



# 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
John A. Otis Elementary School	37-68221-6038756	May 16, 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 52855. 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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement .....	13
Resource Inequities .....	14
School and Student Performance Data .....	15
Student Enrollment.....	15
Disclaimer .....	17
CAASPP Results.....	18
ELPAC Results .....	22
Student Population.....	26
Overall Performance .....	28
Academic Performance .....	30
Academic Engagement.....	36
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	47
Goal 3.....	54
Goal 4.....	59
Goal 5.....	66
Centralized Services for Planned Improvements in Student Performance .....	70
<b>Goal 1</b> .....	70
<b>Goal 2</b> .....	71
<b>Goal 3</b> .....	72
<b>Goal 4</b> .....	73
<b>Goal 5</b> .....	74
Budget Summary .....	75
Budget Summary .....	75
Other Federal, State, and Local Funds .....	75
Budgeted Funds and Expenditures in this Plan .....	76
Funds Budgeted to the School by Funding Source.....	76

Expenditures by Funding Source .....	76
Expenditures by Budget Reference .....	76
Expenditures by Budget Reference and Funding Source .....	76
Expenditures by Goal.....	76
School Site Council Membership .....	78
Recommendations and Assurances .....	79
Instructions.....	80
Instructions: Linked Table of Contents.....	80
Purpose and Description.....	81
Educational Partner Involvement .....	81
Resource Inequities .....	81
Goals, Strategies, Expenditures, & Annual Review .....	82
Annual Review .....	83
Budget Summary .....	84
Appendix A: Plan Requirements .....	86
Appendix B:.....	89
Appendix C: Select State and Federal Programs .....	91

# 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).

John Otis uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement, and confidence.

## Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from Executive Cabinet each year. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

## 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)

This year, National School District uses last year's CAASPP annual assessment data and iReady assessments, collected in August and December 2023, to inform SPSA goals. In addition, teachers routinely monitor student progress and inform instruction using the formative assessments provided in math and English Language Arts.

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



In addition to CAASPP assessments, John A. Otis Elementary uses the formative assessments iReady and American Reading Company's Independent Reading Level Assessment (IRLA)/ Estructura para la Evaluacion del Nivel Independiente de Lectura (ENIL) assessments to guide instruction for improved student outcomes. Extensive data is assembled in Panorama, a district electronic database, which holds ELPAC data, attendance data, behavior data, Social-Emotional Data, and District Assessments. Perhaps most unique is the ability for staff to configure data through Panorama to efficiently evaluate individual, class-wide, grade-level, and to develop customized programs that inform instruction. The formative assessments iReady and IRLA/ENIL have been implemented for the past five years to provide valid and reliable growth measures that are tied to common core state standards.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, and concerns and explore solutions to common problems during staff and site days. During these meetings, teachers discuss district assessments, formative classroom assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Teachers can also monitor student progress via iReady reading and math lessons that are tied to CCSS. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on phonemic awareness, phonics, word recognition, reading fluency, and comprehension using iReady and IRLA assessments. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, ENIL, and reports provided on Imaging Learning to monitor their English Language acquisition. The upper-grade teaching staff is also involved in sampling students for performance on the literacy assessments from iReady Assessments, IRLA Assessments, and classroom assessments. In writing, the Learning Headquarters and Benchmark writing programs are available. Teachers work together to ensure the rigor of the writing is a standard for their particular grade level.

John Otis Elementary School aligns curriculum, instruction, and materials to the CCSS. National School District continues to use the University of California Irvine (UCI) Math units in all grade levels and administered assessments that are aligned to the priority standards identified. In addition, iReady online lessons have been implemented to personalize instruction and provide students with the opportunity to practice skills at their level tied to CCSS. Teachers also utilize data from iReady lessons to monitor student progress.

Students who are having difficulty performing at grade level standards are supported on several levels, small group general instruction support, and Tier II/Tier III support. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers are released for 100 minutes every three weeks to monitor student data and write intervention plans in Panorama. Teachers meet with the Language Arts specialist and principal during RtI meetings to monitor data, identify needs, and discuss targeted interventions to meet the needs of struggling students. Research-based strategies are implemented within the classrooms and small group intervention groups. This model has been fully implemented in transitional kindergarten through sixth grade.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use reports from our instructional software programs from iReady and IRLA assessments and document progress using Panorama data management system. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the

expertise of the principal, classroom teacher, language arts specialists, speech and language therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The National School District recruits and retains only teachers that are highly qualified in accordance with NCLB requirements. The staff at John A. Otis Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level CCSS. District-level staff development focuses on the key areas in CCSS language arts, mathematics, and ELD grade-level objectives and instructional practices to optimize student performance. The iReady online assessment is used during each testing window to determine students' math, phonics, reading comprehension, and vocabulary skills. In addition, online iReady instruction provides students with engaging personalized practice and support in reading and math to achieve proficiency. Student progress is documented in the Panorama dashboard system.

PD is delivered both virtually and in person. Annually, a plan for staff development is designed based on the review of specific site data, including iReady Reading and Math, SchoolPace assessments, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, MTSS leadership group, and teaching staff along with feedback from the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade-level and in vertical (K-2, 3-4, 5-6, etc) planning groups. iReady, UCI Mathematics, ELA/ELD Curriculum/Framework, and implementation of technology are the focus of professional development for teachers in TK through 6th grade.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state-approved teacher induction program, either through the San Diego County Office of Education or the university system. Additional support is provided through grade-level colleagues.



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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using iReady data, IRLA/ENIL, and Panorama student Data.

John Otis Elementary takes responsibility for student achievement through onsite professional development, individual and grade-level student achievement monitoring, and school-wide planning toward increased student achievement.

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

John A. Otis 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. John A. Otis Elementary has a Language Arts Specialist which serves as a coach to Impact Teachers when staffed.

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided by the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and grade-level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out-of-district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade-level standards in language arts and math, and then based on the data collected the staff reteaches the whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional small group intervention. The identified students are students in TK - 6 who needed more intensive intervention and are also scheduled during school hours to work with the Impact Teachers and/or Language Arts Specialist. Both highly effective software such as iReady, Imagine Learning, ARC Bookshelf, and RazKids provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades TK-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. Previewing material and reviewing and reteaching skills allow students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. Grade levels review student progress and determine if students are moving towards reaching grade-level benchmarks in language arts, mathematics, and ELD during staff meetings and Thursday minimum site/district days.

## Teaching and Learning

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

John A. Otis Elementary has worked with the National School District to align curriculum, instruction, and materials closely to CCSS. John A. Otis Elementary School is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. Benchmark Advance has been adopted K-6 to support reading, writing, speaking, listening, and language instruction, as well as integrated ELD support via mini-lessons. Benchmark Adelante series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd-grade bilingual program to transfer literacy skills to English and is aligned to CCSS. K–6-grade teachers use ARC Bookshelf Tools as a Tier I intervention. Benchmark and Learning Headquarters are our core writing programs in grades K – 6. Teachers use the Benchmark ELD curriculum to deliver designated ELD lessons. We are using the Next Generation Science Standards. Students needing additional support are provided with Tier II or Tier III interventions by our Impact Teacher or LAS.

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

Students attend school for 180 days per school year. There are 37 minimum days per school year, which are used for teacher planning and program articulation. Students in Kindergarten through sixth grades typically receive 302 average minutes of instruction for a regular school day.

Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. Giving our students access to 1-to-1 technology is a center of attention. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment as well as give students access to instruction.

In addition to providing education to our students, John A. Otis Elementary School has made an effort to provide our parents with opportunities to learn more about how to support their children with homework in our weekly John Otis Newsletter, during Coffee with the Principal and ELAC meetings.

John A. Otis Elementary is involved in standards-based language arts and mathematics instruction for all students through a combination of published and computer-based instruction. Benchmark Language Arts, UCI Math, and the GO Math programs are used to align lessons to the Common Core State Standards. A new bilingual series, Benchmark Adelante was adopted a few years ago and has been fully implemented. Benchmark Adelante series is utilized to meet the needs of students in the Kindergarten – 2nd-grade bilingual program. English Language Development (ELD) is addressed through the use of Benchmark ELD and Systematic English Language Development.

Teachers utilize Benchmark and Learning Headquarters curriculum to align with the district pacing guide in writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

iReady software also supports the standards-based curriculum at John Otis School by providing accurate assessment and engaging targeted instruction in language arts and mathematics. All students at John A. Otis Elementary use iReady on a daily basis. Students complete 40 hours a year of iReady software throughout the year in the areas of Reading, and Mathematics. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand they are having difficulty mastering.

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

Math and language arts curriculum supply a framework for lesson pacing. ELA units are designed to add an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

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

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

Use of materials is monitored by school administration on a regular basis. The 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)

Principal and Language Arts specialist work with teaching staff to provide additional support for students not reading at grade level during our Rtl sessions. Speech and Resource support are also available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Teachers and administrators continue to receive ELD Professional Development through our ELD in Action Training and Learning How English Works (LHEW) professional development provided by our District Resource Teachers.

## **Parental Engagement**

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

Using Local Control Accountability funding, schools continue to have the support of a Parent Engagement resource teacher. Also, the District will be providing parent classes virtually on best practices and how to support their children in math and ELA at home.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At John Otis, parents are engaged in the process of developing the SPSA through the School Site Council and ELAC Committees. During these meetings, school-wide data is shared with parents, and input is gathered. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council. In addition, parent input is gathered via an online LCAP Parent survey sent to all families electronically.

## **Funding**

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

1. Language Arts Specialist
2. Impact Teacher
3. Tutoring support
4. iReady, Imagine Learning, RazKids, Sora, myON, ARC Bookshelf, and other computer-based learning programs
5. Teacher training in best practices for English Learners and under-performing children
6. Additional materials needed to supplement core instructional programs

## Fiscal support (EPC)

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

## Educational Partner Involvement

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

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

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee.

