

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Park Elementary School	30-73650-6030191	October 9, 2023	June 2023

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 Impact that Stakeholder Engagement had on the process

Creating our SPSA is a collaborative process involving district staff, site staff, and our educational stakeholders. Our site plan was developed through a series of meetings with staff, our MTSS team, and School Site Council (SSC). Our site council met on October 24, 2022, January 23, 2023, March 13th, 2023 and May 22, 2023. The final draft of the SPSA was reviewed by School Site Council (SSC) on May 22, 2023. Both SSC and our educational stakeholders were actively involved in reviewing data and developing our SPSA goals. The Annual Review of the SPSA will take place in September of 2023 with the SSC.

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:

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

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: 5/16/2022

Attested:

Vicki Wong

Typed Name of School Principal

Signature of School Principal

10-09-2023

Date

Tiffany Chang

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10-09-2023

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vicki Wong	1				
Tiffany Chang				1	
Toska Eghbali				1	
Maggie Hernandez				1	
Matthew Honek				1	
Lily Lau				1	
Sachiko Nozaki				1	
Amina Ahmed		1			
Nancy Chisholm		1			
Amy Naples			1		
Karen Redd			1		
Danielle Stone		1			
*Alternate - Daniela Smith					
Numbers of members of each category	1	3	2	6	
(Totals of Group A and Group B must equal)	Total Group A: 6			Total Group B: 6	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

- Site has chosen to combine SSC and ELAC using the above guidelines.**
OR
 Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$93,773	93,773
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$50,611	50,611
Lottery Funds Purpose: Purchase site instructional materials	\$4,960	4,960
Total amount of state categorical funds allocated to this school	\$149,344	149,344
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$151,417.86	151,417.86
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$0.00	
Total amount of federal categorical funds allocated to this school	\$151,417.86	151,417.86
Total amount of state and federal categorical funds allocated to this school	\$300,761.86	\$300,761.86

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Create a positive school climate and system of supports for student personal and academic growth.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 SSC/PTA meetings	SSC meets at least four times per year as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings. PTA Executive Board and the Association meet monthly as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings	An established partnership to share a collective responsibility for progress at University Park among all educational stakeholders as measured by the submission of the agendas, the minutes, and sign-in sheets for scheduled meetings.
Panorama - Student Social Emotional Competencies	<p>Spring 2023 Social Awareness - How well students consider the perspectives of others who empathize with them. (70% Favorable) Maintain or increase to demonstrate continuous improvement.</p> <p>Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations. (75% favorable) Maintain or increase to demonstrate continuous improvement.</p> <p>Grit - How well students are able to persevere through setbacks to achieve important long-term goals. (66% favorable) Maintain or increase to demonstrate continuous improvement.</p>	<p>Spring 2024 Social Awareness - How well students consider the perspectives of others who empathize with them. (75% favorable) Maintain or increase to demonstrate continuous improvement.</p> <p>Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations. (80% favorable) Maintain or increase to demonstrate continuous improvement.</p> <p>Grit - How well students are able to persevere through setbacks to achieve important long-term goals. (70% favorable) Maintain or increase to demonstrate continuous improvement.</p>

Metric/Indicator	Baseline	Expected Outcome
Panorama - Supportive Relationships	Supportive Relationships - How supported students feel through their relationships with friends, family, and adults at school. (85% favorable) Maintain or increase to demonstrate continuous improvement.	Supportive Relationships - How supported students feel through their relationships with friends, family, and adults at school. (85% favorable) Maintain or increase to demonstrate continuous improvement.
2022-2023 Hanover Annual Survey Data - Educational Experience	Hanover Annual Survey Data 2022-2023 - Educational Experience 81% of students and 85% of parents at University Park report being satisfied or very satisfied with the overall educational experience at their school.	Hanover Annual Survey Data 2022-2023 - Educational Experience 80%-85% of students and 82%-87% of parents at University Park report being satisfied or very satisfied with the overall educational experience at their school.
2022-2023 Hanover Annual Survey Data - Student Experience	Hanover Annual Survey Data 2022-2023 - Student Experience 79% of students and 78% of parents agree/strongly agree there is a sense of community on campus.	Hanover Annual Survey Data 2023-2024 - Student Experience 75-80% of students and 75-80% of parents agree/strongly agree there is a sense of community on campus.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
GRA - 1st Grade	69.09% Benchmark Met Mid-Year in 2022-2023	Growth for all students. Meet or Exceed District Average
GRA - 2nd Grade	64.91% Benchmark Met Mid-Year in 2022-2023	Growth for all students. Meet or Exceed District Average
GRA K-2nd Grade	66% Benchmark Met Mid-Year in 2022-2023	Growth for all students. Increase the percentage of students who meet the Mid Year GRA Benchmark by 3%.
STAR Ren ELA 3rd Grade - 6th Grade	Of the students who took the assessment - 68.01% Met Mid Year ELA Benchmark in 2022-2023	Growth for all students. Increase the percentage of students who meet the Mid Year ELA Benchmark by 3%.
STAR Ren MATH 1st - 6th Grade	Of the students who took the assessment - 79.94% Met Mid Year Math Benchmark in 2022-2023	Growth for all students. Increase the percentage of students who Meet Mid Year Math Benchmark by 3%.
Results of CAASPP Spring 2023 3rd-6th Grades	CAASPP results will be used as a baseline and to inform instructional practices.	Results of CAASPP Spring 2024 3rd-6th grades growth for all students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Address barriers limiting student participation in programs and provide equity in allocation of resources.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Hanover Annual Survey Data 2022-2023 - Inclusive Practices and Practices	Hanover Annual Survey Data 2022-2023 - Inclusive Practices and Practices 92% of parents and 90% of students agree/strongly agree that University Park supports students of different races, ethnicities, and cultures.	Hanover Annual Survey Data 2023-2024 - Inclusive Practices and Practices 90-95% of parents and 90%-95% of students agree/strongly agree that University Park supports students of different races, ethnicities, and cultures.
2022 CA School Dashboard Chronic Absenteeism	2022 CA School Dashboard - 20% of all students were chronically absent; 25% of students of two or more races were chronically absent; 25% of socioeconomically disadvantaged students were chronically absent	2023 CA School Dashboard - 17% of all students were chronically absent; 22% of students of two or more races were chronically absent; 22% of socioeconomically disadvantaged students were chronically absent
School Intervention Data Collection and progress monitoring through Acadience, Reading Records, phonics assessments, and other comprehension assessments.	For the 2022-2023 school year, seventy students have received Tier 3 intervention in the area of reading and math. Twenty met the exit criteria from Tier 3. The students that remain in Tier 3 are receiving intervention on other critical skills once they show mastery of another. Seven researched based intervention programs are in place. Progress is monitored through Acadience, Reading Records, phonics assessments, and	For the 2023-2024 school year, students identified through district and site screeners and assessments will receive Tier 3 intervention in the area of reading and math. Progress will be monitored, and students will exit interventions when they demonstrate mastery of the essential skills being targeted. Research-based interventions will be used, and students will work with the Tier 3 teacher.

Metric/Indicator	Baseline	Expected Outcome
	other comprehension assessments. Students made growth across the board.	
2022-23 CALPADS Chronic Absenteeism	2022-23 CALPADS 14.1 Student Absenteeism Report Students absent less than 5% = 47.08% Students absent greater than or equal to 5% and less than 10% = 31.64% Students absent greater than or equal to 10% and less than 20% = 16.95% Students absent greater than or equal to 20% = 4.33%	2023-24 CALPADS 14.1 Student Absenteeism Report Students absent less than 5% = 55% or higher Students absent greater than or equal to 5% and less than 10% = 25% or lower Students absent greater than or equal to 10% and less than 20% = 10% or lower Students absent greater than or equal to 20% = 2% or lower

