School Year: **2023-24**

College Park Elementary

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Park Elementary School	30-73650-6089437	05/23/23	

Educational Partner Involvement:

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

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

We consulted with all certificated staff to establish goals for our site. Also, our school site will consult with our School Site Council and ELAC in May to approve the SPSA. It will be an ongoing discussion throughout the 2023-24 school year.

Recommendations and Assurances

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

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

X English Learner Advisory Committee

_____
Signature

X Special Education Advisory Committee

_____
Signature

X Gifted and Talented Education Program Advisory Committee

_____

Signature

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

Signature

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

Attested:

Meg Gwyn		
Typed Name of School Principal	Signature of School Principal	Date
Dan Gutierrez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership

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

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

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Meg Gwyn	1				
Maylee Sylvester			1		
Amy Hakola		1			
Annie Brinnon		1			
Deborah Lombrano		1			
Victor Tumbaga		1			
Vanessa Riturban				1	
Dickson Oi				1	
Rebecca Sackett				1	
Heba Haifa				1	
Gamal Burhum				1	
Numbers of members of each category	**1**	**4**	**1**	**5**	
(Totals of Group A and Group B must equal)	**Total Group A: 6**			**Total Group B: 5**	

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

ELAC Membership

English Learner Advisory Committee

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

Membership

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

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Meg Gwyn	X			
See attached Membership form				
Numbers of members of each category	**1**	**1**	**1**	

Guidelines for Combining SSC and ELAC:

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

Site has chosen to combine SSC and ELAC using the above guidelines.

OR

XSite has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

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

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$130,212.00	114,363
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$89,323.00	53,891
Lottery Funds Purpose: Purchase site instructional materials	$6,400.00	7,973
Total amount of state categorical funds allocated to this school	$225,935	176,227
Federal Programs	**Preliminary Allocation (Fall)**	**Amount Allocated in SPSA**
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$0.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$58,199.37	
Total amount of federal categorical funds allocated to this school	$58,199.37	
Total amount of state and federal categorical funds allocated to this school	$284,134.37	$176,227

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Instructional Focus: We will ensure all students achieve mastery in essential standards through data and assessment practices at the subgroup level and systematic intervention in Tier II and Tier III. For students who have already demonstrated mastery of the standards, teachers will work together in their PLC teams to design lessons, activities, and options to include voice and choice for students to extend their learning with more depth and complexity.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pre-K: Planning lessons that support a variety of learning styles while meeting students where they are to foster a deeper understanding while maintaining interests and curiosity.	This is College Park's first year having Pre-K at the site.	Pre-K: I will be able to informally observe growth and see how students are moving throughout the class, using materials and interacting with peers. I will be able to formally assess student growth via our PK assessments, which will let me know if my students are meeting standards throughout the year and will guide my planning for each student's learning needs.
K: This year we want to develop common math assessments that align with the district's established high priority standards and accompanying units of study.	By digging into the instructional resources the district has created and shared, we will undoubtedly deepen our knowledge of the essential kindergarten math standards, ways of teaching, and cultivate meaningful learning opportunities. We will use these instructional resources to develop common math unit assessments, which will guide our daily instruction and math activities. We will then utilize the results from these math assessments to create opportunities for re-engagement and enrichment. In order to meet this target, we will need to do everything just described. Our evidence and data	K: By March 2024, 16 out of 20 (90%) of students will be able to score Proficient or Excelling on the IUSD End of the Year (cumulative) math assessment.

Metric/Indicator	Baseline	Expected Outcome
	will come from the common assessments we create.	
1: Teachers will be mindful and aware of the outliers and check in regularly with them, giving specific feedback so that they will grow in reading proficiency. Teachers will send out a weekly questionnaire on the kids needing constant check-ins, asking: What was easy this week? What was hard? Why?	Teachers will give their students a pre-assessments in the beginning of the year to collect baseline data.	1: Teachers will ensure that parents understand the importance of surveys and will fluidly implement strategies to address results of weekly surveys.
2: We will ensure all students achieve mastery in essential reading standards through differentiated WIN groups. Based on the beginning of the year LPA data, students will be placed into one of four groups (intensive, on watch, benchmark, challenge). As a result of this targeted instruction, students will show improvements in their individualized areas of need. Students will have opportunities to extend their learning with more depth and complexity within these groups. For example, we will integrate more rigorous non-fiction text, novel studies, and project-based choice boards.	Teachers will give their students a pre-assessments in the beginning of the year to collect baseline data.	2: By Spring, 90% of students placed in benchmark or challenge WIN groups (based on B.O.Y. data) will pass ORA- Level M with a 4/4 on retelling and comprehension.
3: This year we would like to go deeper in our writing instruction. We would like to expose the students to the writing process more frequently and consistently throughout the year. Students will know and be able to write two or more paragraphs with at least three sentences in each paragraph when given a prompt.	Teachers will give their students a pre-assessments in the beginning of the year to collect baseline data.	3: 80% of students will know and be able to write complete paragraphs that stay on topic. Meeting the target will look like students scoring a “3” or above on the four targets on our writing rubrics. We will collect pre-assessment data from the students summer writing, monthly writing assignments, and a post writing assessment in the spring. We will use these writing assignments to measure growth.
4: Students will summarize the text in any genre, including the main idea and key details.	Teachers will give their students a pre-assessments in the beginning of the year to collect baseline data.	4: 100% of students will show growth in summarizing, including main idea and key details from pre to post test data.

Metric/Indicator	Baseline	Expected Outcome
• Leveled WIN groups using leveled readers provided by Benchmark, Science, and Social Studies curriculum • Reinforcing the skill within different areas of the curriculum • Tier 3 interventions • Formative assessment data	Summary Goal: Summarize the text in any genre, including theme, main idea, and detail (Rubric 4, 3, 2, 1) Start with Unit 2 week 2 by assessing students on a summary of the Ant and the Grasshopper	
5: Students will increase writing proficiency and achieve at least a 3 on a 4 point grading rubric on supporting the point of view. We will give a beginning of year writing sample, teach several lessons and writing opportunities (using graphic organizers) throughout the year, and give a final assessment in March.	Teachers will give a beginning of year writing sample, teach several lessons and writing opportunities (using graphic organizers) throughout the year, and give a final assessment in March.	5: By June, 85% of students will be able to independently write a multi-paragraph opinion piece that supports a point of view.
6: An area of ELA emphasis for 6th grade this year is on argumentative writing. Students will be able to support a claim with clear reasons and relevant evidence (CER). We will focus on the California Common Core standard, 6W1ab, ".Write arguments to support claims with clear reasons and relevant evidence. a.Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text." Data Collection: We will explicitly teach/define claims, reasons, and evidence. Students will be provided multiple opportunities to practice in science, writing, and history. We will collect evidence from a milestone Science CER assessment in the fall and analyze the data to plan our instruction. Students will be scored using a 4-point scale. We will use students' Science CER assignment in the spring to collect data and measure how well the class met the goal and measure their growth.	Students will be able to argue a claim and clearly state evidence and reasoning to support that claim. Building this skill will help students think more clearly and focus their writing. The positive impact to students from meeting this goal will be increased confidence in their argumentative writing skills, improved analysis in identifying supporting evidence, and a higher preparedness as they enter middle school where they are expected to generate CERs regularly as a part of their curriculum.	6: All students will be able to write a claim. All students will be able to support that claim with at least one reason and relevant evidence.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Sense of Belonging: We will ensure a climate of respect among students and adults by aligning school practices to research-based practices, including PBIS, Restorative Justice, and student leadership opportunities to increase students' sense of belonging.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PreK: Enhance positive peer relations by prioritizing social emotional learning through Second step, Calm classroom, and team building lessons.	NA - PreK students are brand new to College Park!	All students will engage with peers in a kind and respectful manner while maintaining calm social interactions during lessons, independent literacy centers, and on the playground.
K: Identify how students are feeling using the zones of regulation and the "Color Monster." Teach coping skills and provide a break area. Have students help to create a safe space/break area in the classroom. Provide opportunities to play, negotiate, and problem solve with their peers. Prompt students with the language needed to problem solve and request a break. Teach students how long they can use the break area. Remind students about Second Step Lessons and review visuals. Visuals will be accessible in the break area. Discuss empathy by identifying other people's emotions. Exit tickets will be used to monitor student growth and frequency.	There are several Kindergarten students this year with pretty significant trauma backgrounds (homelessness, foster youth, and incarcerated family members) who display intrapersonal and interpersonal skill deficits. Currently, Second Step is the curriculum we use to teach social and emotional skills, but is limited in its breath Teachers will complete the Teacher Perception of Student surveys in the fall and spring to measure individual student growth. Teaching SEL often leads to discussions around how we assess SEL learning. Social emotional learning happens on a developmental continuum, unlike academic assessments where students	By March 2024, 100% of my students will be able to identify when they need a break, and use the break area or other coping strategies (with a prompt) to manage their behaviors. By March 2024, at least 80% of students will be able to score a 3 out of 5 on the Panorama SEL screener.

