School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Van Wig Elementary School	19 64295 6011563	05/19/22

Purpose and Description

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

> Schoolwide Program
> The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.
> California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act
> (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program
> Improvement into the SPSA.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

> Van Wig Elementary staff are dedicated to cultivating the love of learning in our students to aide them in reaching their full potential. Our mission is to provide students with a rigorous and balanced curriculum to develop lifelong learners, problem solvers, and good citizens striving for successful college and career opportunities.
>
> Teachers engage in the process of Professional Learning Communities (PLC) to plan instruction, create common formative assessments, engage in data analysis and determine what instructional next steps need to occur in order for all students to achieve grade level standards and increase student achievement. Through this PLC process, teachers have developed a Guaranteed and Viable Curriculum (GVC). In this GVC, teachers have determined what the Essential Learning and Learning Targets are per grade level that are implemented school and district wide. Teachers and staff address student learning and determine their needs through the use of Common Formative Assessments (CFAs) and data analysis from multiple sources in order to inform their next steps in instruction to ensure all student leave their grade level having learned the Essential Standards.
>
> One of our main goals this school year is to continue to develop our Response to Intervention (RTI) program. RTI has over the last school year, played an integral part in our school this year as we try to address the needs and gaps in our student's learning created by school closure as a response to COVID-19. Learning Loss and gaps in learning will continue to be addressed through the use of RTI with an emphasis in ELA and Math.
>
> Social and Emotional Learning (SEL) will also play an integral part in our educational program this year. There are several programs adopted by district and implemented at Van Wig that will address the various SEL needs of our students.
>
> Through the use of our continued partnership with No Excuses University, we continue to work to bring awareness to the college culture to help ensure student are on the path the graduate college and career ready. We work on the 6 Essential Systems to bring improved educational experiences

to our students so they start on their path to college and career readiness during their elementary years.

Van Wig works to provide a welcoming and student-centered, learning environments that also strives to engage parents to be active participants in their child's learning.

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Comprehensive Needs Assessment Components

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

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

Parent Input
Parent Title 1 Surveys
Parents were allowed the opportunity to engage in our End Of Year Title 1 survey from March 2022 through April 2022. Van Wig had 37 respondents. The end of the school year Title 1 Parent surveys revealed the following:

Most responses agreed with the following (75% or more agreed or strongly agreed): our school is welcoming to parents and students; our school is a positive place for students; our school provides a safe and orderly campus; our school has high behavior expectations; my child feels connected and/or cared for in his/her classroom; the teachers keeps me informed about classroom activities such as projects and assignments, as well as my child's progress; my child receives accurate and timely feedback about the assigned homework; for the grade level of my child, the amount of homework is appropriate.

Some areas of that need further investigation and attention (more than 10% disagreed or strongly disagreed): our school staff is helpful when solving problems; our school fairly enforces the rules; the teachers keeps me informed about classroom activities such as projects and assignments, as well as my child's progress, my child understands and can complete most of the homework assigned independently;

Write in responses were mostly positive. General trends were praise for the teachers, staff, and administration for their communication and attentiveness to their children. Comments for improvement included more funding for more afterschool opportunities, communication in a more timely manner. and a need for a more welcoming front office.

Parent EL Survey
Parents were also allowed to participate in an end of year EL Parents survey. Unfortunately, Van Wig received less than 10 responses and therefore no valid conclusions can be made based upon this data. Data from the previous administration in April/May 2021 (previous school year) reveled the following:

- 65% of respondents agree with being regularly informed for ELAC and DELAC meetings 15% disagree and 20 % somewhat disagree
- 72% of respondents agree that they are informed of their child's progress in learning academic English on a regular basis
  38% somewhat agree and 11% disagree
- 72% of respondents agree that they are pleased with the ELD program
  38% somewhat agree and 11% disagree
- 75% of respondents agree that their child receive daily ELD instruction
  15% somewhat agree and 10% disagree

Overall, Parent Surveys indicated that we need to increase the organization of academic rigor for each 21st century learner. The survey also indicated a need for leadership of all stakeholders in the

development of a consistent cycle of continuous improvement. Parents have also stated that they would like an increase in parent education and parent participation opportunities. Although parents believe the school provides appropriate support when students are struggling and that accurate and timely feedback is given for assignments, parent surveys indicated students still need support at home with their assignments.