To ensure effective parent and family engagement, John A. Otis Elementary includes parents and the community in the decision-making process via our SSC and ELAC committees. To improve student academic achievement the School Plan for Student Achievement (SPSA) is jointly developed, reviewed, mutually agreed upon, and monitored by our SSC and ELAC committees. Committee members are involved in the decisions regarding how funds included in the SPSA will be allocated for activities that will improve student academic achievement and school performance. Academic achievement data is shared, and all activities and expenditures are reviewed, approved, and recommended by the SSC and ELAC to the local governing board. Once approved, the district publicizes the SARC by making it accessible on the District website. In addition, SSC periodically reviews and evaluates progress toward SPSA goals, and, as necessary, revises the SPSA to ensure that all children receive a high-quality education. Data is used to monitor students' progress in efforts to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting these standards.

Parents, staff, and students share the responsibility for improved student academic achievement. John A. Otis uses various methods to build and develop partnerships between parents and staff to help children achieve the state's high standards (weekly communication via John Otis Newsletter, parent conferences, and Student Support Team Meetings). During these meetings, parents and family members are informed that they can directly affect the success of their children's learning. Techniques and strategies are often provided to parents so they may assist their children at home in efforts to improve their children's academic success. The school ensures that teachers implement a well-rounded program of instruction to meet the academic needs of all students. Additional educational assistance is provided to individual students who need help in meeting academic standards.

Information and input were gathered from SSC, ELAC, community/parent survey, and staff on the following dates: 4/18/23 and 5/16/23 for School Site Council Meeting, and 5/24/23 ELAC Committee Meeting.

## Resource Inequities

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

An analysis was conducted on the budget we had last year aimed at increasing services for students. Data revealed that we had an inequity and we allocated the resources below needed to maintain services to students. We determined the following inequities:

This year, we allocated minimal funds to Professional Development (PD) due to the number of PD sessions teachers have been receiving from the District. We are continuing to use Swing Subs to be able to complete PD offered by the District.

We will focus on providing additional grade-level collaboration during Rtl meetings and teacher Thursdays ten days per year. Teachers are also released for Data Team release for 200 minutes every three weeks to review student data, create and monitor intervention plans, and develop lessons to support goals and small group Tier 2 & Tier 3 instruction.



# 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	0.2%	0.25%	0%	1	1	0
Asian	1.6%	2.01%	1.48%	7	8	6
Filipino	5.6%	6.78%	6.16%	24	27	25
Hispanic/Latino	90.3%	87.94%	90.39%	389	350	367
Pacific Islander	0.2%	%	0%	1	0	0
White	1.2%	2.01%	1.23%	5	8	5
Multiple/No Response	0.7%	1.01%	0.74%	3	4	3
Total Enrollment				431	398	406

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	62	61
Grade 1	49	53	59
Grade 2	61	51	55
Grade3	65	53	52
Grade 4	61	56	57
Grade 5	60	62	58
Grade 6	67	61	64
Total Enrollment	431	398	406

### Conclusions based on this data:

1. There has not been any significant change in student demographics.
2. Student enrollment remained the same from 2019/2020 to 2020/2021 (431 Students).
3. Hispanic/Latino continues to be the largest subgroup of our student population (90.3%).

# 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	236	251	252	54.8%	63.1%	62.1%
Fluent English Proficient (FEP)	40	40	37	9.3%	10.1%	9.1%
Reclassified Fluent English Proficient (RFEP)	10			4.2%	5.3%	

### Conclusions based on this data:

1. The number of EL learners increased from 54.80% in 20-21 to 63.1% in 21-22.
2. The number of students reclassified RFEP increased in 21-22 to 5.3%.
3. John Otis EL enrollment trends indicate more Fluent English Proficient students enrolled in 21-22 (10.1%).

## **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	66	55		0	55		0	55		0.0	100.0	
Grade 4	63	58		0	57		0	57		0.0	98.3	
Grade 5	59	64		0	64		0	64		0.0	100.0	
Grade 6	63	66		0	66		0	66		0.0	100.0	
All Grades	251	243		0	242		0	242		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.			7.27			12.73			30.91			49.09	
Grade 4		2425.			22.81			15.79			17.54			43.86	
Grade 5		2471.			14.06			23.44			32.81			29.69	
Grade 6		2511.			16.67			21.21			33.33			28.79	
All Grades	N/A	N/A	N/A		15.29			18.60			28.93			37.19	

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		7.27			61.82			30.91	
Grade 4		17.54			57.89			24.56	
Grade 5		14.06			57.81			28.13	
Grade 6		10.61			66.67			22.73	
All Grades		12.40			61.16			26.45	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		5.45			43.64			50.91	
Grade 4		5.26			49.12			45.61	
Grade 5		10.94			57.81			31.25	
Grade 6		13.64			53.03			33.33	
All Grades		9.09			51.24			39.67	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		3.64			81.82			14.55	
Grade 4		10.53			66.67			22.81	
Grade 5		6.25			78.13			15.63	
Grade 6		16.67			68.18			15.15	
All Grades		9.50			73.55			16.94	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.82			60.00			38.18	
Grade 4		14.04			63.16			22.81	
Grade 5		17.19			57.81			25.00	
Grade 6		16.67			72.73			10.61	
All Grades		12.81			63.64			23.55	

**Conclusions based on this data:**

1. The overall percentage of students at Met or Exceeding Language Arts achievement is at 34% .
2. 26% of overall students did not meet the standards in ELA.
3. In 2018-2019, the overall percentage of 6th grade students who met or exceeded Language Arts Achievement was 56% compared to 38% in 2020-2021.

# 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	66	55		0	55		0	55		0.0	100.0	
Grade 4	63	58		0	58		0	58		0.0	100.0	
Grade 5	59	64		0	64		0	64		0.0	100.0	
Grade 6	63	66		0	66		0	66		0.0	100.0	
All Grades	251	243		0	243		0	243		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2385.			3.64			16.36			41.82			38.18	
Grade 4		2442.			13.79			15.52			31.03			39.66	
Grade 5		2470.			10.94			15.63			25.00			48.44	
Grade 6		2506.			19.70			19.70			22.73			37.88	
All Grades	N/A	N/A	N/A		12.35			16.87			29.63			41.15	

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		7.27			54.55			38.18	
Grade 4		17.24			41.38			41.38	
Grade 5		9.38			48.44			42.19	
Grade 6		19.70			43.94			36.36	
All Grades		13.58			46.91			39.51	



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		3.64			56.36			40.00	
Grade 4		10.34			53.45			36.21	
Grade 5		4.69			56.25			39.06	
Grade 6		15.15			46.97			37.88	
All Grades		8.64			53.09			38.27	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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			63.64			27.27	
Grade 4		15.52			50.00			34.48	
Grade 5		7.81			60.94			31.25	
Grade 6		9.09			68.18			22.73	
All Grades		10.29			60.91			28.81	

**Conclusions based on this data:**

1. The percentage of students meeting the standards on CAASPP math data for 2020-2021 was 29%, this was a 11% decrease (from 2018-19 - 40%).
2. The overall percentage of students at Met or Exceeding Math achievement is at 29% .
3. 41% of overall students did not meet the standards in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1347.4	1398.4		1360.4	1402.6		1317.1	1388.3		16	39	
<b>1</b>		1407.9			1426.2			1389.1		0	27	
<b>2</b>	1525.5	1468.3		1504.5	1471.4		1546.0	1464.7		11	34	
<b>3</b>	1489.6	1497.8		1490.1	1503.7		1488.7	1491.5		46	33	
<b>4</b>	1516.4	1508.8		1514.2	1506.3		1518.0	1510.6		44	37	
<b>5</b>	1529.4	1531.7		1520.9	1515.1		1537.5	1547.9		30	37	
<b>6</b>	1550.2	1522.8		1544.8	1514.4		1555.2	1530.7		27	21	
<b>All Grades</b>										174	228	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	2.63		12.50	31.58		18.75	42.11		68.75	23.68		16	38	
<b>1</b>		0.00			25.93			37.04			37.04			27	
<b>2</b>	36.36	20.59		45.45	32.35		18.18	26.47		0.00	20.59		11	34	
<b>3</b>	13.04	15.15		39.13	36.36		30.43	42.42		17.39	6.06		46	33	
<b>4</b>	13.64	21.62		47.73	37.84		34.09	18.92		4.55	21.62		44	37	
<b>5</b>	30.00	32.43		33.33	35.14		36.67	16.22		0.00	16.22		30	37	
<b>6</b>	29.63	9.52		40.74	38.10		22.22	47.62		7.41	4.76		27	21	
<b>All Grades</b>	18.97	15.42		38.51	33.92		29.31	31.72		13.22	18.94		174	227	

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	0.00	5.26		25.00	21.05		18.75	44.74		56.25	28.95		16	38	
1		18.52			29.63			18.52			33.33			27	
2	18.18	32.35		81.82	26.47		0.00	26.47		0.00	14.71		11	34	
3	36.96	30.30		28.26	51.52		21.74	18.18		13.04	0.00		46	33	
4	36.36	43.24		54.55	21.62		6.82	18.92		2.27	16.22		44	37	
5	46.67	43.24		46.67	37.84		6.67	8.11		0.00	10.81		30	37	
6	40.74	23.81		37.04	42.86		22.22	28.57		0.00	4.76		27	21	
All Grades	34.48	28.63		42.53	32.16		13.79	23.35		9.20	15.86		174	227	