Metric/Indicator	Baseline	Expected Outcome
I will collect evidence with a sign in chart to track who visits the break area, how consistently it is being used, and what tools they needed to help them get back to their baseline. Provide additional SEL instruction to supplement our weekly Second Step lessons. I also want to start a “Caught Doing Something Good” photo wall where pictures are displayed of students showing WAVE behavior. Source additional SEL lessons Complete the Teacher Perception of Student surveys Teach one sourced lesson a week (in addition to Second Step) Facilitate one additional SEL learning activity a week (in addition to Second Step)	demonstrate proficiency at a point in time. In IUSD, we will be utilizing SEL screeners (like Panorama) to collect feedback on students’ SEL skills and growth. This feedback can be data points for teachers to plan SEL instruction, provide classroom and schoolwide supports, and determine intervention needs (SEL Essential Standards & Instructional Planners Document).”	
1: Survey Beginning / End of Year: What are some things that you like about yourself? [All students will be able to identify at least 3 things they like about themselves and at least 1 thing they like about each of their classmates.] Teachers will make sure that we CONSISTENTLY address and HIGHLIGHT differences in a positive manner leading to positive self images.		All children will feel represented in the classroom, through discussions facilitated using a wide variety of culturally diverse literature so that they develop a positive self image.
2: Our team will incorporate community circles in more of an intentional and responsive way. For example, we will have the class engage in circles to address student conflicts and regulate emotions as they arise. As a result of this, our students will gain a greater sense of belonging at College Park, build meaningful relationships, and gain skills for regulating their emotions. We will collect data by administering a pre and post survey, asking these questions: Y/N It’s okay to make mistakes.	Team has not used Community Circles consistently in the past.	By Spring, 100% of students will be able to identify a person they can go to for support and confidently say they can learn from taking educational risks.

Metric/Indicator	Baseline	Expected Outcome
Y/N I should only play with kids that are the same as me. Y/N respected by classmates/ teacher Y/N I can be friends with someone that is different than me A person at College Park I can go to when I have a problem with a friend is _____ (checkboxes) When we do community circles in class, I feel _____. Why?		
3: This year we will focus on building friendships and a sense of belonging in the classroom and at school. Students will know how to build and maintain friendships as well as learning how to include others.		90% of students will be able to articulate three ways that they can be a good friend and include others. We will administer three Google Forms this school year to collect evidence (fall, winter, spring). We will collect a pre-assessment, mid-year assessment, and summative assessment.
4: Identity 4: I can feel good about my identity without making someone else feel badly about who they are. Morning meetings will be used to give students a sense of belonging and appreciation for the thoughts and beliefs of others. After interviewing a family member, students will be able to explore the significance of a family tradition and share their learning with the class. Examples: Holiday Food Name Cultural traditions	• Students will conduct a family interview to learn more about special traditions, holidays, and/or artifacts that are significant to their family/culture. • Class Presentations • EOY survey	Students will feel safe and connected in the classroom environment. Our bi-weekly morning meetings will be used as a time to help students connect with one another. All students will be provided with opportunities to respond to and share on a variety of topics.
5: Students will demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in restorative ways. Teacher will teach SEL Second Step lessons and explicitly teach the practice of community and restorative circles. Growth can be		90% of students will use social-awareness and relationship skills to establish and maintain positive relationships by building empathy, respect, understanding and connection with others.

Metric/Indicator	Baseline	Expected Outcome
measured by looking at ORF and Broken Agreement data. Beginning of year and end of year self-reflection surveys will also be given.		
6: To ensure a climate of respect among students, we will teach students to recognize, identify and empathize with the feelings and perspectives of others. We will focus on IUSD SEL standard 2.1, “Social Awareness & Relationship Skills: Recognize, identify and empathize with the feelings and perspectives of others Identify verbal, physical, and situational cues that indicate how others may feel Describe the expressed feelings and perspectives of others and demonstrate empathy.”	Impact: Students will learn and use shared language and ideas to identify and express levels of belonging and perspective of others. Data Collection: Collect formative assessments after each Second Step lesson in the form of exit tickets or community circle discussions.	Meeting the Standard: Students will be able to take others’ perspectives and use active listening skills. Students will be able to share their skills by responding to made-up situations through Second-Step lessons.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Educational Equity: We will ensure equitable access to instruction in an environment that is representative of our student population, that meets students' unique behavioral, academic, and social-emotional needs through highly engaging Tier 1 instruction and community participation at high levels.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pre-K: Incorporate developmentally appropriate practices to enhance learning with regard to meeting each individual student where they are in terms of physically, emotionally, socially, and cognitively in order to actively engage learners through lessons while maintaining a happy and calm classroom environment. K: This year we want to expose students to cultural celebrations practiced by the cultures that represent our class and the demographics of College Park Elementary. We want to expose students to cultural celebrations practiced by the cultures that represent our class and the demographics of College Park Elementary. 1: All first graders will show growth in decoding words in isolation as measured by the Phonics Inventory of our District LPA. 2: This year, our team will integrate a wide variety of instructional strategies within our reading instruction to support all levels and types of	K: In prioritizing the experiences of all students in our class and community, we are hoping to foster an environment of belonging, dignity, and understanding. In order to meet this target, we will: Survey parents to determine culturally significant celebrations/dates Purchase books, and find activities/lessons that explain the cultural significance of the celebration Invite parents to lead a lesson, activity, or read aloud. 1: LPA Phonemic Awareness (fall 2023): 82% Met / 18% Did Not Meet Benchmark Phonics Inventory (fall 2023): 74% Met / 26% Did Not Meet Benchmark LPA Reading Assessment (fall 2023): 77.6% Met / 18.4% Did Not Meet Benchmark 2: Phonics Inventory (fall 2023): 84.9% Met / 15.1% Did Not Meet Benchmark LPA Reading Assessment (fall 2023): 84.9% Met / 15.1% Did Not Meet Benchmark	Pre-K: All students will confidently engage with active participation in whole grouping, small grouping, and independent literacy centers. K: By March 2024, 16 out of 20 (100%) of students will be able to describe and illustrate one learned cultural celebration/day of significance. 1: Below and At Benchmark- 20 pt growth on LPA Phonics Inventory Above Grade Level- Will test at a K on the LPA Reading Assessment Level 2: By Spring,100% of students will show growth in reading, while 100% of students below benchmark will show three or more levels of growth. This will be measured by the district ORA passages. 3: 100% of students will fluently multiply and divide math facts using mental math or an individual strategy. Meeting the target will look like students passing goals 1-4 on their FactsWise multiplication and division facts by February and goals 5-8 by the

Metric/Indicator	Baseline	Expected Outcome
learners. This will include vocabulary visuals, exposure to texts in multiple ways (reading text, listening to text, peer reading), phonics visuals, and sentence frames. We will activate prior knowledge (K-W-L charts, etc.), while also integrating a fun and engaging way to introduce the units. By doing this, all students will be able to access the essential ELA standards and show growth in their reading skills. 3: This year we would like students to know and be able to fluently multiply and divide math facts with 100. 4: We will provide access to multi-step math problems by providing accommodations for our students that need reading support. Examples • Highlighting key vocabulary • Read aloud • Shorten passages • Opportunities for students to connect with the problems • Graphic organizers • Word banks to help with vocabulary for the four operations • CUBES 5: Math - Growth will be measured with a pre and a post test. Using differentiation strategies, students will be given small group instruction and taught using a wide-variety of strategies in order to help master two-digit multiplication. 6: We want to focus on the social justice goal, "I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them" (Justice 15 JU.6-8.15). Students will study one topic per trimester dealing with a group or event in social justice history. At the end of each unit, students will write a paragraph describing the event and how beliefs and ideas	3: Math Pre-Assessment (fall 2023): 61.8% Mastery / 28.9% Proficient / 7.9% Approaching / 1.3% Beginning STAR Renaissance Math (fall 2023): 82.7% Benchmark Met / 17.3% Benchmark Not Met 4: We will start by looking at our daily direct instruction practices and providing the tools students will need to be successful. We will use the Chapter 1 Summative Test as our starting point Some supports currently in place include: • Accommodated Tests • Standard assessment • Read Aloud to the whole class so they don't feel isolated • Dialogue with other teachers about their success • Data Collector • Math Equity Data 5: Math Pre-Assessment (fall 2023): 44.6% Mastery / 26.2% Proficient / 21.5% Approaching / 7.7% Beginning STAR Renaissance Math (fall 2023): 73.5% Benchmark Met / 26.5% Benchmark Not Met 6: Students will better understand historical events regarding Social Justice. Writing the paragraphs will also help them to understand how beliefs and ideas influence people to do horrible and great things.	end of the year. Students will be orally tested 1 on 1 with an adult weekly. Progress will be monitored and feedback will be given weekly. 4: Students will be able to meet the math targets for multi-step math problems with the right accommodations in place, despite reading challenges. 95% of students will reach proficiency on Target 5 (multi-step problem solving) the target using the most current chapter test. 5: By June, 100% of students will be able to successfully multiply multi-digit whole numbers. 6: All students will be able to write a paragraph describing how beliefs and ideas influenced the social justice event by meeting 3 of the 4 targets on the paragraph rubric.

