No Performance Level	Very High
29.7 points above standard	67.1 points above standard	6 Students	67.9 points above standard
531 Students	31 Students		309 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.5 points below standard	40.2 points above standard	49.0 points above standard
39 Students	69 Students	876 Students

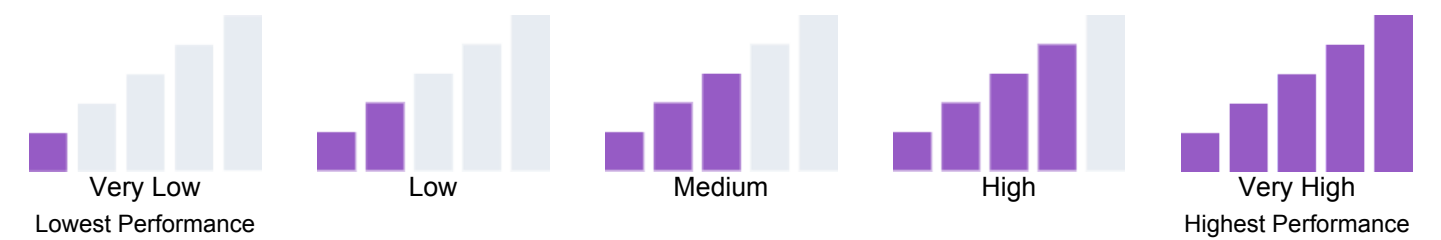**Conclusions based on this data:**

1. Our overall ELA status indicator is very high

2. Our SWD subgroup performed at 78.6 points below standard

3. All of our ethnic subgroups performed at least 2 points above the the standard
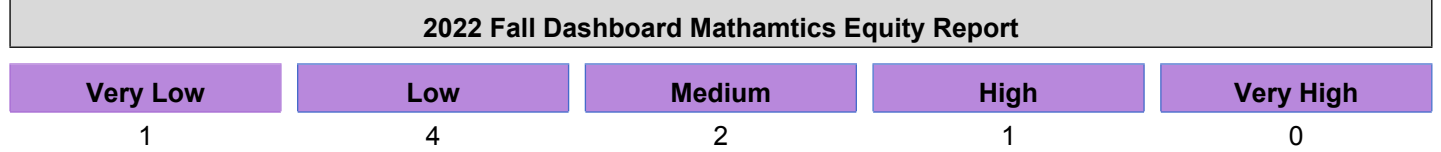
School and Student Performance Data

