

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Elementary School	37-68221-6038731	June 5, 2023	June 28, 2023

## Purpose and Description

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

Schoolwide Program

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 SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Central uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence. Central uses this data to analyze trends and to make informed decisions regarding school policy.

## Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms, observing instruction and learning. In addition to these regular visits, each school has three visits from executive cabinet each year. During the cabinet visits, discussions of district initiatives take place and feedback to staff and the principal is provided. All walk-through information is used to determine next steps and the level to which the actions of the SPSA are being implemented.

## 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)

The District's thematic goal "Value+" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the district-wide vision, our school will focus on an instructional design to support the implementation of the Common Core State Standards while taking into consideration what we have learned from our past and what we can use from our experiences for our future.

Spanish-speaking students enrolled in the Spanish to English Transition (SET) program (Kindergarten - third) or SEI (third grade) receive primary language instruction using district adopted core materials along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. All English learners participate in a designated, leveled English language development program for up to 40 minutes, four times weekly using the ELD curriculum in Benchmark and providing opportunities for integrated ELD in the different content areas during classroom instruction. Teachers have received training on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Special Day classes supplement the core curriculum with Cambium Learning's Language! program, Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills.

The iReady reading and mathematics software program supports the standards-based curriculum at Central School in kindergarten through sixth grade students. All students also have access to online software in GO Math.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

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

Central School complies with and monitors implementation of instructional time for English Language Arts, Mathematics, English Language Development and Physical Education. The school also offers additional time for students requiring intervention in acquiring literacy and Mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk students' targeted goals. Differentiated instruction is also provided for students of all levels.

iReady- iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels.

SchoolPace - diagnostic assessments on students' reading ability are given at the beginning, middle and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Panorama- Panorama allows teachers and the site administrator to pull reports on a variety of data points to analyze student achievement and school-wide trends. This data informs instruction to ensure that students are making progress toward meeting or exceeding standards.

Central also utilizes Impact teachers to provide small-group support in the reading labs. Impact teachers support the Language Arts Specialists by providing instruction to small groups of students with additional literacy support. Our Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts and math instruction.

The Language Arts Specialist supported early literacy in grades second through sixth through the implementation of an instructional grouping structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace. We invested in early literacy in order to be able to increase the amount of students reading at grade level by third grade in order to provide students the skills needed in order to meet the demands of the Common Core State Standards.

Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards. Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. iReady Reading and Mathematics computer assessments are used for diagnostic purposes and ongoing progress monitoring. Grade-levels use the data team process to design common formative assessments used to make instructional decisions.

Students who are having challenges performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers have been trained in Response to Instruction & Intervention (RtI2), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been implemented in TK through sixth grade. Grade level RtI meetings are held approximately every 8 weeks to discuss specific students, research-based strategies, goals and next steps. We use several measures to assess whether or not students are responding to intervention. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. In addition to classroom interventions, additional resources may include the before and after school REACH program, or math, reading and language supplementary intervention classes both before and after school.

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions for common problems. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on SIPP's outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff is using Common Core rubrics from the Learning Headquarters program to assess student development.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with ESSA requirements. At Central School all teachers are Fully Qualified in accordance with ESSA requirements. The staff at Central School is involved in ongoing professional development linked to the Common Core state Standards. Instructional planning is driven by the review of student outcomes on assessments that target focus standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data, including IREADY Reading & Mathematics, ELPAC, SBAC and district multiple measures assessments. The SBAC results are traditionally analyzed as an ongoing measurement to ensure that our students meet grade level Common Core Standards. However, since the pandemic did not allow us to administer the SBAC, we are using IReady data as our primary data to base our analysis on. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on areas identified for improvement or enhancement. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Throughout the year a number of early release Thursdays are provided for site-based professional development. Instructional Design to implement the Common Core State Standards are the focus of district staff development and supported by site-based activities.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site administrators, Language Arts Specialist, Resource Specialist, and through grade level or job-alike colleagues.

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

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This includes support in how to incorporate one-to-one devices across all curricular areas to support student achievement. During the 2023- 2024 school year, we will continue to provide professional development for teachers in math, ELA and ELD as listed in the previous section.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.



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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. New teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first years of teaching.

Additional support is provided through the site administrators, the Language Arts Specialist, District Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies.

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

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Our collaboration meetings are structured, calendared, and student data driven. The focus of an individual meeting is determined by where the grade-level is at in terms of the unit – pre-assessment data review and lesson design, monitoring or “mid-assessment” student work review and examining the cause and effect data, post-assessment data review and post-assessment. Effective strategies that are known to produce student achievement gains are discussed and areas for improvement are analyzed. Grade-level collaboration days are also included in the calendar throughout the year on Thursday minimum days and Tuesday morning staff meetings. Teachers can plan lessons and gather materials for appropriate instruction. RTi Grade Level meetings occur 2-4 times per school year allowing grade level teams to collaborate with other school support staff and develop intervention strategies to promote student achievement.

# Teaching and Learning

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

National School District uses Benchmark Advance as well as American Reading Company materials for ELA curriculum. Houghton Mifflin Harcourt's Go Math! is the adopted math text, and has been approved by the state of California as being standards aligned. All students in grades K-6 receive daily mathematics instruction. Rigorous units have been adopted and will support students in mastering the grade level standards. Teachers differentiate their instruction based on the formative assessments they gather while checking for understanding throughout a lesson and at the conclusion of a lesson. Teachers will receive on-going professional development in math content and pedagogy to support students' abilities in mathematical reasoning, computational fluency, and academic discussions in math. Using data from formative and summative assessments, teachers incorporate targeted learning activities matched to student need. Online math programs are also accessed by students to develop their proficiency with the math standards.

#### English Language Development -

Designated English Language Development: All English learners participate in English Language Development (ELD) five days per week. Student groups are organized based on English language levels as designated by the state ELPAC assessment and formative assessments of language. Teachers work on developing the oral and written language of students at all levels of English proficiency. They provide in class Designated ELD (D-ELD) that is designed to support students in accessing the core curriculum. D-ELD is differentiated for the three levels of English proficiency. Teachers focus on incorporating academic conversations as tools to ensure students are doing the majority of the “speaking” during Designated ELD and in the content areas. All Emerging and Expanding level EL students in grades K-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a regular basis to increase their language and literacy skills.

Language Arts- All teachers utilize The Common Core State Standards (CCSS) and the district resources as their guide to plan instruction during our language arts block. English language arts materials selected from a variety of resources are utilized to support the CCSS. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to guided reading, students have access to electronic individualized reading practice/instruction through iReady and have access to the online libraries ARC Bookshelf, EPIC Books! and myON. Teachers at Central utilize these programs very effectively in order to motivate students to read at their level on a daily basis. Additionally, SIPPS and ARC Foundational Skills units are utilized for K-2 students to develop foundational skills in reading as well as for students in the upper grades that are in need of phonics instruction. Grade level text is used to support fluency and comprehension in all grade levels.

Writing- Designated Writing: All students in grades K-6 are instructed daily in writing. Teachers select from a variety of resources aligned to grade level standards to plan their instruction. Emphasis in writing focuses on expository, narrative and opinion/argumentative as called for in the CCSS. In addition, writing across the curriculum is implemented where students utilize higher-order critical thinking skills by sharing their thinking via writing. Teachers incorporate math and science journals to support writing across the content areas.

Physical Education- All students at Central School participate in daily physical activity with a minimum of 200 minutes of physical education every 10 days. Moderate to vigorous physical activity (MVPA) is emphasized through classroom and enrichment release time.

Enrichment Instruction-All students receive Enrichment Instruction once a month for a total of 100 minutes. Enrichment instruction is provided by credentialed teachers and focuses on Physical Education, Art, Theater and Music.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts. In addition, there is time scheduled weekly for hands-on and inquiry-based projects.

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

ELA and Math units are paced out in order to ensure that grade level standards are taught to mastery and that units provide time for differentiated instruction and reteaching of standards if necessary.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. All materials are aligned to the CCSS including intervention materials to ensure that all students are working towards mastery of the standards.

## **Opportunity and Equal Educational Access**

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

A Language Arts Specialists LAS and Impact teachers work with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in Math, Language Arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

### Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Comprehensive Literacy. Additionally, teachers are provided time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices. In the 2023-2024 school year, teachers at Central engaged in professional development and coaching in MTSS, ELA, ELD and math.

## Parental Engagement

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

Using Local Control Accountability funding, schools have had the support of a Parent Engagement resource teacher who assists schools in increasing parent engagement and has helped to support the school/home connection at school sites.

Central parents have access to teachers, the principal, and Language Arts Specialist to support student achievement. National School District's Family Resource Center provides Central parents with agency contacts for crisis needs, as well as parent engagement classes. Central's PTA sponsors numerous parent and family activities throughout the year. In collaboration with our district's Parent Engagement Resource Teacher, Central has access to monthly parenting classes specifically targeted to helping parents understand the academic and emotional needs of their children.

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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council/English Language Advisory Committee meetings, Parent and Teacher Association (PTA) and award assemblies are a few ways in which we engage our parents.

### Funding

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

1. Language Arts Specialist, Counselor(s),
2. Professional Development
3. Teacher training in best practices for English Learners and under-performing children
4. Imagine Learning, and other computer-based learning programs
5. Impact teachers that help reduce the ratio of students to teachers, and also provide targeted intervention in ELA and Math.
6. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA is presented and time is allowed for discussion and input from stakeholders. Discussion involves how resources and funding are being used in order to improve student achievement. The plan is reviewed with the School Site Council, ELAC membership, and then presented to staff for review.

The principal summarizes the input received from each meeting and shares that information at subsequent meetings to insure all parties are kept updated and are able to provide meaningful contributions to inform revisions of the SPSA. The first step in the process is sharing the iReady assessment data from the first diagnostic in reading and math, CAASPP data (grades 3-6), and reclassification data with the staff and families. For the 2023-2024 school year, this step was done in August and September 2023. Staff analyzed assessment data and provided input on strengths, areas of need, and steps for improvement.

The Site Leadership Committee further analyzed staff input to make recommendations for professional development.

Families were consulted at our Title 1 Meeting in July/August 2023

In addition, our SSC had more intensive discussions around the data including looking more closely at subgroups of students to conduct a needs assessment and to consult on ways to improve student achievement. The SSC meetings took place on August 2023.

Finally, the ELAC conducted a need assessment and provided input to the SPSA on September 2023. Input from all of these meetings informed the development of the SPSA and the allocation of funds.

The principal presented a draft of the SPSA to the SSC who reviewed and approved it in on August 2023. Collecting input from all of these stakeholders was important in informing our SPSA. Each stakeholder has different perspectives and ideas on ways to improve student achievement. Without the diversity of these viewpoints, the SPSA would not represent the full community of Central nor be the best plan for our students.

Families and community members were provided the following opportunities to be involved in the SPSA process.