Metric/Indicator	Baseline	Expected Outcome
influenced it. After each unit, students will write a paragraph. We will collect data from the writing rubrics. We will measure growth by monitoring progress over three units. By the last unit, all students will have met 3 of the 4 targets.		

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

We will ensure a climate of respect among students and adults by aligning school practices to research-based practices, including PBIS, Restorative Justice, and student leadership opportunities to increase students' sense of belonging.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

We will ensure all students achieve mastery in essential standards through data and assessment practices at the subgroup level and systematic intervention in Tier II and Tier III. For students who have already demonstrated mastery of the standards, teachers will work together in their PLC teams to design lessons, activities, and options to include voice and choice for students to extend their learning with more depth and complexity.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

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

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Professional Learning Communities- Teachers will collaborate a minimum of three hours per month (plus four additional hours per trimester) to discuss best practices, homework policies, RtI, WIN time, goals, student progress, student work, interventions, and other necessary topics to aid in student and teacher success. Teachers may also be afforded opportunities to attend professional development workshops and conferences.	All	Teachers	LCAP B 8556 LCAP S 4882 Lottery 1214					
2.	Interventions: EIRM- Kindergarten and first-grade teachers will continue to implement EIRM as an intervention for students below grade level. Computer learning programs are being used for intervention and differentiation. Other interventions will be researched and utilized in order to meet student need.	Students that need reading and math support	K-6 Teachers, IA's	LCAP B 5000 LCAP S 4882					

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
3.	ELL Students reading below grade level will receive daily reading intervention and/or small group reading instruction with ELL support. IA's are provided to lead small groups while the classroom teacher provides instruction to small groups or one on one. Supporting EL students in language-based mathematical problem-solving. Small group instruction for EL students. EL support and training for teachers to target specific learning levels.	English Learners	Teachers, IA's	LCAP B 30,000 LCAP S 22700					
4.	Challenge Curriculum: Teachers will use appropriate materials and be trained to challenge students and provide engaging lessons throughout the year.	All Students	Teachers	LCAP B 1711 LCAP S 1395 Lottery 827					
5.	Increase EL proficiency as measured by the ELPAC.	All EL's	Teachers	LCAP S 1744					
6.	Teachers will utilize technology to meet individual student needs during WIN time or small group instruction. Teachers are utilizing their Chromebooks to teach flipped lessons to their students. During this time, teachers are able to provide individualized instruction to a small group of students.	All Students	Teachers and Staff	LCAP B 29517 LCAP S 10114 Lottery 1380					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
7.	Review students with special needs during Share Care days, SST's, and MTSS meetings. Teachers will be compensated for the time they work outside of contractual hours.	Students with IEP's, 504's or other behavioral, academic, and health needs.	Teachers	LCAP B 4056 LCAP S 3488					
8.	IA's are provided to make smaller cohorts of students to support students to acquire the language skills to maneuver through the Social Justice, ELA, and math standards.	All students	Teachers and Staff	LCAP B 4278 LCAP S 3488					
9.	Thinking Maps and Write From the Beginning Review and Training.	All students	Teachers and Staff	LCAP B 6611 LCAP S 698					
10.									
11.	Professional Learning Communities- Teachers will collaborate a minimum of three hours per month (plus four additional hours per trimester), to discuss best practices, goals, student progress, interventions and necessary topics to aid in student and teacher success. Increase parent community opportunities. Increase risk-taking opportunities through STEAM activities so that children are comfortable taking risks and sharing ideas. Goal setting and Growth Mindset skill development will be discussed in our PLC's as well.	All Students	Teachers and IA's	LCAP B 15000					
12.	Teachers will utilize technology as appropriate for grade levels to support SEL	All	Teachers	LCAP B 4278 Lottery 552					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
13.	Social emotional learning and growth mindset resources and staff.	All	All Staff	LCAP B 4856 Lottery 2000					
14.	PBIS resources and incentives	All	All Staff	LCAP B 500 LCAP S 500 Lottery 2000					
15.									
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

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

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

*Thinking Maps
*Use ELD strategies, language readers, pre-teach vocabulary, HM picture cards, story retelling cards, small groups focusing on EL comprehension strategies
*Leveled readers for all levels, peer support, accessible books, technology, RAZKids, and Lexia.
*Small groups with ERC and Secon Steps as applicable.
*Academic vocabulary is woven into regular instruction
*Prompts to use academic vocabulary on tests/ in context.
*Words are visible in the room for students to draw on.
*Calm Classroom mindfulness videos
*Second Step videos, picture cards, posters
*By providing a safe and enriching environment where visuals, echoing, choral response, vocabulary development, thinking maps, discussions, partner pair/share, realia, technology, chants, and songs are encouraged throughout the day.
*Visuals
*One-to-One Conferencing
*Sentence Stems (I have learned….., I will learn….)
*Color Coding for Emotions

Low-Income/Foster Youth Students:

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

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

teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

*Thinking Maps
*Leveled readers for all levels, peer support, accessible books, technology, RAZKids, and Lexia.
*Small groups with ERC and Second Steps as applicable
*Calm Classroom mindfulness videos
*Second Step videos, picture cards, posters
*We focus on what work can be done in the classroom to intervene with these students. We use small group work to meet these students' needs.
*We will use community circles and ERC to meet the social-emotional needs of our students.
*Support of Intervention IA
*One on one instruction
*Small group instruction
*EIRM
*Songs/Chants
*Kinesthetic Movement
*Discuss students specifically at PLC and MTSS meetings.

Addendum

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

Instructions

1. Stakeholder Engagement

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

Involvement Process: Directions included in document.

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

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

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

2. Needs Assessment

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

Relevant Data Sources:
CA Dashboard (Required)
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

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

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

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

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

Relevant Data Sources:

Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

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

Relevant Data Sources:

Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

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

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

3. Goals, Strategies and Proposed Expenditures

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

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

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

Planned Strategies and Activities:

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

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

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. Budget Summary

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

The budget summary should be completed as follows:

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

Title I

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

Title III – LEP and Immigrant

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

Programs Included in this Plan (Allocation as of Fall)

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

Analysis

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

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	59	51
Grade 1	43	78	63
Grade 2	52	61	96
Grade3	67	81	73
Grade 4	68	99	83
Grade 5	62	104	101
Grade 6	64	91	101
Total Enrollment	404	573	568

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	102	161	138	25.2%	28.1%	24.3%
Fluent English Proficient (FEP)	47	71	108	11.6%	12.4%	19.0%
Reclassified Fluent English Proficient (RFEP)	56			54.9%		

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	74	86	71	0	72	64	0	72	63	0.0	83.7	90.1
Grade 4	66	104	77	0	94	69	0	94	69	0.0	90.4	89.6
Grade 5	68	107	101	0	93	91	0	93	91	0.0	86.9	90.1
Grade 6	71	94	99	0	88	91	0	88	91	0.0	93.6	91.9
All Grades	279	391	348	0	347	315	0	347	314	0.0	88.7	90.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.	2470.		45.83	50.79		27.78	25.40		12.50	6.35		13.89	17.46
Grade 4		2528.	2487.		55.32	31.88		19.15	31.88		13.83	17.39		11.70	18.84
Grade 5		2542.	2569.		37.63	46.15		31.18	34.07		12.90	12.09		18.28	7.69
Grade 6		2549.	2546.		27.27	29.67		28.41	28.57		28.41	24.18		15.91	17.58
All Grades	N/A	N/A	N/A		41.50	39.17		26.51	30.25		17.00	15.61		14.99	14.97