Academic Performance
Mathematics

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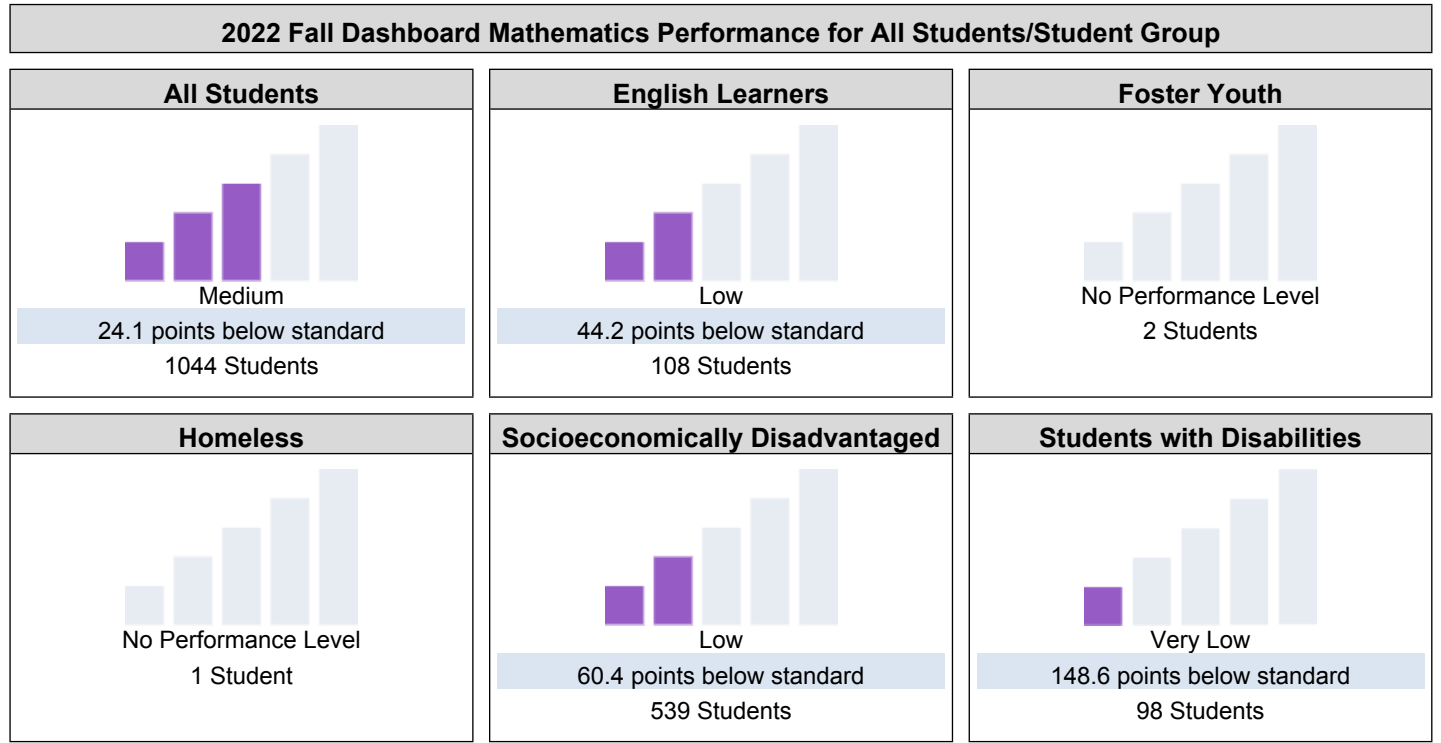
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
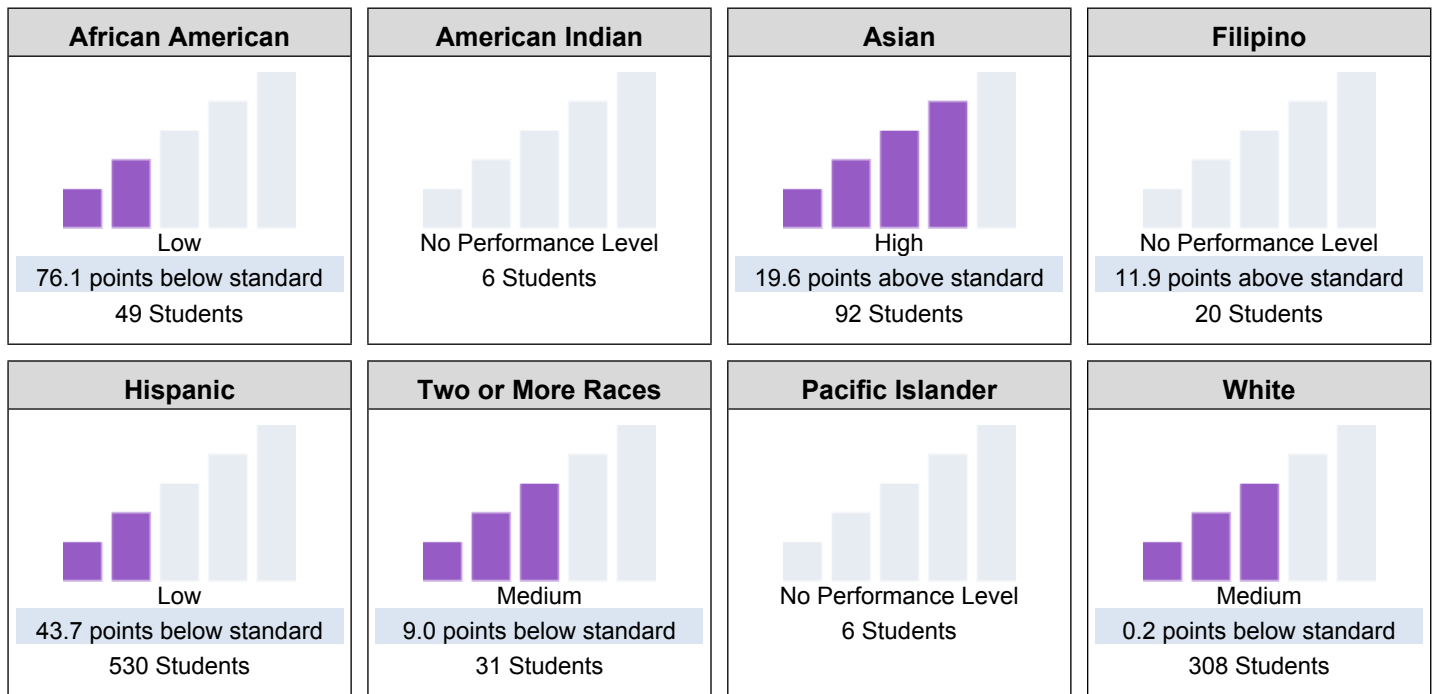
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	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		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
24.1 points below standard	44.2 points below standard	2 Students
1044 Students	108 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
1 Student	60.4 points below standard	148.6 points below standard
	539 Students	98 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Low
76.1 points below standard
49 Students