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	0.00	2.63		0.00	26.32		31.25	55.26		68.75	15.79		16	38	
1		3.70			11.11			18.52			66.67			27	
2	45.45	5.88		18.18	41.18		36.36	23.53		0.00	29.41		11	34	
3	6.52	6.06		21.74	27.27		43.48	45.45		28.26	21.21		46	33	
4	9.09	8.11		34.09	32.43		34.09	24.32		22.73	35.14		44	37	
5	26.67	24.32		13.33	24.32		40.00	29.73		20.00	21.62		30	37	
6	22.22	4.76		29.63	19.05		33.33	57.14		14.81	19.05		27	21	
All Grades	14.94	8.37		22.41	26.87		37.36	35.68		25.29	29.07		174	227	

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	0.00	10.53		62.50	71.05		37.50	18.42		16	38	
1		22.22			55.56			22.22			27	
2	18.18	31.25		81.82	59.38		0.00	9.38		11	32	
3	23.91	51.52		58.70	42.42		17.39	6.06		46	33	
4	43.18	54.05		56.82	40.54		0.00	5.41		44	37	
5	33.33	21.62		56.67	67.57		10.00	10.81		30	37	
6	29.63	4.76		62.96	71.43		7.41	23.81		27	21	
All Grades	28.74	29.33		60.34	57.78		10.92	12.89		174	225	

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	6.25	7.89		25.00	52.63		68.75	39.47		16	38	
1		7.69			57.69			34.62			26	
2	18.18	29.41		81.82	50.00		0.00	20.59		11	34	
3	42.22	40.63		44.44	56.25		13.33	3.13		45	32	
4	40.91	36.11		54.55	38.89		4.55	25.00		44	36	
5	60.00	58.82		40.00	26.47		0.00	14.71		30	34	
6	65.38	45.00		26.92	55.00		7.69	0.00		26	20	
All Grades	43.60	31.82		44.19	47.27		12.21	20.91		172	220	

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	0.00	2.63		37.50	65.79		62.50	31.58		16	38	
1		7.41			22.22			70.37			27	
2	54.55	17.65		45.45	55.88		0.00	26.47		11	34	
3	10.87	3.03		41.30	54.55		47.83	42.42		46	33	
4	13.64	5.41		59.09	56.76		27.27	37.84		44	37	
5	20.00	21.62		56.67	56.76		23.33	21.62		30	37	
6	29.63	9.52		40.74	47.62		29.63	42.86		27	21	
All Grades	17.82	9.69		48.28	52.86		33.91	37.44		174	227	

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	0.00	23.68		31.25	68.42		68.75	7.89		16	38	
1		3.70			55.56			40.74			27	
2	45.45	8.82		36.36	64.71		18.18	26.47		11	34	
3	2.17	15.15		78.26	72.73		19.57	12.12		46	33	
4	13.64	21.62		72.73	56.76		13.64	21.62		44	37	
5	10.00	29.73		76.67	59.46		13.33	10.81		30	37	
6	29.63	19.05		70.37	71.43		0.00	9.52		27	21	
All Grades	13.22	18.06		68.39	63.88		18.39	18.06		174	227	

**Conclusions based on this data:**

1. Based on the 2020-2021 ELPAC data, 15% of students scored a level 4 for the overall category. 29% scored a level 4 in the Oral domain with only 8% scoring at a level 4 in the Written domain.
2. Students performed the best in the Speaking domain with 32% scoring at the Well Developed Level, this was a 2% increase from 2018-2019.
3. 4th grade students outperformed the other grade levels in the Written Language with 24% scoring at a level 4.

# 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
398	74.1	63.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in John A. Otis 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	251	63.1
Foster Youth		
Homeless	44	11.1
Socioeconomically Disadvantaged	295	74.1
Students with Disabilities	36	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian		
Asian	8	2.0
Filipino	27	6.8
Hispanic	350	87.9
Two or More Races	4	1.0
Pacific Islander		
White	8	2.0



**Conclusions based on this data:**

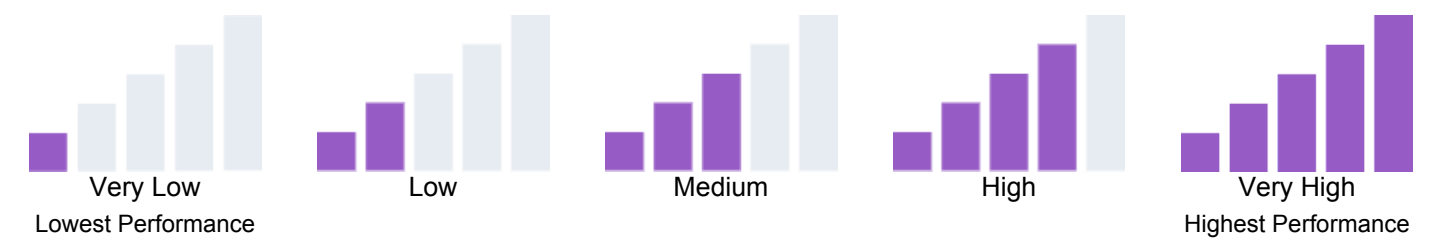
1. John Otis students predominantly come from low socio-economic homes (74%) and identify as Hispanic (88%).
2. Another large subgroup of students at John Otis is English Learners. Approximately 63% of students enrolled belong to this subgroup.
3. Students with disabilities make up about 9% of the population.

# 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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

#### Conclusions based on this data:

1. John Otis' scores for ELA and Math fell low.
2. Chronic absenteeism fell very low.
3. The suspension rate fell very low.

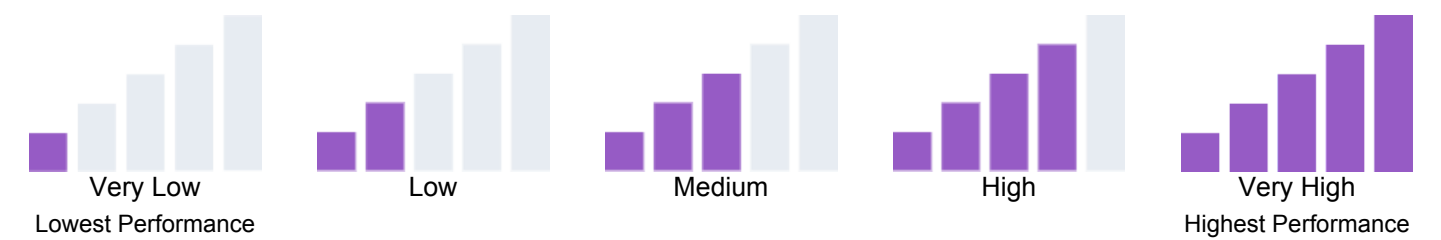


# School and Student Performance Data

## 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).



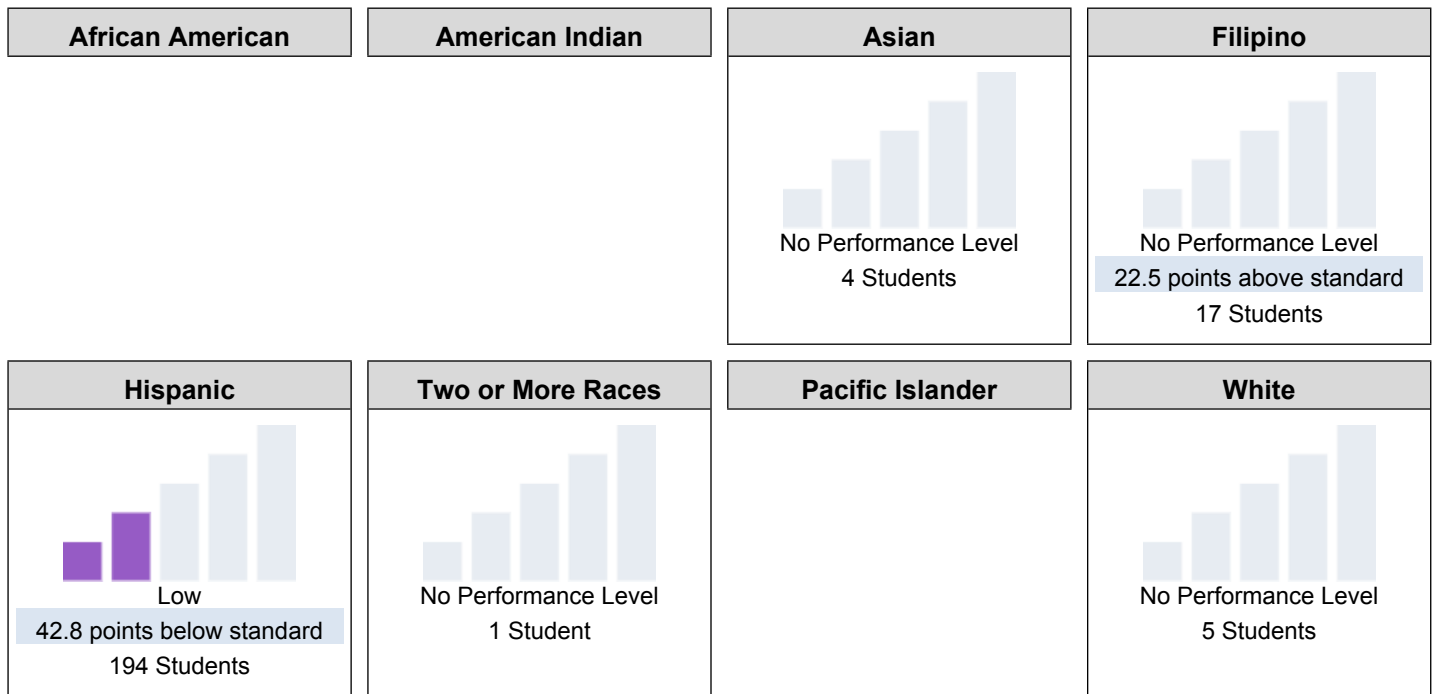
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>37.9 points below standard</p> <p>221 Students</p>	<p>Low</p> <p>49.3 points below standard</p> <p>156 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Low</p> <p>65.0 points below standard</p> <p>34 Students</p>	<p>Low</p> <p>37.7 points below standard</p> <p>172 Students</p>	<p>No Performance Level</p> <p>85.8 points below standard</p> <p>26 Students</p>