They include:

- \* School Site Council (SSC) meetings
- \* Title 1 Community Meetings
- \* ELAC

Staff were provided the following opportunities for input into the SPSA:

- \* Staff Meetings
- \* Site Leadership Meeting
- \* Rti Collaboration Meetings

## Resource Inequities

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

Three years ago we were using Systematic Phonics and Phonemic Awareness and Sight Words (SIPPS) in our classrooms, however the SIPPS kits were incomplete and outdated. Therefore, we inventoried the existing kits and set aside funding in order to purchase the most updated SIPPS kits. Now every teacher in kindergarten through second grade have new SIPPS kits to target Foundational Skills instruction.

Three years ago teachers were teaching foundational skills instruction during the traditional small group center rotations in primary grades. We noticed that students were not receiving targeted instruction to meet their individual needs since they were leveled by data that was too broad within the groups. Therefore, we implemented a new structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace in order to correctly group kids by leveling them based on their individual assessments. We set aside funding to hire four Impact Teachers to help support this structure in order to personalize each students' Foundation Skills instructional plan. Each child was leveled with other students within the grade level that had like needs in order to streamline our instruction and meet their needs. This structure requires small group instruction. We plan on resuming the implementation of DIVE once it is safe to do so and we are able to hire additional personnel to fill the Impact Teacher positions.

In years past we were able to offer before school interventions in grades 5th and 6th grades, however teachers focused on their own students. We noticed that we needed to offer further support to more students throughout the grade level. We set aside funding to provide both before and after school interventions. In spring of 2020 we invited close to 90 students to participate in an after school intervention to address both English Language Arts and Mathematics. Students were identified using CAASPP data, and provided this intervention. Targeted students that were Nearly Met on the CAASPP were invited to participate between January 2020 and April 2020.

This year our we are back for In-Person instruction. However, with being back in person, this has brought forward new challenges. Since the beginning of the school year we have had poor attendance due to the ongoing illnesses. The large number of absent students has continued to impact teaching and learning. In addition, due to the shortage of teachers and qualified staff, it has been difficult to hire additional Impact Teachers to help support our students who are in need of additional intervention.

# 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%		0	0
African American	1.5%	1.43%	1.6%	8	7	8
Asian	0.9%	0.61%	1.2%	5	3	6
Filipino	7.7%	11.20%	12.77%	42	55	64
Hispanic/Latino	87.3%	84.73%	81.24%	479	416	407
Pacific Islander	0.2%	0.20%	0%	1	1	0
White	0.9%	0.81%	1%	5	4	5
Multiple/No Response	1.1%	0.81%	1%	6	4	5
	<b>Total Enrollment</b>			549	491	501

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	83	62	84
Grade 1	71	75	61
Grade 2	84	59	72
Grade 3	81	78	58
Grade 4	80	72	79
Grade 5	74	77	69
Grade 6	76	68	78
<b>Total Enrollment</b>	549	491	501

### Conclusions based on this data:

1. Our population of all student groups has steadily declined for our school from 2018/2019 to 2020/2021.
2. Our Hispanic population, which at one point was growing, has declined over the last year. One reason that has contributed to this has been families relocating during the pandemic.
3. Our total population of students continues to decline. From 2018/2019 to 2021/2022 our total population decreased by 85 students.



# 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	281	295	298	51.2%	60.1%	59.5%
Fluent English Proficient (FEP)	71	48	54	12.9%	9.8%	10.8%
Reclassified Fluent English Proficient (RFEP)	24			8.5%		

### Conclusions based on this data:

1. Our total of English Learners decreased by 67 students from 2018/2019 to 2020/2021.
2. The percentage of Fluent English Proficient students has not significantly increased over the years. From 2018/2019 to 2020/2021 the percentage of students meeting the FEP criteria has remained flat, with only a .7% increase from 2018/2019.
3. After increasing the percentage of Reclassified Fluent English Proficient students at Central from 0% to 14.9% between 2017/2018 to 2019/2020, our percentage decreased to 7.8%. However, this was during the school closures due to the pandemic.

## **Disclaimer**

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

# 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	78	80		0	78		0	78		0.0	97.5	
Grade 4	77	70		0	70		0	70		0.0	100.0	
Grade 5	70	76		0	75		0	75		0.0	98.7	
Grade 6	77	63		0	61		0	61		0.0	96.8	
All Grades	302	289		0	284		0	284		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 3		2354.			3.85			14.10			30.77			51.28	
Grade 4		2422.			5.71			25.71			18.57			50.00	
Grade 5		2447.			13.33			16.00			17.33			53.33	
Grade 6		2524.			11.48			42.62			26.23			19.67	
All Grades	N/A	N/A	N/A		8.45			23.59			23.24			44.72	

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		2.56			64.10			33.33	
Grade 4		7.14			57.14			35.71	
Grade 5		9.33			61.33			29.33	
Grade 6		8.20			75.41			16.39	
All Grades		6.69			64.08			29.23	

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		1.28			43.59			55.13	
Grade 4		5.71			58.57			35.71	
Grade 5		12.00			37.33			50.67	
Grade 6		11.48			68.85			19.67	
All Grades		7.39			51.06			41.55	

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		2.56			73.08			24.36	
Grade 4		4.29			72.86			22.86	
Grade 5		6.67			77.33			16.00	
Grade 6		19.67			72.13			8.20	
All Grades		7.75			73.94			18.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			64.10			35.90	
Grade 4		8.57			72.86			18.57	
Grade 5		6.67			60.00			33.33	
Grade 6		22.95			65.57			11.48	
All Grades		8.80			65.49			25.70	

**Conclusions based on this data:**

1. The number of students "At or Near" in reading, writing, and listening increased from 2018/19 to 2021/22
2. The overall percent of student "At or Near" in reading increased by over 18%
3. The percents of students scoring above grade level decreased in all domains.

# 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	78	80		0	78		0	78		0.0	97.5	
Grade 4	77	70		0	70		0	69		0.0	100.0	
Grade 5	70	76		0	76		0	76		0.0	100.0	
Grade 6	77	63		0	62		0	62		0.0	98.4	
All Grades	302	289		0	286		0	285		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2365.			0.00			15.38			29.49			55.13	
Grade 4		2416.			5.80			13.04			31.88			49.28	
Grade 5		2434.			6.58			7.89			30.26			55.26	
Grade 6		2488.			9.68			11.29			38.71			40.32	
All Grades	N/A	N/A	N/A		5.26			11.93			32.28			50.53	

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		5.13			47.44			47.44	
Grade 4		7.25			34.78			57.97	
Grade 5		5.26			39.47			55.26	
Grade 6		11.29			40.32			48.39	
All Grades		7.02			40.70			52.28	

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		2.56			41.03			56.41	
Grade 4		7.25			42.03			50.72	
Grade 5		5.26			35.53			59.21	
Grade 6		4.84			53.23			41.94	
All Grades		4.91			42.46			52.63	

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		2.56			62.82			34.62	
Grade 4		8.70			53.62			37.68	
Grade 5		5.26			52.63			42.11	
Grade 6		8.06			62.90			29.03	
All Grades		5.96			57.89			36.14	

**Conclusions based on this data:**

1. The percentage of students "At or Near" increased in Concepts & Procedures and Communication and Reasoning
2. 6th grade had the highest percent of students scoring Exceeded in Overall Achievement
3. The overall percentage of students meeting and exceeding standards decreased from 2018/19 to 2022/23 by 14%

# 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
<b>K</b>		1428.0			1438.8			1402.4		0	33	
<b>1</b>		1390.6			1426.7			1354.0		0	43	
<b>2</b>		1476.3			1473.0			1479.2		0	39	
<b>3</b>	1461.2	1475.8		1464.5	1466.4		1457.5	1484.7		48	51	
<b>4</b>	1465.0	1498.0		1464.0	1488.8		1465.5	1506.8		53	37	
<b>5</b>	1485.9	1531.8		1472.7	1530.5		1498.8	1532.7		37	47	
<b>6</b>	1529.1	1542.3		1523.3	1536.0		1534.3	1548.3		30	26	
<b>All Grades</b>										168	276	

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
<b>K</b>		9.68			48.39			19.35			22.58			31	
<b>1</b>		0.00			16.28			37.21			46.51			43	
<b>2</b>		13.16			44.74			34.21			7.89			38	
<b>3</b>	14.58	9.80		22.92	27.45		33.33	39.22		29.17	23.53		48	51	
<b>4</b>	9.43	2.70		32.08	51.35		33.96	37.84		24.53	8.11		53	37	
<b>5</b>	13.51	31.91		29.73	29.79		40.54	31.91		16.22	6.38		37	47	
<b>6</b>	23.33	23.08		33.33	57.69		26.67	15.38		16.67	3.85		30	26	
<b>All Grades</b>	14.29	12.82		29.17	37.00		33.93	32.23		22.62	17.95		168	273	

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
<b>K</b>		29.03			32.26			19.35			19.35			31	
<b>1</b>		25.58			13.95			25.58			34.88			43	
<b>2</b>		26.32			36.84			23.68			13.16			38	
<b>3</b>	31.25	17.65		31.25	39.22		12.50	17.65		25.00	25.49		48	51	
<b>4</b>	28.30	18.92		33.96	54.05		16.98	18.92		20.75	8.11		53	37	
<b>5</b>	18.92	48.94		51.35	27.66		13.51	17.02		16.22	6.38		37	47	
<b>6</b>	30.00	46.15		40.00	38.46		16.67	15.38		13.33	0.00		30	26	
<b>All Grades</b>	27.38	29.67		38.10	34.07		14.88	19.78		19.64	16.48		168	273	

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
<b>K</b>		9.68			16.13			45.16			29.03			31	
<b>1</b>		0.00			9.30			6.98			83.72			43	
<b>2</b>		5.26			42.11			34.21			18.42			38	
<b>3</b>	8.33	7.84		10.42	13.73		37.50	50.98		43.75	27.45		48	51	
<b>4</b>	0.00	0.00		24.53	40.54		37.74	40.54		37.74	18.92		53	37	
<b>5</b>	10.81	12.77		21.62	23.40		45.95	48.94		21.62	14.89		37	47	
<b>6</b>	20.00	15.38		26.67	26.92		23.33	42.31		30.00	15.38		30	26	
<b>All Grades</b>	8.33	6.96		20.24	23.81		36.90	38.46		34.52	30.77		168	273	

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
<b>K</b>		29.03			58.06			12.90			31	
<b>1</b>		30.95			50.00			19.05			42	
<b>2</b>		15.79			76.32			7.89			38	
<b>3</b>	18.75	27.45		60.42	60.78		20.83	11.76		48	51	
<b>4</b>	26.42	51.35		54.72	35.14		18.87	13.51		53	37	
<b>5</b>	32.43	27.66		54.05	68.09		13.51	4.26		37	47	
<b>6</b>	23.33	34.62		53.33	65.38		23.33	0.00		30	26	
<b>All Grades</b>	25.00	30.51		55.95	59.19		19.05	10.29		168	272	



