

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
El Toyon Elementary School.	37-68221-6038749	May 23, 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 School Plan for Student Achievement (SPSA) is meant to consolidate all school level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). 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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 53855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

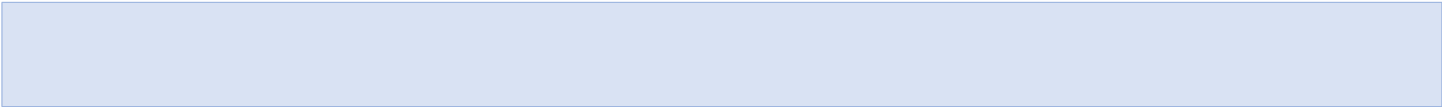


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Comprehensive Needs Assessment Components

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).

A virtual school climate survey was given to students during the 2022-2023 school year. We found that students generally feel cared for and believe that they will be successful. A virtual employee satisfaction survey was also conducted, and we found that staff overwhelmingly view El Toyon as a great place to work. A parent focus group was held virtually to capture the individual thoughts of the families.

Classroom Observations

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

Regular classroom observations are conducted throughout the school year, and these observations illuminated instructional and cultural needs within the school.

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)

All schools utilize the State CAASPP assessment system yearly to determine programmatic needs. Additionally, all teachers utilize the pre and post assessments that are included in District provided curriculum to inform instruction and determine intervention needs.

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

El Toyon Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the ELPAC, iReady, Benchmark, UCI and other district assessments. Student data are also monitored through iReady, Panorama and Imagine Learning software. We have the ability for staff to configure data through our Panorama and our data warehouse to efficiently evaluate individual, class wide and grade level student performance for instructional planning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at El Toyon Elementary meet the requirements of Highly Qualified Staff.

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

All teaching staff at El Toyon are fully credentialed, in accordance with the Every Student Succeeds Act.

The principal at El Toyon regularly observes teachers during instructional time and provides targeted formative feedback. This feedback is connected to, but not limited to, the following school-wide professional development goals.

Math for CCSS

Grade level teams of teachers implement the Data Teams process every two weeks. Data Teams analyze student data in relation to student progression on CCSS-aligned UCI units for math and Benchmark ELA Curriculum to analyze their own instructional pedagogy that produced this data. However, the data teams process is not an isolated every-two-week event. As teachers find value in the collaboration and data analysis, they meet informally more often to talk about instruction and student assessment data. The conversations facilitated by the data teams process serve as professional development for teachers in both the use of ongoing formative assessment, and in research-based instructional pedagogy. Teachers will continue to attend district training as needed to ensure that benefits of the data team process are maximized for students.

As a powerful resource for CCSS math instruction, NSD has adopted UCI and Go Math! instructional materials, and has provided teachers with ongoing training in the implementation of these instructional materials. To help supplement UCI Math and Go Math!, teams of teachers explore other math instructional resources during bi-weekly grade level team meetings.

El Toyon has planned specific professional development sessions aimed at providing teachers with the tools for students to engage in rigorous mathematical discourse, both in small groups and in a class-discussion format.

Reading for CCSS

Our transitional kindergarten through third grade teachers will continue their professional development around targeted phonics intervention and instruction, while all staff will continue with professional development for text-dependent academic discussions in class, and effective encouragement of student independent reading.

Writing for CCSS

Our on-site Learning Headquarters trainer will facilitate professional development in writing for Common Core standards, and integration of Learning Headquarters resources and strategies into Benchmark units for English language arts. Additionally, several teachers attended Learning Headquarters workshops.

Next Generation Science Standards

El Toyon will engage in professional development around Next Generation Science Standards, and implementation of these standards with English learners and cross-curricular connections in mind.

Restorative Practices

Because student feelings of school connectedness are correlated with academic achievement, and because suspended or expelled students do not learn as much, our school will implement Restorative Practices. Restorative Practices is an approach to school culture and discipline that focuses on learning and relationships, and has been shown to positively impact school culture and student achievement. While some aspects of Restorative Practices have been in place for years, our entire staff will engage more deeply in training.

Positive Behavioral Interventions and Supports (PBIS)

EI Toyon has adopted Positive, which includes positive lessons on expected student behavior, consistent recognition of appropriate behavior, and tracking of student behavior data so that we can address needs and celebrate strong points. As an extension of our PBIS curriculum, all EI Toyon students receive regular lessons and reinforcements from our Counselor based on our Social Emotional curriculum.

Formative Feedback for Teachers

EI Toyon will continue working with the district resource teachers for English language arts and technology, to provide support for teachers. This support will be an opportunity for teachers to reflect and receive feedback without the presence of their evaluator.

EI Toyon's principal provides each teacher with formative feedback on a regular basis, targeted to highlight strengths and help with areas for growth in a non-evaluative format.

Additionally, roving subs will be provided so that teachers can observe their colleagues implement the new instructional strategies they learn at professional development sessions. Teachers will have the opportunity to learn from one another's instruction, further facilitating a school-wide culture of teacher learning, collaboration, and support.

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

Staff development is consistently aligned to Common Core State Standards and the Next Generation Science Standards. All professional development is informed by student data.

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

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). 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 language arts specialist, resource specialist, grade level peers, and the site administrator. The site administrator provides formative feedback to all teachers on a regular basis.

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

As discussed previously, EI Toyon Elementary 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. Grade levels meet regularly at data team meetings in order to analyze data, create SMART goals, and devise action plans that will support their students' needs.

Teaching and Learning

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

Our school's plan is aligned with National School District's (NSD's) Thematic Goal of student achievement on Common Core State Standards.

Curriculum and instruction at El Toyon is aligned to be effective for student learning of grade-level content standards.

Assessment

Because our assessment helps to drive our instruction, both El Toyon and National School District prioritize the use of high-quality and relevant assessments. Formal assessment will take place regularly throughout the year, and will be based on a series of comprehensive, criterion referenced tasks and tests. These assessments include UCI Mathematics and Go Math exams, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, Go Math!, Learning Headquarters, iReady, SELD placement and ongoing assessments, RESULTS/District tests, and teacher team-created assessments. Teachers consistently use assessment data to target students, differentiate instruction, and refine instructional practices.

All assessments are designed to help teachers prepare students to improve their proficiency on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In addition to formal assessments, our teaching staff will use continuous and ongoing informal formative assessment to hold themselves and students accountable for learning, and to inform their instruction.

Technology

Google Classroom and Schoology are tools that allows teachers to distribute assignments, see student work as it is created, and provide rapid feedback to students as they learn in a fluid and paperless format. Google Classroom and Schoology, along with the rest of the Google Apps for Education suite, have been integrated into our professional development sessions. Additionally, after describing how they would use it to benefit student learning, each teacher was given an iPad and a new computer to use in their classroom during the 2021-22 school year. Computers, iPad apps and Google classroom will be utilized with an emphasis on the research-based strategies of ongoing formative assessment and student collaboration.

Teachers will continue to implement iReady and Imagine Learning software, as well as Accelerated Reader and Math, NewsELA, RazKids, Achieve 3000 and other software. Imagine Learning is an engaging and research-based computer application that gives students targeted instruction listening, reading, and writing English. iReady is also research-based software, that gives students targeted instruction in both reading and math. NewsELA provides students with targeted reading comprehension materials, and RazKids is adaptive software that helps target emerging readers. Accelerated Reader and Math give quantifiable data that screen for students needing additional services in reading or math, and Accelerated Reader is used to help students set reading goals, as a motivational tool, and to help students read books that are appropriate for their reading level.

Parent Engagement

El Toyon's PTA is a group of dedicated parents have been active in fundraising and supporting our students both in and out of the classroom. PTA general meetings are held on a monthly basis. El Toyon will continue to hold trainings for our volunteers, so that they can use our resources and support our children with ever-increasing effectiveness.

Large numbers of parents continue to regularly attend our Family Reading Days, in which they learn about how they can support their child's reading at home. We were also holding Family Math Days

during the 2022-2023 school year.

Under normal circumstances family members are regularly seen volunteering in classrooms as Room Parents. These Room Parents are especially crucial, since they serve as extra communication hubs between a teacher and the other families of the teacher's classroom.

Teachers will continue to send home regular newsletters to families regarding upcoming events and instruction in their classroom. Communication with families school-wide is achieved through regular letters home with students, phone calls and emails through School Messenger, and electronic fliers through Peachjar.

Our awards assemblies bring large numbers of families to the school, and our spaghetti dinners, movie nights, talent show, and other events are also well-attended when volunteers and parents are allowed on campus.

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

Teachers adhere to State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction, including strategic intervention groups
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA, 2 hours of core instruction, including strategic intervention groups
- 4-6 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-6 ELD, a minimum of 45 minutes ELD instruction, four times a week

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

Units in math and English Language Arts supply a framework for lesson pacing. All ELA and Math units vary in length, but allow for teachers to adapt the pace based on student progress.

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

El Toyon Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Benchmark ELA curriculum and the Go Math! programs comprise the published materials. The Benchmark in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade English transition program. English Language Development (ELD) in all grades is addressed through the use of Systematic English Language Development (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning. Imagine Learning provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. iReady software suite also supports the standards-based curriculum at El Toyon Elementary in both English and mathematics. SuccessMaker provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). These programs now assess and facilitate learning of Common Core State Standards.

Additionally, teachers are using their district-created English language arts foundations materials, Learning Headquarters writing instructional materials, Standards Plus English language arts, SIPPS, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are supplementing these resources with additional English language arts resources and texts, which vary by grade-level and even by student.

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. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

El Toyon Elementary provides a variety of services to students who are identified as underperforming.

Students who are having difficulty performing at standard at El Toyon Elementary are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Bi-monthly grade-level team meetings, administrator/teacher conferences, and district resource teacher guidance are all brought in to play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions and have completed an RTI (Response to Intervention) Tier 1 intervention plan without success, the Student Study Team (SST) will schedule a meeting to involve the expertise of the principal, school counselor, language arts specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication.

El Toyon hired three impact teachers for the bulk of the 2022-2023 for the specific purpose of providing small-group support and instruction to students who are most in need. This support is provided in math, English language arts, and English language development.

El Toyon's Language Arts Specialist provides services to students performing below and far below basic in Reading. Reading groups are formed based on ability and areas of weakness. Depending on the specific needs of each group, the focus for instruction includes a combination of phonemic awareness, phonics, decoding, fluency, skill instruction, and/or reading comprehension. Students are frequently reassessed to ensure that instruction is meeting their needs. The Language Arts Specialist provides intensive, targeted instruction to individual students who are on a Tier 3 RTI plan.

If necessary, for students in K-6, a focused Tier II or Tier III RTI (Response to Intervention) plan is developed to document and monitor the progress of individual students. IRLA, or iReady Reading/Math assessments are used in almost every RTI Plan. Our resource specialist (RSP) provides support for students on Individualized Education Programs on a consultative basis, and works with small groups of students who have Individualized Education Plans (IEPs) to provide them with more targeted instruction toward meeting their goals.

El Toyon Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan.

Teachers assess students using exit tickets, small quizzes, accountable talk, Google forms, and other rapid formative assessment on a daily basis so that they can intervene as quickly as possible when a student is not learning. Additionally, teachers meet in grade level teams every two weeks to analyze student performance data. As part of these meetings, in-class interventions are planned for students who are underperforming in specific standards. These interventions include, but are not limited to, small-group guided instruction, extra instructional time, scaffolded instruction, differentiated instruction, and peer tutoring.

Our school counselor and school psychologist work to address social and emotional struggles in students, which often underlie academic underperformance. When students are emotionally ready to learn, they become more successful academically.

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 Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

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

Families consistently give time to both raise money and help students achieve in the classroom. The money is used for field studies, sixth grade camp, after-school programming, and other enriching activities. El Toyon has partnerships with Mondo Gardens, who support our fundraisers, and with First Book, who helped orchestrate the gift of over three thousand dollars in books for our students.

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)

Parents, community representatives, classroom teachers, other school personnel, and student council representatives regularly meet to give input into school budget decisions.

Funding

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

El Toyon uses federal categorical funding to supply whole-class, small-group, and one-on-one instruction to students most in need in both English language arts and math.

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

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

- Coffee chat with the principal discussing student achievement data and standards - 9/17/22
- * English Language Advisory Committee meeting (ELAC) - 10/25/22
- School Site Council meetings - 9/12/22 and 12/14/22
- * Title 1 Community Meetings - 10/27/22

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

- * Staff Meetings - 11/18/22, 12/7/22
- * Site Leadership Committee - 9/13/22

Resource Inequities

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

Inequities that have historically been the challenge at El Toyon is the reduced budget given our ADA, as well as the lack of interest in the certificated ranks to commit to before/after school tutoring programs.