American Indian
No Performance Level
6 Students

Asian
High
19.6 points above standard
92 Students

Filipino
No Performance Level
11.9 points above standard
20 Students

Hispanic
Low
43.7 points below standard
530 Students

Two or More Races
Medium
9.0 points below standard
31 Students

Pacific Islander
No Performance Level
6 Students

White
Medium
0.2 points below standard
308 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
90.0 points below standard
39 Students

Reclassified English Learners
18.3 points below standard
69 Students

English Only
24.3 points below standard
873 Students

Conclusions based on this data:

1. Our overall status indicator in math fell in the medium range

2. Our SWD subgroup fell into the very low range

3. Our Asian subgroup was our highest subgroup performing at 19.6 points above standard on the status indicator

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

Very High

86.7 making progress towards English language proficiency

Number of EL Students: 45 Students

Performance Level: 5
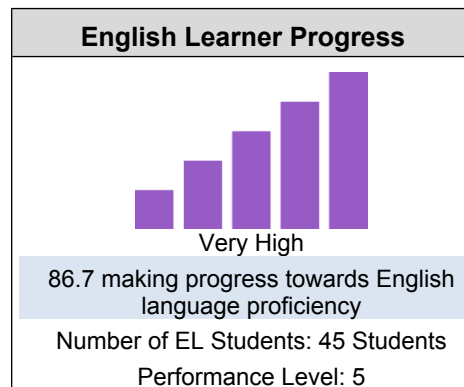
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

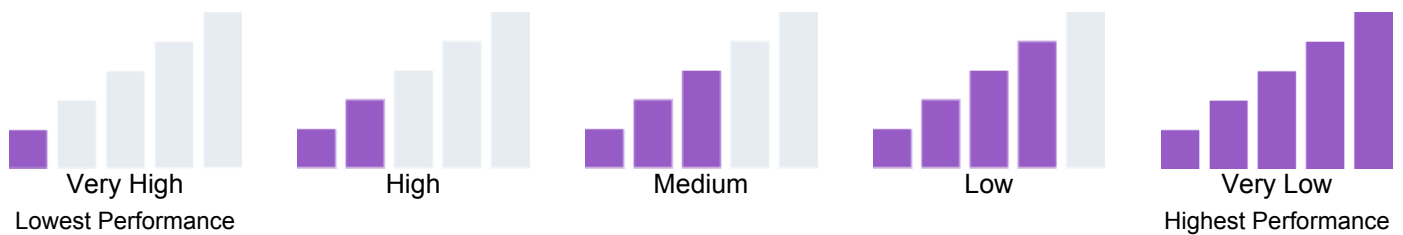| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
6.7%	6.7%	4.4%	82.2%

Conclusions based on this data:

1. Our English Learner Progress fell into the very high status indicator

2. 86% of our EL students are making progress towards English proficiency according to this indicator