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		36.11	30.16		48.61	55.56		15.28	14.29
Grade 4		43.62	24.64		52.13	65.22		4.26	10.14
Grade 5		34.41	40.66		53.76	52.75		11.83	6.59
Grade 6		28.41	25.27		55.68	54.95		15.91	19.78
All Grades		35.73	30.57		52.74	56.69		11.53	12.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.11	34.92		55.56	52.38		8.33	12.70
Grade 4		37.23	15.94		55.32	69.57		7.45	14.49
Grade 5		31.18	37.36		49.46	51.65		19.35	10.99
Grade 6		18.18	20.88		63.64	52.75		18.18	26.37
All Grades		30.55	27.39		55.91	56.05		13.54	16.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	20.63		68.06	69.84		9.72	9.52
Grade 4		19.15	15.94		75.53	69.57		5.32	14.49
Grade 5		19.35	15.38		70.97	80.22		9.68	4.40
Grade 6		17.05	26.37		71.59	65.93		11.36	7.69
All Grades		19.31	19.75		71.76	71.66		8.93	8.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.61	26.98		69.44	63.49		6.94	9.52
Grade 4		25.53	24.64		68.09	65.22		6.38	10.14
Grade 5		32.26	37.36		61.29	54.95		6.45	7.69
Grade 6		26.14	27.47		64.77	62.64		9.09	9.89
All Grades		27.09	29.62		65.71	61.15		7.20	9.24

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	74	86	71	0	86	70	0	86	70	0.0	100.0	98.6
Grade 4	66	104	77	0	104	75	0	104	75	0.0	100.0	97.4
Grade 5	68	107	101	0	106	100	0	106	100	0.0	99.1	99.0
Grade 6	71	94	99	0	94	97	0	94	97	0.0	100.0	98.0
All Grades	279	391	348	0	390	342	0	390	342	0.0	99.7	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2473.	2479.		36.05	48.57		33.72	24.29		19.77	14.29		10.47	12.86
Grade 4		2520.	2497.		35.58	30.67		38.46	33.33		16.35	16.00		9.62	20.00
Grade 5		2533.	2561.		32.08	50.00		18.87	18.00		31.13	23.00		17.92	9.00
Grade 6		2558.	2580.		27.66	36.08		25.53	26.80		29.79	25.77		17.02	11.34
All Grades	N/A	N/A	N/A		32.82	41.52		28.97	25.15		24.36	20.47		13.85	12.87

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		55.81	58.57		37.21	30.00		6.98	11.43
Grade 4		50.00	40.00		38.46	38.67		11.54	21.33
Grade 5		31.13	50.00		53.77	39.00		15.09	11.00
Grade 6		29.79	32.99		51.06	56.70		19.15	10.31
All Grades		41.28	44.74		45.38	42.11		13.33	13.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.88	38.57		45.35	47.14		19.77	14.29
Grade 4		36.54	25.33		47.12	54.67		16.35	20.00
Grade 5		21.70	40.00		62.26	52.00		16.04	8.00
Grade 6		21.28	32.99		59.57	54.64		19.15	12.37
All Grades		28.46	34.50		53.85	52.34		17.69	13.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.37	41.43		52.33	45.71		9.30	12.86
Grade 4		38.46	30.67		52.88	56.00		8.65	13.33
Grade 5		25.47	32.00		55.66	60.00		18.87	8.00
Grade 6		27.66	30.93		61.70	54.64		10.64	14.43
All Grades		32.31	33.33		55.64	54.68		12.05	11.99

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.1	1421.7	1436.3	1422.9	1420.5	1414.5	1423.5	1424.6	1487.1	24	27	19
1	1442.1	1450.8	1452.3	1437.7	1438.8	1440.3	1445.7	1462.2	1463.6	18	19	16
2	1470.0	1446.8	1479.2	1449.2	1438.2	1474.4	1490.1	1454.9	1483.6	12	14	22
3	1496.1	1445.6	1466.2	1490.8	1439.7	1474.3	1501.1	1451.0	1457.7	29	22	15
4	1497.6	1494.1	1465.5	1494.5	1491.6	1455.5	1500.6	1496.2	1475.0	14	24	13
5	1517.6	1473.8	1521.8	1519.6	1456.3	1522.5	1515.3	1490.8	1520.4	19	26	26
6	1509.9	1492.3	1484.8	1507.4	1479.3	1469.2	1511.9	1505.1	1499.8	14	15	19
All Grades										130	147	130

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	25.93	31.58	33.33	7.41	31.58	58.33	40.74	21.05	0.00	25.93	15.79	24	27	19
1	11.11	5.26	6.25	38.89	42.11	37.50	22.22	42.11	43.75	27.78	10.53	12.50	18	19	16
2	33.33	7.14	9.09	16.67	21.43	54.55	16.67	28.57	22.73	33.33	42.86	13.64	12	14	22
3	27.59	9.09	6.67	31.03	13.64	26.67	20.69	27.27	33.33	20.69	50.00	33.33	29	22	15
4	21.43	16.67	7.69	35.71	45.83	23.08	14.29	8.33	15.38	28.57	29.17	53.85	14	24	13
5	36.84	19.23	23.08	15.79	0.00	23.08	31.58	30.77	30.77	15.79	50.00	23.08	19	26	26
6	21.43	20.00	0.00	28.57	6.67	31.58	28.57	33.33	21.05	21.43	40.00	47.37	14	15	19
All Grades	22.31	15.65	13.08	29.23	19.05	33.08	29.23	29.93	26.92	19.23	35.37	26.92	130	147	130

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	4.17	22.22	15.79	41.67	11.11	42.11	37.50	25.93	15.79	16.67	40.74	26.32	24	27	19
1	27.78	5.26	12.50	5.56	31.58	25.00	38.89	42.11	37.50	27.78	21.05	25.00	18	19	16
2	25.00	21.43	22.73	25.00	7.14	36.36	25.00	35.71	31.82	25.00	35.71	9.09	12	14	22
3	41.38	18.18	33.33	31.03	18.18	26.67	6.90	22.73	13.33	20.69	40.91	26.67	29	22	15
4	35.71	45.83	23.08	35.71	20.83	15.38	7.14	0.00	15.38	21.43	33.33	46.15	14	24	13
5	42.11	19.23	34.62	26.32	15.38	30.77	15.79	19.23	15.38	15.79	46.15	19.23	19	26	26
6	28.57	26.67	5.26	42.86	26.67	36.84	7.14	13.33	31.58	21.43	33.33	26.32	14	15	19
All Grades	29.23	23.13	21.54	30.00	18.37	31.54	20.00	21.77	23.08	20.77	36.73	23.85	130	147	130

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	16.67	11.11	31.58	33.33	22.22	26.32	50.00	55.56	36.84	0.00	11.11	5.26	24	27	19
1	5.56	10.53	6.25	38.89	42.11	31.25	16.67	42.11	50.00	38.89	5.26	12.50	18	19	16
2	33.33	0.00	9.09	25.00	28.57	36.36	25.00	42.86	36.36	16.67	28.57	18.18	12	14	22
3	13.79	4.55	0.00	34.48	13.64	6.67	17.24	27.27	53.33	34.48	54.55	40.00	29	22	15
4	14.29	4.17	7.69	28.57	29.17	7.69	14.29	33.33	23.08	42.86	33.33	61.54	14	24	13
5	10.53	0.00	11.54	21.05	15.38	26.92	26.32	34.62	23.08	42.11	50.00	38.46	19	26	26
6	14.29	6.67	0.00	14.29	13.33	21.05	21.43	13.33	21.05	50.00	66.67	57.89	14	15	19
All Grades	14.62	5.44	10.00	29.23	23.13	23.85	25.38	36.73	33.85	30.77	34.69	32.31	130	147	130

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	16.67	22.22	21.05	79.17	66.67	63.16	4.17	11.11	15.79	24	27	19
1	27.78	26.32	31.25	50.00	63.16	62.50	22.22	10.53	6.25	18	19	16
2	33.33	14.29	31.82	41.67	64.29	59.09	25.00	21.43	9.09	12	14	22
3	37.93	27.27	33.33	37.93	40.91	40.00	24.14	31.82	26.67	29	22	15
4	50.00	54.17	15.38	28.57	16.67	30.77	21.43	29.17	53.85	14	24	13
5	36.84	7.69	34.62	47.37	53.85	46.15	15.79	38.46	19.23	19	26	26
6	21.43	20.00	0.00	57.14	53.33	68.42	21.43	26.67	31.58	14	15	19
All Grades	31.54	25.17	24.62	50.00	50.34	53.85	18.46	24.49	21.54	130	147	130