An analysis was conducted on the budget we had last year aimed at increasing services for students. We determined the following inequities:

1. Last year we had three Tier 1 intervention with impact teachers for math as a result this year we determined we needed needed three impact teachers to focus on mathematics and reading.
2. Special Needs students mainstreaming included in enrichment.
3. Opportunities for special education mainstreaming into general education classrooms.
- 4 .Funds were allocated, but not spent due impact teacher getting a certificated position. These funds are now allocated to fund impact teachers for the current school year.
5. Last year no teachers we 2 teachers do an after school intervention. This year we have two teachers for before and after school classes. Due to this lack of funding allocations are being used this year for four before and after school interventions.

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	1.8%	1.05%	1.21%	8	5	5
Asian	2.1%	2.52%	2.91%	9	12	12
Filipino	7.7%	7.56%	6.8%	34	36	28
Hispanic/Latino	82.0%	80.88%	81.31%	360	385	335
Pacific Islander	0.7%	1.05%	0.97%	3	5	4
White	3.2%	2.31%	1.46%	14	11	6
Multiple/No Response	1.6%	2.52%	2.43%	7	12	10
Total Enrollment				439	476	412

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	70	66
Grade 1	59	74	48
Grade 2	48	66	61
Grade3	69	61	54
Grade 4	66	73	52
Grade 5	59	70	66
Grade 6	67	62	65
Total Enrollment	439	476	412

Conclusions based on this data:

1. There was a slight decline in enrollment from 201-20 of 450 to 439 in 2020-22.
2. The largest subgroup is hispanic with 82%.

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	218	269	240	49.7%	56.5%	58.3%
Fluent English Proficient (FEP)	55	52	54	12.5%	10.9%	13.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of EL learner increase by 6.8% from 2020-21 to 2021-22.
2. Number of RFEP learners has decreased by 43 from 2021-22 to 2022-23.

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	69	58		0	53		0	53		0.0	91.4	
Grade 4	65	73		0	70		0	70		0.0	95.9	
Grade 5	55	71		0	71		0	71		0.0	100.0	
Grade 6	66	57		0	57		0	57		0.0	100.0	
All Grades	255	259		0	251		0	251		0.0	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.			15.09			7.55			30.19			47.17	
Grade 4		2406.			10.00			15.71			15.71			58.57	
Grade 5		2427.			5.63			15.49			28.17			50.70	
Grade 6		2503.			10.53			31.58			31.58			26.32	
All Grades	N/A	N/A	N/A		9.96			17.53			25.90			46.61	

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		15.09			45.28			39.62	
Grade 4		8.57			60.00			31.43	
Grade 5		5.63			52.11			42.25	
Grade 6		10.53			61.40			28.07	
All Grades		9.56			54.98			35.46	

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		5.66			43.40			50.94	
Grade 4		2.86			51.43			45.71	
Grade 5		2.82			43.66			53.52	
Grade 6		7.02			50.88			42.11	
All Grades		4.38			47.41			48.21	

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		5.66			69.81			24.53	
Grade 4		8.57			54.29			37.14	
Grade 5		2.82			83.10			14.08	
Grade 6		12.28			82.46			5.26	
All Grades		7.17			72.11			20.72	

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		5.66			62.26			32.08	
Grade 4		10.00			58.57			31.43	
Grade 5		5.63			59.15			35.21	
Grade 6		21.05			66.67			12.28	
All Grades		10.36			61.35			28.29	

Conclusions based on this data:

1. The 2018-2019 SBAC English Language Arts average was 23.32% with an increase of +2.25%. The 2021-2022 SBAC English Language Arts average was 27.49% with an increase of +4%.
2. Although we made gains, the majority of our students are still not meeting standards.
3. Growth was uneven, so teachers and grade levels have opportunities to learn from one another.

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	69	58		0	55		0	55		0.0	94.8	
Grade 4	65	73		0	72		0	72		0.0	98.6	
Grade 5	55	71		0	71		0	71		0.0	100.0	
Grade 6	66	57		0	57		0	57		0.0	100.0	
All Grades	255	259		0	255		0	255		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.			9.09			34.55			16.36			40.00	
Grade 4		2406.			5.56			5.56			38.89			50.00	
Grade 5		2440.			2.82			9.86			32.39			54.93	
Grade 6		2475.			7.02			10.53			43.86			38.60	
All Grades	N/A	N/A	N/A		5.88			14.12			33.33			46.67	

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		14.55			49.09			36.36	
Grade 4		2.78			40.28			56.94	
Grade 5		2.82			45.07			52.11	
Grade 6		5.26			52.63			42.11	
All Grades		5.88			46.27			47.84	

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		9.09			54.55			36.36	
Grade 4		5.56			45.83			48.61	
Grade 5		2.82			49.30			47.89	
Grade 6		8.77			52.63			38.60	
All Grades		6.27			50.20			43.53	

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		16.36			52.73			30.91	
Grade 4		8.33			38.89			52.78	
Grade 5		0.00			66.20			33.80	
Grade 6		8.77			56.14			35.09	
All Grades		7.84			53.33			38.82	

Conclusions based on this data:

- The 2018-19 SBAC Mathematics average was 30% with an increase of +2%. The 2021-22 SBAC Mathematics average was 20% with an decrease of -10%.
- Certain grade levels did significantly better than others. Our fourth grade and 6th grade data is promising, and we will work to ensure that each cohort of students progressing up through the grade levels outperforms the previous one.

Math	At or Above	
3rd Grade:	45%	decrease of 10%
4th Grade:	11%	decrease of 17%
5th Grade	13%	decrease of 12%
6th Grade	17%	stayed the same
- Our students who have been redesignated as proficient in the English language continued to significantly outperform our English learners. This data serves as an impetus to continue our implementation of designated and integrated English Language Development, and to further integrate teaching practices that promote language development throughout the school day.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1407.3	1420.7		1428.5	1430.5		1357.6	1397.5		47	39	
1	1416.1	1418.8		1423.5	1432.5		1408.2	1404.7		31	47	
2	1477.7	1474.1		1469.6	1468.5		1485.3	1479.2		31	32	
3	1500.1	1466.2		1499.1	1452.7		1500.7	1479.2		40	33	
4	1505.0	1487.5		1503.0	1484.6		1506.3	1489.9		40	31	
5	1514.4	1534.9		1510.4	1528.5		1517.9	1540.9		18	40	
6	1539.8	1516.9		1538.2	1510.2		1540.9	1523.1		31	15	
All Grades										238	237	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.38	10.81		38.30	27.03		34.04	51.35		21.28	10.81		47	37	
1	3.23	4.35		22.58	13.04		38.71	36.96		35.48	45.65		31	46	
2	9.68	12.90		58.06	35.48		22.58	38.71		9.68	12.90		31	31	
3	27.50	9.09		27.50	27.27		30.00	39.39		15.00	24.24		40	33	
4	15.00	16.13		35.00	29.03		42.50	29.03		7.50	25.81		40	31	
5	17.65	20.00		23.53	52.50		41.18	27.50		17.65	0.00		17	40	
6	30.00	0.00		43.33	46.67		16.67	40.00		10.00	13.33		30	15	
All Grades	15.25	11.16		36.02	31.33		32.20	37.34		16.53	20.17		236	233	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.02	18.92		44.68	29.73		21.28	37.84		17.02	13.51		47	37	
1	16.13	6.52		19.35	19.57		41.94	47.83		22.58	26.09		31	46	
2	19.35	19.35		45.16	35.48		25.81	25.81		9.68	19.35		31	31	
3	40.00	12.12		35.00	42.42		15.00	12.12		10.00	33.33		40	33	
4	35.00	29.03		42.50	41.94		15.00	6.45		7.50	22.58		40	31	
5	29.41	35.00		52.94	52.50		5.88	12.50		11.76	0.00		17	40	
6	33.33	26.67		56.67	46.67		10.00	20.00		0.00	6.67		30	15	
All Grades	27.12	20.17		41.53	36.91		19.92	24.89		11.44	18.03		236	233	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.13	5.41		2.13	27.03		59.57	51.35		36.17	16.22		47	37	
1	0.00	2.17		25.81	10.87		25.81	23.91		48.39	63.04		31	46	
2	6.45	16.13		54.84	25.81		25.81	32.26		12.90	25.81		31	31	
3	17.50	6.06		17.50	24.24		37.50	36.36		27.50	33.33		40	33	
4	0.00	3.23		25.00	22.58		57.50	25.81		17.50	48.39		40	31	
5	5.88	12.50		5.88	25.00		64.71	55.00		23.53	7.50		17	40	
6	13.33	0.00		43.33	20.00		26.67	53.33		16.67	26.67		30	15	
All Grades	6.36	6.87		24.15	21.89		42.80	38.63		26.69	32.62		236	233	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.15	8.57		68.09	82.86		12.77	8.57		47	35	
1	25.81	19.57		51.61	63.04		22.58	17.39		31	46	
2	19.35	22.58		70.97	64.52		9.68	12.90		31	31	
3	27.50	30.30		57.50	42.42		15.00	27.27		40	33	
4	45.00	48.39		47.50	29.03		7.50	22.58		40	31	
5	23.53	20.00		64.71	72.50		11.76	7.50		17	40	
6	30.00	6.67		56.67	80.00		13.33	13.33		30	15	
All Grades	27.54	22.94		59.32	61.47		13.14	15.58		236	231	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.89	21.62		57.45	59.46		27.66	18.92		47	37	
1	16.13	6.52		51.61	54.35		32.26	39.13		31	46	
2	32.26	22.58		58.06	54.84		9.68	22.58		31	31	
3	50.00	21.21		37.50	48.48		12.50	30.30		40	33	
4	42.50	19.35		47.50	58.06		10.00	22.58		40	31	
5	58.82	57.50		35.29	40.00		5.88	2.50		17	40	
6	66.67	33.33		30.00	53.33		3.33	13.33		30	15	
All Grades	37.71	25.32		46.61	52.36		15.68	22.32		236	233	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.13	8.11		74.47	78.38		23.40	13.51		47	37	
1	6.45	8.70		51.61	10.87		41.94	80.43		31	46	
2	22.58	16.13		61.29	58.06		16.13	25.81		31	31	
3	17.50	3.03		47.50	45.45		35.00	51.52		40	33	
4	0.00	6.45		75.00	41.94		25.00	51.61		40	31	
5	5.88	15.00		64.71	70.00		29.41	15.00		17	40	
6	23.33	6.67		43.33	46.67		33.33	46.67		30	15	
All Grades	10.59	9.44		60.59	49.36		28.81	41.20		236	233	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.64	18.92		38.30	54.05		51.06	27.03		47	37	
1	3.23	4.35		48.39	58.70		48.39	36.96		31	46	
2	12.90	19.35		67.74	58.06		19.35	22.58		31	31	
3	22.50	9.09		57.50	69.70		20.00	21.21		40	33	
4	5.00	16.13		82.50	48.39		12.50	35.48		40	31	
5	5.88	20.00		82.35	75.00		11.76	5.00		17	40	
6	6.67	6.67		90.00	86.67		3.33	6.67		30	15	
All Grades	10.17	13.73		63.98	62.66		25.85	23.61		236	233	

Conclusions based on this data:

1. In the Oral Language component of the ELPAC EI Toyon students did quite well with only Kinder and 2nd grade scoring 23% and 28% minimally developed. Even with these numbers they did kinder quite well scoring 50% Well Developed and Moderately developed. Grades 2nd through 5 all struggled scoring over 50% or higher in Well Developed and Moderately Developed. In Written Language the scores were very uneven with Kinder scoring 60% in somewhat and minimally developed. In 1st grade 12% of the testers scored Well developed while 30% of them scored minimally developed. 2nd grade did phenomenal scoring 70% Well Developed. Third grade had a rough assessment scoring 76% somewhat and minimally developed. 5th and 6th grade also did quite well scoring over 30% moderately developed with a large percentage in level 2.
2. EI Toyon students performed very well in the four domains of Listening, Speaking, Reading, and writing as the grade levels increase. In the listening domain Kinder spilt the percentages with 46% in Well Developed and 44% in Moderate/Somewhat. 1st grade scored very evenly throughout all levels with 46%, 26%, and 26%. 2nd grade worked very hard to pull out 76% in Well Developed while 3rd and 4th struggled with 74% in Somewhat/Moderate. 5th grade spilt the scores with 50% Well and 50% Somewhat/moderate. For the Speaking domain we can again see an increase in achievement as the grade levels increase. Kinder and 1st seemed to have even scores with all levels with an average of 30% in each. Grades 2nd, 4th and 5th did quite well with an average of 52% scoring in the Well Developed range, while 3rd grade struggled with 53% scoring in the Somewhat/moderate level. The Reading Domain seemed to have the opposite results in which the primary grades did well while the upper grades seemed to struggle. Kinder maintained a 60% and 20% in somewhat/ moderate/well developed with no students in beginning. 1st scored well with 41% in Well Developed and 2nd scored very well with 67% scoring Well Developed. With 3rd, 4th, and 5th it is difficult to see whether they scored in the Somewhat or Moderate level as they are one category with an average of 60%. The Writing domain maintains the same unknown for all grade levels scoring and average 72% in Somewhat and Moderate. The difference between these levels is quite significant so accurate analysis would be invalid.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	84.7	56.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Toyon Elementary School..	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	269	56.5
Foster Youth		
Homeless	63	13.2
Socioeconomically Disadvantaged	403	84.7
Students with Disabilities	38	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
American Indian		
Asian	12	2.5
Filipino	36	7.6
Hispanic	385	80.9
Two or More Races	12	2.5
Pacific Islander	5	1.1
White	11	2.3