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Instructional Assistant support to reduce class sizes	All students	Principal, Classroom Teachers, TOSA	LCAP B	21073	X	X	X		
				LCAP S	50,611					
				Title I	76,910.91					
				Dist.	73363.41					
				Other	82350.66					
2.	Research Based Interventions and Instruction -Instructional Aide Support and Materials	At Promise	Tier 3 teacher, Classroom Teachers	Title I	37,570	X	X	X		
3.	Student Engagement Support (Field Trip Scholarships)	At Promise	Teachers, Admin, AAP	Title I	11,136.95	X	X	X		
4.	Pupil Supplies	All Students	Teachers, AAP	LCAP B	28,000.00	X	X	X		
5.	Extended Learning	At Promise Students	Teachers	Other	3500.00		X	X		
6.	Lexia, Learning A to Z, 6th Grade Mophines Curriculum	all students - EL, at promise, and low income	Classroom Teachers, IAs	LCAP B	4,700.00	X	X	X		
				Lottery	1,105.					
				Dist.	6,500.00					
7.	Junior Coach Program to Support Recess/Positive Play, Recess Team - Noon Duty Supervisors	At Promise Students, All Students	TOSA, Principal, PE Para, Recess Team	LCAP B	40,000	X	X	X		
				Title I	4,000					
8.	1st Phonemic Awareness; News ELA ; IXL; Brain Pop	All Students	Classroom Teachers	Title I	5,000.00	X	X	X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
9.	Writing without Tears	TK, Kinder-1st Grade Students	K-1 Teachers/IA's	Lottery 1,400		X	X		
10.	Scholastic News and Starfall	Primary Students	Classroom Teachers/IA	Lottery 2455.00		X	X		
11.	Target Chronic Absenteeism through Evidence Based Practices including: Teacher Outreach: phone calls, emails, conferences. Incentive Programs: raffles, competitions, classroom parties for ATTENDANCE MATTERS poster completion. Perfect Attendance Campaigns: Monthly or yearly awards, inc. certificates, gift cards, etc. Attendance Posters: post positive attendance posters to promote attendance awareness. Resources: Attendance Works, Classroom and Grade Level Attendance Competitions best attendance for a month, semester, etc. Attendance Messaging: Use school messenger, newsletters, etc. to highlight the importance of attendance, share information about independent study contracts, policies, etc By improving overall attendance, we should see an improvement in overall academic success for all students. Focus Group for Parent Subgroups	Students of 2+ Races- with Chronic Absenteeism	Teachers, Admin, TOSA, Staff	Title I 800	X	X	X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
12.	Technology - iPads and Supplies; replacement	PK - 6	Teacher, Media Tech, Prinicpal; Computer Support	Title I	10,000	X	X	X		
13.										
14.										
15.	Title 1 Parent Engagement Activities	All Families	Admin, Staff	Title I	3,000.00	X	X	X		
16.	PBIS - Prize Cart/Incentives, Recess Team Incentives & Student Assemblies			Title I	3,000.00	X				
				Other	1,500.00					
17.										
18.										
19.										
20.	Tier 3 Intervention Teacher			Dist.	124,235.00		X	X		

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

This plan is designed to support the needs of all students, including the unique needs of English Language Learners. Our priority is to focus on school-wide literacy for all students while increasing student achievement in a culturally and linguistically responsive and safe learning environment. We will provide opportunities for students to engage in intellectually rich learning experiences that foster high levels of English proficiency through the following strategies and activities:

PK-6 Structured English Immersion (SEI) clusters: Integrated program design where students receive substantial to moderate support to ensure that language development occurs in and through subject matter learning

EL Coordinator: Training and coordination of EL instruction for teachers; coordinates language assessment and monitors the progress of student learning and acquisition of language

Paraprofessionals: Instructional assistants to support teachers and students to lower instructor and student ratio

School-wide Lexia licenses to increase literacy skills: Individualized skill based-lessons focusing on foundational reading skills and comprehension

K-6 Structured System to support student learning: Each grade level spends 30 minutes daily to provide specific instruction and enrichment based on student needs during WIN (What I Need) with paraprofessional support

Professional Development for teachers and paraprofessionals: Designated and Integrated English instruction, effective strategies to support English learners, and scaffolding techniques to increase comprehension and participation.

Training on Write From the Beginning and Beyond

Parent Engagement: ELAC Informational meetings; parent math night; annual Multicultural day; community outreach working with the Community Liaisons from the Language Development Department.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

This plan is designed to support the needs of all students, including the unique needs of low-income/foster youth. Our goals are to increase achievement in literacy and continue improvements in Social Emotional Learning (SEL) and positive school culture. The California Department of Education (CDE) has identified University Park for Additional Targeted Support and Improvement (ATSI) based on California Dashboard data. As a result, in this year's SPSA, we are focused on addressing Chronic Absenteeism for students of 2+ Races using researched based strategies to improve attendance rates as indicated below.

We will specifically focus on improving the attendance rate for all students and especially for low-income, foster youth, and students of two or more races. We will focus on utilizing research-based strategies to improve attendance rates, including,

Establishing a Positive School Climate by creating a welcoming and inclusive environment where all students feel valued and respected. This can be achieved by promoting cultural diversity, celebrating different heritages, and acknowledging and appreciating students' identities and backgrounds.

Implement Early Warning Systems: We will develop systems to identify and intervene early when attendance issues arise. We will use data to monitor student attendance patterns and identify students who are frequently absent. Our early intervention strategies will involve personalized outreach, counseling, and additional supports to address underlying issues.

Provide Targeted Supports: We will identify students who are at risk of chronic absenteeism and provide targeted support to address their specific needs. This can include mentoring programs, tutoring, counseling services, or individualized attendance plans. We will tailor interventions based on the reasons behind the absences (e.g., health issues, transportation challenges, family circumstances).

Foster a Strong Home-School Connection: We will continue to promote effective communication between home and school. We will keep families informed about the importance of attendance, school activities, and upcoming events. We will provide resources and information to support parents in reinforcing positive attendance habits at home.

We will continue to provide opportunities for all students, with specific target supports for our low-income and foster youth students, to meet the challenging state academic standards through the following strategies and activities:

Professional Learning Communities (PLC): Each grade level meets weekly, engaging in The Learning Cycle to clarify learning targets, create (formative) assessments, interpret data, and create actions to enhance and enrich student learning

Professional development for teachers and paraprofessionals: Increasing student ownership of learning; research-based instruction for best reading practices; Second Step (SEL curriculum)

School-wide Lexia licenses for all students to increase literacy skills: Individualized skill based-lessons focusing on foundational reading skills and comprehension

K-6 Structured System to support student learning: Each grade level spends 30 minutes daily to provide intervention and enrichment during WIN (What I Need) with paraprofessional support

Intensive intervention in the Panther Pad: Title 1 Instructional Assistants teach small groups of K - 6th-grade students throughout the day using ELA and intervention materials such as Words Their Way, Read Naturally Live, and personalized learning support. Student progress is monitored to determine academic improvement and intervention effectiveness. Funds are used for staffing, purchasing intervention materials, and training teachers and paraprofessionals to teach the interventions. Interventions will begin earlier in the year and are embedded during the school day to reach all students.

Parent Engagement Events: Family Math Night; PBIS parent night, Multicultural day, and parenting workshops, PTA sponsored Read-a-thon

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

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

Planned Strategies and Activities:

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	44	77	83
Grade 1	34	58	61
Grade 2	43	62	55
Grade3	41	73	66
Grade 4	45	67	74
Grade 5	55	81	64
Grade 6	39	77	93
Total Enrollment	301	495	496

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	76	139	122	25.2%	28.1%	24.6%
Fluent English Proficient (FEP)	49	70	98	16.3%	14.1%	19.8%
Reclassified Fluent English Proficient (RFEP)	34			44.7%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	74	74	0	67	66	0	67	66	0.0	90.5	89.2
Grade 4	46	70	85	0	61	71	0	61	71	0.0	87.1	83.5
Grade 5	51	81	68	0	76	60	0	76	60	0.0	93.8	88.2
Grade 6	43	79	96	0	74	89	0	74	89	0.0	93.7	92.7
All Grades	185	304	323	0	278	286	0	278	286	0.0	91.4	88.5

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		2446.	2433.		34.33	30.30		25.37	18.18		19.40	22.73		20.90	28.79
Grade 4		2481.	2481.		34.43	36.62		24.59	11.27		14.75	23.94		26.23	28.17
Grade 5		2536.	2542.		38.16	40.00		27.63	18.33		13.16	20.00		21.05	21.67
Grade 6		2562.	2592.		32.43	40.45		32.43	38.20		17.57	11.24		17.57	10.11
All Grades	N/A	N/A	N/A		34.89	37.06		27.70	22.73		16.19	18.88		21.22	21.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		31.34	25.76		53.73	59.09		14.93	15.15	
Grade 4		27.87	25.35		60.66	60.56		11.48	14.08	
Grade 5		28.95	28.33		60.53	58.33		10.53	13.33	
Grade 6		37.84	41.57		47.30	48.31		14.86	10.11	
All Grades		31.65	31.12		55.40	55.94		12.95	12.94	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.39	25.76		58.21	43.94		19.40	30.30
Grade 4		14.75	18.31		60.66	54.93		24.59	26.76
Grade 5		28.95	38.33		56.58	45.00		14.47	16.67
Grade 6		27.03	38.20		51.35	48.31		21.62	13.48
All Grades		23.74	30.42		56.47	48.25		19.78	21.33

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.42	19.70		76.12	65.15		7.46	15.15
Grade 4		26.23	19.72		62.30	69.01		11.48	11.27
Grade 5		21.05	26.67		72.37	70.00		6.58	3.33
Grade 6		27.03	16.85		59.46	80.90		13.51	2.25
All Grades		22.66	20.28		67.63	72.03		9.71	7.69

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		17.91	15.15		68.66	74.24		13.43	10.61
Grade 4		24.59	18.31		59.02	66.20		16.39	15.49
Grade 5		30.26	33.33		52.63	53.33		17.11	13.33
Grade 6		28.38	31.46		59.46	64.04		12.16	4.49
All Grades		25.54	24.83		59.71	64.69		14.75	10.49