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	8.33	25.93	10.53	50.00	18.52	52.63	41.67	55.56	36.84	24	27	19
1	22.22	0.00	6.25	38.89	63.16	43.75	38.89	36.84	50.00	18	19	16
2	33.33	14.29	22.73	41.67	35.71	72.73	25.00	50.00	4.55	12	14	22
3	48.28	18.18	26.67	34.48	36.36	46.67	17.24	45.45	26.67	29	22	15
4	42.86	33.33	23.08	35.71	33.33	23.08	21.43	33.33	53.85	14	24	13
5	42.11	23.08	50.00	42.11	23.08	30.77	15.79	53.85	19.23	19	26	26
6	50.00	33.33	26.32	28.57	26.67	42.11	21.43	40.00	31.58	14	15	19
All Grades	34.62	21.77	25.38	39.23	32.65	45.38	26.15	45.58	29.23	130	147	130

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	4.17	18.52	36.84	91.67	55.56	47.37	4.17	25.93	15.79	24	27	19
1	5.56	21.05	18.75	61.11	68.42	56.25	33.33	10.53	25.00	18	19	16
2	25.00	7.14	13.64	50.00	57.14	68.18	25.00	35.71	18.18	12	14	22
3	24.14	4.55	0.00	41.38	31.82	33.33	34.48	63.64	66.67	29	22	15
4	14.29	4.17	0.00	42.86	62.50	38.46	42.86	33.33	61.54	14	24	13
5	21.05	7.69	23.08	42.11	30.77	38.46	36.84	61.54	38.46	19	26	26
6	7.14	20.00	10.53	35.71	0.00	31.58	57.14	80.00	57.89	14	15	19
All Grades	14.62	11.56	16.15	53.85	44.90	45.38	31.54	43.54	38.46	130	147	130

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	54.17	33.33	63.16	33.33	62.96	31.58	12.50	3.70	5.26	24	27	19
1	11.11	5.26	6.25	66.67	89.47	93.75	22.22	5.26	0.00	18	19	16
2	41.67	7.14	13.64	50.00	71.43	68.18	8.33	21.43	18.18	12	14	22
3	24.14	0.00	6.67	48.28	63.64	53.33	27.59	36.36	40.00	29	22	15
4	7.14	12.50	7.69	57.14	50.00	30.77	35.71	37.50	61.54	14	24	13
5	5.26	3.85	7.69	68.42	61.54	61.54	26.32	34.62	30.77	19	26	26
6	21.43	0.00	10.53	57.14	57.14	36.84	21.43	42.86	52.63	14	14	19
All Grades	24.62	10.27	16.92	53.08	64.38	54.62	22.31	25.34	28.46	130	146	130

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**
573	**17.3**	**28.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in College Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	161	28.1
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	99	17.3
Students with Disabilities	47	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.9
American Indian		
Asian	273	47.6
Filipino	23	4.0
Hispanic	66	11.5
Two or More Races	56	9.8
Pacific Islander	1	0.2
White	120	20.9

Conclusions based on this data:

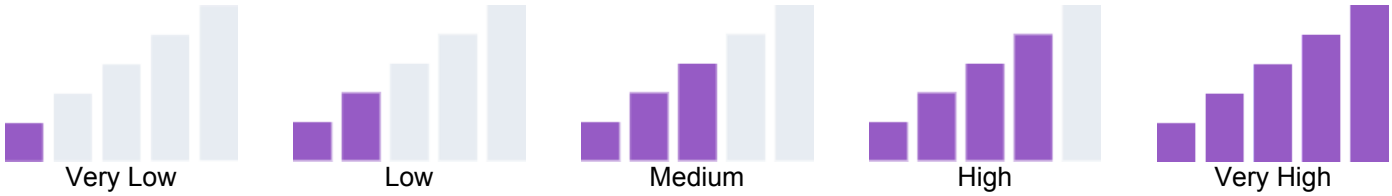
1. College Park has a very diverse group of students. Our Newcomer and BSLC programs bring students from other attendance areas to our campus as well. We have many English learners as a result and many stay at College Park after they spend one year in our Newcomer classrooms. Teachers are very aware of how diverse we are and they design their classrooms and lessons and build classroom culture according to this diversity.
2. The goals that our grade levels chose outline strategies to support all of these types of learners. They differentiate during WIN (Whatever I Need) intervention time, assess students weekly to understand their understanding on essential standards, and provide instruction and supports based on all their students' needs.
3. We will continue to monitor these subgroups for proficiency in our grade-level standards and provide instruction based on their individual needs.

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
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: High		

Conclusions based on this data:

1. We do challenge all learners to achieve at a high level. Our teachers use rigorous lessons and teaching materials to teach our drade-level standards. We monitor students through assessments that are given througout the year to gauge progress. Teachers collaborate weekly to discuss students, assessments, and lesson plans to maintain fidelity and fairness for all of our students.

2. We pride ourselves on trying to get students to school and keeping them safe. Our teachers plan lessons that are engaging and we offer many extracurricular activities to challenge our students and make learning fun. We have access to science labs, music classes, art lessons, iLab access with robots, Legos and coding machines, and PE lessons that are led by our PE paraprofession

3. We will continue to improve our overall achievement for our students using the strategies outlined in this plan. To improve our scores, we are looking to implement an intervention teacher next year to work with our most at-risk students on ELA and math targets. We hope to improve our scores using this new model and we hope to continue building capacity in all of our students.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

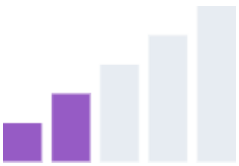
This section provides number of student groups in each level.

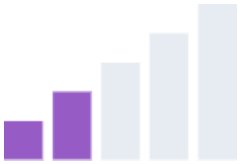
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	0	4	1

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
High	High	No Performance Level
41.0 points above standard	12.5 points above standard	1 Student
335 Students	99 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	High	Low
1 Student	16.9 points above standard	49.7 points below standard
	61 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 55.3 points above standard 146 Students	No Performance Level 87.1 points above standard 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.3 points below standard 34 Students	High 41.7 points above standard 41 Students	No Performance Level 1 Student	High 41.0 points above standard 76 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.1 points below standard 31 Students	52.5 points above standard 68 Students	49.3 points above standard 216 Students

Conclusions based on this data:

1. Because we have a large group of ELs in our Newcomer classroom and we have quite a few that stay with us after they finish their first year, we feel this impacts our current EL population more than other sites. The data for our reclassified ELs shows that they are making progress 52.5 points above the standard mean. From our perspective, they are progressing well and the strategies that we are using to support them are working well.
2. We do have an extra population of students with disabilities at College Park because we have 3 BSLC classrooms. Many of these students have behavior concerns that impact academics and test-taking. A majority of them are working at grade level based on classroom assessments but they have difficulty maintaining patience during longer assessments. We will continue to monitor these subgroups to see if we notice any changes or patterns in this data.
3. We do have a large percentage of hispanic students that are not performing well according to these metrics. A handful of these students are in our special education programs but overall, we feel that our Tier 3 interventions next year should better target this subgroup.

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.