3. 37 of our EL students progressed at least one ELPI level

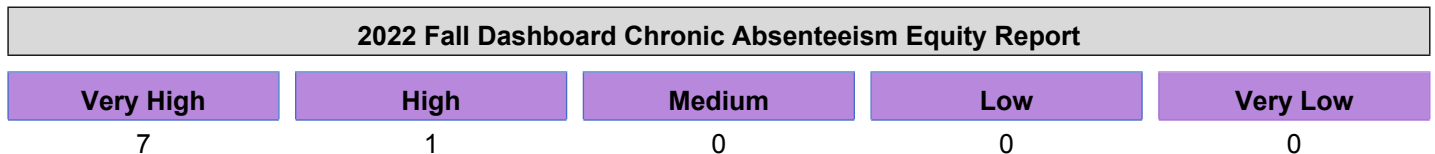# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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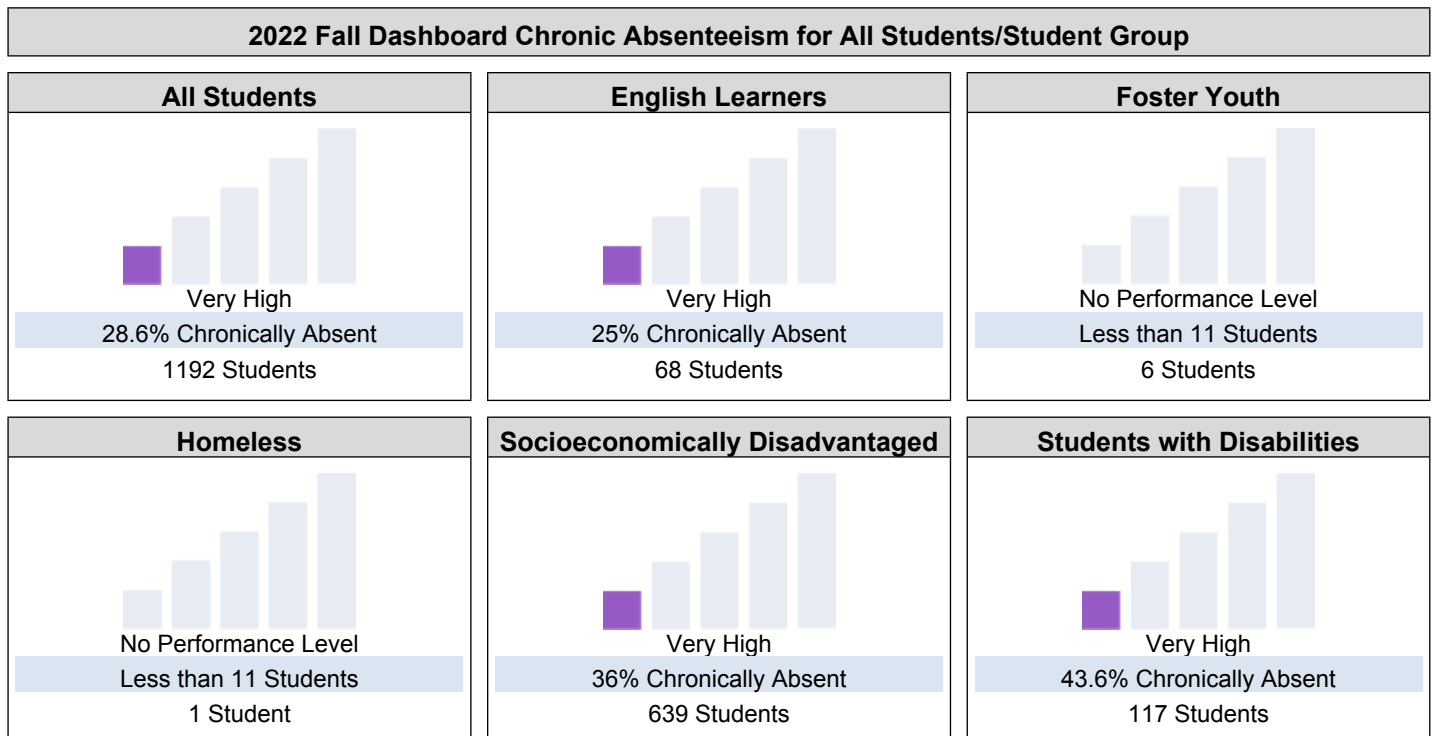
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
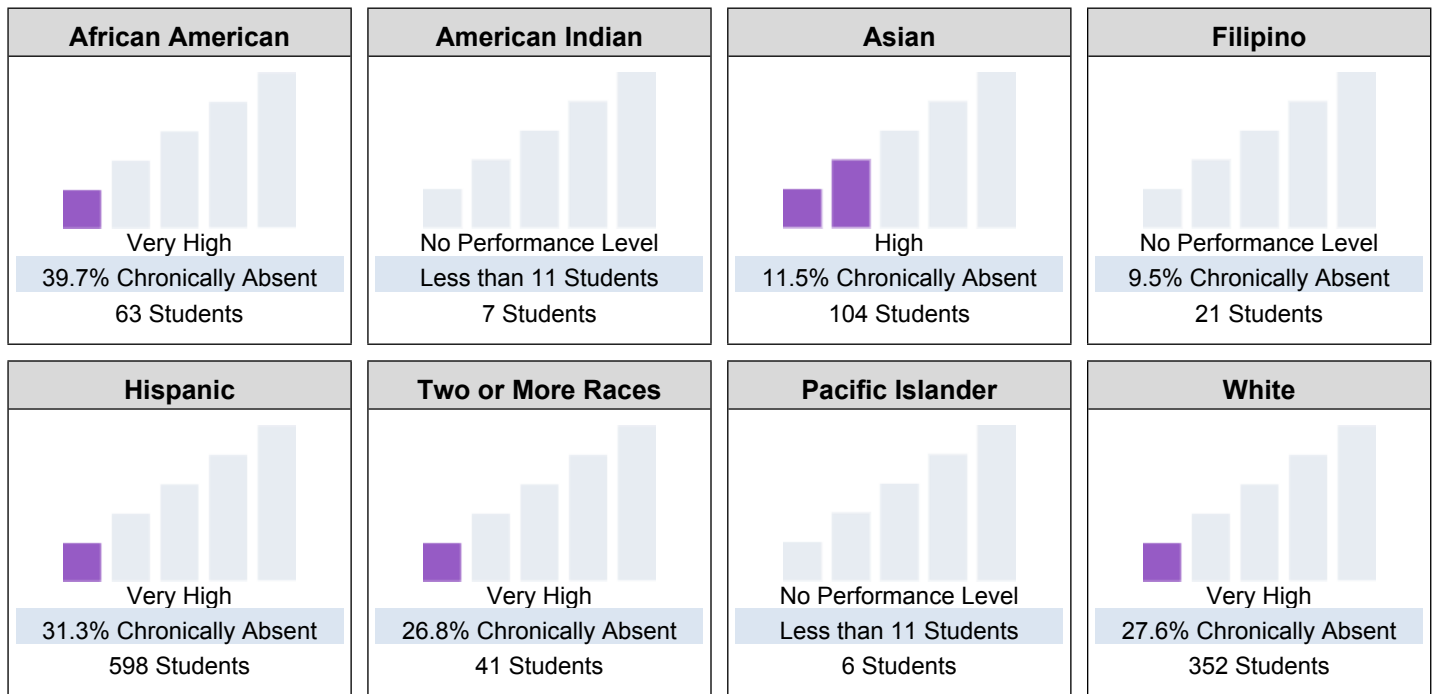
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
7	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
28.6% Chronically Absent	25% Chronically Absent	Less than 11 Students
1192 Students	68 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	36% Chronically Absent	43.6% Chronically Absent
1 Student	639 Students	117 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	High	No Performance Level
39.7% Chronically Absent	Less than 11 Students	11.5% Chronically Absent	9.5% Chronically Absent
63 Students	7 Students	104 Students	21 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
31.3% Chronically Absent	26.8% Chronically Absent	Less than 11 Students	27.6% Chronically Absent
598 Students	41 Students	6 Students	352 Students