### 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
83.2 points below standard 116 Students	48.9 points above standard 40 Students	8.6 points below standard 60 Students

#### Conclusions based on this data:

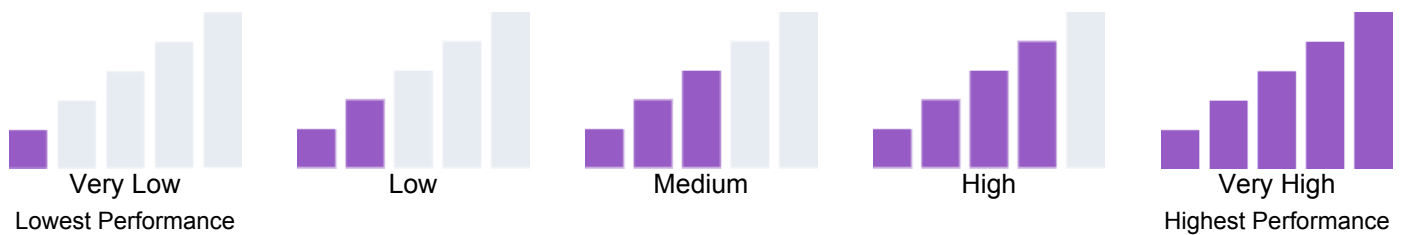
1. All students and subgroups of students scored low in English Language Arts (ELA) performance. These scores indicate a strong need to improve instruction for all subgroup of students.
2. Reclassified English Learners scored 48.9 points above standard.
3. English Learners scored 83.2 points below standards.

# School and Student Performance Data

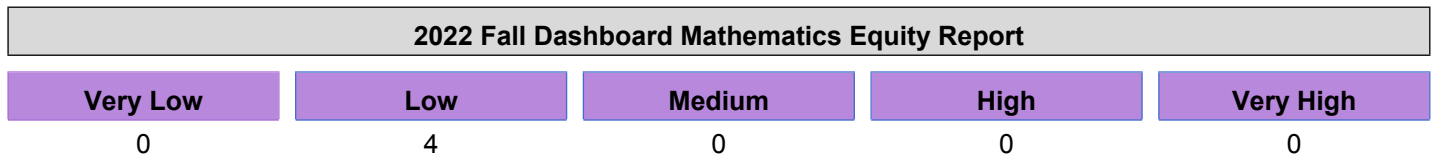
## Academic Performance Mathematics

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](#).

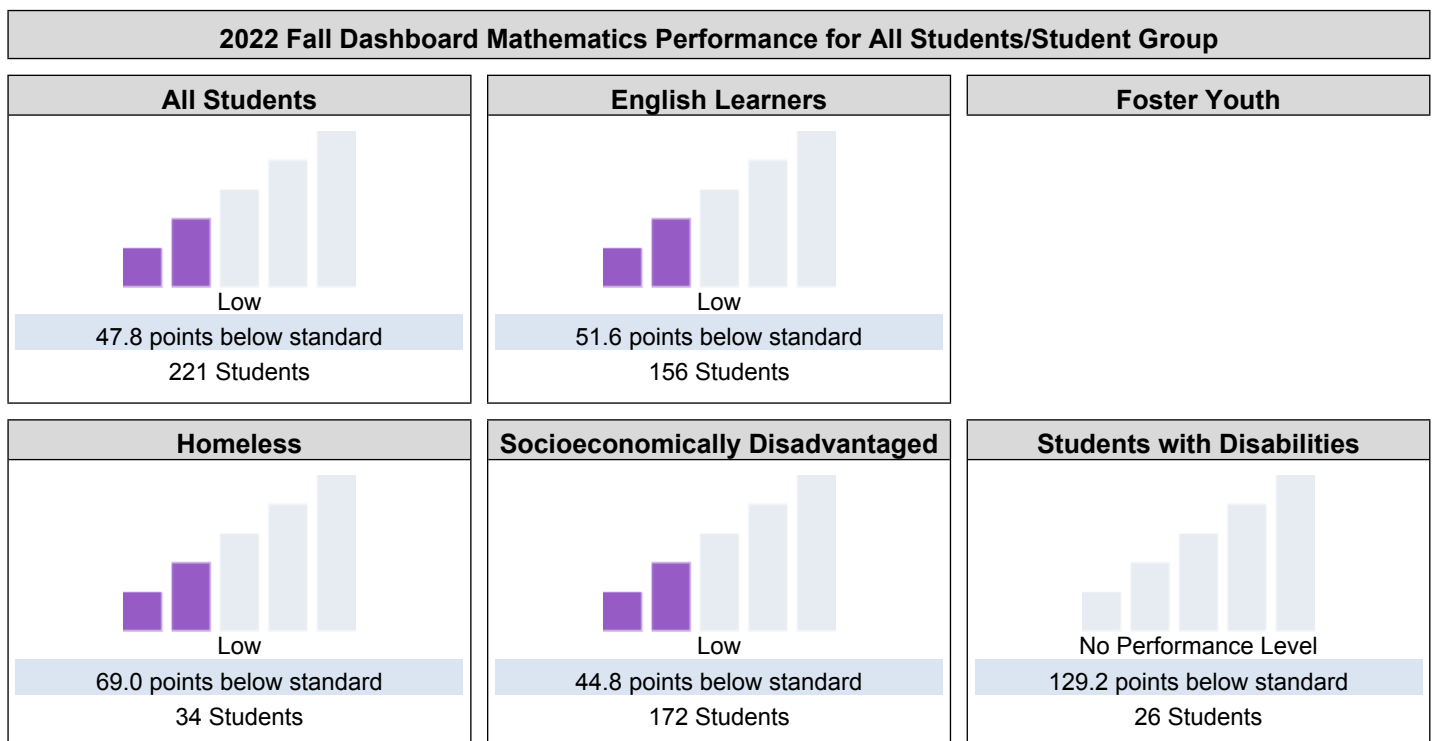
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

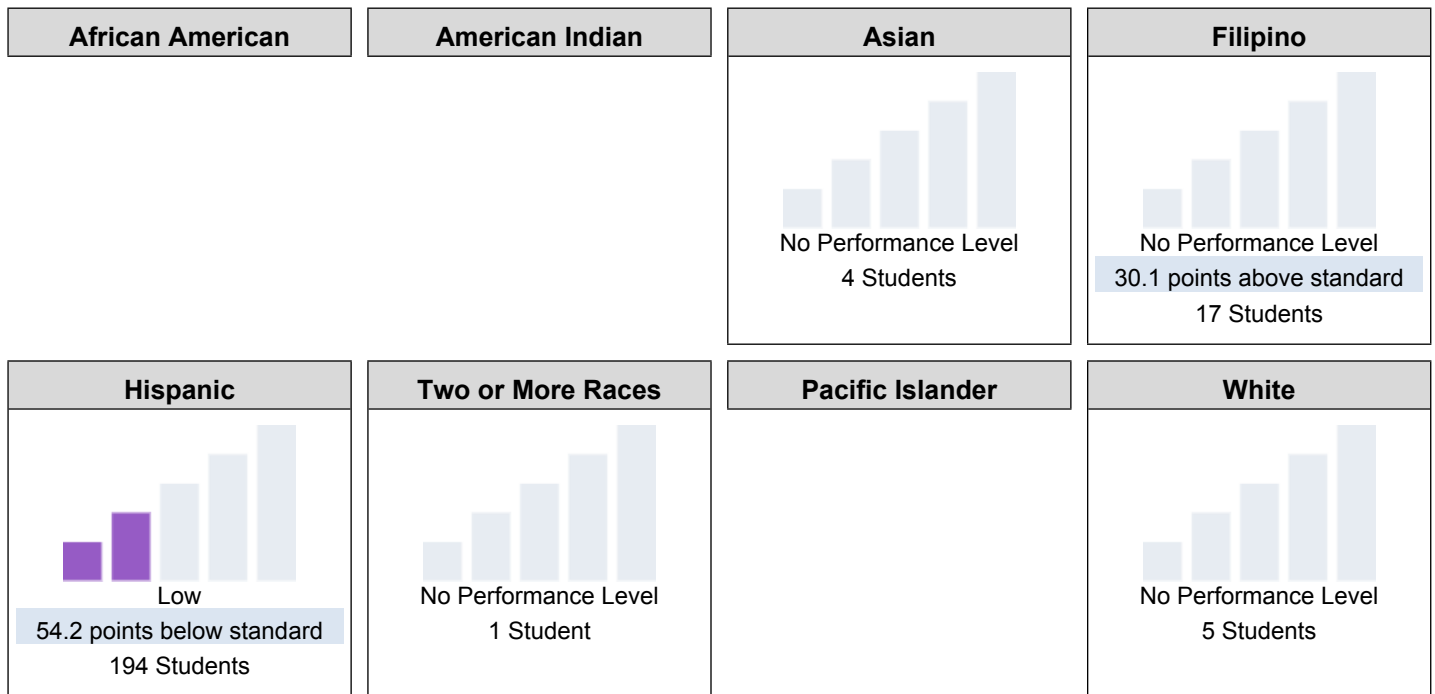


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 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
81.3 points below standard 116 Students	34.3 points above standard 40 Students	43.7 points below standard 60 Students

#### Conclusions based on this data:

1. All students and subgroups of students scored Low in Math performance. These scores indicate a strong need to improve instruction for all student subgroups.
2. Reclassified English Learners scored 34.3 points above standard.
3. Current English Learners scored 81.3 points below standard.