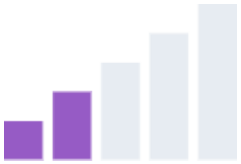
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	0	3	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Very High	No Performance Level
29.3 points above standard	35.9 points above standard	1 Student
336 Students	100 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
1 Student	3.5 points above standard	44.3 points below standard
	61 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 56.9 points above standard 147 Students	No Performance Level 50.7 points above standard 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 51.9 points below standard 34 Students	High 15.3 points above standard 41 Students	No Performance Level 1 Student	High 21.8 points above standard 76 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
26.5 points below standard 32 Students	65.3 points above standard 68 Students	23.9 points above standard 216 Students

Conclusions based on this data:

1. We feel that our math data is more impacted by our students with disability population. Like we mentioned before, we do have 25% of our hispanic students in special education. We will continue to support this subgroup with our interventions and our Tier 3 interventions next year.
2. Outside of our special education and Hispanic populations, we are performing well in math. We feel that our goals and strategies to teach math reflect in our academic scores.
3. We always want to keep improving. We are hopeful that one of our colleagues will be trained by the California Math Project and she will bring her learning back to teach the rest of the staff her new knowledge.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

62.7 making progress towards English language proficiency

Number of EL Students: 59 Students

Performance Level: 4

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
10.2%	27.1%	0.0%	62.7%

Conclusions based on this data:

1. We feel that our Newcomer program has built a strong foundation for academic progress for our ELs. We continue to provide intervention for our ELs when they leave our program and we feel that our WIN program has provided the necessary interventions that assist in this growth. We will continue to monitor this subgroup in our Tier 3 intervention program next year.
2. Next year we will continue to train teachers and focus on designated EL time. We have grouped the students in classes depending on their level for next year, so hopefully that will help.
3. Next year we are hoping to have coordinated curriculum for our EL's and as the years go by, we are trying to make improvements in the instruction of our EL's. We will continue to do so.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

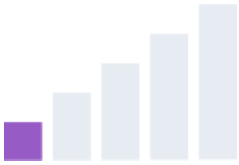
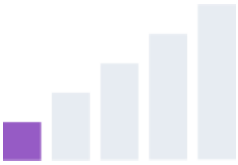
Very High	High	Medium	Low	Very Low
4	0	1	2	0

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
High	Medium	No Performance Level
11.4% Chronically Absent	5.6% Chronically Absent	Less than 11 Students
623 Students	198 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	20.5% Chronically Absent	25.4% Chronically Absent
2 Students	112 Students	63 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		Low	No Performance Level
Less than 11 Students		3.5% Chronically Absent	0% Chronically Absent
7 Students		315 Students	23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Low	No Performance Level	Very High
33.8% Chronically Absent	3.6% Chronically Absent	Less than 11 Students	24.8% Chronically Absent
68 Students	84 Students	1 Student	125 Students

Conclusions based on this data:

1. This has been an area of concern for us since the pandemic. We do have more students that are missing school or staying home because of illness. We address this through parent conferences, SST meetings, and careful review of student attendance through our SARB process.
2. In addition, we sent far more letters this year for truancies and any attendance issues and will continue to do so, as well as holding conferences with parents to discuss the importance of being here daily on time.
3. We hope to increase the parent conferences and SST's for students who are chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
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
1	1	1	3	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.1% suspended at least one day	1% suspended at least one day	Less than 11 Students
637 Students	204 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	5.3% suspended at least one day	7.7% suspended at least one day
2 Students	114 Students	65 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Low	No Performance Level
Less than 11 Students		0.6% suspended at least one day	0% suspended at least one day
8 Students		321 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Very Low	No Performance Level	Low
2.9% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.8% suspended at least one day
69 Students	86 Students	1 Student	129 Students

Conclusions based on this data:

1. With our special programs on our campus, we have frequent escalated behaviors. We have trained staff to support these behaviors but we still notice that most of the suspensions occur in this program. It is something to be mindful of because we do have some alternatives to suspension that we can implement.

Timestamp	Parent Name (First and L	Parent E-mail	Will you be able to attend	Do you require childcare	Preferred Language of C	What topics would you lik	When considering ELAC meetings, what time of the	Would like to learn more	Do you have any additional questions or comments you may have regarding English Learner Services?
9/30/2022 15:16:49	Wakako Sakamoto	sep.6.05@gmail.com	No	No thanks!	Japanese	ELPAC (English Learning	After School (2:30-3:00pm)	No	
9/30/2022 17:49:39	Ali Albajari	Bajari78@yahoo.com	No	No thanks!	English	Motivating your Child, Ho	After School (2:30-3:00pm)	No	No
10/1/2022 0:19:47	sangjin lee	hisangjin2022@gmail.co	No	No thanks!	Korean	Motivating your Child, Bu	Evening (5:00-5:30pm)	No	
10/1/2022 22:25:20	Michiko Nakamura	mo2_curo@yahoo.co.jp	No	No thanks!	Japanese	Growth Mindset, Motivati	Evening (5:00-5:30pm)	No	
10/3/2022 0:17:11	Masumi Takahashi	masu.t.0822@gmail.com	No	No thanks!	Japanese	Growth Mindset, Motivati	Evening (5:00-5:30pm)	No	I will not be attending on 10/20. Because I have to pick up my oldest daughter from school.
10/3/2022 8:00:03	Hiroki Yanagi	hyanagi@americatoda.c	No	No thanks!	Japanese	Reclassification, Motivati	Evening (5:00-5:30pm)	No	
10/5/2022 10:03:51	Megumi Miura	streem0411@gmail.com	No	No thanks!	Japanese	Growth Mindset, Motivati	Evening (5:00-5:30pm)	No	
9/30/2022 16:00:17	Guangfeng Huang	china67890@gmail.com	Yes	2	Mandarin	Reclassification, Growth	After School (2:30-3:00pm)	No	Can my kids stays at College Park School after the EL stage?
9/30/2022 17:16:37	Hongo Luo	leseleyluo@gmail.com	Yes	No thanks!	Mandarin	ELPAC (English Learning	After School (2:30-3:00pm)	No	No
10/1/2022 0:05:49	Tong Yao	yaotong21cn@hotmail.cc	Yes	1	Mandarin	CAASPP (State Testing),	After School (2:30-3:00pm)	No	
10/1/2022 9:23:03	Lisa De Luigi	Lisa.deluigi@gmail.com	No		English	Reclassification	After School (2:30-3:00pm)	No	
10/1/2022 22:31:21	Erina Takinami	takoeri@gmail.com	Yes	1	Japanese	Reclassification, Motivati	After School (2:30-3:00pm)	No	
10/2/2022 16:42:36	Shyamala Chandramoha	shamugct@gmail.com	Yes	No thanks!	English	Building Vocabulary	Evening (5:00-5:30pm)	No	
10/4/2022 13:26:46	Li Ren	Renli782@outlook.com	Yes	1	Mandarin	CAASPP (State Testing),	After School (2:30-3:00pm)	No	
10/5/2022 5:59:12	Alona Astakhova	alyonasta@gmail.com	Yes	2	English	CAASPP (State Testing),	Before School (7:20-7:50 am)	No	no
10/6/2022 14:04:20	Ellen hung	skopooh11@gmail.com	Yes	1	Mandarin	Motivating your Child, Bu	After School (2:30-3:00pm)	No	
10/7/2022 8:49:11	Sarai Terrazas	saraiterrazas@hotmail.c	Yes	2	English	CAASPP (State Testing),	Evening (5:00-5:30pm)	No	no
10/7/2022 11:00:52	Erika Sasano	piku530@gmail.com	Yes	2	Japanese	CAASPP (State Testing),	After School (2:30-3:00pm)	No	
9/30/2022 14:45:25	Leila Sham-Bayati	lsh20020@yahoo.com	Yes	No thanks!	English	CAASPP (State Testing),	Before School (7:20-7:50 am), Evening (5:00-5:30pm	Yes	
9/30/2022 14:58:16	Yue Yu	yuy.lewei@gmail.com	Yes	No thanks!	English	ELPAC (English Learning	After School (2:30-3:00pm), Evening (5:00-5:30pm)	Yes	
9/30/2022 14:58:25	Xiaoshuai Hao	xiaoshuai8988@gmail.cc	Yes	1	Mandarin	Building Vocabulary, How	Evening (5:00-5:30pm)	Yes	
9/30/2022 15:48:11	Yandong Liu	yandong-liu@hotmail.cor	Yes	1	Mandarin	Growth Mindset, Motivati	After School (2:30-3:00pm)	Yes	
9/30/2022 16:56:17	Rita Chiu	jingjingchiu@gmail.com	Yes	2	Mandarin	CAASPP (State Testing),	After School (2:30-3:00pm)	Yes	
9/30/2022 21:44:51	Kseniia Glebova	Ksenya.v.glebova@gmai	Yes	1	English	CAASPP (State Testing),	Evening (5:00-5:30pm), Everything from 4:00	Yes	
10/1/2022 6:31:57	Ada Wu	912804263@qq.com	Yes	No thanks!	Mandarin	ELPAC (English Learning	After School (2:30-3:00pm), Evening (5:00-5:30pm)	Yes	Thank you
10/15/2022 8:29:07	Merav Avihou	galitziano@gmail.com	Yes	No thanks!	English	Motivating your Child, Bu	Evening (5:00-5:30pm)	No	
10/15/2022 13:05:45	Yuri Martínez	e.yuya@hotmail.con	Yes	1	Spanish	Building Vocabulary	Evening (5:00-5:30pm)	Yes	
10/17/2022 15:21:58	Yuko Miyoshi	yu072230@yahoo.co.jp	No	No thanks!	Japanese	Motivating your Child, Bu	Before School (7:20-7:50 am)	No	No
10/19/2022 16:40:06	Binnaz Gecu	binnazhoca@gmail.com	Yes	No thanks!	English	CAASPP (State Testing),	Evening (5:00-5:30pm)	Yes	
10/19/2022 20:00:58	Alona Astakhova	67 Topeka, Irvine, 92604	Yes	2	Russian	Growth Mindset, Building	After School (2:30-3:00pm)	No	
10/20/2022 9:30:05	Akiko Abe	aalucy12@gmail.com	No	No thanks!	Japanese	Reclassification, Building	After School (2:30-3:00pm)	No	
10/20/2022 10:49:19	Aliaksandr Bullo	virtuz.blr@gmail.com	Yes	2	English	ELPAC (English Learning	Evening (5:00-5:30pm)	No	
				22					