Conclusions based on this data:

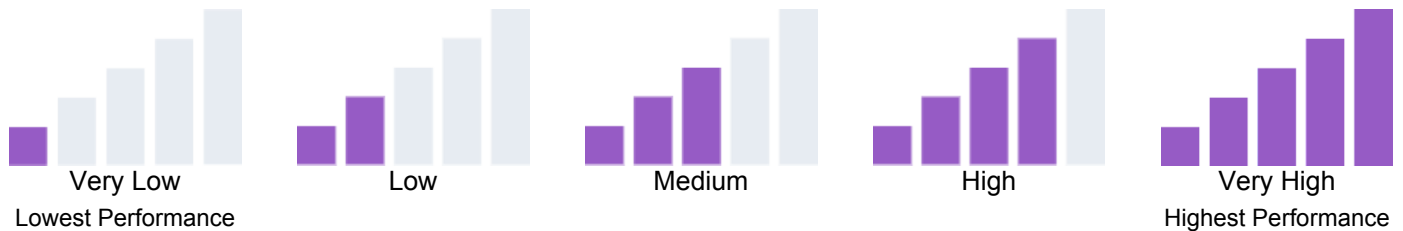
1. With a total enrollment of 476 students in 2021-2022, El Toyon consists of 84.9% socioeconomically disadvantaged, 56.5% English learners, 13.2% homeless, and 8% students with disabilities. El Toyon's Race/Ethnicity consists of 1.1% African American, 2.5% Asian, 7.6% Filipino, 80.9% Hispanic, 2.5% two or more races, and 2.3% White..

School and Student Performance Data

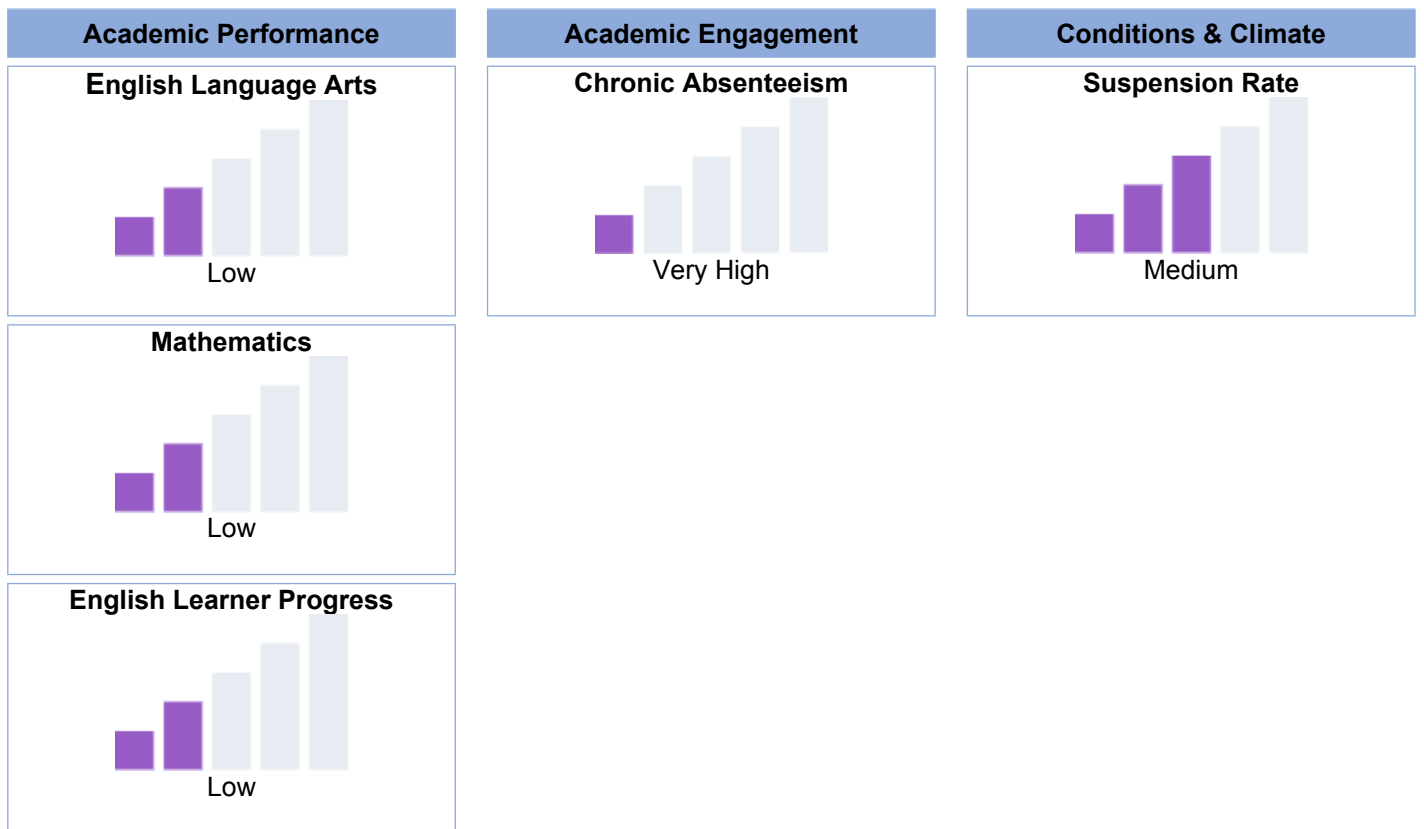
Overall Performance

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. The 2021-2022 Dashboard for El Toyon shows us that we maintained our scores in English Language Arts, but with low. We had a decrease in Mathematics, but will maintain will a low mid. We had a decrease in suspensions, which put El Toyon in the mid for suspension rate and a decrease in Chronic Absenteeism, which put El Toyon in the mid.

School and Student Performance Data

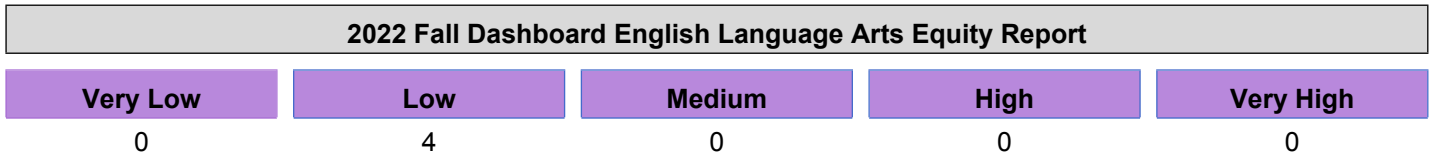
Academic Performance English Language Arts

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](#).

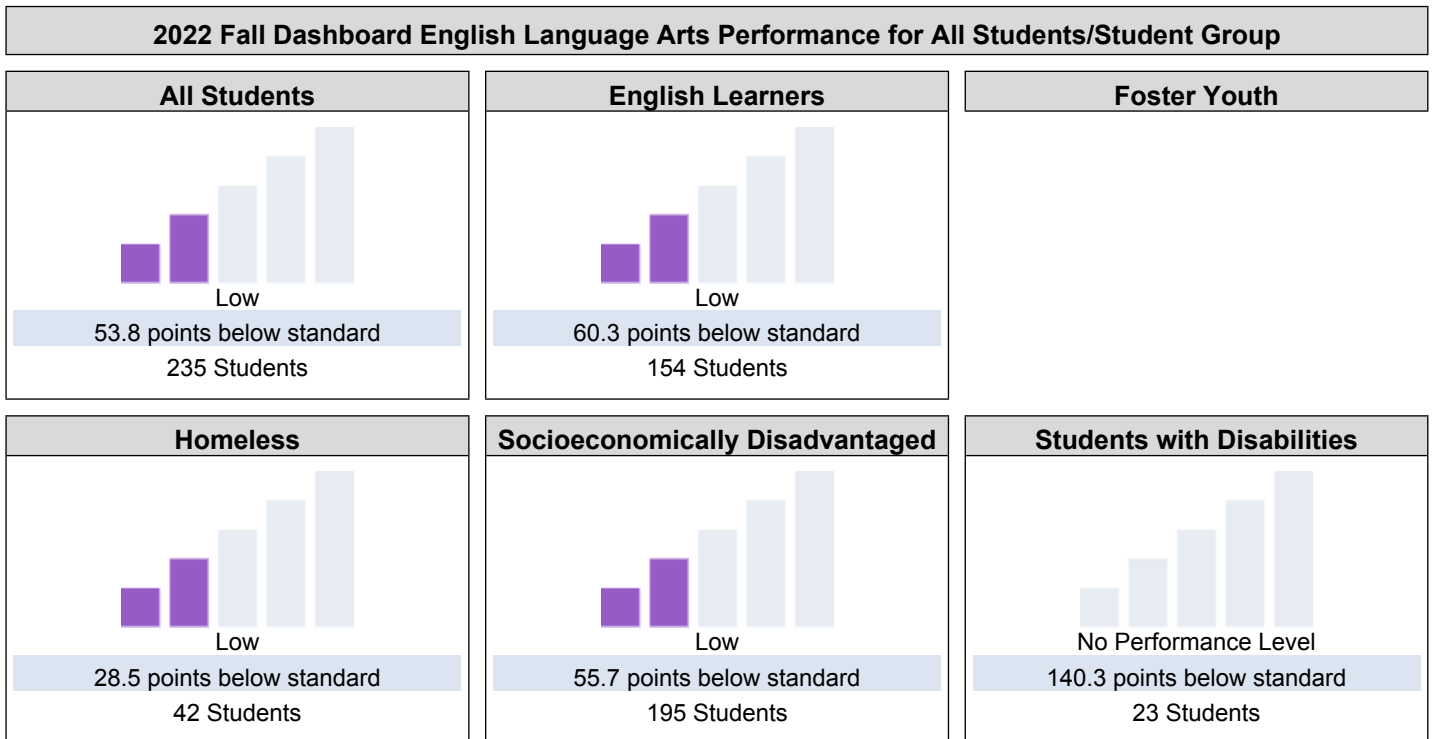
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



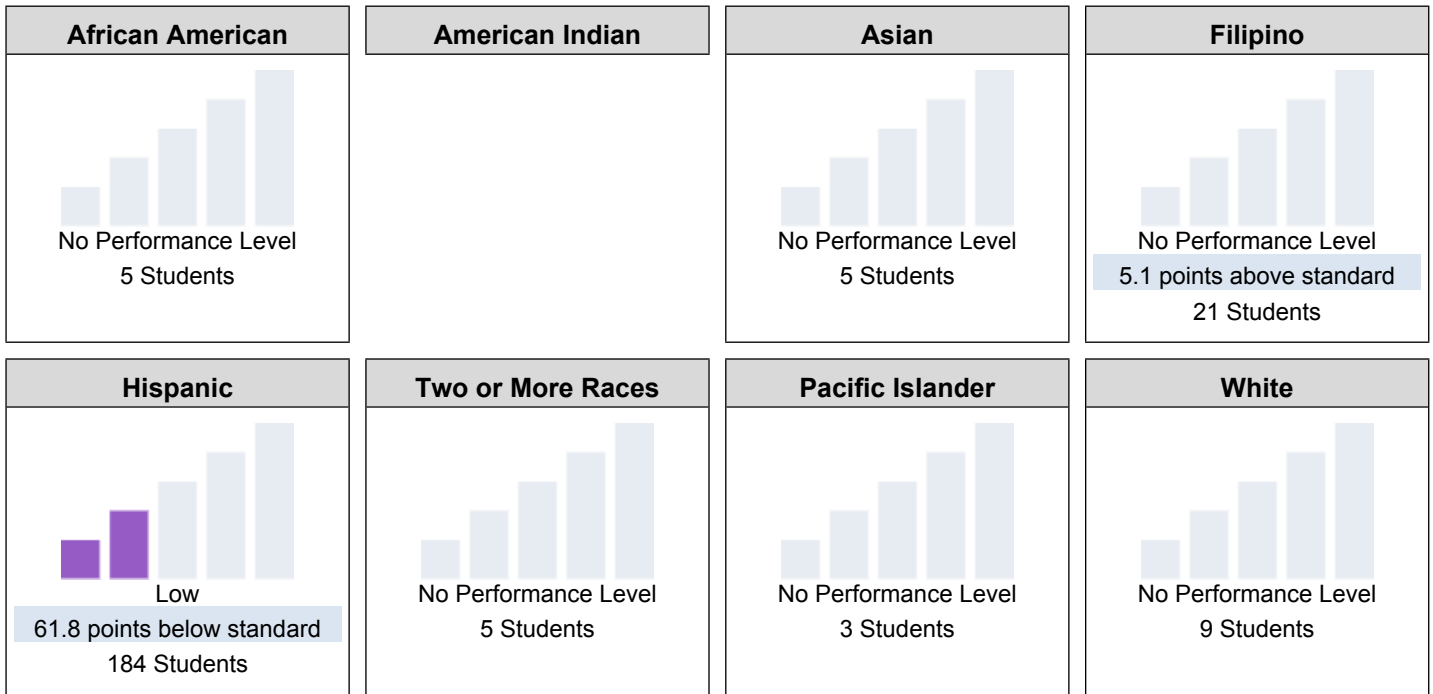
This section provides number of student groups in each level.