Conclusions based on this data:

1. Our chronic absenteeism status indicator fell in the very high range

2. Our SWD subgroup has the highest chronic absentee rates

3. Our lowest absentee rates are in our Filipino and Asian subgroups

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	1	4	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
8.9% suspended at least one day	4.1% suspended at least one day	18.2% suspended at least one day
1232 Students	73 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	13% suspended at least one day	18.3% suspended at least one day
1 Student	668 Students	126 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Very High

20.6% suspended at least one day

68 Students

American Indian

No Performance Level

Less than 11 Students

7 Students

Asian

Medium

3.7% suspended at least one day

108 Students

Filipino

No Performance Level

0% suspended at least one day

21 Students

Hispanic

High

10.8% suspended at least one day

623 Students

Two or More Races

Medium

4.4% suspended at least one day

45 Students

Pacific Islander

No Performance Level

Less than 11 Students

6 Students

White

Medium

6.2% suspended at least one day

354 Students

Conclusions based on this data:

1. Our overall suspension rates fell in the high status indicator range

2. Our SWD, SED, and African American subgroups all fell in the very high range for suspensions with over 13% of each of those subgroups being suspended for at least one day

3. our lowest suspension rates were in our Filipino subgroup

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

All students in grade 7-8 will increase their proficiency as measured by the 21-22 Smarter Balanced Assessment Consortium (SBAC) in English Language Arts as compared to the 2021-2022 scores.