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
<b>K</b>		22.58			51.61			25.81			31	
<b>1</b>		16.28			44.19			39.53			43	
<b>2</b>		36.84			44.74			18.42			38	
<b>3</b>	43.18	17.65		34.09	52.94		22.73	29.41		44	51	
<b>4</b>	38.64	16.22		40.91	64.86		20.45	18.92		44	37	
<b>5</b>	24.32	60.87		54.05	28.26		21.62	10.87		37	46	
<b>6</b>	41.38	53.85		48.28	46.15		10.34	0.00		29	26	
<b>All Grades</b>	37.01	31.25		43.51	47.06		19.48	21.69		154	272	

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
<b>K</b>		9.68			64.52			25.81			31	
<b>1</b>		7.14			11.90			80.95			42	
<b>2</b>		15.79			68.42			15.79			38	
<b>3</b>	8.33	3.92		37.50	43.14		54.17	52.94		48	51	
<b>4</b>	3.77	0.00		56.60	75.68		39.62	24.32		53	37	
<b>5</b>	18.92	17.02		54.05	57.45		27.03	25.53		37	47	
<b>6</b>	23.33	19.23		33.33	50.00		43.33	30.77		30	26	
<b>All Grades</b>	11.90	9.93		46.43	51.84		41.67	38.24		168	272	

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
<b>K</b>		22.58			48.39			29.03			31	
<b>1</b>		0.00			30.95			69.05			42	
<b>2</b>		10.53			68.42			21.05			38	
<b>3</b>	8.33	13.73		60.42	78.43		31.25	7.84		48	51	
<b>4</b>	3.77	8.11		62.26	75.68		33.96	16.22		53	37	
<b>5</b>	10.81	17.02		67.57	74.47		21.62	8.51		37	47	
<b>6</b>	33.33	26.92		56.67	69.23		10.00	3.85		30	26	
<b>All Grades</b>	11.90	13.24		61.90	64.34		26.19	22.43		168	272	

**Conclusions based on this data:**

1. The percent of students scoring Well Developed has increased from 2018-2021 in all domains (Listening, Reading, Writing, and Speaking)
2. Students demonstrated the greatest growth in the Listening Domain going from 19.18 to 30.51 from 2018 to 2022.
3. Students in grades 1 and 4 showed the steepest decrease in overall scores.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>491</b>	<b>84.5</b>	<b>60.1</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	295	60.1
<b>Foster Youth</b>		
<b>Homeless</b>	90	18.3
<b>Socioeconomically Disadvantaged</b>	415	84.5
<b>Students with Disabilities</b>	96	19.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	7	1.4
<b>American Indian</b>		
<b>Asian</b>	3	0.6
<b>Filipino</b>	55	11.2
<b>Hispanic</b>	416	84.7
<b>Two or More Races</b>	4	0.8
<b>Pacific Islander</b>	1	0.2
<b>White</b>	4	0.8

**Conclusions based on this data:**

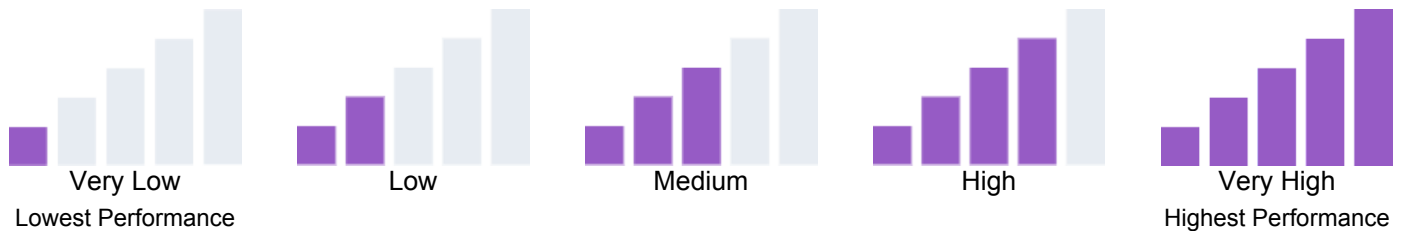
1. Sixty percent of the population at Central are ELLs. This demands specific strategies during instruction that are beneficial to this population requiring ongoing monitoring and support.
2. 84.5% of the population at Central are Socioeconomically Disadvantaged. Providing support instructionally, socio emotionally, and socioeconomically (free and reduced lunch) is critical for this population of students in order to set them up for success.
3. Central student population is 19% students with disabilities. We must ensure that we have consistent and well qualified staff working with our students with disabilities population and ensure that we provide mainstreaming opportunities for our SWDs to be with their general education peers.

# School and Student Performance Data

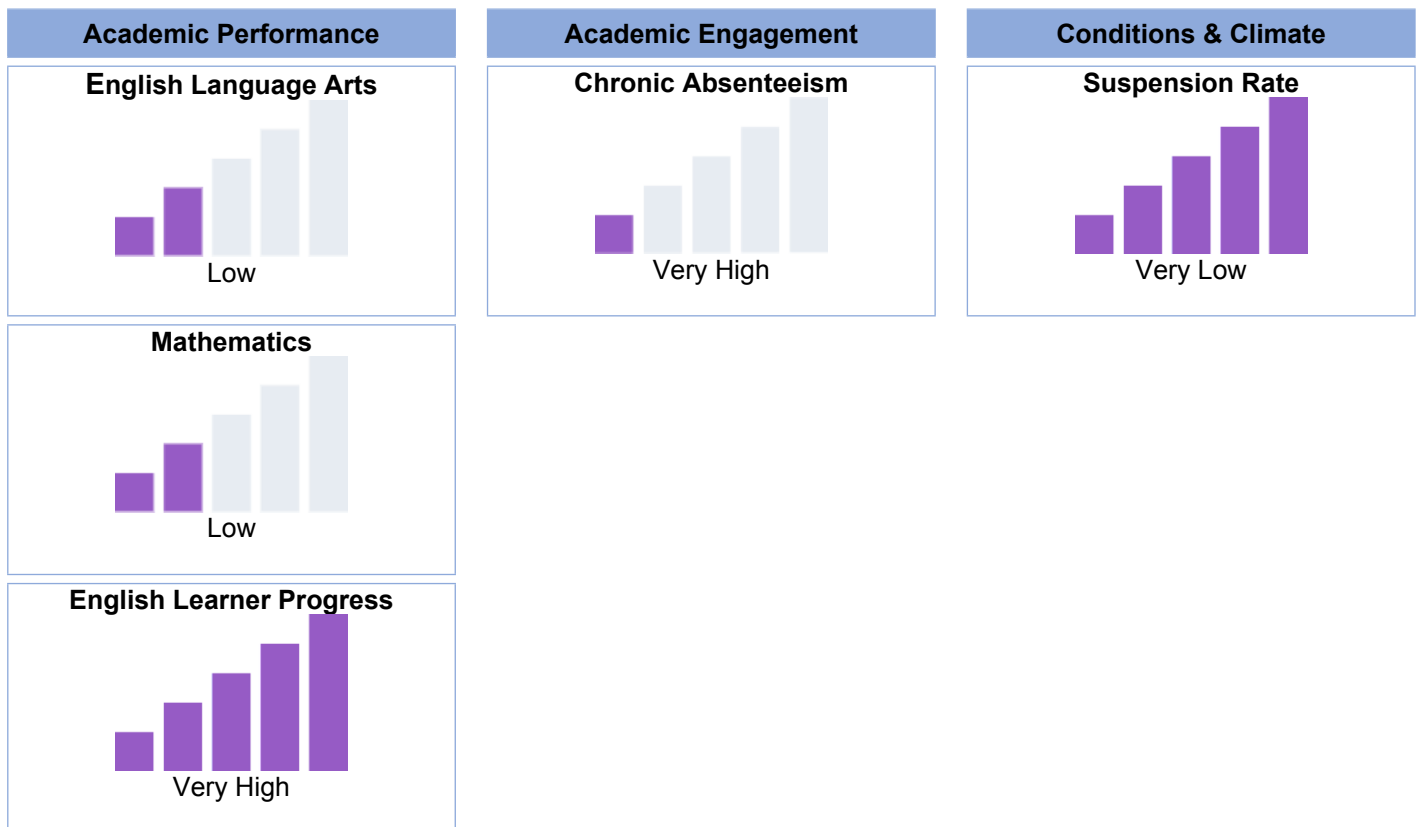
## Overall Performance

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. In English Language Arts our overall Academic Performance is in the low range. Our focus on foundational literacy skills in the primary grades will increase this achievement in a few years. We will strive to increase this in 2023 with a focus on teaching the Language Arts Standards with our newly adopted materials.
2. In Mathematics our overall Academic Performance is in the low range.

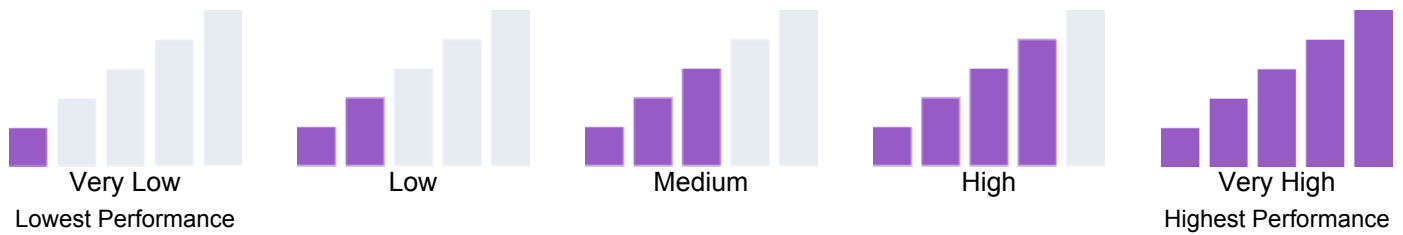
3. Our Chronic Absenteeism is very high.

# School and Student Performance Data

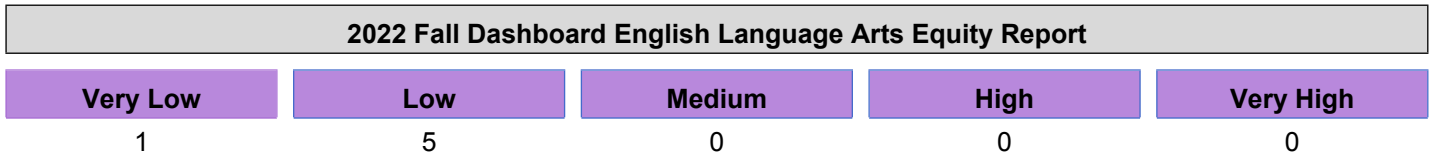
## Academic Performance English Language Arts

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](#).