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	74	74	0	74	73	0	74	73	0.0	100.0	98.6
Grade 4	46	70	85	0	69	83	0	69	83	0.0	98.6	97.6
Grade 5	51	81	68	0	78	65	0	78	65	0.0	96.3	95.6
Grade 6	43	79	96	0	76	96	0	76	96	0.0	96.2	100.0
All Grades	185	304	323	0	297	317	0	297	317	0.0	97.7	98.1

* 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		2449.	2465.		28.38	35.62		31.08	26.03		21.62	20.55		18.92	17.81
Grade 4		2498.	2492.		23.19	28.92		43.48	27.71		17.39	21.69		15.94	21.69
Grade 5		2519.	2528.		37.18	32.31		12.82	15.38		24.36	27.69		25.64	24.62
Grade 6		2566.	2585.		39.47	44.79		23.68	20.83		17.11	19.79		19.74	14.58
All Grades	N/A	N/A	N/A		32.32	35.96		27.27	22.71		20.20	22.08		20.20	19.24

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 3		33.78	43.84		43.24	36.99		22.97	19.18
Grade 4		34.78	40.96		46.38	38.55		18.84	20.48
Grade 5		34.62	33.85		39.74	43.08		25.64	23.08
Grade 6		43.42	46.88		39.47	37.50		17.11	15.63
All Grades		36.70	41.96		42.09	38.80		21.21	19.24

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		28.38	30.14		52.70	52.05		18.92	17.81
Grade 4		24.64	24.10		55.07	53.01		20.29	22.89
Grade 5		26.92	26.15		50.00	52.31		23.08	21.54
Grade 6		23.68	34.38		56.58	47.92		19.74	17.71
All Grades		25.93	29.02		53.54	51.10		20.54	19.87

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		31.08	32.88		52.70	49.32		16.22	17.81
Grade 4		33.33	25.30		50.72	57.83		15.94	16.87
Grade 5		20.51	21.54		65.38	60.00		14.10	18.46
Grade 6		31.58	38.54		56.58	51.04		11.84	10.42
All Grades		28.96	30.28		56.57	54.26		14.48	15.46

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1478.1	1441.2		1489.0	1446.6		1452.8	1428.3		12	26	
1	*	1446.9		*	1437.1		*	1456.1		10	14	
2	1533.9	1476.7		1519.6	1469.4		1547.5	1483.5		11	19	
3	1509.2	1460.8		1516.4	1458.9		1501.5	1462.3		14	14	
4	*	1502.3		*	1513.7		*	1490.4		10	19	
5	1552.6	1528.5		1557.9	1534.4		1546.6	1522.1		14	14	
6	*	1543.2		*	1556.3		*	1529.7		7	21	
All Grades										78	127	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.67	26.92		16.67	34.62		33.33	30.77		8.33	7.69		12	26	
1	*	21.43		*	35.71		*	14.29		*	28.57		*	14	
2	72.73	21.05		18.18	36.84		0.00	15.79		9.09	26.32		11	19	
3	35.71	0.00		21.43	35.71		35.71	21.43		7.14	42.86		14	14	
4	*	15.79		*	31.58		*	31.58		*	21.05		*	19	
5	28.57	35.71		42.86	21.43		21.43	28.57		7.14	14.29		14	14	
6	*	38.10		*	28.57		*	23.81		*	9.52		*	21	
All Grades	34.62	23.62		32.05	32.28		24.36	24.41		8.97	19.69		78	127	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.67	23.08		25.00	42.31		25.00	23.08		8.33	11.54		12	26	
1	*	21.43		*	35.71		*	14.29		*	28.57		*	14	
2	54.55	42.11		27.27	15.79		9.09	15.79		9.09	26.32		11	19	
3	42.86	7.14		35.71	50.00		14.29	7.14		7.14	35.71		14	14	
4	*	42.11		*	26.32		*	21.05		*	10.53		*	19	
5	35.71	50.00		50.00	28.57		7.14	7.14		7.14	14.29		14	14	
6	*	57.14		*	28.57		*	9.52		*	4.76		*	21	
All Grades	43.59	35.43		35.90	32.28		11.54	14.96		8.97	17.32		78	127	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	7.69		33.33	42.31		16.67	46.15		16.67	3.85		12	26	
1	*	28.57		*	28.57		*	14.29		*	28.57		*	14	
2	54.55	21.05		36.36	42.11		0.00	10.53		9.09	26.32		11	19	
3	14.29	0.00		28.57	14.29		42.86	28.57		14.29	57.14		14	14	
4	*	0.00		*	26.32		*	36.84		*	36.84		*	19	
5	21.43	14.29		35.71	14.29		28.57	50.00		14.29	21.43		14	14	
6	*	4.76		*	23.81		*	38.10		*	33.33		*	21	
All Grades	24.36	10.24		30.77	29.13		28.21	33.07		16.67	27.56		78	127	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.67	26.92		58.33	69.23		0.00	3.85		12	26	
1	*	35.71		*	50.00		*	14.29		*	14	
2	63.64	36.84		36.36	26.32		0.00	36.84		11	19	
3	42.86	14.29		42.86	50.00		14.29	35.71		14	14	
4	*	52.63		*	42.11		*	5.26		*	19	
5	50.00	21.43		35.71	64.29		14.29	14.29		14	14	
6	*	33.33		*	52.38		*	14.29		*	21	
All Grades	47.44	32.28		44.87	51.18		7.69	16.54		78	127	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	30.77		58.33	57.69		8.33	11.54		12	26	
1	*	14.29		*	57.14		*	28.57		*	14	
2	45.45	52.63		45.45	21.05		9.09	26.32		11	19	
3	57.14	28.57		35.71	28.57		7.14	42.86		14	14	
4	*	36.84		*	42.11		*	21.05		*	19	
5	57.14	71.43		42.86	14.29		0.00	14.29		14	14	
6	*	71.43		*	23.81		*	4.76		*	21	
All Grades	51.28	44.09		41.03	36.22		7.69	19.69		78	127	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	11.54		66.67	84.62		8.33	3.85		12	26	
1	*	28.57		*	35.71		*	35.71		*	14	
2	54.55	15.79		36.36	57.89		9.09	26.32		11	19	
3	21.43	0.00		64.29	21.43		14.29	78.57		14	14	
4	*	5.26		*	57.89		*	36.84		*	19	
5	35.71	14.29		50.00	71.43		14.29	14.29		14	14	
6	*	23.81		*	38.10		*	38.10		*	21	
All Grades	28.21	14.17		53.85	55.12		17.95	30.71		78	127	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.67	44.00		41.67	52.00		16.67	4.00		12	25	
1	*	14.29		*	64.29		*	21.43		*	14	
2	54.55	26.32		36.36	47.37		9.09	26.32		11	19	
3	14.29	7.14		64.29	71.43		21.43	21.43		14	14	
4	*	5.26		*	57.89		*	36.84		*	19	
5	7.14	14.29		78.57	64.29		14.29	21.43		14	14	
6	*	4.76		*	90.48		*	4.76		*	21	
All Grades	24.36	18.25		60.26	63.49		15.38	18.25		78	126	

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
495	32.7	28.1	0.8
Total Number of Students enrolled in University Park 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		
Student Group	Total	Percentage
English Learners	139	28.1
Foster Youth	4	0.8
Homeless	3	0.6
Socioeconomically Disadvantaged	162	32.7
Students with Disabilities	56	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	5.5
American Indian		
Asian	158	31.9
Filipino	6	1.2
Hispanic	91	18.4
Two or More Races	49	9.9
Pacific Islander		
White	157	31.7

Conclusions based on this data:

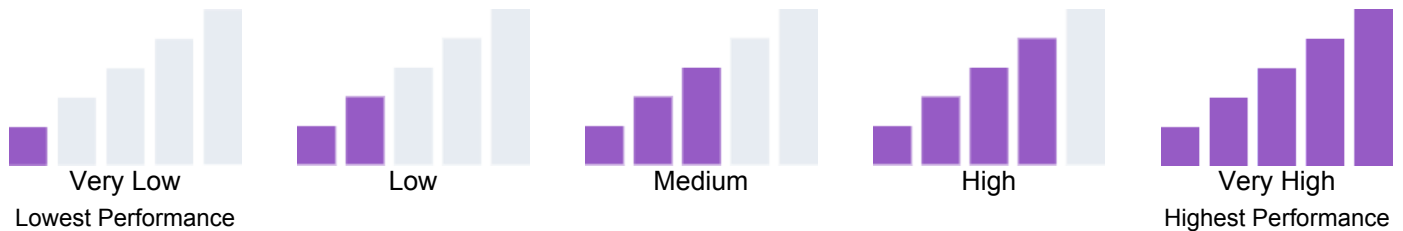
1. Our population of students who are socioeconomically disadvantaged continues to increase each year.
2. University Park continues to have a diverse population with a recent spike in the growth of our Hispanic population. This student group has grown from 11.94% in 2019-20 to 18.4% in 2021-22.
3. Our EL population has declined considerably from 47.6% in 2018-19 to 28.1% in 2021-22.