Timestamp	Your name:	Your email	Did you view the ELAC m February ELAC Video on or February ELAC Presenta	If you have any questions, please include below:	
2/27/2023 17:27:31	Guangfeng Winston Hua	china67890@gmail.com	Yes	Thank you Mrs. Velarde.	
2/27/2023 17:43:45	yue yu	yuy.lewei@gmail.com	Yes		
2/27/2023 18:00:33	Shyamala Chandramoha	shamugct@gmail.com	Yes		
2/27/2023 18:45:37	Tzuting hung	skopooh11@gmail.com	Yes		
2/27/2023 19:18:32	Xiao Chen	cx4961@163.com	Yes	None	
2/27/2023 21:35:33	Rita Chiu	jingjingchiu@gmail.com	Yes		
2/27/2023 21:49:00	Yuri martinez	e.yuya@hotmail.com	Yes		
2/27/2023 21:54:14	Erika Sasano	piku530@gmail.com	Yes		
2/27/2023 22:28:57	Anhar Abdrabbou	anharrashed19@gmail.c	Yes		
2/28/2023 0:09:30	sangjin lee	hisangjin2022@gmail.co	Yes	no	
2/28/2023 0:45:15	WENDI CHEN	whteacherchen@gmail.c	Yes		
2/28/2023 9:13:39	Shijuan Dong	xiaobaodong111@gmail.(	Yes		
2/28/2023 10:14:16	Akiko Hoshino	aco.yamaguchi@gmail.c	Yes		
2/28/2023 11:53:46	Natali	Malkah	Yes		
2/28/2023 12:22:43	Mihoko Maeyama	mihocoro@hotmail.com	Yes		
2/28/2023 16:31:43	Yuanyuan Ye	keaixiaodoubao@gmail.c	Yes		
2/28/2023 16:32:02	Dan Liu	keaixiaodoubao@gmail.c	Yes		
2/28/2023 16:59:54	Xiangyun Li	lxy1989510@163.com	Yes		
2/28/2023 17:30:32	LI REN	renli782@outlook.com	Yes		
2/28/2023 18:43:29	Akiko Abe	aalucy12@gmail.com	Yes		
3/1/2023 10:09:26	Saraí Terrazas	saraiterrazas@hotmail.co	Yes		
3/1/2023 11:18:38	naoko fujimoto	kano.shio5536@gmail.co	Yes		
3/1/2023 12:19:29	shanshan xu	1641348284@qq.com	Yes	When is the specific time?	
3/1/2023 15:55:32	Peili Shih	peili.shih@gmail.com	Yes	No	
3/1/2023 16:19:53	Daniel Munoz	Dmunozpx@gmail.com	Yes		
3/2/2023 13:21:15	chunfeng Yang	yangchunfeng200@gmai	Yes		
3/2/2023 21:57:16	Michiko Nakamura	mo2_curo@gmail.com	Yes		

Timestamp	Your name:	Your email	Did you view the ELAC m February ELAC Video on or February ELAC Presenta	If you have any questions, please include below:	
3/5/2023 11:52:38	Wakako Sakamoto	sep.6.05@gmail.com	Yes		
3/5/2023 18:53:19	Masumi Takahashi	masu.t.0822@gmail.com	Yes		
3/6/2023 16:40:17	Eric Thai	eric.thai711@gmail.com	Yes	N/A	
3/9/2023 7:48:31	Hongbo Luo	leseleyluo@gmail.com	Yes	No,thanks!	
3/9/2023 8:04:20	Hongbo Luo	leseleyluo@gmail.com	Yes	No,thanks!	
3/11/2023 12:29:03	Xinyuan Mu	mm515178518@gmail.c	Yes	none	
3/17/2023 17:35:55	Alona Astakhova	alyonasta@gmail.com	Yes	none	
3/20/2023 20:11:52	Eriko Kojima	erkerk110@icloud.com	Yes		

Timestamp	Your name:	Your email address:
11/10/2022 14:39:55	Xiaoshuai Hao	1034369108@qq.com
		11303128@qq.com
		114304769@QQ.COM
		1405174125@qq.com
11/10/2022 14:39:19	Qiyue zhou	1641348284@qq.com
		1740099092@qq.com
		1980dmitrenko@gmail.com
		21117sveta@gmail.com
		285975832@qq.com
		398105859@qq.com
		6135935@qq.com
		893154403@qq.com
		912804263@qq.com
		9551583@qq.com
		a1122111a@aliyun.com
		aakos5624@aol.com
		aalucy12@gmail.com
		abida_rahmani@hotmail.com
11/10/2022 14:39:12	AKIKO HOSHINO	aco.yamaguchi@gmail.com
		actpig.co@gmail.com
		Afshin.mortazavi@gmail.com
		ahyi1217@gmail.com
11/10/2022 14:39:46	Alona Astakhova	alyonasta@gmail.com
		amyshang0602@gmail.com
		Anharrashed19@gmail.com
		aromama.rn@gmail.com
		ashraf.abusaad@gmail.com
		Babaki@hotmail.com
		baisn51@gmail.com
		bajari78@yahoo.com
		BE79HOA@YAHOO.COM

Timestamp	Your name:	Your email address:
		binnazhoca@gmail.com
		blackice-84@hotmail.com
		chanselo1369@gmail.com
		chenzhuca@gmail.com
11/10/2022 14:39:30	Yanzhao chi	Chijacky88@gmail.com
		chika926@hotmail.co.jp
11/10/2022 14:39:41	Guangfeng Winston Hua	china67890@gmail.com
		chizuko-m@hotmail.co.jp
		cinghawaii@gmail.com
		curtatomic@hotmail.com
		cx4961@163.com
		daisuke.hoshino@gmail.com
		daizo.nishioka@gmail.com
		diachenko.vladimir@gmail.com
		Dmunozpx@gmail.com
11/10/2022 14:40:03	dophina	dophina.x@gmail.com
		doriszhu2003@yahoo.com
		dungtaylor@hotmail.com
		e.2511.smz@gmail.com
11/10/2022 14:39:41	Yuri Martínez	e.yuya@hotmail.com
		Edwacua184@gmail.com
		edwardyu1994@gmail.com
		eimooooo1018@gmail.com
11/10/2022 14:40:37	Olena Diachenko	Elena.suhaya@gmail.com
		elenahahm80@gmail.com
		ELENAYUN@YAHOO.COM
		elmiralevon@gmail.com
		epoch1003@hanmail.net
		ERIC.THAI711@GMAIL.COM
		erkerk110@icloud.com

Timestamp	Your name:	Your email address:
		f.ni@163.com
		fabriziodimaio0976@gmail.com
		fenniehuang75@gmail.com
		fotima.a78@gmail.com
		furkat_o@yahoo.com
11/10/2022 14:39:21	Merav Avihou	galitziano@gmail.com
		gokaygecu@gmail.com
		graydd@hotmail.com
		hackmission571@gmail.com
		hadeel.agha1@hotmail.com
		hahmmichael@gmail.com
		hanan.khyat@gmail.com
11/10/2022 14:39:23	Huan	Happy4961@163.com
		henryhsu1973@gmail.com
		hernandez.maria8@yahoo.com
		hisangjin2022@Gmail.com
		hjhan9912@naver.com
		honjax7@gmail.com
		hoomaisayed4@gmail.com
		hsafai1@hotmail.com
		Huyphungny@msn.com
		hyanagi@americatoda.com
		iiivan.fan@gmail.com
		ishidausa202112@gmail.com
		itakashi1140@hotmail.com
		jacob_hadad@hotmail.com
		jamadiel24@gmail.com
		jessie007wu@gmail.com
		jibincao0212@163.com
		jiefangwu646@gmail.com