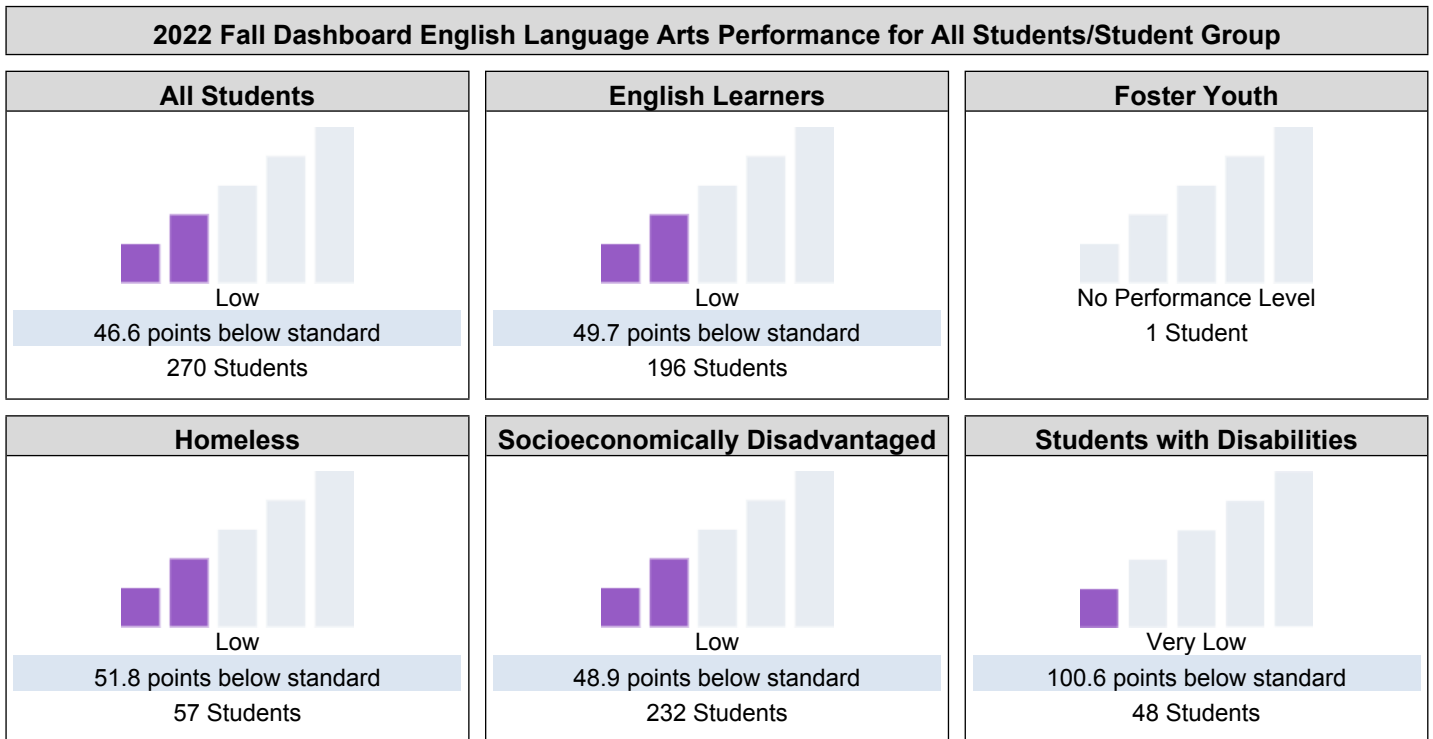
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



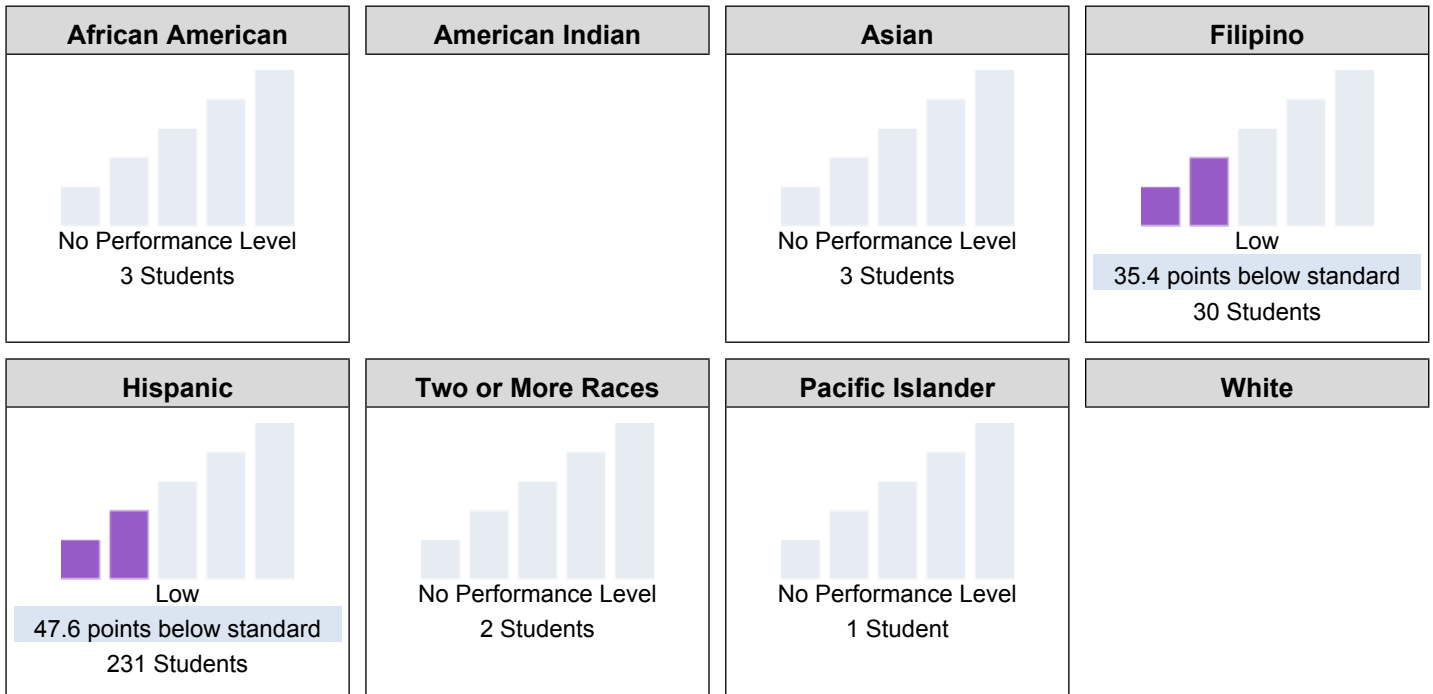
This section provides number of student groups in each level.



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
73.8 points below standard 149 Students	26.9 points above standard 47 Students	37.7 points below standard 70 Students

**Conclusions based on this data:**

- All students are low in English Language Arts.
- Hispanic students are 47.6 points below the standard, while the school average is 46.6 below the standard.
- Students with Disabilities ranked at the the very low range.

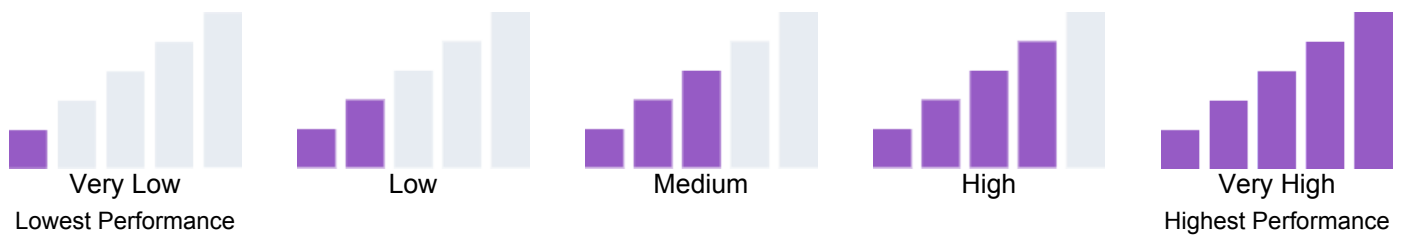


# School and Student Performance Data

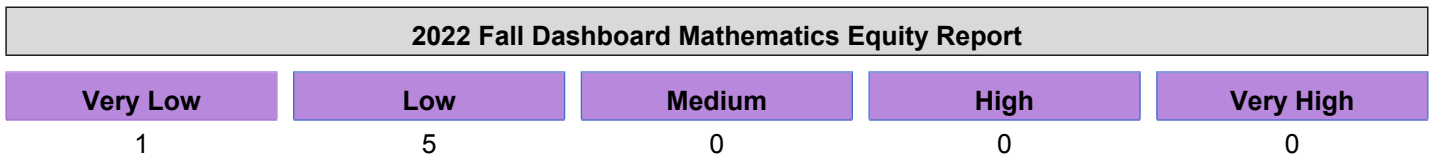
## Academic Performance Mathematics

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](#).

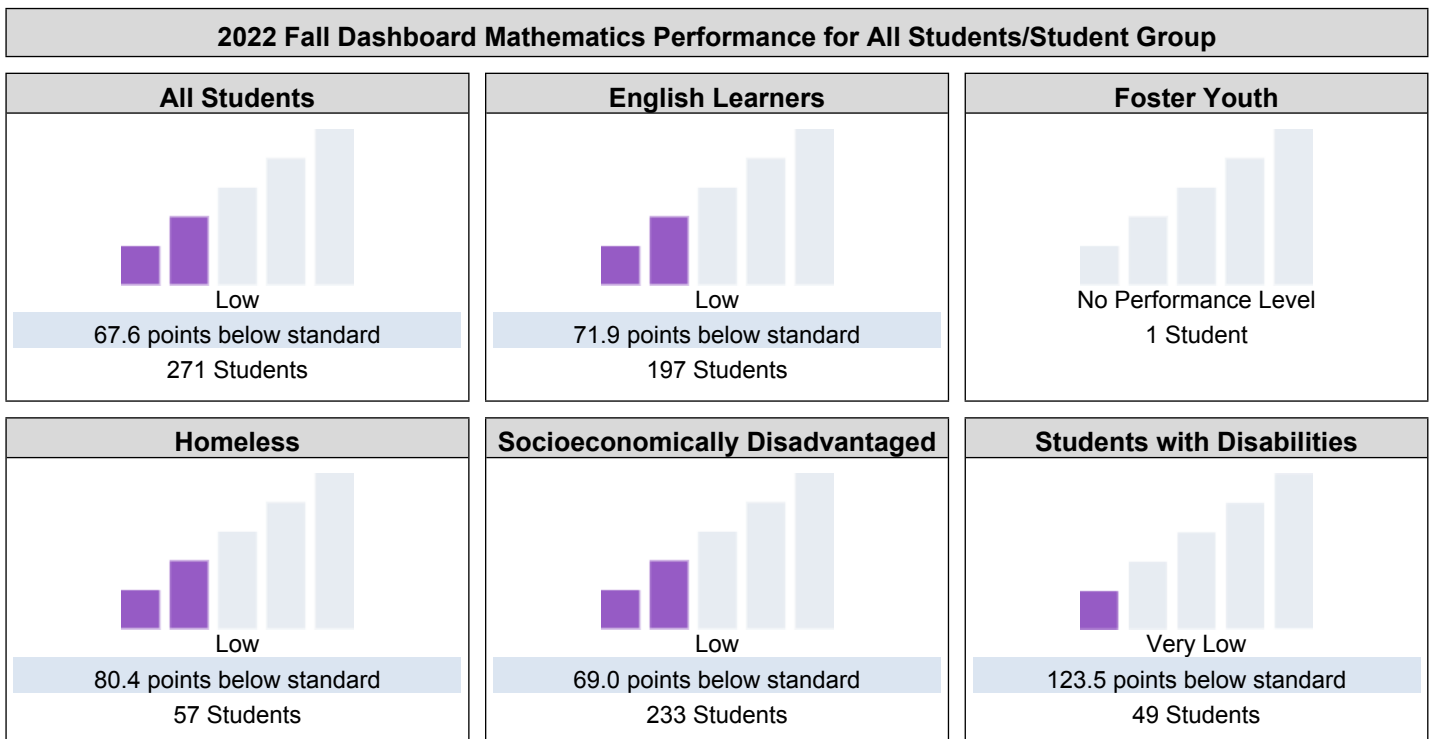
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