School and Student Performance Data

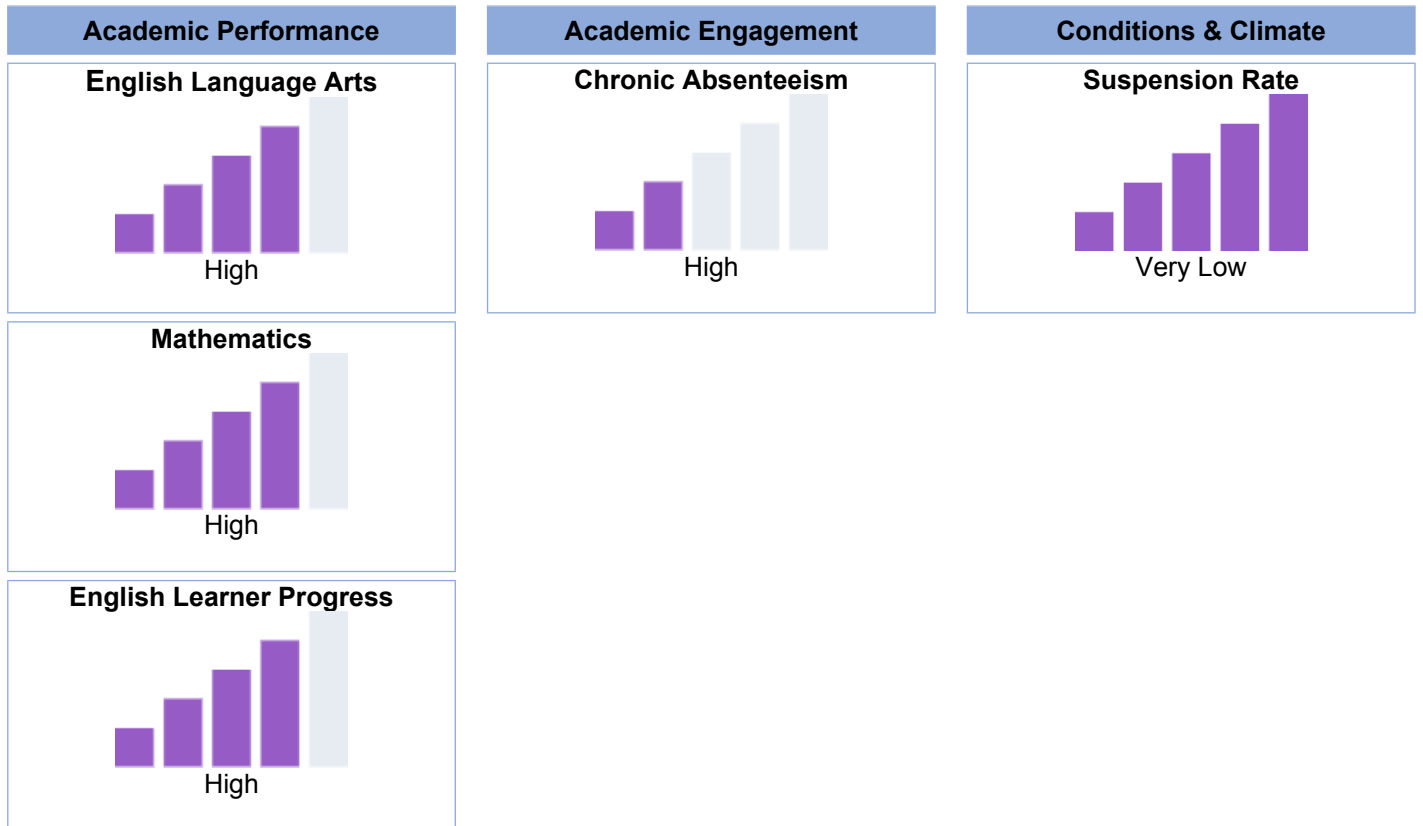
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. ELA Performance, Mathematics Performance, English Learner Progress, and Suspension Rate indicators are all strong. ELA scores improved for all students this school year. A schoolwide focus on literacy, Tier 2 and Tier 3 interventions, and a strong student centered vision and consistent administrative leadership over the last several years have contributed in consistent upward academic progress.

2. Proficiency rates for socioeconomically disadvantaged and students with disabilities remain the greatest area of need site wide in ELA and Mathematics.

School and Student Performance Data

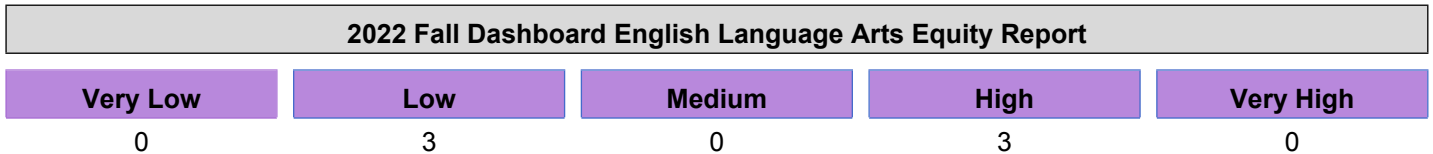
Academic Performance English Language Arts

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

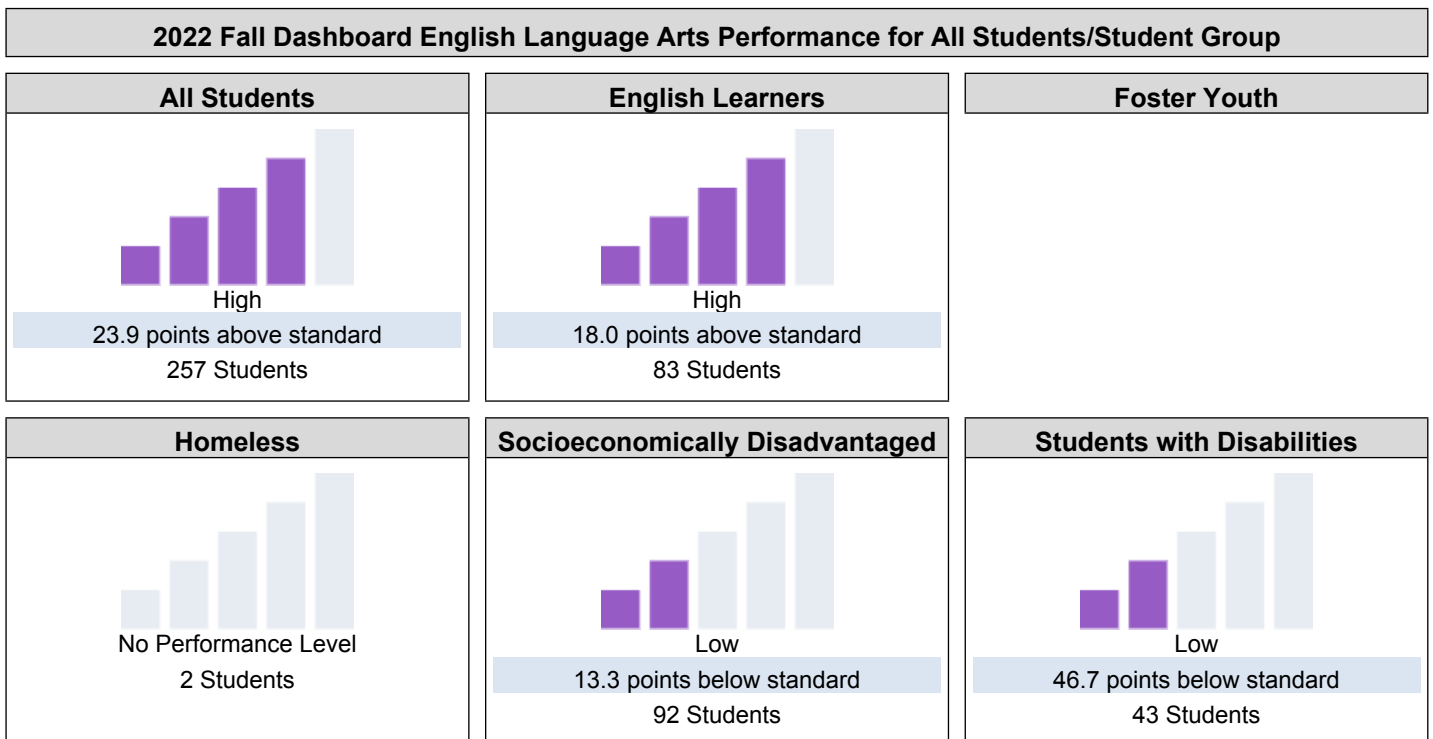
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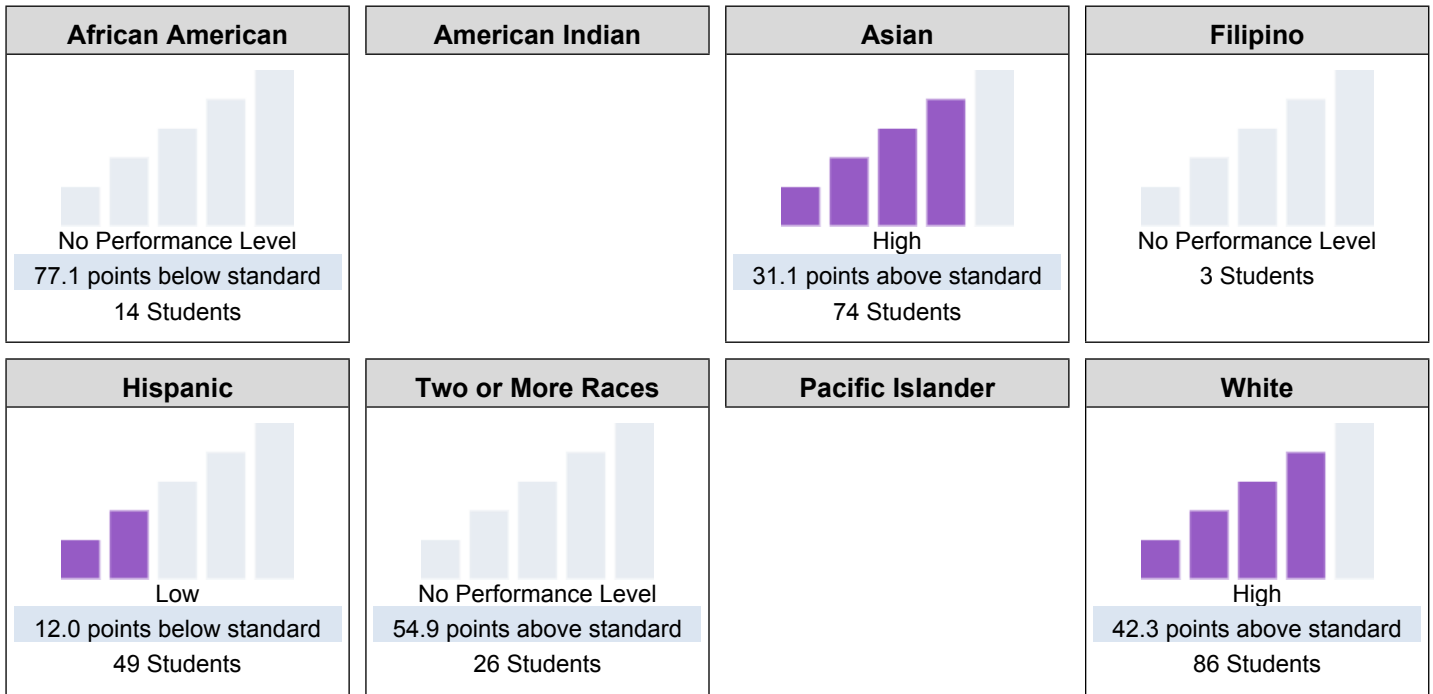
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.2 points below standard 33 Students	88.2 points above standard 50 Students	17.7 points above standard 157 Students