Identified Need

All student groups are identified as needing additional support in ELA as measured on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 7th grade students who met or exceeded standard in ELA on the CAASPP	70% met standard	75% met standard
Percentage of 8th grade students who met or exceeded standard in ELA on the CAASPP	72% met standard	75% met standard

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

Strategy/Activity

After school AB labs to help support students who need additional support in ELA. We will provide daily labs after school open to all students that will be run by credentialed teachers from the AB department. Labs will include time to reteach standards, provide homework help, and allow students to retake assessments when needed.

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)
11,214	LCAP Supplemental
8745.85	LCAP Intervention

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

All Students

Strategy/Activity

Reading strategies class for students who need extra reading foundational support or who are performing below grade level in ELA. As a tier 3 intervention, students will be placed in a reading strategies class to assist them in acquiring the foundational skills needed to be successful at grade level. They will use a supplemental curriculum that will diagnose students' needs and provide lessons at their level. Quarterly assessments will be used to monitor the progress of each student. Students with Disabilities will also be given access to the Read 180 curriculum in their support class.

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)
	District Funded

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

Weekly before school intervention time will be offered to all students needing extra support. In addition, teachers will meet during PLC to analyze assessment data to identify students that need targeted support.

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)
7210.44	LCAP Supplemental

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

Access to technology- computers and computer carts will be purchased to help maintain the 1-1 computer access for all students. This includes funding for replacement computers and money to purchase computers for all intervention services.

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)
5668.68	LCAP Supplemental

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

All Students

Strategy/Activity

Teacher training- additional teachers will attend the AVID conference and funding will be allocated for substitute teachers so that they can attend district PLC's and collaborative planning days. (This goal will impact both Goal 1 and Goal 2 but all funding will be listed under this goal.)

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)
11250	LCAP Supplemental

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.

There has been a great response to the morning interventions and the after school labs. The attendance has increased and students are taking advantage of the extra support. We foresee that the extra targeted support will provide the students with the foundation they will need to be more successful on this year's CAASPP.

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 no major differences. The implementation and budgeted expenditures were executed as planned.

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.

No changes are planned

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

All students in grade 7-8 will increase their proficiency as measured by the 2022-2023 Smarter Balanced Assessment Consortium (SBAC) in Math compared to the 2021-2022 scores.

Identified Need

Increased proficiency in Math on the 2022/2023 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 7th grade students who met or exceeded standard in Math on the CAASPP	39% met standard	45% met standard
Percentage of 8th grade students who met or exceeded standard in Math on the CAASPP	43% met standard	50% met standard

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

Strategy/Activity

After school Math labs to help support students who need additional support in math. We will provide daily labs after school open to all students that will be run by credentialed teachers from the math department. Labs will include time to reteach standards, provide homework help, and allow students to retake assessments when needed.

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)
11000	LCAP Intervention

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

All students

Strategy/Activity

We will offer intervention time to all students every Thursday morning before school for 45 minutes. Student will be able to attend the intervention time with any class that they need extra support in. Students with Disabilities will also be pulled in separate groups to intentionally address and reteach their specific needs. Teachers will be meeting during PLC time to analyze test data and reteach key standards to the students with deficits during this time. Teachers will be notifying parents and inviting students on the D/F list that need the extra support.

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)
10369.88	LCAP Supplemental

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

Math strategies class for students who need extra math foundational support or who are performing below grade level in Math. As a tier 3 intervention, students will be placed in a math strategies class to assist them in acquiring the foundational skills needed to be successful at grade level. They will use Desmos supplemental curriculum which will diagnose students needs and provide lessons at their level. Quarterly assessments will be used to monitor the progress of each student.

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)
2000	LCAP Intervention
22699	LCAP Supplemental

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.

There has been a great response to the morning interventions and the after school labs. The attendance has increased and students are taking advantage of the extra support. We foresee that the extra targeted support will provide the students with the foundation they will need to be more successful on this year's CAASPP.

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 no major differences. The implementation and budgeted expenditures were executed as planned.

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.

No changes are planned.

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

English Language Development

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

Increase the reclassification rate of our English Learner students by 10%

Identified Need

Expedite the amount of time is takes for our English Learners to achieve reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students being reclassified based on ELPAC and CAASPP scores	12 reclassified students in 2021/2022	14 reclassified students

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)

EL Students

Strategy/Activity

BIA will push in to core curriculum classes to assist provide additional support for the EL students. Ipads and additional supplemental resources will be purchased for the BIA to use with the EL 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.