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
102.2 points below standard 102 Students	21.9 points above standard 52 Students	45.0 points below standard 73 Students

Conclusions based on this data:

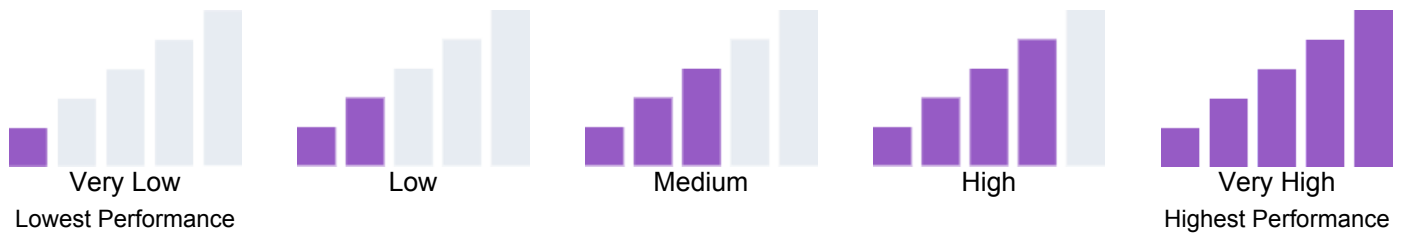
- The 2021-2022 Dashboard shows El Toyon in low with 53.8 points below standard. English Learners in Low with 60.3 points below standard. Homeless with low at 28.5 points below standard. Socioeconomically disadvantaged in low with 55.7 points below standard. Finally students with disabilities with no performance color at 140.3 points below standard. The only Race/Ethnicity with a performance color was Hispanic at 61.8 points below standard.

School and Student Performance Data

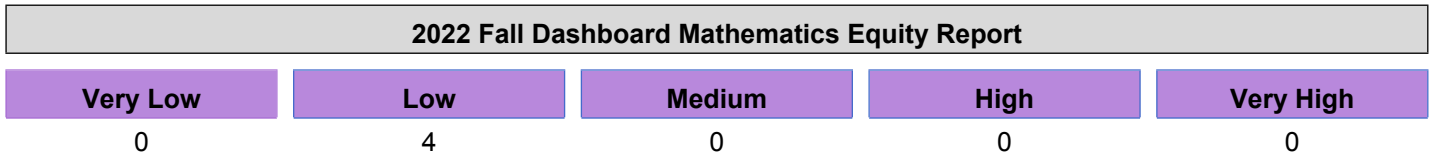
Academic Performance Mathematics

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

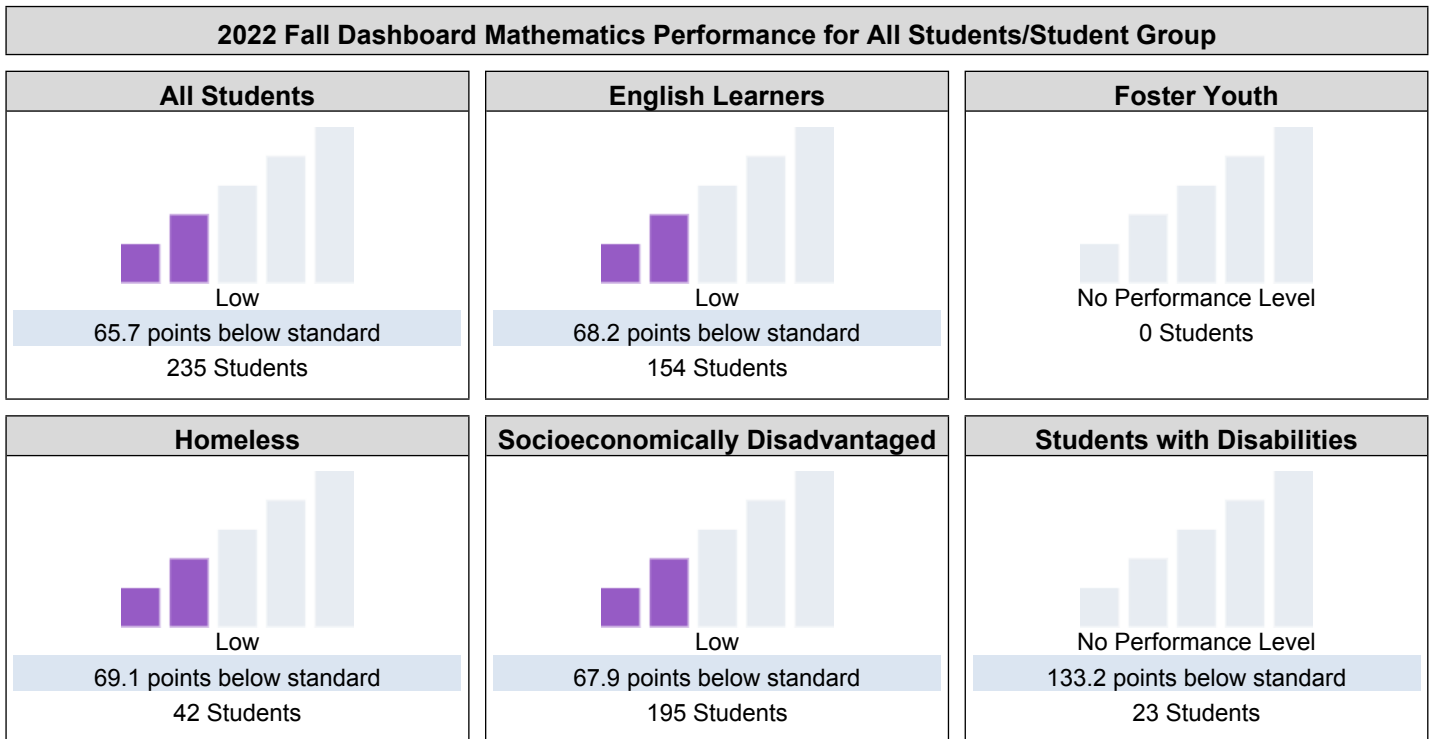
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



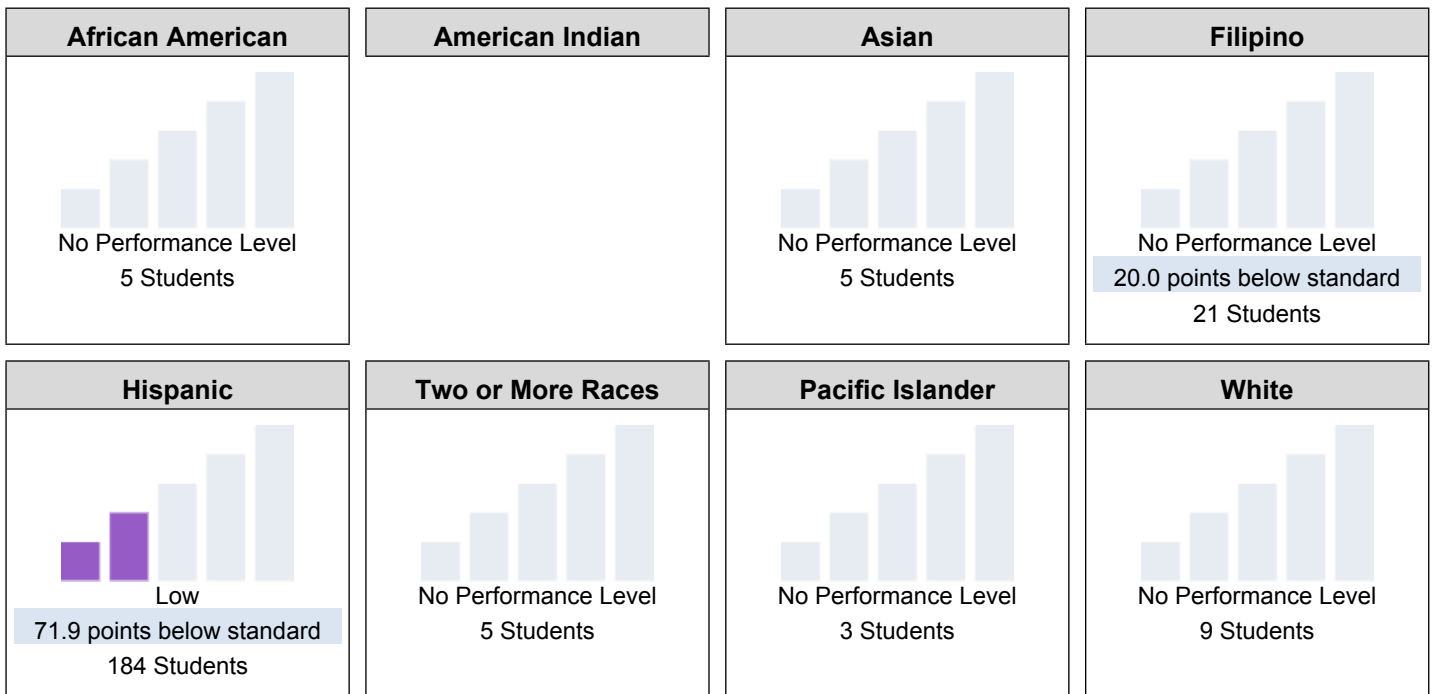
This section provides number of student groups in each level.



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;">91.3 points below standard</p> <p>102 Students</p>	<p style="background-color: #e6f2ff;">22.8 points below standard</p> <p>52 Students</p>	<p style="background-color: #e6f2ff;">64.5 points below standard</p> <p>73 Students</p>

Conclusions based on this data:

- The 2021-2022 Dashboard shows El Toyon in the low with 65.7 points below standard and a decline of -13.1 points overall in Mathematics. English Learners a low 68.2 with 49.2 points below standard and a decline of -14.9 points. Homeless with no performance color at 65.9 points below standard and a decline of 11.1 points. Socioeconomically disadvantaged with 65.9 points below standard and a decline of -16.5 points. Finally students with disabilities with no performance color at 67.9 points below standard and a decline of -10.6 points. The only Race/Ethnicity with a performance color was Hispanic at 46 points below standard with a decline of -10.2 points.

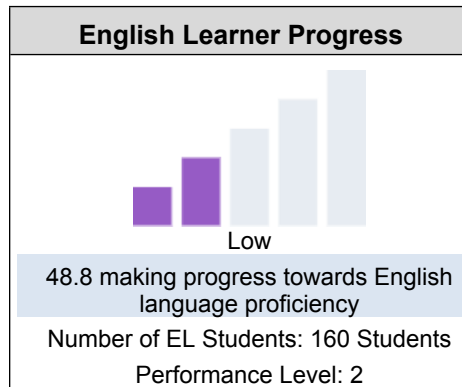
School and Student Performance Data

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
19.4%	31.9%	0.0%	48.8%

Conclusions based on this data:

1. With 160 EL students El Toyon has 48.8 making progress towards English language proficiency putting us at a low performance 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:

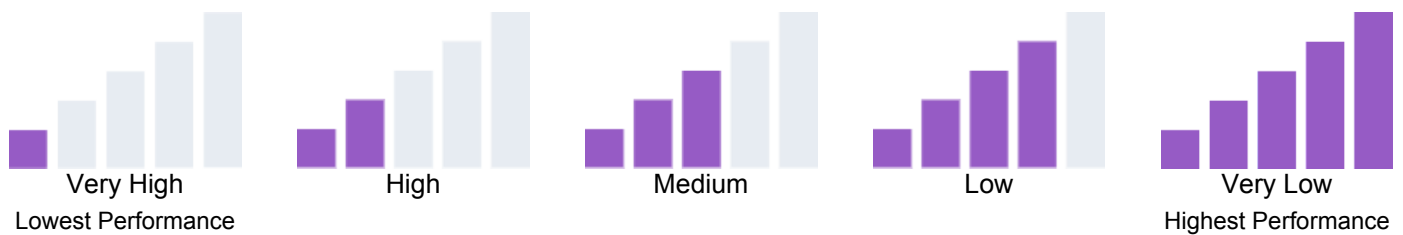
1.