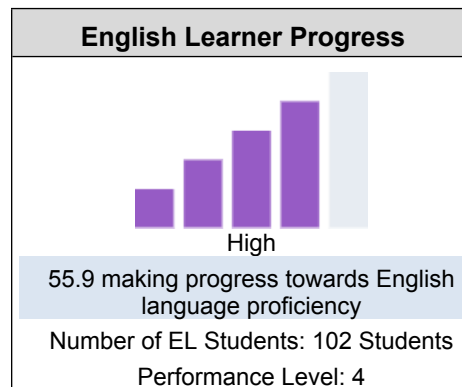
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.7%	30.4%	0.0%	55.9%

#### Conclusions based on this data:

- 31% of English learners maintained their English language proficiency level indicating a need for more intensive English language development.
- 57% of English learners progressed at least one ELPI level.
- 14% of ELs decreased one ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

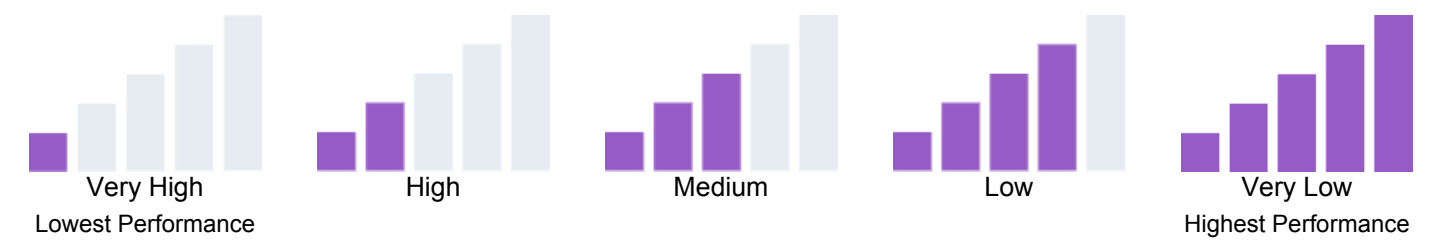
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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



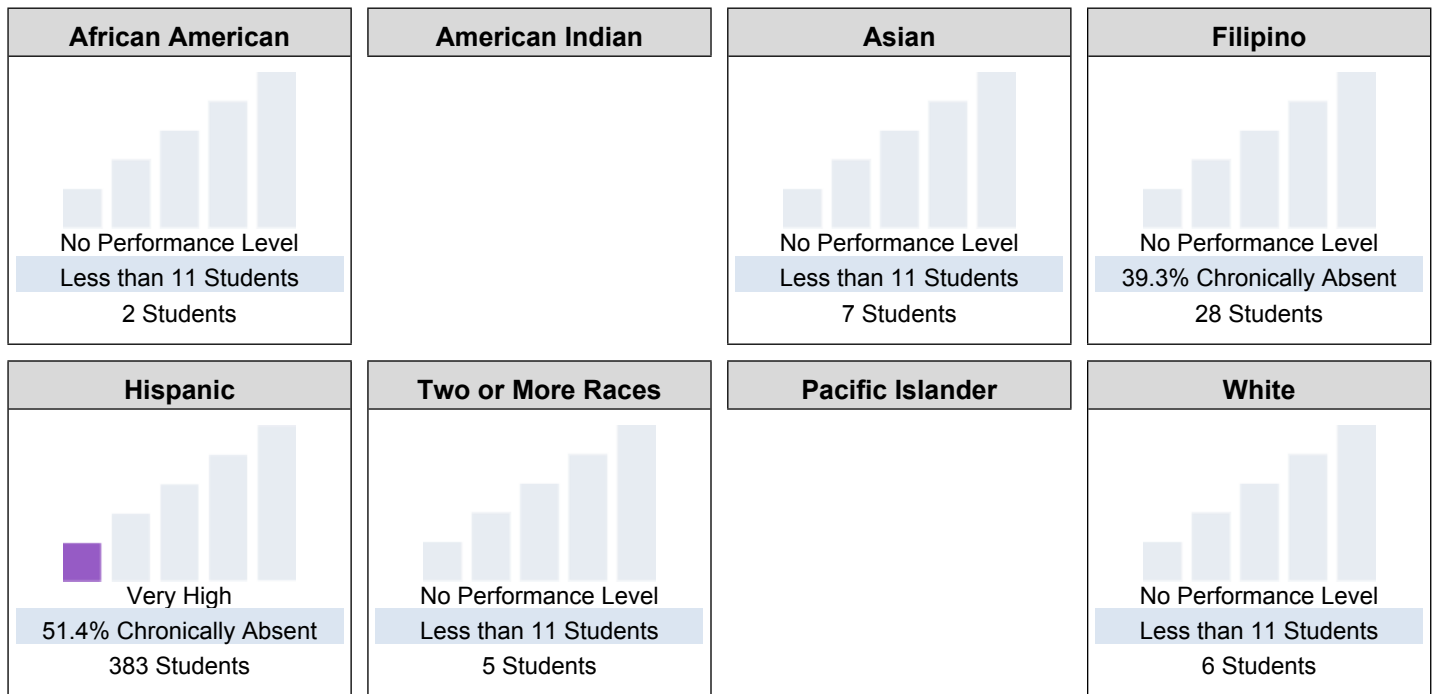
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>50.6% Chronically Absent</p> <p>431 Students</p>	<p>Very High</p> <p>48% Chronically Absent</p> <p>271 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>53.1% Chronically Absent</p> <p>64 Students</p>	<p>Very High</p> <p>51.4% Chronically Absent</p> <p>331 Students</p>	<p>Very High</p> <p>51.1% Chronically Absent</p> <p>47 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. All subgroups showed an increase in chronic absenteeism.
2. All students subgroup showed a significant increase in chronic absenteeism.
3. 51.4% of Hispanic subgroup demonstrated very high absenteeism.

# 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 Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

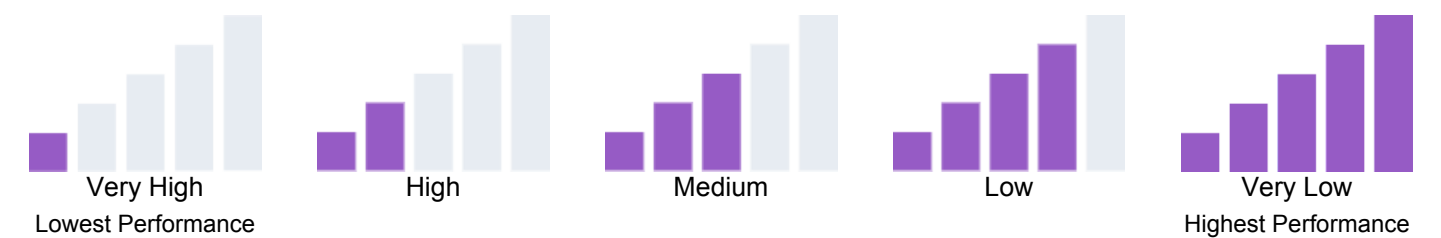
1.

# 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).



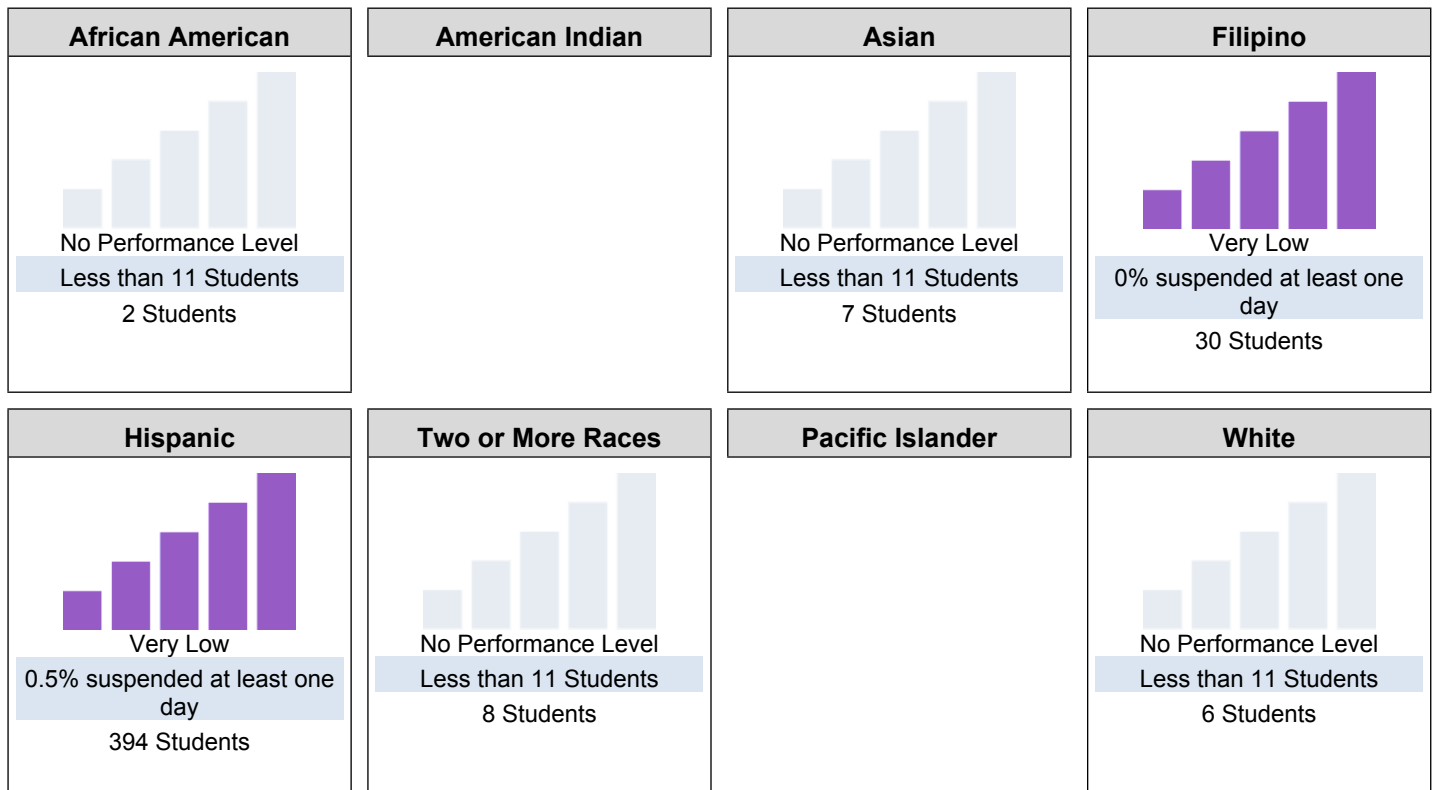
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	2	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div><b>All Students</b></div> <div><p>Very Low</p><p>0.4% suspended at least one day</p><p>447 Students</p></div>	<div><b>English Learners</b></div> <div><p>Very Low</p><p>0% suspended at least one day</p><p>281 Students</p></div>	<div><b>Foster Youth</b></div>
<div><b>Homeless</b></div> <div><p>Medium</p><p>1.4% suspended at least one day</p><p>70 Students</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Very Low</p><p>0.3% suspended at least one day</p><p>344 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Medium</p><p>2.1% suspended at least one day</p><p>48 Students</p></div>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. John Otis's suspension data decreased in 2022 to very low.
2. 0.5% of Hispanic Students were suspended.