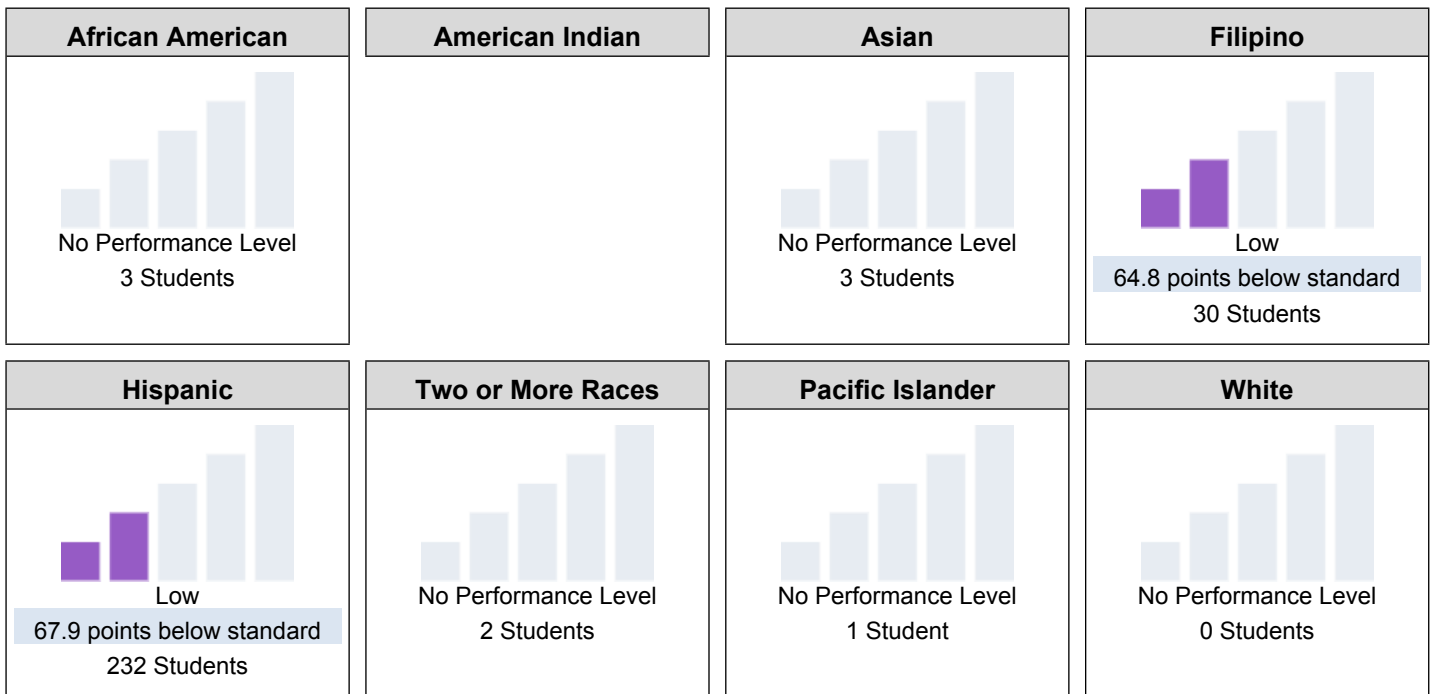
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">85.9 points below standard</p> <p>150 Students</p>	<p style="background-color: #e6f2ff;">27.0 points below standard</p> <p>47 Students</p>	<p style="background-color: #e6f2ff;">57.8 points below standard</p> <p>70 Students</p>

**Conclusions based on this data:**

1. All students are in the low in math scoring 67.6 points below the standard.
2. Students with disabilities are very low scoring 123.5 points below the standard.
3. Reclassified English learners are performing at 27 points below the standard, while our current English Learners are scoring 85.9 points below the standard.

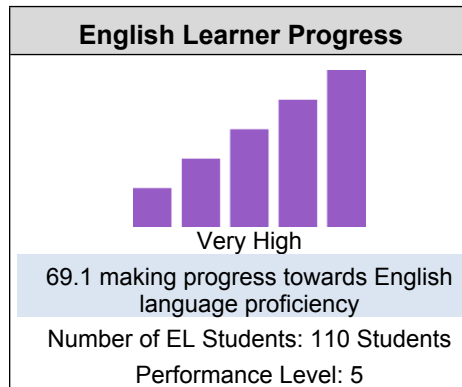
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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
6.4%	24.5%	0.0%	69.1%

#### Conclusions based on this data:

1. Our English Learners are making Very High progress towards English language proficiency with 69.1 making progress towards English language proficiency.
2. Based on the Fall Dashboard data, 27 English Language Learners maintained ELPI level 1,2L,2H,3L, or 3H.
3. Based on the Fall Dashboard data, only 7 English Language Learners decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

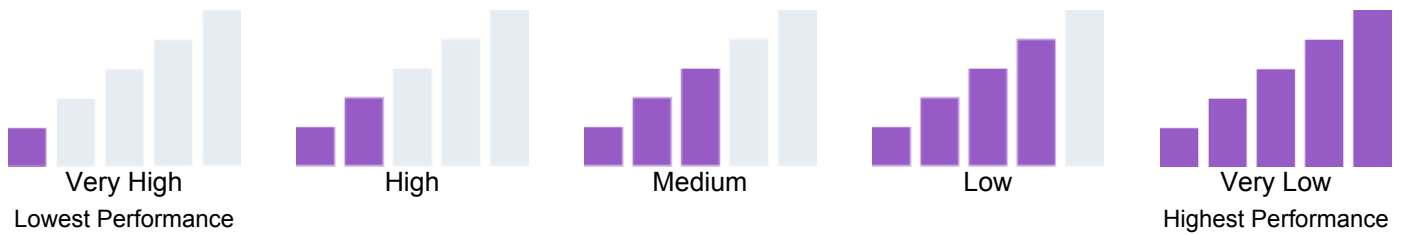
- 1.

# School and Student Performance Data

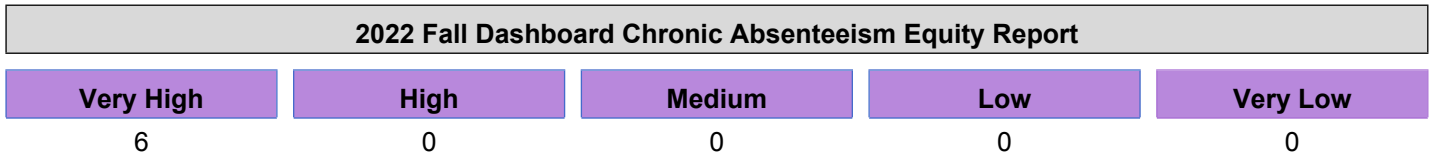
## Academic Engagement Chronic Absenteeism

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

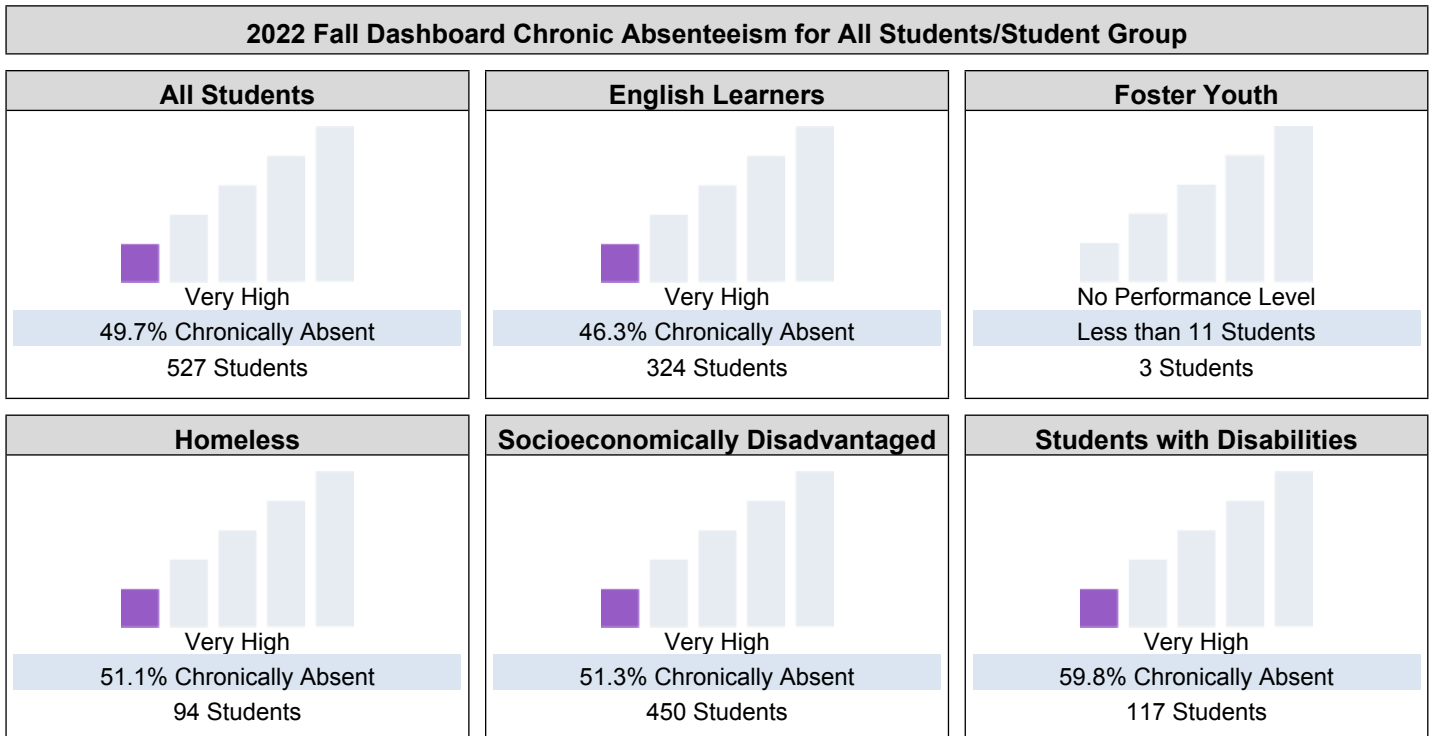
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