School and Student Performance Data

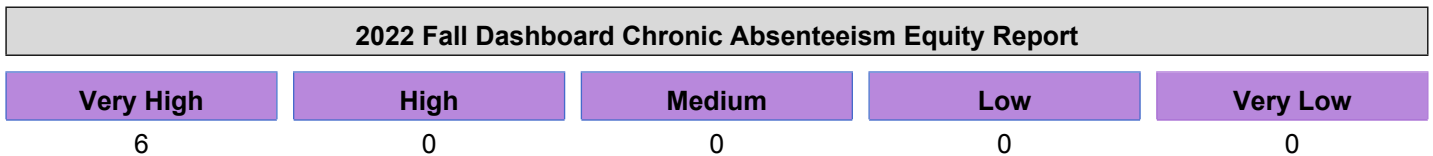
Academic Engagement Chronic Absenteeism

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](#).

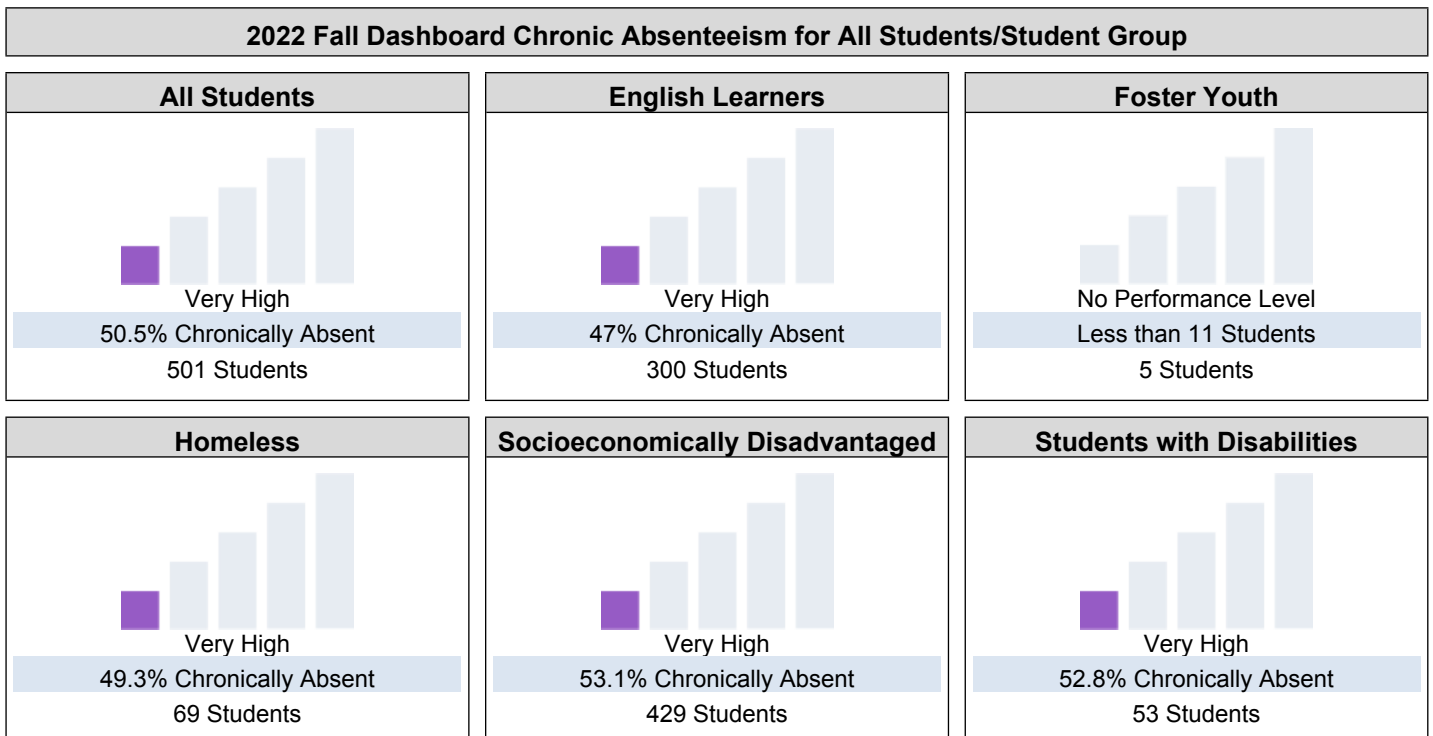
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



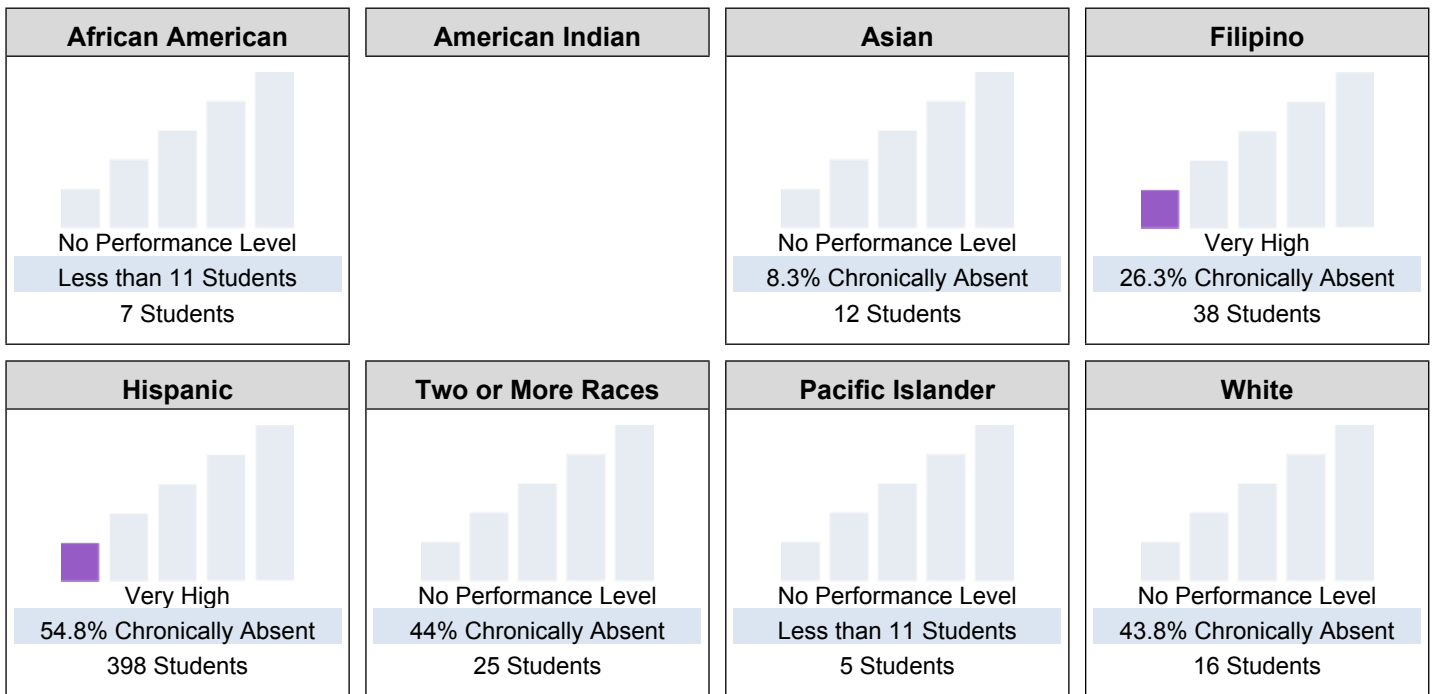
This section provides number of student groups in each level.



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. According to the 2021-2022 Dashboard El Toyon had significant declines in all areas of chronic absenteeism with an overall 13.1% decline. English learners had a decline of 11.3%, homeless had a decline of 10.4%, socioeconomic disadvantaged had a decline of 13.8%, students with disabilities had a decline of 6.1% and the largest decline of Race/Ethnicity was Hispanic with -13.4% and White with -15.4%. All other races maintained a decline of less than 11%.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

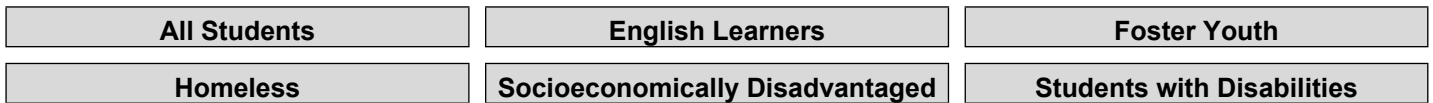
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. .

School and Student Performance Data

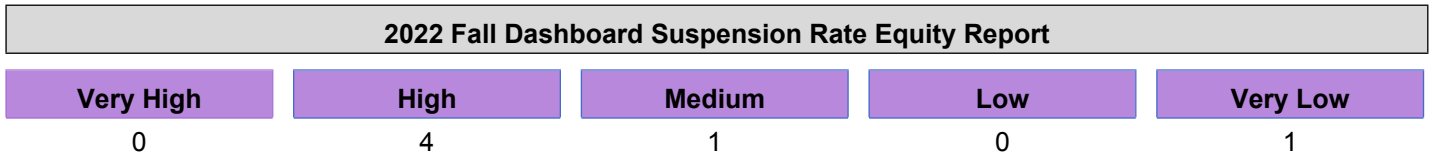
Conditions & Climate Suspension Rate

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](#).

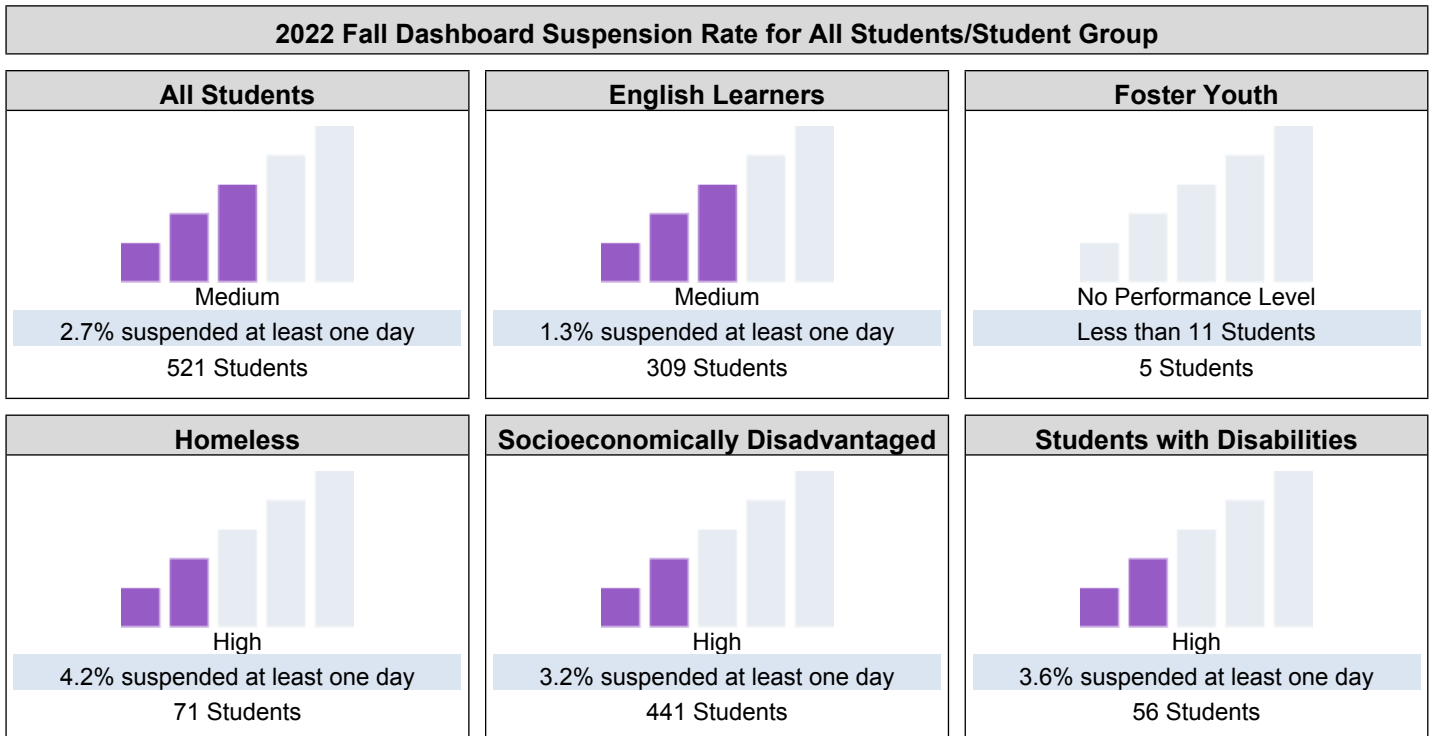
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