Conclusions based on this data:

1. ELA Performance on the CAASPP is strong for all students and English Learners. Students who are socioeconomically disadvantaged and students with disabilities remain the greatest area of need site wide in ELA.
2. Reclassified English Learners and EO students maintained high performance while only one group, current English Learner students, scored below standard.

School and Student Performance Data

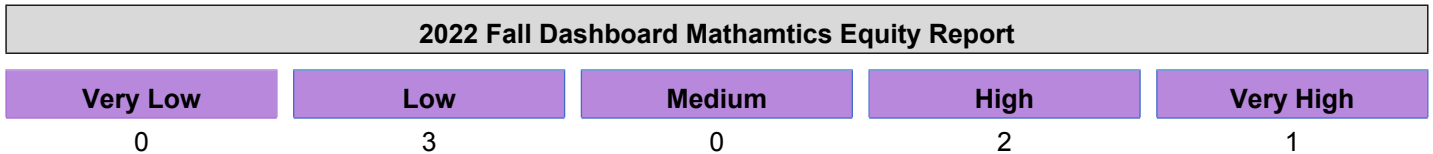
Academic Performance Mathematics

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](#).

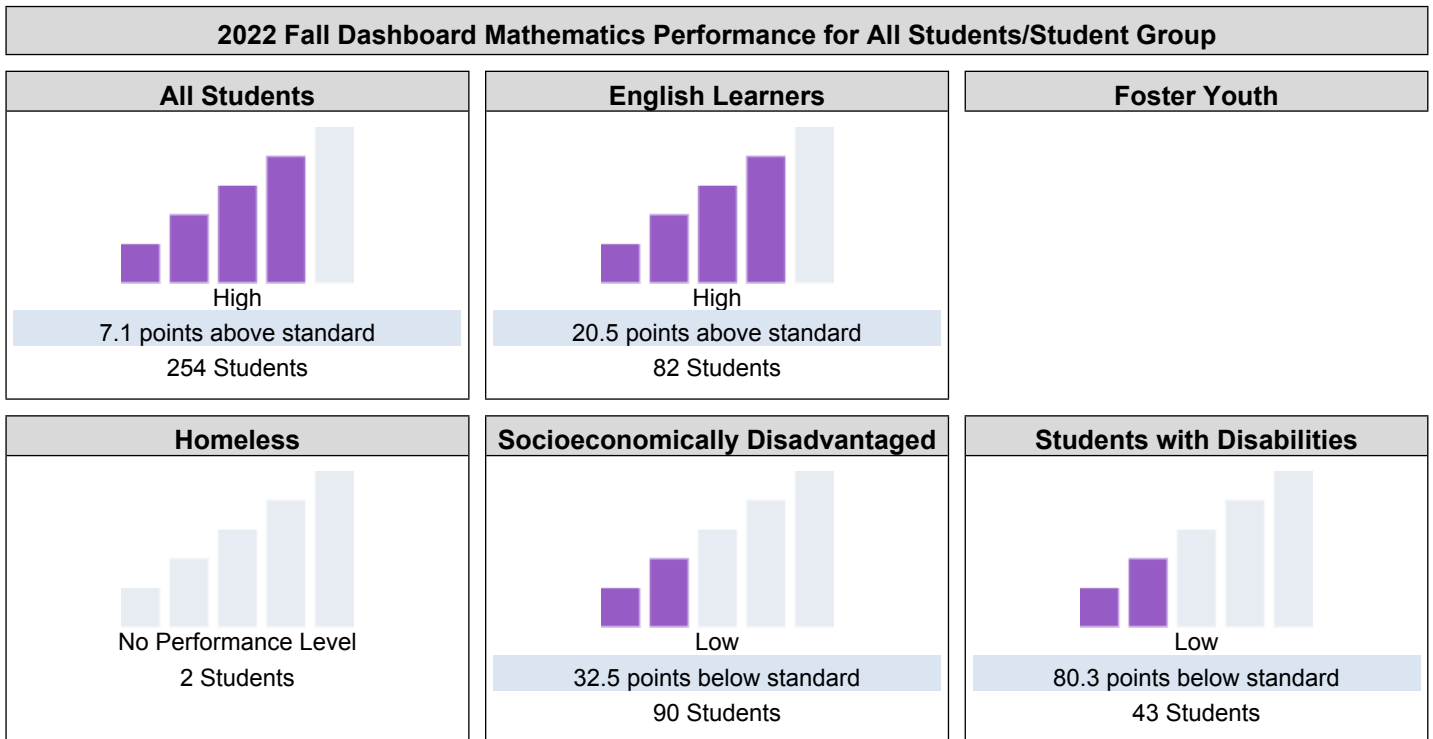
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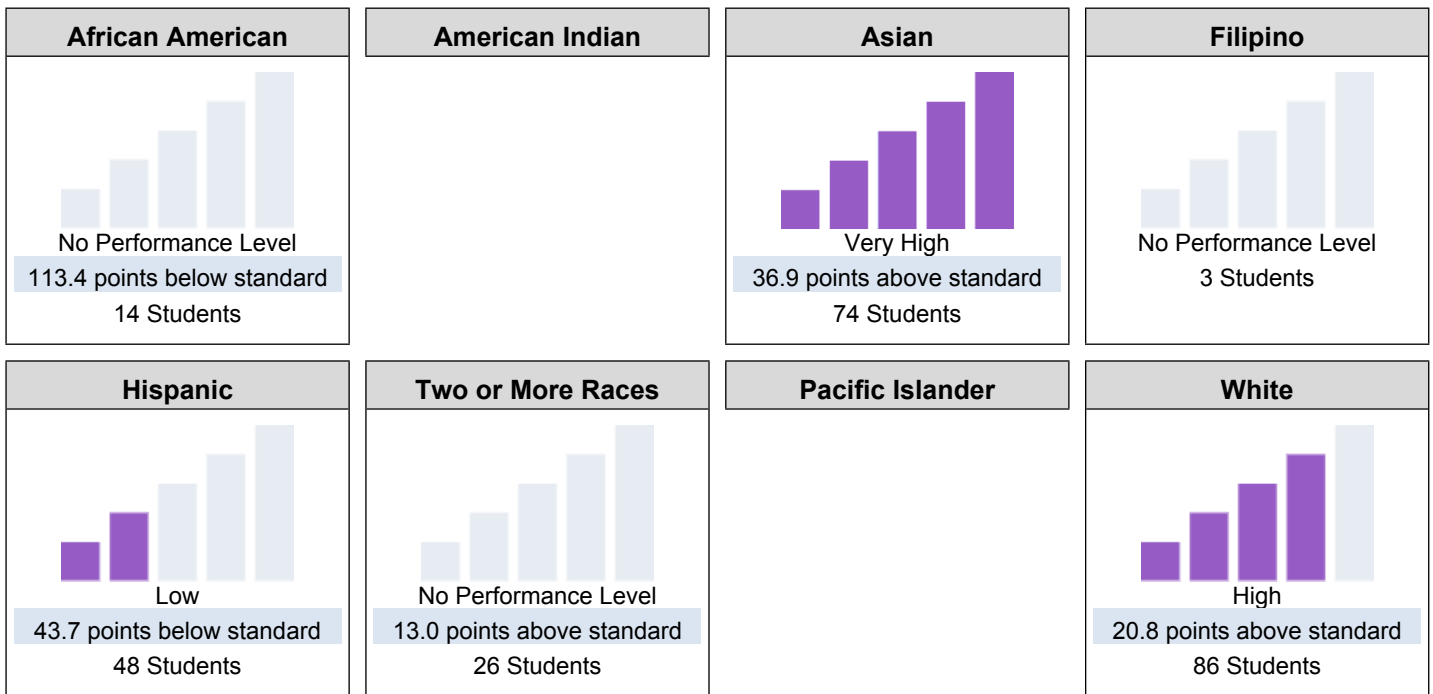
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">56.3 points below standard</p> <p>32 Students</p>	<p style="background-color: #e6f2ff;">69.7 points above standard</p> <p>50 Students</p>	<p style="background-color: #e6f2ff;">7.4 points below standard</p> <p>155 Students</p>