Amount(s)   Source(s)

3848.20	Title III English Learner 2000-2999: Classified Personnel Salaries
559	Title III English Learner 4000-4999: Books And Supplies

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 BIA pushes in to all core classes to provide academic support to all EL students. The BIA provides intensive support at the beginning of the year to any Newcomer students who do not speak English. We check out an iPad to those students and train them to use Google Translate so that they can communicate with all of their teachers and peers. The BIA also monitors the grades of all of the EL students and provides extra support to any student on the D/F list.

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 no major differences. The implementation and budgeted expenditures were executed as planned.

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.

The goal will be continued this year with increased expectations of success.

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

MTSS to address Chronic Absenteeism and Suspension Rate

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 4

Decrease the number of students who are chronically absent or receive suspensions, with particular focus on our Students with Disabilities.

Identified Need

Due to COVID 19, we saw a sharp decline in students' attendance and ability to control and regulate their social interactions. Therefore, a large number of students, especially in our Students with Disabilities subgroup, received suspensions and also fell into our Chronically Absent category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 28.6% of our student population were considered chronically absent.	In 22-23, we expect there to be a decline in the overall number of students who were chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 28.6% of our SWD population were considered chronically absent.	In 22-23, we expect there to be a decline in the overall number of our SWD subgroup who were chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 8.9% of our student population received one or more days of suspension.	In 22-23, we expect there to be a decline in the overall number of students who receive a suspension by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 18.3% of our SWD student subgroup received one or more days of suspension.	In 22-23, we expect there to be a decline in the overall number of our SWD subgroup who receive a suspension 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 with particular focus on our SWD subgroup

Strategy/Activity

Professional Development
Activity 1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.
Activity 2: Appropriate staff will be trained on pulling and analyzing absentee data.
Activity 3: Staff will be trained on appropriate Trauma-Informed Practices and ways to support students who have a traumatic background.
Activity 4: Our MTSS model will be more clearly defined and articulated for our Social-Emotional and Behavioral supports and staff will be trained on what supports are available to support 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.

Amount(s)	Source(s)
1437.93	LCAP Intervention

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students with particular focus on our SWD subgroup

Strategy/Activity

Increase communication and awareness to families.
Activity 1: 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.
Activity 2: We will provide communication to our SWD families, either through written or oral translation, 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.

Amount(s)   Source(s)

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 to be implemented based on our ATSI status. We are still collecting data.

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	Amount
Total Funds Provided to the School Through the Consolidated Application	$4,407.20
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$96,002.98

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
LCAP Intervention	$23,183.78
LCAP Supplemental	$68,412.00
Title III English Learner	$4,407.20

Subtotal of state or local funds included for this school: $96,002.98

Total of federal, state, and/or local funds for this school: $96,002.98

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
LCAP Supplemental	$68,412.00	0.00
LCAP Intervention	$23,183.78	0.00
Title III English Learner	$4,407.20	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	23,183.78
LCAP Supplemental	68,412.00
Title III English Learner	4,407.20

Expenditures by Budget Reference

Budget Reference	Amount
	81,412.00
2000-2999: Classified Personnel Salaries	3,848.20
4000-4999: Books And Supplies	559.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	10,183.78
	LCAP Intervention	13,000.00
	LCAP Supplemental	68,412.00
2000-2999: Classified Personnel Salaries	Title III English Learner	3,848.20
4000-4999: Books And Supplies	Title III English Learner	559.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,088.97
Goal 2	46,068.88
Goal 3	4,407.20
Goal 4	1,437.93

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

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Judy Cortez- Garcia	Parent or Community Member
Ruby Helsley	Parent or Community Member
Jennifer Poochigian	Parent or Community Member
Ann Castro	Other School Staff
May Moua	Principal
Tami Calderon	Other School Staff
Shelley Johnson	Classroom Teacher
Dava Parks	Classroom Teacher
Sarah Ferrer Giersch	Classroom Teacher
Rex Alves	Secondary Student
Trig McTeer	Secondary Student
Sophia Helsley	Secondary Student

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
	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 May 17, 2023.

Attested:

	Principal, May Moua on May 17, 2023
	SSC Chairperson, Jennifer Poochigian on May 17, 2023