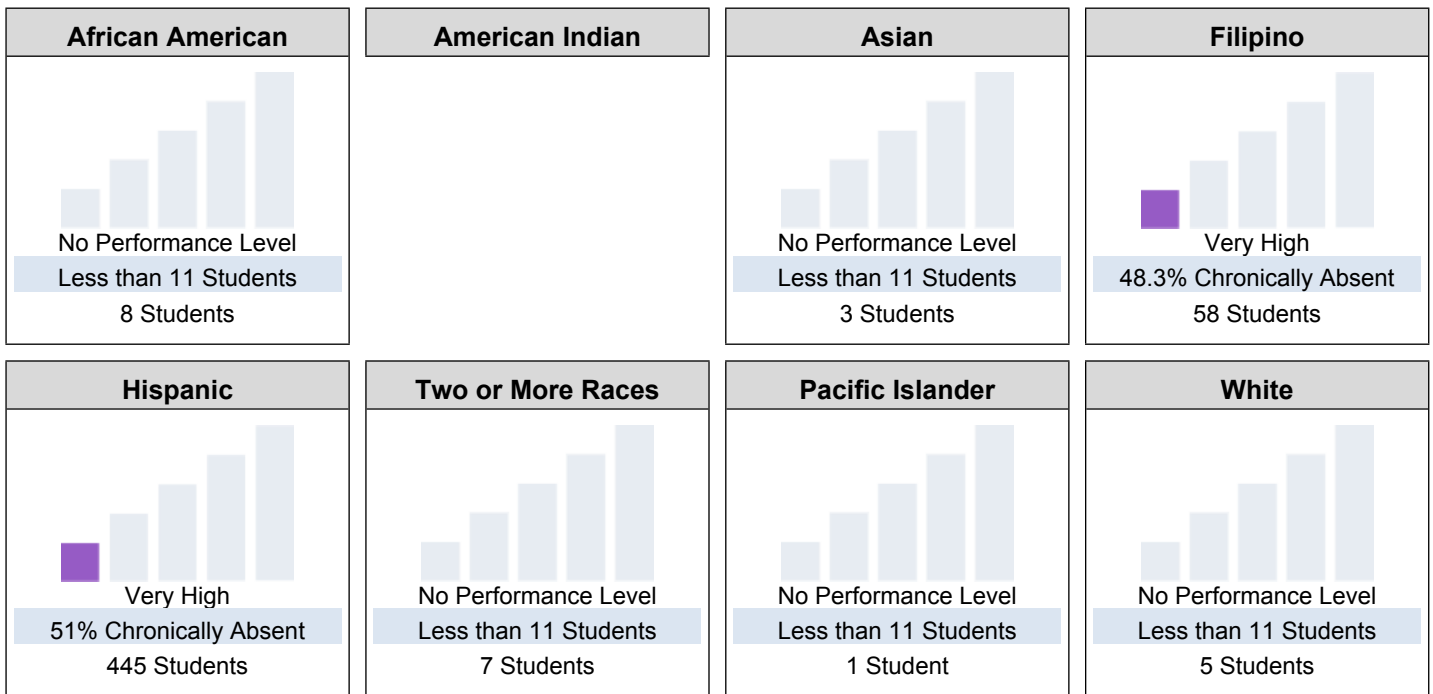
This section provides number of student groups in each level.



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. Overall our chronic absenteeism rate was 49.7%
2. Our school's Chronic Absenteeism rate for English Learners, Homes and Socioeconomically Disadvantaged in the Very High level
3. Our Students with Disabilities had the highest percent of absenteeism with 59.8% chronically absent.

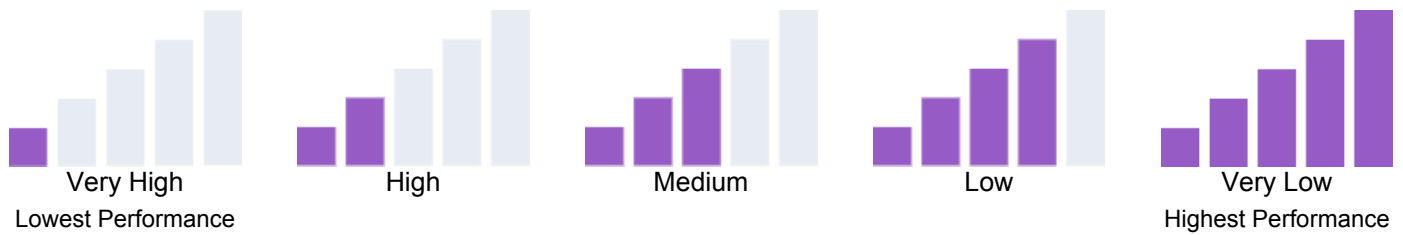


# School and Student Performance Data

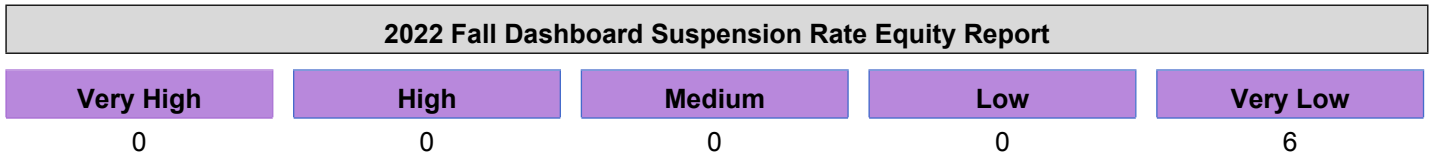
## Conditions & Climate Suspension Rate

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

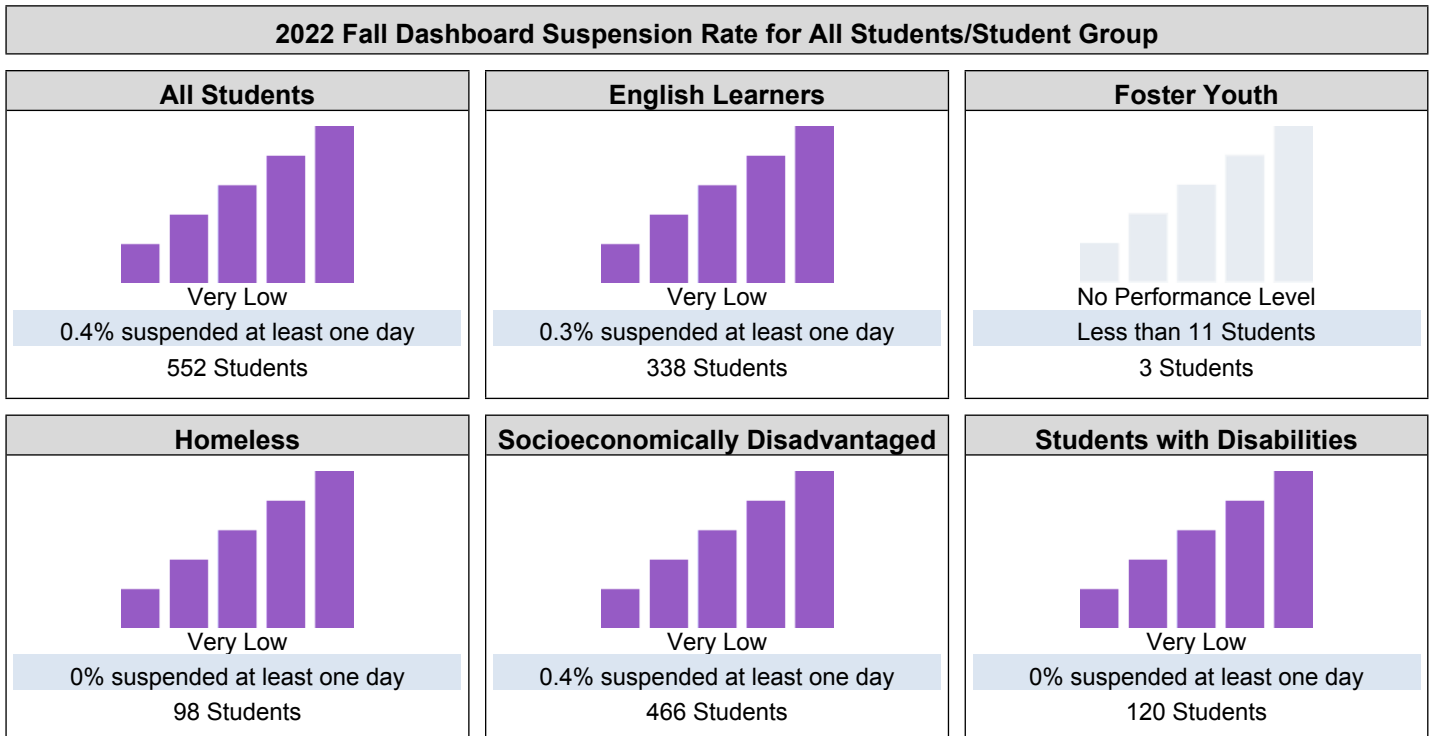
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