Conclusions based on this data:

1. Overall performance rate is high for students in 3rd-6th grade who are meeting grade-level standards on the Mathematics assessment.
2. Greatest area of focus and support should be focused on Hispanic students as well as students who are socioeconomically disadvantaged and students with disabilities. Students with disabilities performed significantly below the other subgroups and should be a cause for concern and focus.

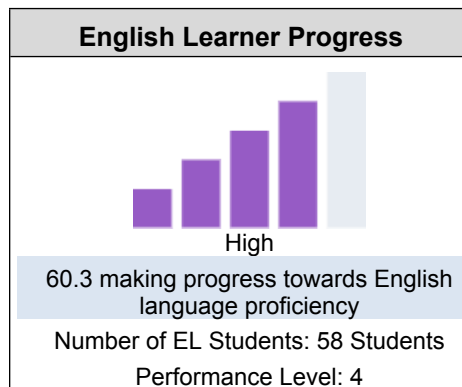
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.1%	27.6%	0.0%	60.3%

Conclusions based on this data:

1. The majority of English Learners (60.3%) at University Park are making significant progress toward English language proficiency.
2. More than one-fourth of students are maintaining their progress in English language acquisition while only 12.1% of students decreased in performance.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

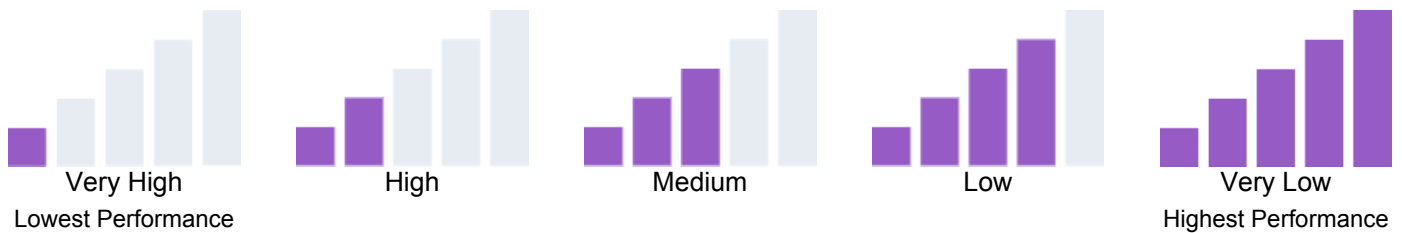
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School and Student Performance Data