# 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 for English Learners

## LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate and continue to achieve grade level academic expectations.

## Goal 1

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

- A. English Learners will increase by 4% in 2022-2023.
- B. The percentage of English learners performing at grade level, according to the fall iReady Reading Diagnostic, will increase by 5%.
- C. The percentage of English learners performing at grade level, according to the fall iReady Math Diagnostic, will increase by 5%.
- D. Increase ELPAC overall average score by 50 points and overall percentage by 5%.

## Identified Need

John Otis has approximately 63% of its students identified as English learners(EL). NSD is committed to ensuring opportunity and access to all content areas through strong language development.

- A. In 2020-2021 John Otis's reclassification rate was 5.3%, an increase from 3.9%
- B. According to iReady ELA in 2021-2022 15% of ELs at John Otis were identified as Tier 1 compared with 3% in 2022-2023, a decrease of 12%
- C. According to iReady Math in 2021-2022 16% of ELs at John Otis were identified as Tier 1 compared with 4% in 2022-2023, a decrease of 12%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	15% Met or Exceeded Standards	20% will Meet or Exceed Standards
CAASPP Math EL Data	15% Met or Exceeded Standards	20% will Meet or Exceed Standards
ELPAC Overall Percentage Data	50.5% met overall ELPAC standards	55.5% will meet overall ELPAC standards
ELPAC Oral Percentage Data	61.5% met oral ELPAC standards	66.5% % will meet oral ELPAC standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Written Percentage Data	35.8% met written ELPAC standards	40.8% % will meet written ELPAC standards
iReady ELA EL data	5.9% of EL students in Tier 1 (fall 22-23)	10.9% of EL students in Tier 1 (Spring 22-23)
iReady Math EL data	1.7% of EL students in Tier 1 (fall 22-23)	6.7% of EL students in Tier 1 (Spring 22-23)
Reclassification Rate	5.3% students reclassified in 2021-2022	10.3% students reclassified
ELPAC Overall Average	Overall average is 1477	Increase in overall average by 50 points
ELPAC Oral Average	Oral average is 1478	Increase in oral average by 50 points
ELPAC Written Average	Written average is 1474	Increase in written average by 50 points

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

NSD implemented English Language Arts adoptions in 2019-2020. John Otis will:

\*Provide professional development focused on building academic conversation (oral and written discourse) using research-based strategies and protocols to increase the frequency of use in instructional delivery throughout academic content.

\*Provide ongoing professional learning and coaching focused on designated and integrated ELD emphasizing and alignment with NSD resources by the district resource teachers.

\*Provide additional training opportunities to staff to analyze the effectiveness of ELD differentiation strategies by measuring student progress using multiple measures including but not limited to ELPAC, CAASPP, iReady, and LAS links.

\*Continue resource teacher and leadership professional development for data analysis of ELD proficiency levels and implications for differentiation for students during instructional delivery in all content areas, utilizing Panorama to monitor progress.

\*Provide ongoing professional development/coaching for classroom teachers in using classroom-level data tools and reports to guide instructional design for English learners and provide tools for monitoring student progress.

### 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)
1,047	Title I English Learner Site Liaison
0	LCAP LAS (District pulled funds)
7,000	LCAP Assessment Center Support
0	Title I Books other than textbooks (Cost embedded in Goal 2)
0	Title I Materials Supplies and resources (Cost embedded in Goal 2)
0	LCAP In House Production (Cost embedded in Goal 2)

## 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

Expanded Programs for Language Acquisition for English Learners

\* Will provide additional targeted school site support designed to increase language learning opportunities through multi-tiered systems of support.

\* Will provide targeted linguistic and academic interventions for English learners with particular focus on students at risk for being identified as long-term (LTEL) with the goal of reclassification prior to grade six. John Otis will embed extended-day academic support into our School Plans for Student Achievement.

\*Provide resources and instruction to increase literacy skills for LTEL as measured by Lexile levels to meet base number in-band range for grade level and embed in School Plans for Student Achievement.

\*Provide literacy coaching and targeted academic growth goals during RtI time.

\*Provide outreach and support to ensure ELs are participating in a broad course of study including extended learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I

Impact Teacher (Cost embedded in Goal 2)

### 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

During the 2022-2023 school year, John Otis will provide targeted Social-Emotional Support of English Learners

\*Will provide programs responsive to different English learner (EL) strengths, needs, and identities, and socio-emotional health and development. Will continue implementation of the CA ELD Standards in tandem with CA State content standards to staff to deepen implementation and foster growth on academic language for English learners. Staff will utilize phases of implementation and tools to ensure continuous growth and consistency of implementation across the system.

\*Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research-based instructional strategies for English learners for both designated and integrated ELD, and SLD for Dual language learners.

\*Provide Spanish language assessment software for appropriate class placement and language support of English learners and dual language learners.

\* Provide engaging and challenging material and software focused on increasing vocabulary and language development that aligns to the ELD performance bands to ensure targeted language support based on need.

\*Provide Imagine Learning Software to support language acquisition. Monitor the use of Imagine Learning licenses for English Learners.

### 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

Technology Liaison (Cost embedded in Goal 2)

0

Title I

Technology Support (Cost embedded in Goal 2)

### 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

Extended Learning Time: Extended learning opportunities have been established to support students who are not meeting English Language growth expectations. These include:

- Impact Teacher and Language Arts Specialist (LAS) will provide ELD instruction to English learners. LAS is highly qualified in assessment and instruction in ELA and provides differentiated small-group instruction in English language development.
- REACH personnel collaborates with the site principal and school staff to ensure REACH program supports school goals.
- Additional materials and resources will be required.

## 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

Impact Teachers (Cost embedded in Goal 2)

0

Title I

Materials Supplies and resources (Cost embedded in Goal 2)

0

LCAP

Materials Supplies and resources (Cost embedded in Goal 2)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is a need to support students with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction. Providing students an opportunity to practice their English Language Development during Distance Learning has also been challenging.

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

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for many of our students.

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

We will continue to focus on this goal.

# 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 academic performance

## LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

## Goal 2

- All students will actively engage in grade-level, standards-based instruction provided by high-quality teachers. Teachers will use high-leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss.
- A. The percentage of all students performing at or above grade-level standards, according to the Fall iReady reading Diagnostic, will increase by 5%.
  - B. The percentage of all students performing at or above grade-level standards, according to the Fall iReady Math Diagnostic, will increase by 5%.
  - C. The percentage of all students meeting or exceeding standards on CAASP ELA and math will increase by 5 percent.

## Identified Need

- John Otis is committed to providing more targeted support through the implementation of MTSS to promote greater interventions for academic growth.
- A. In 2021-2022 according to iREADY ELA data, 16% of all students at John Otis were identified as Tier 1 and remained at 16% in 2022-2023.
  - B. In 2021-2022, according to iREADY math data, 7% of all students at John Otis were identified as Tier 1 compared with 9% in 2022-2023, an increase of 2%.
  - C. According to CAASPP results from 2021-2022 scores, indicate that-33.89% of all students at John Otis are proficient in ELA and 29.22% are proficient in math.
- Due to the pandemic and subsequent school closures, there is no CAASP data for 2019-2020 or 2020-2021 so we are unable to measure growth on this metric. There is a pressing need for targeted and rigorous instruction in both English Language Arts and Math. Teachers need to ensure their instruction includes differentiation and scaffolds specifically for the needs of their English learners and students with disabilities as those two subgroups are performing far below their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	34% Meet or Exceed Standards	39% Meet or Exceed Standards
CAASPP Math All students	29% Meet or Exceed Standards	34% Meet or Exceed Standards
iReady Reading All students	16% of students at Tier 1 (average of grades K-6)	21% of students in Tier 1 (average of grades 1-6)
iReady Math All students	9% of students at Tier 1 (average of grades K-6)	14% of students in Tier 1 (average of grades 1-6)
CAASPP ELA SWD	21% Meet or Exceed Standards	26% Meet or Exceed Standards
CAASPP Math SWD	14% Meet or Exceed Standards	19% Meet or Exceed Standards
iReady Reading SWD	10% of students at Tier 1 (average of grades K-6)	15% of students in Tier 1 (average of grades 1-6)
iReady Math SWD	6% of students at Tier 1 (average of grades K-6)	11% of students in Tier 1 (average of grades 1-6)

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

Teacher Data Analysis Aligned to Tiered Supports

\*Provide teachers the opportunity to analyze and disaggregate student academic/social-emotional data to identify appropriate tiered supports, gauge effectiveness, determine progress monitoring timeline and next steps. This analysis will include additional focus on differentiation and needs for homeless/foster youth, low-income students, English learners, and students with disabilities.