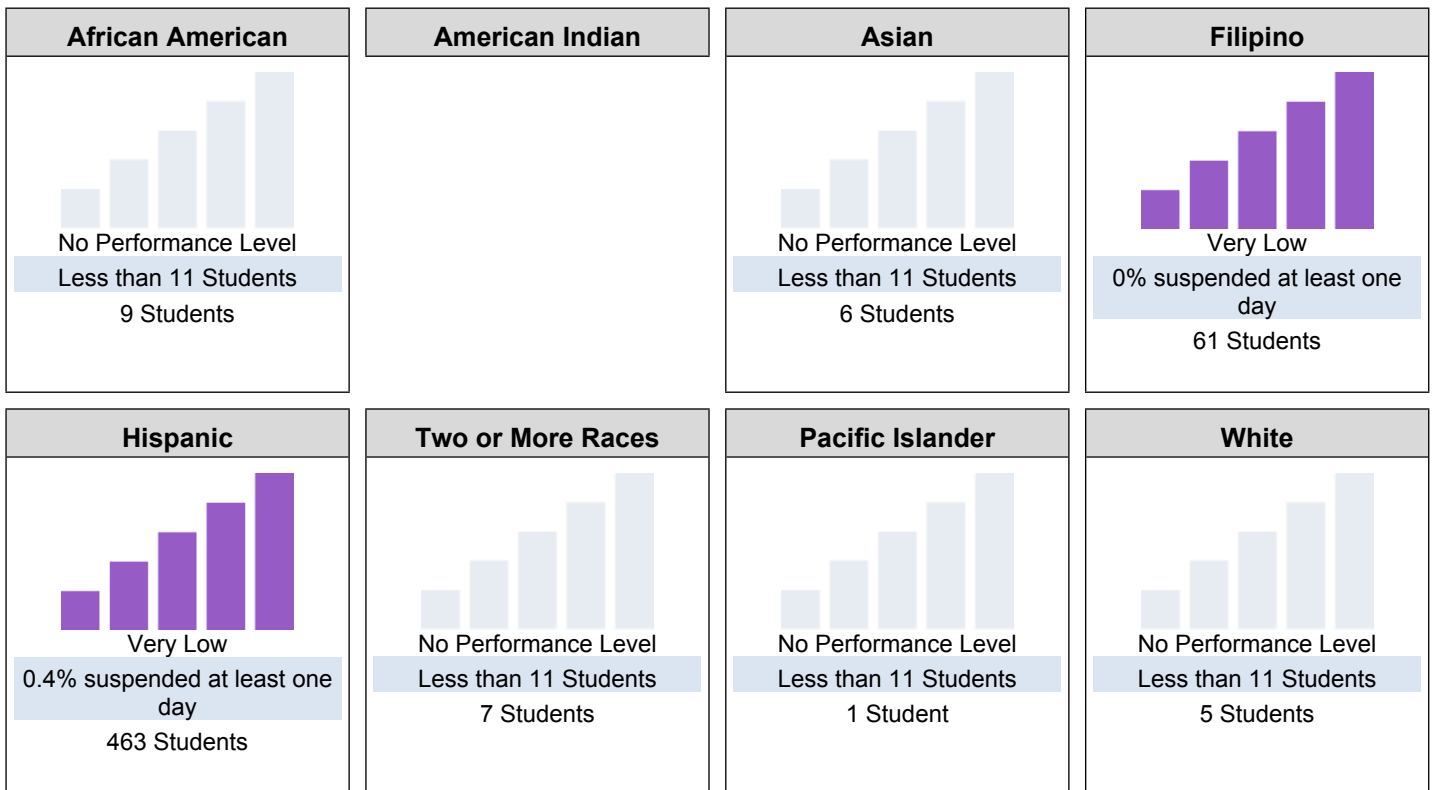


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Central's overall suspension rate is very low with less than 1% of students suspended at least once
2. Students with disabilities, Filipino and Homeless students showed the lowest suspension rate with 0% of students being suspended at least once.
3. According to the California Dashboard, Socioeconomically Disadvantaged students had 0.4% of 466 students being suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned Improvement in Student Performance for English Learners

## LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

## Goal 1

English Learners will actively engage in grade level standards based instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency.

A. English Learner Reclassification rate will increase 5% based on students meeting Summative ELPAC Overall Performance Level 4.

B. Percentage of English Learners performing at grade level according to the IReady Reading diagnostic will increase by 5% .

C. Percentage of English Learners performing at grade level according to the IReady Math diagnostic will increase by 5% .

D. Increase overall ELPAC Average score by 50 points

## Identified Need

In 2021- 2022 school year the reclassification rate for 2.6%. In the 2020-21 school year there was no reclassification data.

Based on the ELPAC data from 2021-22 school year, 50.4% of students are moderately and well developed on ELPAC summative assessments.

According to iReady ELA in 2021-22 5.5% of EL's at Central were identified as Tier 1.

According to iReady Math in 2021-22 2.0 % of EL's at Central were identified as Tier 1.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	18% of ELs scored at meeting/exceeding standard in 2021-2022	Increase percent to 20%
CAASPP Math EL Data	9% of ELs scored at meeting/exceeding standard in 2021-2022	Increase percent to 11%
ELPAC Overall Percentage Data	50.4% of ELs are moderately and well developed on ELPAC summative assessments in 2021	60% of ELLs will be moderately or well developed on ELPAC summative assessment in 2022
ELPAC Oral Percentage Data	64.4% of ELs are moderately and well developed on ELPAC Summative Assessment in 2021	70% of ELs will be moderately and well developed on ELPAC Summative Assessment in 2022
ELPAC Written Percentage Data	31.1% of ELs of are moderately and well developed on ELPAC Summative Assessment in 2021	35% of ELs will be moderately and well developed on ELPAC Summative Assessment in 2022
IReady ELA EL Data	3% of ELs are On Grade Level or Above in Fall 2022	5% of ELs will be On Grade Level or Above in Spring 2023
IReady Math EL Data	0% of ELLs are On Grade Level or Above in Fall 2022	10% of ELLs will be On Grade Level or Above in Spring 2023
Reclassification Rate	2.6% of ELLs were Re-designated	5% of ELLs will be Re-designated in 2023

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)

English Learners

#### Strategy/Activity

Collaboration through data teams and collaboration Thursdays will focus on content learning and building collective efficacy.

Classroom teachers will continue to use Data Team time to analyze student data and evidence of work samples of ELL students in order to make decisions about instructional strategies that will meet the needs of ELL students.

30 minutes a day of designated ELD as measured by teacher observations and schedules in 100% of classrooms.

EL liaison works to translate, support, and convey academic information including data (ELPAC, content, programs, administration of school and state formative and summative testing purpose) and supports teachers/staff/students with community 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)
8,000	LCAP Production of materials
0	LCAP District Resource Teachers in District LCAP
0	LCAP Teacher Release Time for District provided professional development
1,000	Title I Cost of EL Liaison to translate, support, and convey academic information including data (ELPAC, content, programs, administration of school and state formative and summative testing purpose) and supports teachers/staff/students with community communication.

**Strategy/Activity 2**

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

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

English Learners

**Strategy/Activity**

A Language Arts Specialist (LAS) will provide support to English Learners in the area of language and literacy. The Language Arts Specialist is highly trained in assessment and instruction in ELA and in best practices for supporting English learners. She supports ELs by providing differentiated small group instruction based on student need and language proficiency level.

**Professional Development-**

- Provide time during Data Team release time, as well as teacher collaboration time for opportunities to share successful strategies.
- Provide opportunities for teachers to be relieved from their classroom for the purpose of planning and learning more about how to implement current strategies into their instruction to enhance language development and vocabulary.

- Utilize District DRTs and outside professional resources for professional development in the area of ELA, Math, and SEL.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCAP District Resource Teachers in District LCAP
	District Funded LAS (\$145,000) District funded
25,000	LCAP Professional Development- Cost of Substitutes to release teachers.

**Strategy/Activity 3**

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

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

English Learners

**Strategy/Activity**

Longterm English Language Learners who are in need of additional support in developing language acquisition will be invited to participate in Achieve 3000 as a vocabulary and literacy intervention.

Longterm English Language Learners have access to Imagine Learning as an added support to build language skills.

Longterm English Language Learners will have access to online virtual/in person field trips and assemblies for access to rich language building opportunities.

**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)
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0	LCAP  Achieve 3000 Intervention provided by district funds
0	LCAP  cost of field trips appears in Goal 5
10,000	LCAP  Cost of additional library books that support ELLs
10,000	LCAP  4. Additional instructional supplies
4,000	LCAP  Cost of Assemblies

**Strategy/Activity 4**

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

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

English Language Learners

**Strategy/Activity**

English Learners will have opportunities to develop their language acquisition through the use of technology. English Learners will use both Imagine Learning and I-Ready to engage in differentiated and appropriate leveled practice in English Language Arts in order to demonstrate growth in language and content areas.

Other technology programs such as Razz Kids, Time for Kids, and Reading A to Z provide additional opportunities for students to expand their vocabulary and content knowledge.

**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)
5,000	LCAP  Materials and Supplies- Supplemental Computer Learning Programs
0	LCAP

	iReady and Imagine Learning in District LCAP
0	LCAP Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation (District funded)
0	LCAP Cost of ELPAC Support to ensure we assess all ELL students (District funded)
23,000	LCAP Cost of any technology equipment replacement, such as Docucams, computer adapter, headphones, Chromebook chargers, and other hardware

# 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 strategies that were put in place for the 2021-2022 school year contributed to the 2.0% of students being reclassified.

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

In 2022-2023 we budgeted funds to be spent on Professional Development opportunities focusing on skills and strategies to support students with the greatest challenges as measured by multiple data sources

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.

For the 22-23 school year we will continue the focus on small group interventions with our English Learners.

# 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

Planned Improvement in Student Academic Performance

## LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

## Goal 2

All students will actively engage in grade level, standards based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic and school closures.

A. Percentage of All Students performing at or above grade level according to the IReady Reading diagnostic will increase by 2% .

B. Percentage of All Students performing at or above grade level according to the IReady Math diagnostic will increase by 2% .

C. Percentage of all students performing at/exceeding grade level will increase by 5% in ELA/Math

## Identified Need

SBAC Baseline Results:

2021-2022 CAASPP results indicate 18% of all students are proficient in ELA.

2021-2022 CAASPP results indicate 9% of all students are proficient in Math.

As the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. 2022 State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and Math frameworks.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	18% met or exceed	Increase to 23%
CAASPP Math All Students	9% met or exceeded	Increase to 14%
CAASPP SWD ELA	8% met or exceeded	Increase to 10%
CAASPP SWD Math	3% met or exceeded	Increase to 5%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading All Students	14% of All Students are On Grade Level or Above in Fall 2022	20% of All Students will be On Grade Level or Above in Spring 2023
iReady Math All Students	5% of All Students are On Grade Level or Above in Fall 2021	10% of All Students will be On Grade Level or Above in Spring 2023
iReady Reading SWD	7% of Students with Disabilities are On Grade Level or Above in Fall 2021	10% of SWD will be On Grade Level or Above in Spring 2023
iReady Math SWD	6% of Students with Disabilities are On Grade Level or Above in Fall 2021	5% of SWD will be On Grade Level or Above in Spring 2023

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

National School District (NSD) hires NSD Enrichment Teachers to release classroom teachers for Data Teams time. This time allows teachers to study the Math and ELA Common Core Standards and engage in discussions centered around student achievement. Teachers analyze student data and student work samples in order to collaboratively make instructional decisions around effective instructional strategies that lead to success in the classroom.

In 2022-2023 Central will provide teachers:

- \* Teams collaboration time and professional learning around ELD/ELA Standards.
- \* Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and Math.
- \* Additional training in the area of effective vocabulary and language building instructional strategies.

#### 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)

0

Source(s)

LCAP

	Cost of Enrichment Teachers to Release Classroom Teachers for Collaboration- District LCAP
0	Title I Cost of Production of Materials for ELA and Math already mentioned in Goal 1
5,000	LCAP Cost of supplies for Enrichment Teachers
0	LCAP Cost of Instructional Materials for teachers already mentioned in Goal 1.
0	Title I Cost of Equipment Replacement and Extra Computers already mentioned in Goal 1.
0	LCAP Cost of District Resource Teachers (District funds)
1,000	Title I Cost of Technology Liaison
0	Title I Cost of Professional Development already mentioned in Goal 1.
0	LCAP Cost of SWING Subs to release teachers for professional development already mentioned in Goal 1.

## Strategy/Activity 2

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

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

Students with Disabilities

### Strategy/Activity

Central has determined that students with disabilities (SWD), need to have a safe sensory environment to help deescalate behaviors and provide sensory learning. Room 9 is designated a sensory learning room for our SWD.

The creation of a new school garden and science learning center will help to benefit all students. As we begin to prepare for the implementation of the Next Generation Science Standards, we can begin to create our science lab that will support the school garden and student learning.

**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)
10,000	LCAP Cost of sensory equipment and materials for Special Day Classes
1,000	LCAP Cost of seating material for outdoor learning.
15,000	LCAP Cost of Instructional Materials for classrooms
10,000	LCAP Cost of Additional Materials and Equipment for our Sensory Room
9,659	Title I Cost of Materials, Supplies, and Equipment for the implementation of a School Garden and Science Lab.