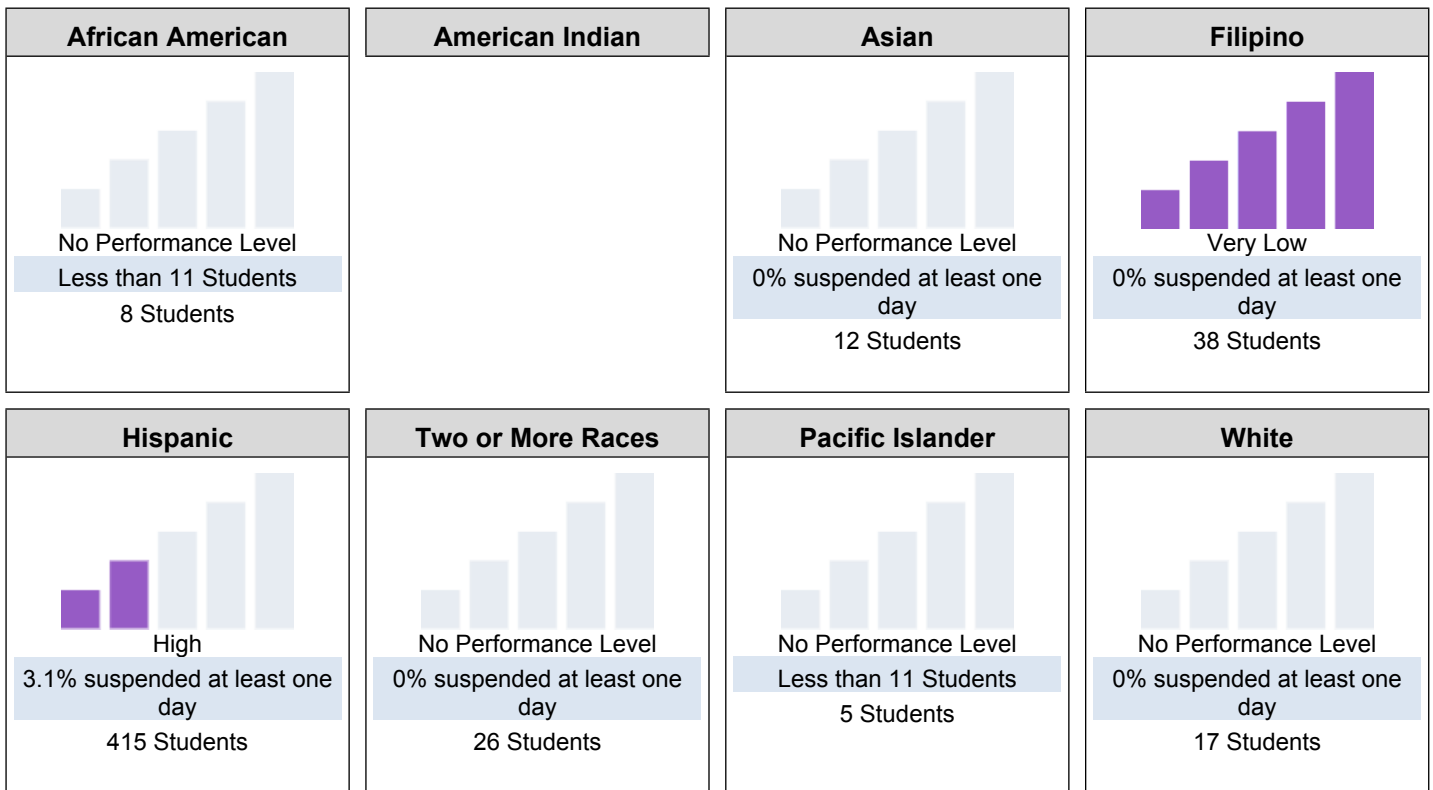
This section provides number of student groups in each level.



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:

- The 2021-2022 Dashboard shows an overall decline in suspension rate, except for a slight increase with Homeless at +3.1 points

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 in 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

1A. English Learner Reclassification rate will increase 1% points each year.
English Learner reclassification rate will increase 1 percent in 2022-2023.

1B. English Learner Distance from Level 3 on the Dashboard will decrease by 5 points per year.
English Language Arts CAASPP: From -96 below level 3 to -91 below level 3.
English Learner Distance from Level 3 on the Dashboard will decrease by 5 points per year. Math CAASPP: From -91 below level 3 to -86 below level 3.

The percentage of English learners performing at meet or exceed standards on the ELA SBAC will increase 3% percent.

The percentage of English learners performing at meet or exceed standards on the Math SBAC will increase 3% percent.

The percentage of English Learners performing at grade level, according to the Fall iReady reading Diagnostic, will increase by 2%

The percentage of English Learners performing at grade level, according to the Fall iReady math Diagnostic, will increase by 2%

Increase in ELPAC overall score by 50 points and overall percentage by 2%

Identified Need

A. In 2022-2023 El Toyon reclassification rate was 5.1% a increase from 13%

B. According to iReady ELA IN 2022-2023 4.7% of ELs at El Toyon were identified as Tier 1 compared with 3.6% in 2021-2022 a decrease of 1%

C. According to iReady Math IN 2022-2023 3% of ELs at El Toyon were identified as Tier 1 compared with 1.0% in 2021-2022 a decrease of 2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	44% of English Learners Reclassified	44% of English Learners will reclassify
iReady ELA Data	8% of students in Tier 1 (average of students grades 1-6)	11% of students in Tier 1 (average of students grades 1-6)
iREady Math Data	9% of students in Tier 1 (average of students grades 1-6)	12% of students in tier 1 (average of students grades 1-6)
ELPAC Overall Data	12% Level 4	15% Level 4
ELPAC Oral Data	28% Level 4	31% Level 4
ELPAC Written Data	6% Level 4	9% Level 4

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

Language arts teachers work to deepen students' understanding of the English language through reading, writing and speaking. While job duties vary, many language arts teachers are responsible for lesson planning, grading, classroom instruction through differentiation within a small group setting.

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)

138,000

Source(s)

LCFF

LAS

45,000

LCAP

Materials, supplies, and new books.

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

Professional development is the strategy El Toyon uses to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Differentiation in the classroom is an important skill for teachers to give students the best chance at learning, regardless of their abilities, strengths and weaknesses. ... Student engagement is key to fostering motivation and confidence in the classroom. Research shows that differentiation by the use of impact teachers for those students in need will increase academic achievement.

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)

7000

LCAP

Teacher Professional Development

100,000

LCAP

4. 3 Impact teachers hired for the bulk of the 2022-2023 school year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Research shows that before and after school programs typically have some combination of three purposes: improving students' academic performance, decreasing problem behaviors, and supporting positive youth development.

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)
40,000	Title I Before and After school Intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Instructional Technology

1. Students will have access to technology through iReady, Imagine Learning, Accelerated Reader and RazKids
2. Illuminate and iReady reports
3. Students will have access to Google Classroom in order to support their learning
4. Teachers will be provided with replacement laptops when needed
5. El Toyon will pay a portion of our district technical support professional's salary.
6. Replacement bulbs will be provided for teacher projectors as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP 1-4. Technology liaison stipend
900	Title I 2. Razz Kids

1,000	Title I Mystery Science
12,272	Title I 4. Replacement laptops, technology, printers, paper and ink.
10,500	LCAP 5. Tech support shared with another school.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in Education Code (EC) Section 313 (f) [External link opens in new window or tab.](#), in accordance with the California Department of Education (CDE). One teacher is designated to take on all responsibilities of the reclassification process for El Toyon.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I

English Learner Liaison

Strategy/Activity 7

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)

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)

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

2A. iReady results in English Language Arts

iReady results in math

(this will also measure implementation of standards)

ELA iReady from 38 percent in 2021-2022 to 41 percent in 2022-2023.

Math iReady increase from 31 percent in 2021-2022 to 34 percent in 2022-2023.

2B. iReady results in English Language Arts results (mid) year 2022:

Students with Disabilities: 15%

English Learner: 23%

Low Income: 31%

iReady results in Math proficiency results (mid) year 2022:

Students with Disabilities: 3%

English Learner: 13%

Low Income: 19%

2C. The percentage of students with disabilities performing at Meet or Exceed on the ELA CAASSP will increase 2%

Identified Need

iReady Baseline Results: iReady results indicate 38 percent of all students are proficient in ELA, and although an increase the data indicates a near 62 percent of students not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (31 percent) indicates about 69 percent of students are not meeting proficiency. The target increase for 22-23 in ELA was 50 percent and math 40 percent, performance data indicates that El Toyon did not meet this goal. El Toyon is in its sixth year of Common Core implementation, and as the iReady data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current 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
iReady ELA All	18.6% Meet or Exceed Standards	41% Meet or Exceed Standards
iReady Math All	8.3% Meet or Exceed Standards	34% Meet or Exceed Standards
iReady Math SWD	8% Meeting grade level placement	22% Meeting grade level standards
iReady ELA SWD	8% Meeting grade level placement	11% Meeting grade level standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Impact Teachers will provide small group guided instruction in Math and English Language Arts. They will also be targeting 5th and 6th graders who are struggling with foundational skills in a small intervention daily to increase academic achievement.

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)

Title I

	3 Impact Teachers- allocated in goal 1
10,000	Title I Innovative Math Curriculum to be used by impact teachers to decrease the achievement gap in Mathematics for students in grades 5th and 6th.

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

Professional Development with opportunities for student early intervention and literacy:

1. School-wide professional development around student mathematical discourse, including number talks and math fluency games.
2. Professional development in promoting academic discourse among students.
3. Ongoing formative feedback to teachers provided by the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 2. Math talks, Talk Moves Professional Development
2,000	Title I 3. STEAM Mathematics Professional Development
22,723	Title I 4. Makers Space and garden club initiative
60,000	Title I Extra Impact Substitute Hours for Teacher absence

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

Increased Educational Opportunity with an enriching broad course of study:

1. All students will access to whole-class, small-group, collaborative learning, and targeted independent practice experiences appropriate for their needs as determined by formative and informal assessment data.

2. Impact teacher, teachers, and outside consultant will provide small group support to students in need of extra small-group instruction in STEAM, as determined by assessment data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I

Outdoor Learning Garden Classroom Over Haul

10,000

Title I

Robotics

1,500

Title I

Coding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Providing differentiated support for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I Assessment Center Support through certificated teachers ELPAC testing.
5,000	Title I In house Production/Copies
2,000	LCAP materials
11,000	LCAP Tech Support

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

Learning Software

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	Imagine Learning
0	iReady
0	STAR
0	google classroom
0	

	1 to 1 technology grades K-6
0	New interactive Promethean boards

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

3A. Principal Surveys- counts of parent participation

Disaggregated groups to include parents of unduplicated students and students with exceptional needs.

- Increase parent participation in virtual parenting/common core classes from 700 to 800.
- 10 percent increase in students with exceptional needs.

3B. Parent Engagement Survey

A 5% increase from Spring 2023 parent survey data questions indicating greater connections to school.

500 Parents respond to Spring 2024 Survey

- 85 percent assist students with homework.
- 37 percent never attend educational events for adult.
- 53 percent report having difficulty helping child with math because they do not understand the topic well.
- 39 percent have difficulty participating in school activities due to work conflicts.
- 83 percent agree or strongly agree that the school communicates effectively with parents.
- 75 percent agree or strongly agree that the school involves parents in decisions about school programs.
- 86 percent agree or strongly agree that the school values parent involvement.

Survey responses measures parent input.

Identified Need

There is a need for El Toyon to engage more parents in more ways to partner with schools in their students' education. In 2021 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, El Toyon will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Community Survey		
Parent participation counts- Sign in sheets		

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)

Title I, Part A School-Parent Compact

El Toyon School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

As a PRINCIPAL of El Toyon School I will be responsible for:

- Creating a welcoming environment for students and parents.
- Communicating the district's and school's mission and goals to students and parents.
- Ensuring a safe and orderly learning environment.
- Reinforcing the partnership between parent, student and staff.
- Acting as the instructional leader by supporting teachers in their classrooms.
- Providing educational growth opportunities for teachers and parents.
- Encouraging parent involvement in school activities

Teachers at El Toyon School will be responsible for:

- Teaching grade level standards using effective teaching strategies.
- Addressing the individual needs of all students in class.
- Communicating to students and parents the expectations for homework, class work and acceptable behavior, as well as regularly informing parents of student progress and behavior.
- Providing a safe and positive learning environment for the students.
- Challenging students and encouraging them to do their best.
- Pursuing professional growth activities.

As a El Toyon School PARENT/GUARDIAN I will be responsible for:

- Sending my child to school regularly, on time and well-rested with the necessary materials.
- Reading to and/or listening to my child read daily.