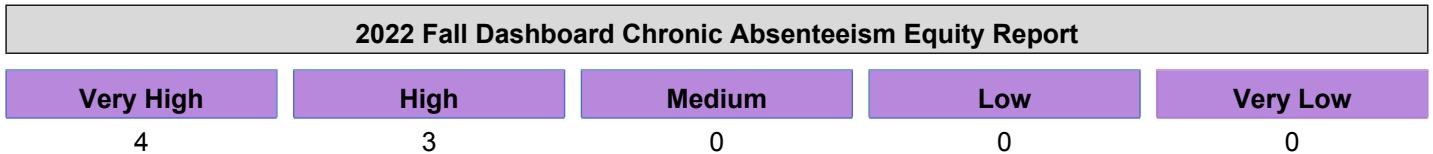
Academic Engagement Chronic Absenteeism

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

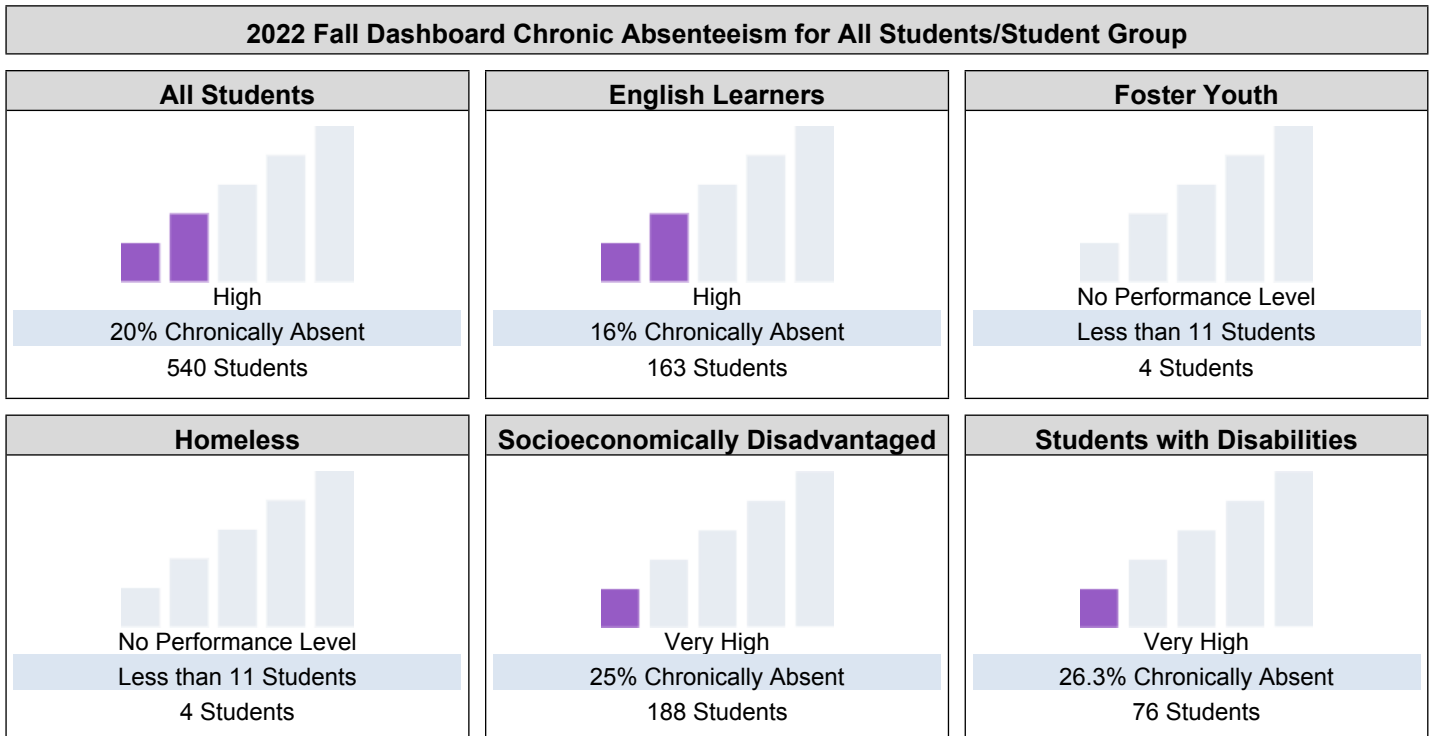
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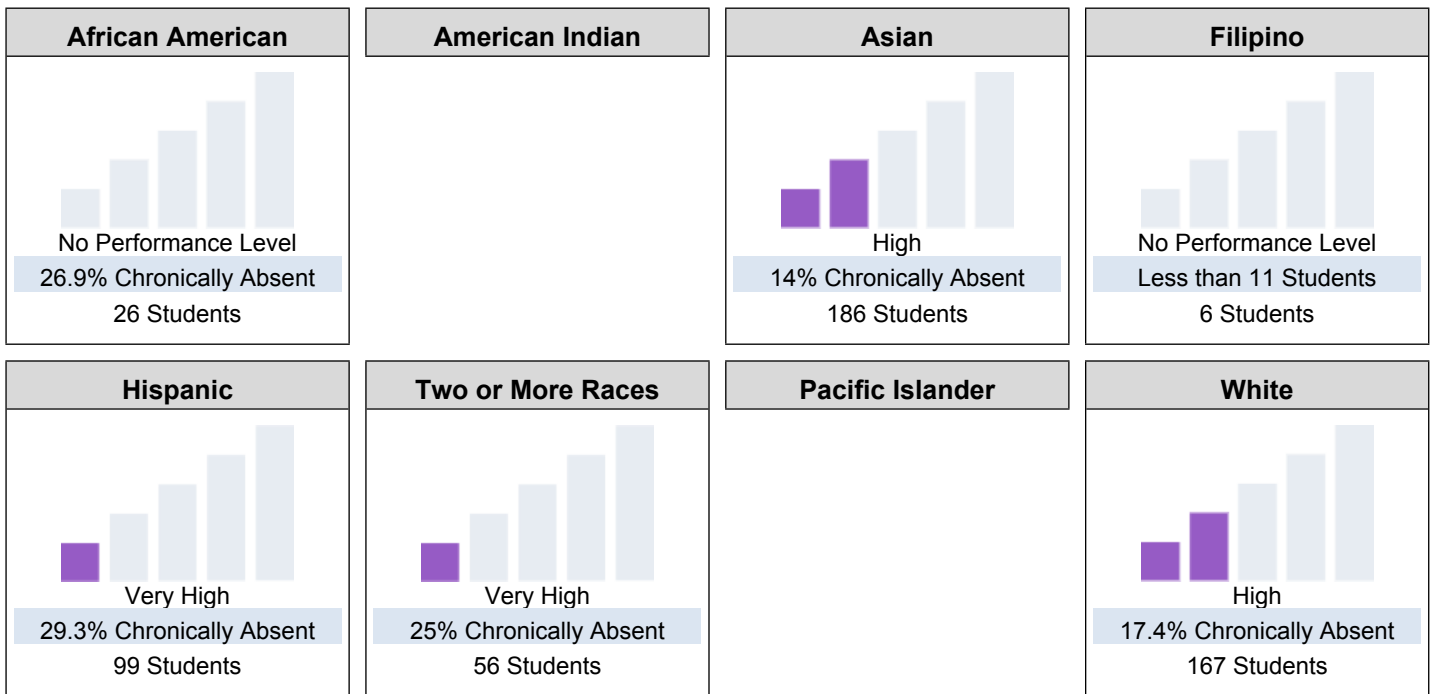
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our chronic absenteeism rate has increased significantly since 2019 when it 5.5% and in 2022 it was 20%. This is direct impact of Covid.
2. All subgroups were challenged with attending school consistently with our African American students and students of Two or More Races with the highest rates of chronic absenteeism (25% or higher).

School and Student Performance Data

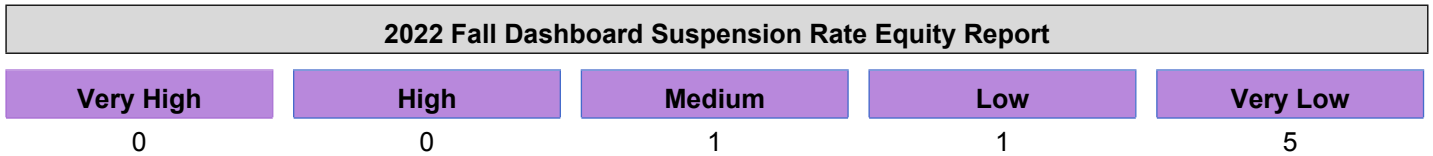
Conditions & Climate Suspension Rate

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

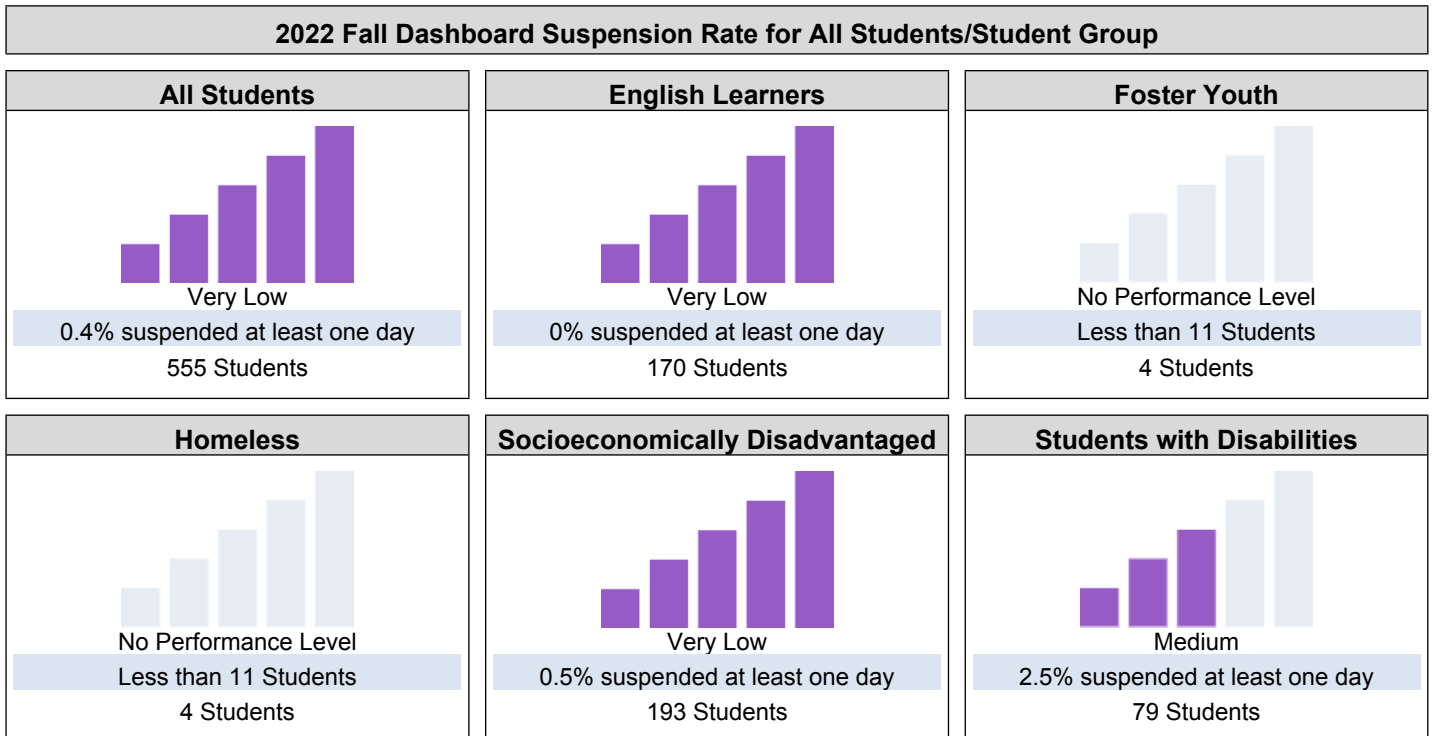
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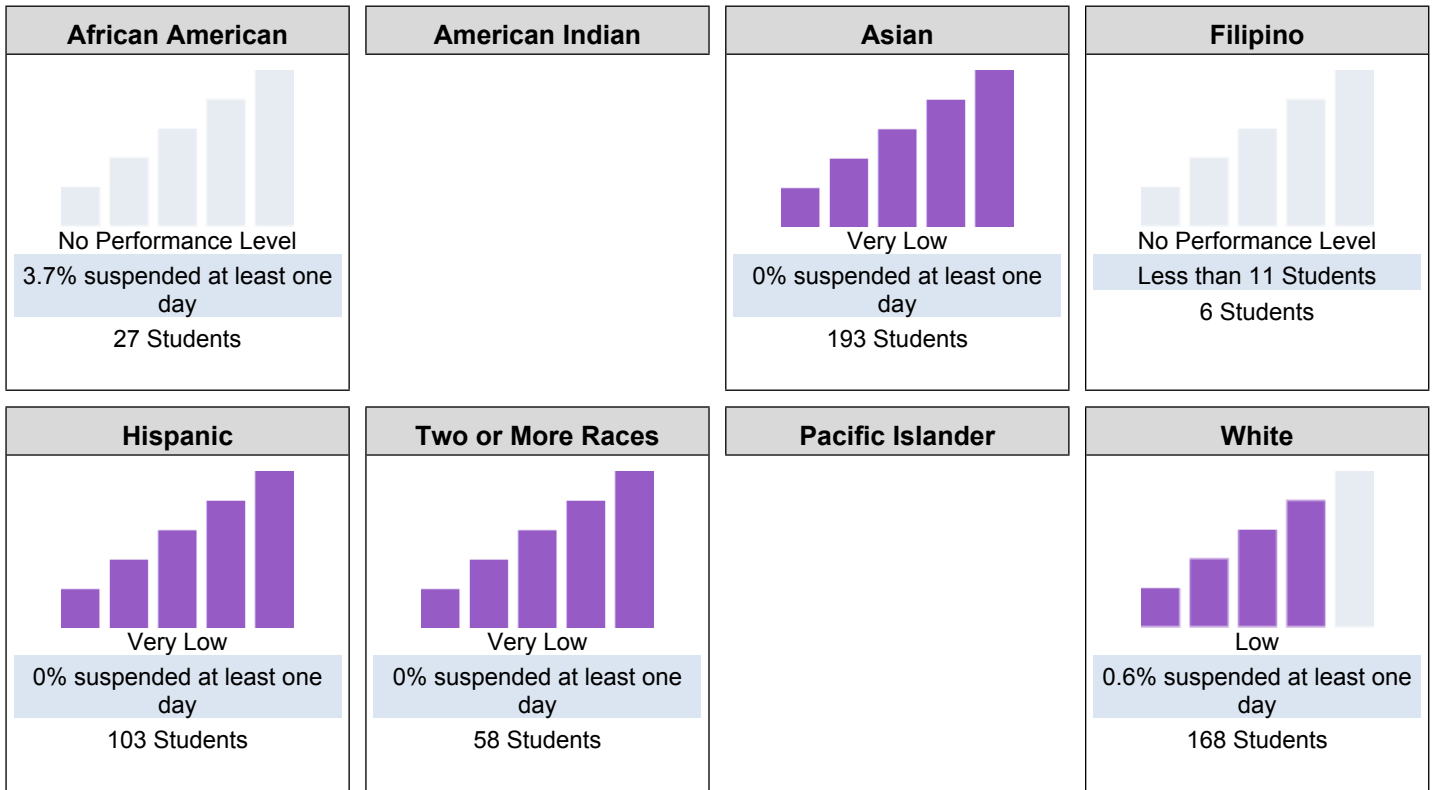
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate at University Park is consistently very low. This is a direct result of the implementation of PBIS and restorative practices schoolwide. It is also correlated to a positive school climate focused on building relationships with students and families.
2. Students with disabilities have the highest suspension percentage 2.5%.