Timestamp	Your name:	Your email address:
11/10/2022 14:39:59	Rita Chiu	Jingjingchiu@gmail.com
		Jingtian.Li@outlook.com
		jplegris66@gmail.com
		kabe@makitausa.com
		kano.shio5536@gmail.com
		kazu.takahashi@paramountbed-us.com
11/10/2022 14:39:49	kexie	kekemm2020@gmail.com
		kfujimoto@maruchaninc.com
		khammoudeh@hotmail.com
		kojikoji54oc@outlook.com
11/10/2022 14:40:21	Kseniia Glebova	Ksenya.v.glebova@gmail.com
		lafengdaizi@gmail.com
		leejayray@163.com
11/10/2022 14:39:20	yanqi lei	leiyanqi888@gmail.com
		leseleyluo@gmail.com
		lisa.deluigi@gmail.com
		Lsh20020@yahoo.com
		lukian@list.ru
		lxy1989510@163.com
		m.satheshkumar@gmail.com
		maisoonkiswani@yahoo.com
		mariela.santana17@yahoo.com
11/10/2022 14:39:16	Masumi Takahashi	masu.t.0822@gmail.com
		mayumip13q@gmail.com
		Michael841010@gmail.com
		mjlim0128@naver.com
		mm515178518@gmail.com
		mo2_curo@yahoo.co.jp
		monassarco@hotmail.com
		MRIBRAHIMABD@gmail.com

Timestamp	Your name:	Your email address:
		ms_sepas@hotmail.com
		mstzou@gmail.com
		mustafa.arslann038@gmail.com
		Myu.kirk@hotmail.com
		nausika0701@hanmail.net
		nazi.aslani@gmail.com
		Nooralbazzaz@yahoo.com
		norikoitoito@yahoo.co.jp
		nyk.yujinakamura@icloud.com
		orangehiroko823@gmail.com
		Order@vip.163.com
		ozlmozbey@gmail.com
11/10/2022 14:39:09	Peili Shih	peili.shih@gmail.com
		phuongthao0831988@yahoo.com
11/10/2022 14:38:57	Erika Sasano	piku530@gmail.com
		pinar_ertekin1987@hotmail.com
		quartette.tyys@gmail.com
		rayray0871@gmail.com
		rcns@163.com
		renli782@outlook.com
		ricesegbedji@icloud.com
		rystomoko@icloud.com
		sakamochi@gmail.com
11/10/2022 14:39:33	Sarai Terrazas	saraiterrazas@hotmail.com
		sep.6.05@gmail.com
		sepehr.ghahremani@gmail.com
		sergey.s.glebov@gmail.com
		Seungmi11289@gmail.com
		Shadowjsw@gmail.com
		shamugct@gmail.com

Timestamp	Your name:	Your email address:
		shingo.takinami@gmail.com
		shirousagi.chu@gmail.com
		shlomi.avihou@gmail.com
11/10/2022 14:40:24	Ellen Hung	skopooh11@gmail.com
		slavn-irina@mail.ru
		Soleimani.shery@gmail.com
		stealt777@gmail.com
		Stellayn@gmail.com
		Streem0411@gmail.com
		striker1980g@gmail.com
		t.kikuya@gmail.com
11/10/2022 14:39:18	Erina Takinami	takoeri@gmail.com
		Tecmppp@gmail.com
		tlukushkin@gmail.com
		tomosawa@hotmail.com
		tsuyoshi.sasano@toshiba.com
		udtom.usa@gmail.com
		uwthoward@gmail.com
		vhle@yahoo.com
11/10/2022 14:40:57	Viktoriia	vik.p.dm@gmail.com
11/10/2022 14:39:32	Michael Ian	viporderсenter@gmail.com
11/10/2022 14:39:35	Aliaksandr Bullo	virtuz.blr@gmail.com
		vivian15321893@gmail.com
		vstrawn@gmail.com
		w_bin1973@live.com
		wangyuefu@hotmail.com
		washutakashi@gmail.com
11/10/2022 14:39:46	Wendi Chen	whteachenchen@gmail.com
		williamc2000@hotmail.com
		wshan553@gmail.com

Timestamp	Your name:	Your email address:
		xiaobaodong111@gmail.com
		xiejinforever@gmail.com
		xxwang1978@gmail.com
11/10/2022 14:40:14	Yandong Liu	Yandong-liu@hotmail.com
		yangchunfeng200@gmail.com
		yaotong21cn@hotmail.com
		yasu5818@icloud.com
		yayochan310@gmail.com
		yu072230@yahoo.co.jp
		yuco.mommy@gmail.com
		yutoshimitsu@gmail.com
11/10/2022 14:39:29	yue yu	yuy.lewei@gmail.com
		zanadvorov@hotmail.com
		Zhangamy1977@gmail.com
		Zhtlanmpa@gmail.com

Timestamp	Your name:	Your email address:	
11/10/2022 14:40:25	dophina		

Timestamp	Your name:	Your email address:	
11/11/2022 0:17:35	Hiroko Sakai		
11/10/2022 14:39:21	LI REN		

Timestamp	Your name:	Your email address:
10/20/2022 14:36:03	yue yu	1740099092@qq.com
		912804263@qq.com
10/20/2022 14:36:35	Annie Qian	9551583@qq.com
		aalucy12@gmail.com
10/20/2022 14:35:55	Alona	Alyonasta@gmail.com
		Bajari78@yahoo.com
		binnazhoca@gmail.com
		china67890@gmail.com
10/20/2022 14:36:36	Xiao Chen	cx4961@163.com
10/20/2022 14:37:05	dophina	dophina.x@gmail.com
		e.yuya@hotmail.con
10/20/2022 14:35:29	Feng Ni	f.ni@163.com
10/20/2022 14:35:45	Merav Avihou	galitziano@gmail.com
10/20/2022 15:09:17	Hanan haddad	Hanan.khyat@gmail.com
10/20/2022 14:36:41	Huan Chen	Happy4961@163.com
		hisangjin2022@gmail.com
		hyanagi@americatoda.com
10/20/2022 14:39:50	Jie fang wu	Jiefangwu646@gmail .com
10/20/2022 15:08:30	Rita Chiu	Jingjingchiu@gmail.com
		Ksenya.v.glebova@gmail.com
		leseleyluo@gmail.com
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		lsh20020@yahoo.com
10/20/2022 14:35:51	Sathesh Kumar	m.satheshkumar@gmail.com
		masu.t.0822@gmail.com
		mo2_curo@yahoo.co.jp
10/20/2022 14:35:49	Michael lan	order@vip.163.com
10/20/2022 14:37:52	Erika Sasano	piku530@gmail.com
10/20/2022 14:36:01	Li ren	Renli782@outlook.com
		saraiterrazas@hotmail.com
		sep.6.05@gmail.com

Timestamp	Your name:	Your email address:	
		shamugct@gmail.com	
10/20/2022 14:35:47	Tzuting hung	skopooh11@gmail.com	
		streem0411@gmail.com	
10/20/2022 14:35:30	Erina Takinami	takoeri@gmail.com	
10/20/2022 15:33:27	Aliaksandr Bullo	virtuz.blr@gmail.com	
		xiaoshuai8988@gmail.com	
		yandong-liu@hotmail.com	
		yaotong21cn@hotmail.com	
		yu072230@yahoo.co.jp	
		yuy.lewei@gmail.com	
10/20/2022 14:41:05	Huiting Zhang	Zhtlanmpa@gmail.com	
10/20/2022 14:36:32	Edwin Arturo acuña		
10/20/2022 14:36:06	Kseniia Glebova		
10/20/2022 14:35:59	Sarai Terrazas		

School Year: 2023-24

College Park Elementary

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Park Elementary School	30-73650-6089437	5/23/23	

Educational Partner Involvement:

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

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

We consulted with all certificated staff to establish goals for our site. Also, our school site will consult with our School Site Council and ELAC in May to approve the SPSA. It will be an ongoing discussion throughout the 2023-24 school year.

Recommendations and Assurances

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

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

X English Learner Advisory Committee — Signature

X Special Education Advisory Committee — Signature

X Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

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

Attested:

Meg Gwyn		9/23/23
Typed Name of School Principal	Signature of School Principal	Date
Dan Gutierrez		5/2/23
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date