Providing a time and place for quiet reading and for completing homework.
Attending parent/teacher conferences, school events and parent classes.
Supporting classroom and school rules.
Communicating concerns and questions to school staff.
Limiting my child's TV and video game use.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):
parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
frequent reports to parents on their children's progress;
reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.
During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the standard. During Parent Conferences teachers and parents review the responsibilities of the teacher, the parent, and the school as we continue to work in partnership in order to meet the needs of our students and contribute to our students' success.

Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via the annual Title I meeting, ELAC meetings, SSC meetings, district parent trainings and meetings, including DELAC and the District Advisory Committee.

El Toyon School prides itself in its ability to create opportunities for parent involvement and engagement to build capacity within the community. The school is committed to providing high-quality curriculum and instruction and parents and family members are committed to supporting their children's learning. The school creates various opportunities to communicate with parents regarding student achievement, school improvement, and school wide activities.

Report cards are provided to parents three (3) times per year in order to communicate progress and work in partnership with families to identify academic and social emotional learning gaps.

Parent Conferences, Back-to-School Nights, and Parent Workshops, School Site Council meetings and DELAC/ELAC meetings are a few activities in which parents and families are engaged.

Parents and families are highly engaged in participating in parent presentations such as Town Hall meetings, District Parent Advisory Council, and Curriculum Workshops.

Parents are encouraged to volunteer in our school community. El Toyon School has an active Parent-Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC). Parents actively participate in volunteering during our Fall Festival, Movie Nights, and Read Across America events. Parents actively participate in their child's Individualized Education Program meetings as well as our Student Study Team meetings. Parents who ask to tour the school or observe in a classroom are encouraged to and are accompanied by the Principal. El Toyon School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency).

Principal and site meetings provide translation

District Translator is available for translation of parent workshops

The school contracts with translation services in multiple languages from an outside source for parent conferences

Teachers use a variety of technological modes of communication to inform parents of pertinent information

The school uses a variety of technological modes of communication to share information with parents such as upcoming events, emergency situations, and safety information in both English and Spanish.

This Compact was established by El Toyon School on November 19, 2021 and will be in effect for the period of the 2021 - 2022 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: November 19, 2021.

Signature Page

Bryan Vine, Principal

Claudia Price

Miriam Torres

Name and Title of Authorized Official

Signature of Authorized Official

November 19, 2023

Date

California Department of Education

April 2020

Título I, Parte A Contrato Escolar-Padres

La escuela El Toyon, y los padres de los estudiantes participando en actividades, servicios y programas con fondos por Título I, Parte A, están de acuerdo que el Contrato Escolar-Padres resalta cómo los padres, todo el personal, y los estudiantes van a compartir en las responsabilidades para mejoramiento del rendimiento académico del estudiante y los medios por el cual la escuela y padres van a construir y desarrollar una asociación que va ayudar a los niños lograr las normas académicas rigurosas del Estado (ESSA Sección 1116[d]).

Describe como la escuela es responsable para proveer curriculum de alta calidad y instrucción en apoyo y un ambiente efectivo de aprendizaje que ayuda a los niños apoyados por Título I, Parte A para cumplir con las normas académicas rigurosas del Estado, y las maneras en el cual cada padre va ser responsable para apoyar el aprendizaje de sus niños; en participar, cuando apropiado, en decisiones relacionadas a la educación y uso positivo del tiempo extracurricular (ESSA Sección 1116[d][1]):

Como DIRECTOR de El Toyon yo seré responsable por:

Crear un ambiente acogedor para los estudiantes y padres.

Comunicar la misión escolar y del distrito y metas a los estudiantes y padres.

Animar un ambiente de aprendizaje seguro y ordenado.

Reforzar la asociación entre padres, estudiantes y personal.

Actuar como un líder de instrucción por medio de apoyar a los maestros en su salón de clase.

Proveer oportunidades de crecimiento educacional para maestros y padres.

Animar participación de padres en actividades escolares.

Maestros en El Toyon van a ser responsables por:

Enseñar normas de nivel de grado usando estrategias de enseñanza efectivas.
Apoyar las necesidades individuales de todos los estudiantes en clase.
Comunicar a los estudiantes y padres las expectativas para la tarea, trabajo de clase y comportamiento aceptable, como también informar regularmente a los padres del progreso estudiantil y comportamiento.
Proveer un ambiente de aprendizaje seguro y positivo para los estudiantes.
Retar a los estudiantes y animarlos a hacer lo mejor.
Perseguir actividades de crecimiento profesional.

Como PADRE/TUTOR de El Toyon yo seré responsable por:

Enviar a mi hijo a la escuela regularmente, a tiempo y bien descansado con el material necesario.
Leer le y/o escuchar la lectura diaria de mi hijo/a.
Proveer un horario y lugar callado para leer y para completar tarea.
Asistir a conferencias de padre/maestro, eventos escolares y clases de padres.
Apoyar las reglas del salón de clase y escolares.
Comunicar preocupaciones y preguntas al personal escolar.
Limitar el uso de televisión y videojuegos a mi hijo/a.

Describir como la importancia de comunicación entre maestros y padres de manera continua por medio de, a un mínimo de lo siguiente (ESSA secciones 1116[d][2][A-D]):

Conferencias de padre-maestro en escuelas primarias, por lo menos anualmente, durante el cual el contrato deberá ser platicado en lo que se relaciona el contrato al rendimiento del estudiante individual;

Frecuentes reportes a padres en el progreso de su hijo;

Acceso responsable a personal, oportunidades para ser voluntario y participar en la clase de su hijo, y observación de actividades del salón; y

Animar comunicación regular de ambos lados, significativa entre los miembros de familia y personal escolar, y para proveer lenguaje hasta el punto práctico que los miembros de la familia puedan entender.

Durante las Conferencias de Padre/Maestro, normas de contenido de nivel de grado serán compartidas como también mientras cada niño progresa hacia la junta y rendimiento a norma.

Durante las Conferencias de Padres, maestros y padres revisarán las responsabilidades del maestro, los padres, y la escuela mientras continuamos trabajando en la asociación para poder cumplir las necesidades de nuestros estudiantes y contribuir al éxito de los estudiantes.

Padres también son provistos la información necesaria en aprendizaje acerca de las normas, evaluaciones y monitoreo de progreso por medio de la junta anual de Título I, juntas de ELAC, juntas de SSC, entrenamientos de padres del distrito y juntas, incluyendo DELAC y el Comité Asesor del Distrito.

El Toyon se enorgullece en su habilidad de crear oportunidades para participación de padres y compromiso para aumentar capacidad dentro de la comunidad. La escuela está comprometida en proveer curriculum de alta-calidad e instrucción y padres y miembros de familia están comprometidos en apoyar el aprendizaje de sus hijos. La escuela crea varias oportunidades para comunicarse con padres en cuanto el rendimiento estudiantil, mejoramiento escolar, y actividades de toda la escuela.

Boletas son provistas a los padres tres (3) veces por año para comunicar progreso y trabajar en asociación con las familias para identificar brechas de aprendizaje académicas y social emocional.

Conferencias de Padres, Noches de Regreso a la Escuela, y Talleres de Padres, juntas de la Asesoría Escolar y juntas de DELAC/ELAC son unas cuantas de las actividades en el cual los padres y familias se comprometen. Padres y familias están altamente animados en participar en presentaciones de padres tales como juntas de Comunidad, Comité de Asesoría de Padres del Distrito, y Talleres de Currículo.

Los padres son animados a ser voluntarios en nuestra comunidad escolar. El Toyon, tiene una Asociación de Padre-Maestro (PTA) activa, Comité Asesor de Aprendizaje de Inglés (ELAC), y Asesoría Escolar (SSC). Padres activamente participan en ser voluntarios durante el Festival de Otoño, Noches de Película, y eventos de Leer en toda América. Padres activamente participan en las juntas del Programa Individual de Educación de sus niños como también en nuestras juntas del Equipo de Estudio Estudiantil. Padres que piden tomar una gira de nuestra escuela o observar en el salón de clase son animados hacerlo y son acompañados por el Director escolar.

La escuela de El Toyon, hasta el punto posible, provee oportunidades para informar la participación de padres y miembros de familia (incluyendo padres y miembros de familia que tiene capacidad de Inglés limitada).

Juntas de Director y escolares proveer interpretación

Intérprete del Distrito está disponible para interpretación de talleres de padres

Los contratos escolares con servicios de interpretación en múltiples lenguajes de un recursos exterior para conferencias de padres

Los maestros usan una variedad de modos de tecnología de comunicación para informar a los padres de información pertinente.

La escuela usa una variedad de modos de tecnología de comunicación para compartir información con padres tal como eventos próximos, situaciones de emergencia, y información de seguridad en ambos Inglés y Español.

Este Contrato fue establecido por la Escuela El Toyon el 19 de noviembre de 2021, y va estar en efecto para el periodo del año escolar 2021-2022. La escuela va distribuir el Contrato anualmente a todos los padres y miembros de familia de estudiantes participando en el programa de Título I, Parte A en, o antes de: (el 19 de noviembre de 2021).

Página de Firma

Bryan Vine, Directora

Claudia Price

Miriam Torres

Nombre y Título de Oficial Autorizado

Firma de Oficial Autorizado

19 de noviembre 2023

Fecha

Departamento de Educación para California

abril 2020

Title I, Part A School Parent and Family Engagement Policy

El Toyon, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents and families of the El Toyon community have been an integral part of developing this policy.. Parent and staff meetings were conducted in which feedback was solicited. All feedback was considered and implemented whenever possible.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Our site has developed this written Title I Parent and Family Engagement Policy with input from Title I parents during School Site Council (SSC) meetings and the annual Title I Parent Meeting.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Input for the development of the policy was gathered through parent/guardian surveys, the Learning Continuity and Attendance (LCP) Community Forums, school site parent meetings, and District English Learner Advisory Committee meetings (DELAC). The plan was reviewed and refined with input from the District and Parent Advisory Committee (DPAC), DELAC, and Title 1 School Site Councils.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

NSD schedules community forums and conducts parent surveys to gather input/feedback about what is working and areas that may need improvement to inform the Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, including school and District goals and actions. Additionally, stakeholder input/feedback is gathered at school site meetings as well as District and school advisory committee meetings. The information gathered is used to provide feedback and input for the District's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]): A Title 1 meeting is held annually and all families are invited to attend. Translation is provided for those who request it. Depending on the current district policy the meeting might be held in person or virtually.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

An annual survey is sent out electronically to all families asking for input on upcoming parent meetings. Based on feedback, parent meetings are scheduled throughout the year. In addition to surveying families about topics we also survey them about preferred meeting times and make every effort to accommodate our families. In previous years when visitors were allowed on campus we did provide childcare. Currently all meetings are held virtually which has been convenient for families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The School Site Council conducts an annual evaluation of the content and effectiveness of this parental involvement policy, these meetings are open to the public and all family members are welcome to attend. During the evaluation the Council seeks to identify barriers to parent and family participation. The site will use the findings of the evaluation to design strategies to dismantle barriers for families to get involved. The policy will be reviewed and revised, if necessary.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]: Parents are informed about the Title 1 programs through regularly scheduled site and district level meetings mentioned in a previous section. In addition, digital school newsletters are shared periodically with families to keep them informed of practices, meetings and any other relevant information. Classroom teachers share results of our students' performance on state assessments as well as district and school assessments twice per year during our parent/teacher conferences. Parents have access to information regarding NSD adopted curriculum on the NSD website (www.usd.us).

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

If any parent/guardian were to find the document unsatisfactory they are encouraged to voice their concerns either verbally or in writing to a school or district level official. The school will submit any parent comments on the plan when the school makes the plan available to the LEA.

El Toyon's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on (November 19, 2021). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before (November 19, 2021).

Signature Page

Bryan Vine, Principal

Claudia Price

Miriam Torres

Name and Title of Authorized Official

Signature of Authorized Official

November 19, 2023

Date

California Department of Education

April 2020

Título I, Parte A Póliza Escolar Participación de Padres y Familiares

La escuela El Toyon, con padres y miembros de familia, ha desarrollado colectivamente, está de acuerdo mutuamente con, y distribuyó a, padres y miembros de familia de niños participando en programas de Título 1, Parte A los siguientes requerimientos como declarados en ESSA secciones 1116(b) y (c).

Describe cómo los padres y miembros de familia de niños participando en programas de Título 1, Parte A están involucrados en desarrollar colectivamente, distribuir, una póliza escolar de participación de padres y familias por escrito, de acuerdo con tales padres para llevar a cabo los requisitos en ESA Sección 1116(c) hasta (f) (ESSA Sección 1116[b][1]):

Padres y familiares de la comunidad de El Toyon han sido una parte integral de desarrollar esta póliza. Juntas de padres y personal fueron hechas en el cual opiniones fueron solicitadas. Toda la comunicación fue considerada e implementada cuando era posible.