- Fund roving teachers to release classroom teachers for data release time and professional learning. During this release time, teachers will monitor progress and reflect on instructional practices, unpack priority standards, and analyze student growth.
- Build teacher capacity around instructional strategies that promote critical thinking in English language arts and math.
- Provide ongoing data analysis training and documentation via Panorama

### 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 Materials & Supplies
10,000	LCAP Materials & Supplies
10,000	LCAP Teacher Extra Time
3,000	LCAP In-house Production

## 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

Implement additional enrichment units in alignment to the District's focus of innovative learning, educational technology, arts, and physical education. These additional units will be principally directed to serving unduplicated students by increasing background knowledge and promoting higher engagement focused on positive attitudes towards school.

Create outdoor learning environments for students. This will include tables and umbrellas for teachers to conduct small-group or whole-group lessons or to provide alternative learning environments for individual 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)
6,000	LCAP Books other than textbooks
12,000	Title I Books other than textbooks
0	LCAP Materials & Supplies (Cost embedded in Goal 2)
10,000	LCAP Computers/Technology

15,000	Title I Computers/Technology
66,092	LCAP Equipment Replacement (Reserve)
9,000	Title I Computer Software & Apps
6,000	LCAP Computer Software & Apps

### Strategy/Activity 3

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

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

Preschool Students

#### Strategy/Activity

Early Education/Literacy Opportunities to Close Gaps

Provide early education learning opportunities with focused outreach to homeless/foster youth, low-income, and English learners.

Provide incoming TK & Kinder students with "getting ready for TK/Kinder" with resource packets to work on at home.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP Stamps/Postage
0	LCAP Materials & Supplies (cost embedded in Goal 2)

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Professional Development and Teacher Support

Provide teachers with increased professional development and collaboration on content standards and research-based practices to ensure good Tier I guaranteed and viable curriculum and best practices known to increase student achievement.

- a. Provide continued UCI support and training to assist in the implementation of the CA Common Core State Standards or conceptual and applied practices of mathematics.
- b. Provide continued PD support for teachers to assist in the implementation of the CA Common Core State Standards for applied practices of English language arts.
- c. Supplemental purchases of instructional materials to support the instructional delivery of ELA/ELD and math framework.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP Materials & Supplies (cost embedded in Goal 2)
0	Title I Books other than textbooks (Cost embedded in Goal 2)
0	LCAP Books other than textbooks (Cost embedded in Goal 2)

### 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

MTSS Frameworkband Monitoring Student Performance for Strategic Decision Making

Align, refine and increase the integrated multi-tiered system of support (MTSS) framework for monitoring needs, aligning support program(s), and collecting an evidence base for strategic decision-making with the principal focus on ensuring access to English learners, foster youth/homeless, and low-income students.

- a. Create an integrated academic and behavioral resource and protocol to be implemented at all sites to ensure appropriate and targeted response to student needs based on data.
- b. Provide training and materials for tiered intervention response to promote academic achievement.
- c. Provide Language Arts Specialist at each site to monitor and coordinate intervention for students based on data and aligned targeted services.

- d. Provide adaptive software programs to support academic skills acquisition targeted to the needs of foster youth, English learners, and low-income students.
- e. Fund and implement MTSS RTI student information system to ensure equity and access to academic and social-emotional support for students including English learners, foster/homeless youth, and low income.
- f. Provided extended learning opportunities for students to accelerate learning by certificated staff and other learning support options.
- g. Provided extended learning opportunities for students to accelerate learning for students services by paraprofessionals by extending day and additional intersession supports (including custodial, meals, classroom etc.)
- h. Provide meal/snack services for students during extended learning opportunities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	LCAP Travel & Conference
5,000	LCAP Professional/Consulting & Operating Expenditures
3,000	LCAP Consultant
15,000	LCAP Teacher Extra Time
9,674	Title I Impact Teachers
10,000	LCAP Teacher Substitutes

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is a need to support families that are struggling to support their children with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction.

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

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for some of our families.

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

We will continue to focus on this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned improvements in student performance with an emphasis on parent and community engagement.

## LEA/LCAP Goal

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

## Goal 3

Expand communication 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.

## Identified Need

Research over the last five decades concludes that parents are the most influential factor in their student's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency, and a positive attitude towards school. NSD and John Otis are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interests and needs, with a particular focus on serving parents of unduplicated students and special education needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Counts	We currently have an average attendance of 32 parents per meetings	5% gain in participation
Parent Newsletter Viewed	Weekly parent newsletter-average of 148 parents view the newsletter electronically	Additional 5% will view weekly parent newsletter
Parent/Teacher Conference Attendance	83% attendance rate	88% attendance
Parent Survey Participation	35 Parent responses as of December 2022	Increase of 10% of parent surveys received in the spring

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

### Family and Community Partnerships

NSD will focus on building trustful family and community partnerships to provide resources to support student engagement and academic achievement. Resources will be principally directed to support the specific needs of unduplicated students and their families.

- a. Collaborate with SBCS to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities on the Family Resource Center.
- b. Collaborate with the National City Collaborative Family Resource Center in order to 1) Engage with the Community 2) increase community outreach, 3) Identify mutual interest and goals with trusted community partners 4) Invite community members to serve our NSD community 5) Maintain an open-door policy 6) Provide venues and actions to increase parent engagement with school sites.
- c. Partner with the NC Promise Neighborhoods collaborative to provide resources and community support to improve educational opportunities for students within targeted schools within the community.
- d. Employ a family engagement resource teacher to provide opportunities and coordination for workshops, resources, and events, assist sites in the development of their parent engagement programs, assist sites in providing information and facilitating home-school communication, establish communication with stakeholders to obtain input and provide feedback, support English learners and their parents.
- e. Continue with parent engagement programs at John Otis as outlined in the School Plans for Student Achievement.
- f. Hold parent Student Support Team meetings for students who are struggling academically, socially, or behaviorally.
- g. Provide incentives to increase parent participation.

The following parent forums are available to support student achievement:

- \* School Site Council
- \* English Learner Advisory Committee (ELAC)
- \* Parent-Teacher Association (PTA)
- \* DELAC Representative
- \* District Advisory Committee
- \* Parent Volunteers
- \* PBIS Committee Meeting
- \* Coffee with 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)
0	LCAP
	Teacher Substitutes (Cost embedded in Goal 2)
2,000	LCAP
	Refreshments/Raffles for Meetings
0	LCAP

Materials and Supplies (Cost embedded in Goal 2)

## 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

#### Early Education Extended Support for Families

Continue to build trustful partnerships that extend support for John Otis families and children to have access to early education, access to educational opportunities, and support for transition to educational settings through John Otis MTSS framework.

- Provide parent engagement opportunities through workshops, outreach, and resources to support the academic achievement and social/emotional needs of students.
- Family Resource Center and preschool Family Liaisons to support families with accessing resources to support foundational needs.
- Provide educational technology workshops to enable parents to support students in course work and school engagement.

### 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)

1,279

#### Source(s)

Title I

Parent Training

0

LCAP

In-house Production (Cost embedded in Goal 2)

0

LCAP

Materials and Supplies (Cost embedded in Goal 2)

## 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

### 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 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Parent attendance at all workshops was low because those workshops were held during the time that parents were at work.
- Although vital information was provided to parents at SSC / ELAC / PTA / DELAC meetings, not enough parents participated and therefore did not have an opportunity to gain from strategies/information shared.

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

None

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

- Provide workshops at varying times so that more parents can attend.
- Request time at SSC / ELAC / PTA / DELAC meetings to allow the parent liaison to provide multiple opportunities to explain information to parents.

- We recommend continuing this activity.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safety and social emotional wellness

## LEA/LCAP Goal

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

## Goal 4

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

A. Suspension rate will increase to no more than 3%. Last year's suspension rate was .4 which was impacted by the low attendance rate.

B. Chronic absenteeism will decrease by 35%. Specifically, we will see a decrease in students with disabilities subgroup.

C. NSD California Healthy Kids Survey (CHKS) an increase of 5% of students feel safe at school most of the time or all of the time on CHKS.

D. Maintain Platinum Level PBIS Level recognition for the California PBIS Coalition.

## 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 2021-2022 NSD's administration of the California Healthy Kids Survey show that although 86 percent report they feel safe at school, 14 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral support for NSD students.

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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	.4% Suspended, 0% Expulsion	No more than 3% Suspended, 0% Expulsion
Chronic Absenteeism	50.6% Chronically Absent	35% decrease in Chronic Absenteeism

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory level of recognition-CA PBIS Coalition	Platinum Level Recognition	Continue Platinum Level Recognition
PBIS 3rd-6th Grade Survey & CHKS Survey	75% of students feel safe at school most of the time or all of the time/ CHKS=86%	80% of students feel safe at school most of the time or all of the time

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

#### Culture of Social-Emotional Wellness

NSD will create an intentional culture of care that includes a focus on social-emotional wellness, restorative teaching practices, trauma-informed intervention, and positive behavior instruction and support, principally focused on meeting the needs of English learners, socioeconomically disadvantaged, students with disabilities and homeless/foster youth.

- Improve implementation of Positive Behavior Intervention and Support (PBIS) through monitoring of activities in Single Plans of Student Achievement.
- Employ a school counselor to assist with the implementation of Positive Behavior Intervention Support at schools, focusing on Tier I and Tier II level referrals.
- Utilize a comprehensive assessment system to identify and measure outcomes of students receiving Tier I and Tier II social-emotional interventions, intensified academic instruction, and behavior intervention supports.
- Support Homeless and Foster Youth by training additional personnel in Trauma-Informed, Restorative Practices and additional strategies to ensure inclusive supported classrooms.