**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**

Impact teachers and the Language Arts Specialist will play an active role in providing early intervention in the area of literacy for primary students in grades 2nd 6th grade. Impact teachers and the Language Arts Specialist will also offer intervention during school hours for identified students to participate in Achieve 3000 in an effort to build vocabulary and literacy skills for 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)
30,000	Title I Cost of two Impact Teachers
0	LCAP Cost of Licenses for Achieve 3000 (District Funds)
1,000	LCAP Cost of Instructional Materials for Support Staff (Impact Teachers and After School Interventions Achieve 3000)

#### 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

Central staff will participate and implement new professional development strategies.

District Resource Teachers provided professional development on the use of teaching strategies in an effort to engage all students and promote engagement and language development for English Language Learners. District Resource Teachers provide additional one on one and grade level support in the use of these strategies throughout the year.

District resource teachers were trained as trainers on the ELD/ELA frameworks and continue to assist with the implementation of the Common Core standards.

In addition, iReady is a district-wide assessment to be used to monitor student progress throughout the course of the school year. Teachers will use this data to make instructional decisions and continue to participate in professional development from iReady.

This year District Resource Teachers will continue providing teachers with professional development in the area of ELD in Mathematics.

#### 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)
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0	LCAP Cost of District Resource Teachers in District LCAP
0	LCAP Cost of Substitutes for Teacher Release Time for Professional Development-(District Funds)

**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

Central will continue to promote independent reading time across all classrooms daily.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCAP Cost of ARC Bookshelf- District Funds
15,000	LCAP Cost of Time for Kids, Scholastic News, and RAZ Kids

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Students will be provided with daily access to adequate technology for the use of iReady. Students will use iReady to support their progress in the area of English Language Arts and Mathematics. iReady will target their individual levels on an independent basis.

Teachers will use iReady in ELA and Math as one means to monitor student growth and provide individualized instruction during distance learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCAP Cost of Instructional Technology Devices- Centralized Cost
0	LCAP Cost of iReady Student Licences- Centralized Cost
0	

### Strategy/Activity 7

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

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

Students with Disabilities

#### Strategy/Activity

Teachers will collaborate with Gen Ed to plan for increase mainstream hours and access to Gen Ed curriculum.

#### 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)
10000	LCAP

### Strategy/Activity 8

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

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

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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 impact teachers that were hired were able to work with 30-40 students to address specific areas of need.

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

Due to labor shortage we have been unable to secure a permanent Impact Teacher for our site.

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.

We will continue with the goals and implement the strategies to the best of our ability.

# 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

Planned Improvements in Student Performance with an Emphasis on Parent and Community Engagement

## LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

## Goal 3

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Provide additional parent learning opportunities to our parents following a parent survey identifying the type of learning opportunities parents prefer, such as Social-Emotional Support, Parent & Family Leadership, and Community Presentations/Resources.

## Identified Need

There is a need for Central School to engage more parents in more ways to partner our school and in their students' education. Research over the last five decades concludes that parents are the most influential factor on their child's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency and positive attitude towards school. NSD and Central are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interest and needs, with particular focus on serving parents of unduplicated and special education students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance	<p>Parent will attend Title 1 Parent Meeting held after school virtually.</p> <p>Four parents attended the ELAC Informational Meeting</p>	A minimum of 10 parents will attend the Title 1 Parent Meeting and ELAC Informational Meeting in 2022-2023.
Parent Outreach and Communication	One Welcome Back Letter in 2022.	Four Parental Newsletters in 2022-2023



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)

Parent Engagement and Participation

#### Strategy/Activity

Parent newsletters will be sent home highlighting activities and learning happening at Central School.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,452

Source(s)

Title I

1% of Title I Allocation for Parental Involvement

### Strategy/Activity 2

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

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

Parent Engagement and Participation

#### Strategy/Activity

Parent will be invited to Principal's/Counselor's Coffee Chat in October, November, December, January, February, April, and May.

1. The school's English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.

2. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency

3. Involvement of Parents, Staff and Community:

Parents are involved through:

- School Site Council
- English Language Advisory Committee
- DELAC Representative
- SST/IEP Parent Meetings
- District/Parent Advisory Committee
- Parent workshops
- PTA
- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCAP  
Cost of Parent Engagement District Resource  
Teacher- Centralized Cost

**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

Parents from Central will attend DELAC and DPAC meetings

**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)

0

Source(s)

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

0

**Strategy/Activity 5**

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

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **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.

Parent meetings were offered allowing parents to participate virtually. We were able to offer an in-person Sixth grade promotion at the end of the year for our families.

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

For the 2022-2023 school year the Principal and school Counselor are working together to design workshops that address family requests for parent education, invite District Family Liaison to provide a variety of in-person workshops addressing academic and social/emotional needs.

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.

For the 2022-2023 school year we are we have invited parents to participate in school-wide events, meetings, and celebrations.

# 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

Safety and Social Emotional Wellness

## LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

## Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness

- A. Suspension rate will remain in very low for the 2022-2023 school year.
- B. Chronic Absenteeism will decrease by 1%.
- C. California Healthy Kids Survey - an increase of 2% of students will report that they feel safe at school.
- D. Central will improve to the level of Platinum as their level of recognition in PBIS.

## Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-19 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates- California Dashboard	.04 % of students were suspended at least once in 2018-2019	.05% of students will be suspended at least once in 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism-California Dashboard		10.7% of students will be considered chronically absent in 2021-2022
California Healthy Kids Survey	83% of the students feel safe most of the time or all of the time at school	85% of the students feel safe most of the time or all of the time
PBIS Tiered Fidelity Inventory	Bronze Level of Recognition	Platinum Level of Recognition

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

Instructional Practices consistent with Content Standards and Strategic Plan:

1. Sanford Harmony curriculum will be taught virtually by our school counselor to provide Tier 1 support to all students.
2. Monthly Expectations will be reviewed daily in the morning virtual announcements as well as school-wide recital of our PeaceBuilders pledge.
3. Weekly Restorative meetings will take place in classrooms in order to create a safe learning environment where students' concerns can be expressed and addressed.
4. Assemblies will be held to recognize and award students who are demonstrating expected behaviors between January and May. Students will be given certificates and incentives.
5. Social emotional curriculum and materials for counselor

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP Cost of Materials for Student Recognition (Discretionary funds)
40,000	Title I

	Cost of Counselor
1,500	Title I Cost of Postage to Mail Out information if Needed, Student Materials
5,000	LCAP Cost of materials for SEL lessons and calming corner materials

**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**

All classes will complete 200 minutes of physical fitness every 2 weeks. All students will participate in physical fitness classes taught by the Enrichment Teachers once every other week and daily weekly PE minutes will be assigned by the classroom teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title I

**Strategy/Activity 3**

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

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

Students with Disabilities

**Strategy/Activity**

Ensure Accessible and Inclusive Learning Environment: Create an inclusive and supportive school environment that meets the diverse needs of students with disabilities. Provide necessary accommodations, assistive technologies, and individualized instruction to optimize their learning experience. By addressing their academic and social-emotional needs, students may feel more motivated to attend school regularly.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I  Cost of Counselor allocated in Strategy 1

**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**

PBIS

1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment
2. Principal is an active part of the PBIS Committee monthly meetings to the greatest extent possible
3. Teachers and students will participate in the District's SEL surveys throughout the year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Fidelity inventory process will provide the observation feedback of PBIS evidence in the classrooms.
0	LCAP  PBIS meeting will occur every month. Both PBIS Tier 1 and PBIS Tier 2 will meet to discuss school expectations and review Panorama data to make informed decisions about improving student behavior at school.
0	

# 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 majority of the goal was implemented as intended and contributed to a positive school culture.

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

We planned on increasing attendance since we had great success the prior year with our attendance incentives, however since we were in a pandemic the promotion of attendance incentives was suspended.

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.

Our goal will remain very similar and we will focus on engagement, however at this time we are not promoting attendance due to the COVID-19.



# 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

Innovative Learning Opportunities

## LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs

## Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

## Identified Need

Research has shown that students from low socio economic disadvantaged families have less access to extra and innovative learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of Field trip Opportunities offered this year	in 2020-21 no field trips were provided	in 2022-23 every grade level will be offered the opportunity to have at least one field trip.
Increase the number of students participating in extra curricular opportunities	in 2020-21 no extra curricular opportunities were offered	Increase the percentage of students participating in expanded learning opportunities by 10%

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 will be offered the opportunity to participate in extra curricular activities that explore the arts, sports, technology and academics

### Strategy/Activity

Professional Development for Teachers to learn about different types of extra curricular activities.

### 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)
15,000	Title I Materials and Supplies for Extra Curricular Activities
3,000	Title I Teacher extra time to oversee Extra Curricular Activities <sup>15</sup>
3,000	Title I Professional Development for Teachers to learn about implementing Extra Curricular Activities
7237	LCAP Cost of Contracts with agencies for after school programs and extra curricular activities
12,000	Title I Teacher extra time to oversee Extra Curricular Activities <sup>15</sup>
53441	Title I Equipment Replacement Reserve

## Strategy/Activity 2

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

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

Students in all grade levels

### Strategy/Activity

Students in all grade levels will have an opportunity to participate in at least one field trip

### 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)
30000	Title I Field Trips

## Strategy/Activity 3

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math.

## Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> <li>Imagine Learning Computer Program will be used as additional support for English Learners</li> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>ELPAC Assessment Support</li> </ul>	7-18 through 6-19		Imagine Learning Licenses		Title III	224,000
	7-18 through 6-19		Successmaker Licenses			
	7-18 through 6-19		Salaries of technicians		LCFF - SCE	8,775
	7-18 through 6-19		Accelerated Reader Licenses			
	7-18 through 6-19		Assessment Team personnel		LCFF - Supplemental	7,529

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount



# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$366,789.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$202,052.00

Subtotal of additional federal funds included for this school: \$202,052.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$164,737.00

Subtotal of state or local funds included for this school: \$164,737.00

Total of federal, state, and/or local funds for this school: \$366,789.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	164737	0.00
Title I	202052	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	164,737.00
Title I	202,052.00

## Expenditures by Budget Reference

Budget Reference	Amount
	12,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	156,737.00
	LCAP	8,000.00
	Title I	198,052.00
	Title I	4,000.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

86,000.00
107,659.00
2,452.00
47,000.00
123,678.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal  
Classroom Teachers

Name of Members	Role
Erica Barcelo-Carrillo	Principal
Daniel Okada	Classroom Teacher
Kelsey Hansen	Classroom Teacher
Lina Martinico	Classroom Teacher
Suzzette Vasquez	Other School Staff
Jacquelyn Mijares-Hubbard	Parent or Community Member
Minerva Bradt	Parent or Community Member
Domanic Guido	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Classroom Teacher

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 06-05-23.

Attested:



Principal, Erica Barcelo-Carrillo on 06-05-23



SSC Chairperson, Domanic Guido on 06-05-23