Describe cómo los padres y miembros de familia de niños participando en programas de Título 1, Parte A, pueden enmendar una póliza de participación de padres y familiares que aplica a todos los padres y miembros de familia, si necesario, para cumplir los requisitos (ESSA Sección 1116[b][2]):

Nuestra escuela ha desarrollado esta Póliza de Título 1 Participación de Padres y Familiares por escrito con el aporte de padres de Título 1 durante las juntas de Asesoría Escolar (SSC) y la junta anual de Padres de Título 1.

Describe como la Agencia Local Educacional (LEA) envuelta tiene una póliza de participación de padres y familiares a nivel distrito escolar que aplica a todos los padres y miembros de familia en todas las escuelas apoyadas por el LEA, y como él LEA puede enmendar la póliza, si necesario para cumplir los requisitos (ESSA Sección 1116[b][3]):

Aporte para el desarrollo de la póliza fue juntada por medio de encuestas a los padres/tutores, los Foros de Continuidad de Aprendizaje y Asistencia (LCP) de la Comunidad, juntas de padres en la escuela, y juntas de Asesoría del Comité de Aprendiz de Inglés del Distrito (DELAC). El plan fue

revisado y refinado con el aporte del Comité Asesor de Padres y Distrito (DPAC), DELAC, y Título 1 Asesorías Escolares.

Describe cómo los padres y miembros de familia de niños participando en Título 1, Parte A programas pueden, si ellos encuentran que el plan bajo ESSA Sección 1112 no es satisfactoria a los padres y miembros de familia, y el LEA deberán enviar los comentarios de los padres con el plan cuando él LEA entrega el plan al Estado (ESSA Sección 1116[b][4]):

NSD programa foros de comunidad y tiene encuestas de padres para juntar aporte/comunicación acerca de los que está trabajando y áreas que pueden necesitar mejoramiento para informar el Plan de Contabilidad de Control Local (LCAP), el LCAP Enmienda Federal, incluyendo las metas escolares y Distrito y acciones. Adicionalmente, la comunicación de las partes interesadas es juntada en las juntas escolares como también en las juntas de comités de asesoría escolar y del Distrito. La información juntada es usada para proveer comunicación y aporte para el LCAP del Distrito, y Enmienda Federal del LCAP, y el Plan Escolar para Rendimiento Estudiantil (SPSA).

Describe como la escuela apoyada por fondos de Título 1, Parte A tiene juntas anuales , en un horario conveniente, al cual todos los padres y miembros de familia de niños participando deberán ser invitados y animados a asistir, para informar padres de sus escuelas participando bajo Título 1, Parte A y para explicar la requisitos y los derechos de los padres ser involucrados (ESSA Sección 1116[c][1]):

Una junta de Título 1 es hecha anualmente y todas las familias son invitadas a asistir.

Interpretación es provista para los que la piden. Dependiendo de la póliza del distrito actual la junta pudiera ser en persona o virtual.

Describe los pasos que la escuela toma para ofrecer un número flexible de juntas, tal como en la mañana, tarde, anochecer o otras manera, y puede proveer, con fondos bajo Título 1, Parte A, para transportación, cuidado de niños, o visitas al hogar, tal como servicios relacionados a participación de padres (ESSA Sección 1116[c][2]):

Una encuesta anual es enviada electrónicamente a todas las familias para pedir sus opiniones en cuanto próximas juntas de padres. Basado en la comunicación, juntas de padres son programadas durante el año. Adicionalmente a preguntarle a padres sobre temas nosotros les preguntamos sobre los horarios preferidos para las juntas y hacer el esfuerzo de acomodar nuestras familias. En años previos cuando visitantes eran permitidos en la escuela se proveía cuidado de niños.

Actualmente todas las juntas son hechas virtualmente lo cual es conveniente para las familias.

Describe cómo los padres y miembros de familia de niños participando son involucrados, y en una manera organizada, continua, y manera oportuna, en planear, repasar, y mejoramiento de programas bajo Título 1, Parte A, incluyendo el planear, repasar, y mejoramiento de los póliza de participación de padres y familiares escolar y desarrollo del plan unido de programas escolares bajo ESSA Sección 1114(b), excepto si la escuela tiene un lugar en proceso para participación de padres en conjunto al planeo y diseño de los programas escolares, la escuela puede usar ese proceso, si tal proceso incluye una representación adecuada de padres de niños en participación (ESSA Sección 1116[c][3]):

La Asesoría Escolar hace una evaluación anual del contenido y efectividad de esta póliza de participación de padres, estas juntas son abiertas al público y todos los miembros de la familia son bienvenidos asistir. Durante la evaluación la Asesoría busca identificar barreras a la participación de padres y familias. La escuela va usar los resultados de la evaluación para diseñar estrategias para aminorar las barreras para las familias para poder participar. La póliza será repasada y revisada, si es necesario.

Describe como la escuela está proveyendo a los padres y miembros de familia de niños participando de programas de Título 1, Parte A: información de manera oportuna acerca de los programas bajo Título 1, Parte A: una descripción y explicación del currículum en uso en la escuela, las formas de evaluación académica usadas para medir el progreso estudiantil, y los niveles de rendimiento de las normas académicas estándar del Estado rigurosas; y si pedido por los padres, oportunidades para juntas regulares para formular sugerencias y para participar, cuando apropiado, en decisiones relacionado a sus niños, y responder a cualquier sugerencia lo más pronto prácticamente posible (ESSA secciones 1116[c][4][A-C]):

Los padres son informados acerca de los programas de Título 1 por medio de juntas programadas regularmente en la escuela y al nivel del distrito mencionado en la sección previa. Adicionalmente, boletines escolar digital son compartidos periódicamente con familias para mantenerlos informados de prácticas, juntas, y cualquier otra información relevante. Maestros de salón de clase comparten resultados del rendimiento de nuestros estudiantes como también evaluaciones del distrito y escolares dos veces al año durante nuestras conferencias de padres/maestros. Padres tienen acceso a información en cuanto la información del currículum adoptado por NSD en el sitio de internet de NSD (www.usd.us).

Describe como el plan del programa escolar, ESSA Sección 1114(b), no es satisfactoria a los padres de niños participando en Título 1, Parte A, sometiando cualquier comentario de padres en el plan cuando la escuela hace el plan disponible al LEA (ESSA Sección 1116[c][5]): :

Si cualquier padre/tutor encuentran que el documento no es satisfactorio ellos son animados dejar saber sus preocupaciones tanto verbalmente o por escrito a la escuela o nivel del distrito oficial. La escuela va someter cualquier comentario de los padres en el plan cuando la escuela hace el plan disponible al LEA.

La Póliza de Participación de Padres y Familias de El Toyon Título 1, Parte A fue desarrollado en conjunto y aceptada por los padres y miembros de familia de niños participando en programas de Título 1, Parte A en (19 de noviembre). La escuela va distribuir la póliza a todos los padres y miembros de familia de estudiantes participando en Título 1, Parte A anualmente en o antes de (19 de noviembre 2021).

Pagina de Firma

Bryan Vine, Directora

Claudia Price

Miriam Torres

Nombre y Título de Oficial Autorizado

Firma de Oficial Autorizado

19 de noviembre 2023

Fecha

Departamento de Educación de California

abril 2020

Strategy/Activity

In 2023-2024 NSD will connect families and community to resources:

- Work with the Collaborative to implement strategic plan goals.
- Collaborate with South Bay Community Services to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities.

- Set goals for the Collaborative’s Family Resource Center to provide services that support parents and students of NSD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I Parents to CABE

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

2. In 2023-2024 NSD will:

- Continue with parent engagement programs at virtually as outlined in the Single Plans for Student Achievement.
- 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)	Source(s)
2,000	Title I Parent Activities and Events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent workshops and outside consultant to provide trainings how to prepare their children for college and career.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety and Social Emotional Wellness

LEA/LCAP Goal

Grow capacity to provide effective instruction through cutting edge technology, personalized employee training, and expanded learning opportunities.

Goal 4

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. CALPADS Suspension/Expulsion Rates 4B. Expulsion rate:0%
Suspension rate: 0%

4C. The percent of chronically absent students will decrease 3% from 12.5% in 2022-23 to 9.5% in 2023-24.

ATSI Goal 1: Chronic Absenteeism Special Education

Strategies and Action: Will begin incentives next year. Positive reinforcement even though they are late. Culture will start in the front office. PBIS bullying program consequences need to be immediate and severe. Supervisors need to supervise all students as opposed to the same group of students congregating around campus supervisors. Encourage students to inform teachers, supervisors, and principal when they are being bullied. A clear definition of bullying. If one student is repeatedly making comments to multiple different students is still bullying. Positive definition of seeking support "not snitching".

ATSI Goal 2: Chronic Absenteeism Filipino

Strategies and Actions: Will begin incentives next year. Positive reinforcement even though they are late. Culture will start in the front office. PBIS bullying program consequences need to be immediate and severe. Supervisors need to supervise all students as opposed to the same group of students congregating around campus supervisors. Encourage students to inform teachers, supervisors, and principal when they are being bullied. A clear definition of bullying. If one student is repeatedly making comments to multiple different students is still bullying. Positive definition of seeking support "not snitching".

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 2023 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2023-2024, the 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.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2019 fifth grade physical fitness assessment El Toyon students have an average BMI of 20 , National School District students have an average of 21.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
suspension rate	1.4% suspended; 0% expulsion	0.5%; 0% Expulsion
chronic absenteeism	14.7% chronically absent	10% chronically absent
tier 1 behavior referrals	38 tier 1 referrals	30 tier 1 referrals
tier 2 behavior referrals	12 tier 2 referrals	8 tier 2 referrals
student survey on school climate		
Parent survey on school climate		
"Caught You Being Good" Ticket Counts	Average 40 weekly	Average 50 weekly

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

Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

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)

43,000

District Funded

Counselor

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

Employ Campus Student Supervisors to monitor and watch students during recess and lunch times to assure the safety during the time they are not with their teachers.

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)

Campus Student Supervisors paid for by District funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior. With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment. PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves.

Strategy/Activity

Positive Behavior Intervention and Support

1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.

- Be Safe
- Be Kind
- Be Respectful
- Be Responsible

2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.

3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small

educational prizes as motivation to earn more tickets.

4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.
5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.
6. Expectations will be posted around campus as a constant reminder 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)
0	PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers
0	PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.
0	Teachers will give weekly lessons and give instruction on the PBIS expectations. Expectations will change weekly and will rotate through out the year.
0	PBIS committee strategies will be given to teachers to support areas of behavioral concern.
0	Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.
10,000	Title I PBIS materials and supplies/field trip
10,000	LCAP

	Student Supervisor extra time for PBIS implementation.
11,145	LCAP PBIS structured recess playground equipment.
50,000	LCAP Behavioral environment change for lunch time tables.

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 groups.

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 economic disadvantaged families have less access to extra learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of field trips this year	50% off campus trip (22-23)	Every grade level will have the opportunity to have community field trip.
Increase the number of students participating in extracurricular activities	50% after school extracurricular activities (22-23)	Increase the number of students participating in extracurricular activities by 10%
Increase the number of field trip opportunities this year	50% off campus trip (22-23)	Every grade level will have the opportunity to have expanded community field trip.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

2005

LCAP

Bus cost for community field trips

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 Panorama 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- Benchmark, UCI, Go Math, Writing on demand assessments
- Teacher generated assessments
- UCI 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
<ul style="list-style-type: none"> • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • CELDT Support • Maintenance Support 	<p>8-14 through 6-15</p> <p>8-14 through 6-15</p> <p>8-14 through 6-15</p>		<p>Salaries of technicians</p> <p>Accelerated Reader Licenses</p> <p>Assessment Team personnel</p> <p>Maintenance</p>			

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 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

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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

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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

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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	\$621,045.00

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	\$190,395.00

Subtotal of additional federal funds included for this school: \$190,395.00

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
District Funded	\$43,000.00
LCAP	\$249,650.00
LCFF	\$138,000.00

Subtotal of state or local funds included for this school: \$430,650.00

Total of federal, state, and/or local funds for this school: \$621,045.00

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	249650	0.00
Title I	190395	0.00
LCFF	138000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	43,000.00
LCAP	249,650.00
LCFF	138,000.00
Title I	190,395.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	43,000.00
	LCAP	249,650.00
	LCFF	138,000.00
	Title I	190,395.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	356,672.00
Goal 2	135,223.00
Goal 3	3,000.00
Goal 4	124,145.00
Goal 5	2,005.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Bryan Vine	Principal
Alyssa De Anda	Classroom Teacher
Dawn Salisbury	Classroom Teacher
Patty Carrillo	Classroom Teacher
Miriam Torres	Parent or Community Member
Jen Reynolds	Other School Staff
Claudia Price	Parent or Community Member
Vilma Garcia	Parent or Community Member

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 5/22/23.

Attested:



Principal, Bryan Vine on 5/23/23



SSC Chairperson, Jen Reynolds on 5/23/23