1st Grade Homework Policy

20 Minutes of Reading	Our main focus with our parents is reading with and to their child. We subscribe to Raz-Kids for our students to use and have access to differentiated books electronically. Lexia is also available for students to use at home.
Book Share	Every week, students visit the school library and check out a book to take home. Students should be reading their library book to prepare for their book share. Each student is assigned one day of the week when they share their book.
Spelling Words	Weekly spelling words focus on the phonics rule and high frequency words taught in the classroom that week. We send home the spelling list in the conduit on Thursday, prior to the week of instruction. A practice test is given on Monday, and sent home the same day. The final test is given on Friday. The spelling lists are also differentiated. We also send home cardstock sets of the high frequency words that coordinate with our spelling.
Math	We send home 2-3 pages of optional math homework from our consumable math curriculum. These pages do not need to be returned to school- they are for practice only. Students have access to the ST Math website which differentiates material.
Math Facts	We ask our parents to practice their math facts within 10 (CCSS) with their child for 5 minutes a day. We send home triangle flash cards in the 1st trimester.

At Back to School Night and during individual conversations with parents, we stress our desire that homework time is not a stressful family event. We encourage parents to communicate their concerns with their teacher if the homework becomes onerous.

Second and Third Grade Homework Policy

Monday-Thursday

- Read 20 min
- Math page-20 min

Optional Activities

- CORE 5/Lexia
- Math facts practice
- ST Math

4th-5th Grade Homework Policy

What are the homework assignments?

Homework consists of a daily math assignment, periodic reading comprehension assignments, working on projects, studying for quizzes and tests, and completing work that was not completed during class. ALL OF THE ABOVE ARE WRITTEN IN THE STUDENT PLANNER. Students are also highly encouraged to read independently for 20-30 minutes each night.

Homework and Parents

The student should be able to complete most of his or her homework independently. Help from parents should not be necessary to complete most homework assignments. Although answering specific questions, or guiding students towards mastery can be helpful, the goal is for each student to take ownership of their own learning. The best thing a parent can do for their student is establishing a consistent homework routine: a consistent block of time dedicated to homework in a distraction-free environment.

6th Grade Homework Policy

Why does my child receive nightly homework?

The purpose of homework is to practice skills learned in class, check for understanding, and prepare for assessments. Homework also establishes lifelong time management and organizational skills, as well as instilling personal responsibility.

What are the teachers' homework expectations for my child?

1. Personal best effort is always expected.
2. Establish a time and place to focus solely on homework.
3. Take ownership of how you learn as a student.
4. Understand the requirements of assignments before the end of the school day.
5. Ask questions when you don't understand how to complete homework.
6. All assignments are due the following day, unless otherwise stated.

What is the parent's involvement with homework in 6th grade?

Parents are encouraged to check our Canvas website on a nightly basis for confirmation or clarification of assignments. Please support your child's independent homework efforts.

What does a normal homework week look like in 6th grade?

Math is the one subject that has nightly homework assigned to students. Students may have homework in other subjects if they do not complete the work in class. The breakdown is as follows:

Reading

20 minutes or more nightly reading including a literature circle book, class novel, science and history assignments

Math- 30 minutes

- 2-3 Spiral Reviews each week completed on Canvas
- Approximately 4 video assignments per week to watch and take notes
- Computational Practice for students needing basic skills practice
- Khan Academy as assigned

Writing/Grammar

Weekly writing and grammar assignments are assigned and started in class, then submitted on Canvas. Work not completed in class will be assigned as homework and will vary by student.

History/Science

Regular homework in these subjects will not be assigned; however work not completed in class will be assigned as homework and will vary by student.

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Park Elementary School	30-73650-6030191	October 9, 2023	June 2023

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 Impact that Stakeholder Engagement had on the process

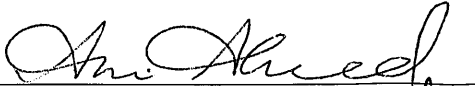
Creating our SPSA is a collaborative process involving district staff, site staff, and our educational stakeholders. Our site plan was developed through a series of meetings with staff, our MTSS team, and School Site Council (SSC). Our site council met on October 24, 2022, January 23, 2023, March 13th, 2023 and May 22, 2023. The final draft of the SPSA was reviewed by School Site Council (SSC) on May 22, 2023. Both SSC and our educational stakeholders were actively involved in reviewing data and developing our SPSA goals. The Annual Review of the SPSA will take place in September of 2023 with the SSC.

Recommendations and Assurances

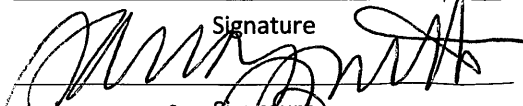
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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


- X English Learner Advisory Committee
- X Special Education Advisory Committee
- X Gifted and Talented Education Program Advisory Committee



 Signature



 Signature



 Signature

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/16/2022

Attested:

Vicki Wong

Typed Name of School Principal



Signature of School Principal

10-09-2023

Date

Tiffany Chang

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-09-2023

Date

School Year: 2023-24

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Park Elementary School	30-73650-6030191	May 22, 2023	June 2023

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 Impact that Stakeholder Engagement had on the process

The SPSA was drafted and shared with the School Site Council (SSC) and teachers on May 22, 2023. Both SSC and teachers reviewed goals and provided input. The Annual Review of the SPSA will take place in September of 2023 with the SSC.


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:

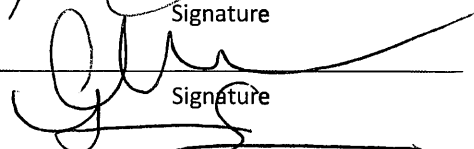
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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- X English Learner Advisory Committee
- X Special Education Advisory Committee
- X Gifted and Talented Education Program Advisory Committee


Other committees established by the school or district (list):



Signature



Signature



Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/16/2022

Attested:

Molly Cummins
 Typed Name of School Principal

Molly Cummins
 Signature of School Principal

05-22-2023
 Date

Radhika Kulkarni
 Typed Name of SSC Chairperson

R.A. Kulkarni
 Signature of SSC Chairperson

05-22-2023
 Date