#### John Otis will:

- Implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations and using data-based decision-making.
- John Otis's PBIS Handbook has been revised and approved by PBIS Committees and School Site Council and shared with staff.
- John Otis PBIS Parent Information TriFold shared with parents at the beginning of the school year
- PBIS Tier I & Tier II committee meets monthly to analyze behavioral data and best practices in efforts to improve the social and emotional well-being of all students. The committee is working on a PBIS Flipbook that teachers can refer to for easy access to behavior expectations, flowcharts, and procedures.
- Data-based decision-making is utilized within PBIS to make informed decisions about interventions and supports, evaluate the current status of implementation and revise action plans, and evaluate student outcomes.

**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)

62,000

Source(s)

Title I

School 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**

Multi-Tiered System of Support for Equity and Access

Implement a comprehensive Multi-Tiered System of Support (MTSS) across sites to establish common structures for supporting all students, with additional systems principally focused on the integrated social-emotional and academic needs of unduplicated students to ensure equity and access to learning.

- Design and implement a district-wide integrated student study team referral, monitoring, and evaluation protocol.
- Establish and implement MTSS teams to train and support school staff in the SST protocol system and tiered supports.
- Develop a master plan reflecting the resources and processes of the MTSS integrated framework with particular focus on the social/emotional tiered supports for students.
- Provide training and materials for multi-tiered intervention response to promote academic, behavioral, and social-emotional achievement.
- Train staff around a continuum of student services that address academic, behavioral, and social-emotional health.
- Provide teacher substitute time in order to cover training and collaboration time between staff.
- Provide general education services from school support staff for tier 2 and tier 3 including Psychologists - 25%, Speech-Language Pathologists - 15%, Resource Specialists - 15%.

**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

School Counselor- Cost embedded above

1,500

LCAP

	Certificates/Awards
7,000	LCAP  Custodial/Campus Student Supervisor (Extra Time/Training)
0	LCAP  Teacher Substitutes (Cost embedded in Goal 2)

### 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

##### Expanded Safety and Support Interventions for Students

In order to provide additional safety and support to students, John Otis will provide additional safety and positive behavior interventions through targeted training in Restorative Practices, de-escalation strategies, and Trauma-Informed Care.

- Build teacher capacity around inclusive instructional and behavioral strategies that promote positive behavioral outcomes in all students.
- Train and certify classified staff with de-escalation practices who work directly with students with intensive behavior or exceptional needs.
- Update and maintain safety equipment and supplies for Campus Student Supervisors
- Purchase structured recess equipment

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP  Books other than Textbooks (Cost embedded in Goal 2)
2,000	LCAP  Clerical & Office Extra Time
1,500	LCAP  Clerical & Office Substitutes (Extra Help)
2,000	LCAP  Health Assistant Substitutes

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Teachers and staff members reward students with Tiger Tickets when students engage in the behavior that is the focus of the week.

Teachers first correct minor student behaviors by either verbally or visually referring back to the expectations (respectful, on task, always safe, and responsible) or implementing the following: PBIS lessons, social-emotional learning, restorative circles, affective statements, active supervision, structured recess, classroom management systems, a school referral system, and an organized and safe learning environment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCAP

Certificates/Awards (Cost embedded in Goal 4)

0

LCAP

In-house Production (Cost embedded in Goal 2)

## Strategy/Activity 5

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

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

All students. Particularly Students with Disabilities.

### Strategy/Activity

Parent Involvement: Provide detailed and timely information to parents about their child's absences and promote positive messaging about school and attendance.

Professional Development: Provide training, coaching, and resources for engaging in continuous data analysis and monitoring improvement to support attendance with a focus on students with disabilities. Participate on ICAN attendance system with SDCOE for guidance and support.

Attendance Incentive Program: Weekly, monthly, and every trimester, students will receive recognition and rewards for perfect attendance.

Preventive and Proactive Measures include: home visits for students with 4-5 absences to occur in a timely fashion.

Principal will oversee the Attendance Intervention Plan, and chronic absenteeism during Rtl meetings targeting students with disabilities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I Counselor (Cost embedded in Goal 2)
0	LCAP Clerical Extra Support (Cost embedded in Goal 2)
0	LCAP Incentives/Rewards/Assemblies (Cost embedded in Goal 4)
0	LCAP Teacher Extra Hours for Home Visits (Cost embedded in Goal 2)

**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)
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**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.



- Based on the feedback from students and teachers 75% of students feel safe at school on CHKS survey. 76% of JO students reported they feel safe (PBIS Student survey).
- Weekly PBIS lessons allowed all staff to implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations.
- PBIS Tier I & Tier II committee met monthly to analyze behavioral data and best practices in efforts to improve the social and emotional wellbeing of all students.

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

We met our goal; however, COVID-19 has had an impact on student's social emotional wellbeing.

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

John Otis staff continued to support our students, family, and staff during distance learning. We continue to reach out to students and families to provide social and emotional support. We were awarded the CA PBIS Coalition Community Cares Award for all of our efforts.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Innovative learning opportunities

## LEA/LCAP Goal

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

## Goal 5

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

## Identified Need

Academic achievement is linked to a student's background knowledge and research has concluded that a broad course of study supports this need, especially for English learners. Research shows that a high level of prior knowledge is positively related to academic success. Additionally, "more prior knowledge gives students more working memory to acquire more new knowledge to enhance their learning engagement (Sweller et al., 1998)." Historically, low-income students enter school with lower levels of prior knowledge and vocabulary. Input from parents and staff indicated a continued desire to provide and expand innovative learning opportunities for students. John Otis is committed to ensuring the growth of the whole child and is focused on providing access to real-world hands-on experiences for students to increase prior knowledge, vocabulary, and content knowledge, with a particular focus on students from low-income homes. Research also shows that students from low socio-economic disadvantaged families have less access to extra and innovative learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students participating in expanded learning opportunities	37% of students participate in expanded learning opportunities	47% of our students will participate in expanded learning opportunities
California Science Test (CAST) scores for 5th grade students	2021-2022 CAST score- 18.76% met or exceeded standard	23% will meet or exceed

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

#### Equity and Access to Digitized World

Research indicates that there is a digital divide, significantly associated with minority students and low-income students, predated the coronavirus pandemic and will persist beyond it if additional resources are not provided. The ability to access computers and the internet is increasingly important to effectively participate in the U.S. and global economic, political, and social aspects. To ensure equity and access in the ever-increasing digitized world, especially for unduplicated students (low-income students, homeless students, English learners, students with disabilities, and foster youth), John Otis will provide additional opportunities and support systems principally designed to engage in computer science and digital learning opportunities.

- Provide professional learning for extended days (teachers, REACH on coding curriculum, practices, and pedagogy).
- Purchase and maintain software programs, materials, and resources to increase participation in computer science learning and expanded learning opportunities.
- Create outdoor learning environments for students. This will include tables and umbrellas for teachers to conduct small-group or whole-group lessons or to provide alternative learning environments for individual 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)
11,000	LCAP Technology Support
1,047	Title I Technology Site Liaison
40,000	Title I Equipment
5,000	LCAP Equipment

### 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

Extended Learning Opportunities for Environmental Stewardship

To support the vision of global citizens, students will engage in self-discovery learning and the acquisition of problem-solving skills through environmental stewardship principles to develop an understanding of the science of sustainable practices. Extend classroom learning through hands-on environmental education with school gardens and partnership with Olivewood Gardens.

- a. Provide professional learning (teachers, REACH) on using real-world gardens and environmental experiences to achieve California Science and Environmental Principles and Concepts standards to implement extended day learning opportunities (clubs, extended day, lunch bunch, etc).
- b. Develop, implement and support garden curriculum focused on environmental stewardship

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCAP

Materials & Supplies (cost embedded in Goal 2)

### 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

Access to Global Goals and Community Partnership

To support global goals and community partnerships with local groups

- a. Provide materials, resources, and training to engage in hands-on outdoor and extended learning with deepening community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm, and City Heights Music.
- b. Professional conferences to develop research-based practices and strategies.
- c. Personalized professional learning for certificated staff to engage in personalized learning focused on core content areas emphasizing innovative strategies and practices for instructional delivery.
- d. Personalized professional learning for classified staff to enhance digital integration with student monitoring and engagement systems.

### 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)

3,000

Source(s)

LCAP

Admissions for Field Trips

4,000

Title I

	Field Trips, Transportation
0	LCAP
	Materials & Supplies (cost embedded in Goal 2)
1,000	Title I
	Admissions for Field Trips
1,000	LCAP
	Field Trips, Transportation

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 1

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

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



# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 4

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

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 5

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$387,639.00

## 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	\$196,047.00

Subtotal of additional federal funds included for this school: \$196,047.00

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 (\$)
LCAP	\$191,592.00

Subtotal of state or local funds included for this school: \$191,592.00

Total of federal, state, and/or local funds for this school: \$387,639.00

# 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	191,592	0.00
Title I	196,047	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCAP	191,592.00
Title I	196,047.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,047.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	191,592.00
	Title I	195,000.00
	Title I	1,047.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,047.00
Goal 2	234,266.00
Goal 3	3,279.00

Goal 4
Goal 5

76,000.00
66,047.00

# 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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Leticia Segura	Principal
Amelia Loaiza	Classroom Teacher
Elizabeth Gonzalez	Classroom Teacher
Marisa Barocio	Classroom Teacher
Lucy Avalos	Other School Staff
Angela Hack	Parent or Community Member
Karla Islas	Parent or Community Member
Anzhalina Lozano	Parent or Community Member
Susan Saldana	Parent or Community Member
Liz Perez	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



Other: DELAC Representative

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 5/16/23.

Attested:



Principal, Dr. Leticia Segura on 5/16/23



SSC Chairperson, Angela Hack on 5/16/23