Staff Input
Staff School Climate Survey
Staff was provided the opportunity to participate in a voluntary School Climate Survey. Approximately 70% of the staff participated in this survey with approximately 65% of those stating their classification being Certificated, 22% as Classified, and the reminder abstained from answering this question. Overall the results were positive. Areas of strength where the following:

- Adults in this school are good examples of the values the school teaches (like respect, responsibility, and fairness).
- In this school, adults teach students to express emotions in proper ways.
- Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).
- Teachers at this school feel that it is part of their job to prepare students to succeed in college.
- Staff at this school recognize students for positive behavior.
- I feel like I belong.

Areas for improvement are (combined percentage for the selections "Disagree" and "Strongly Disagree")

- This school provides opportunities for students to get involved in extra-curricular activities. (23%)
- The programs and resources at the school are adequate to support student learning. (39%)
- I feel satisfied with the recognition I get for doing a good job. (19%)
- The school effectively handles student discipline and behavior problems. (30%)
- This school sets high standards for academic performance for all students.

Teacher Anecdotal Data
According to teacher anecdotal data received October 2021, teachers believe that students who are doing well in school now and who experienced little learning loss during school closure had strong parental support and high participation in online learning. Unfortunately, we had students who were not engaging in the work provided and/or had no parental support. Teachers indicate these are the students who are experiencing the most learning loss and are the ones who have the most gaps in their learning and therefore need the most intervention. Teachers report that a high percentage of their students are scoring 2 or more years behind in i-Ready Beginning of Year Diagnostic assessments. Teachers are also concerned with the lack of socialization to school and the high SEL needs of our students. Behavior in the classroom is more of a concern than in previous years.

Student Input
California Healthy Kids Survey
Fifth grade students had the opportunity to participate in the California Healthy Kids Survey this past January. Sixty-seven percent of our 5th graders participated this year. The results were very similar as in previous administrations of this survey. Results in the indicators are as follows:

- School Connectedness 70% - 2 point decline and 4 points below state average
- Academic Motivation 85% - no change and 1 point below state average

- Caring Relationships 69% - 9 point decline and 5 points below state average
- High Expectations 85% - 6 point decline and 1 pint below state average
- Meaningful Participation 33% - 14 point decline and 9 points below state average
- Perceived School Safety 76% - 8 point decline and 5 points below state average
- Low Violence Victimization 78% - 10 point increase and 17 point above state average
- Fairness 79% - 4 point decline and 3 points above state average
- Rule Clarity 83% - 11 point decline and 3 points below state average
- Social Emotional Learning Supports 83% - 2 point increase and 6 points above the state average
- Anti-Bullying Climate 82% - 4 point decrease and 6 points above state average
- Positive Behavior 94% - no change and 1 point above state average
- Parent Involvement in Schooling 78% - 4 point increase and equal to state average
- Facilities Upkeep 74% - no change and 3 points below state average

Some results that may need to be addressed are as follows:
- 17% of student report having a late bedtime of 10:00 pm or later
- 54% of students stated they do not eat breakfast even though we offer the free breakfast option on campus in the morning
- 26% of students stated they missed more than 3 days of school (which may be due to isolation and quarantine in the 21/22 school year)
- 33% of students stated they had meaningful participation in school
- 11% of students stated they used alcohol or drugs
- 3% of students stated they have used cigarettes
- 17% of students indicated they frequently feel sad

Classroom Observations

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

Informal observations are conducted through walkthroughs and observations and make up approximately 30% of each school day. Administration uses the Class Schedules provided by teachers to tailor visits in order focus on specific content areas or instructional practices. There is an attention to the implementation of the district adopted curriculum programs, standards-based instruction with a focus on the Guaranteed and Viable Curriculum and grade level identified Essential Standards, and the use of district focused strategies (Thinking Maps, GLAD, PBL, Integrated and Designated ELD, and Visible Learning Questions) during all observation and walkthroughs.

The formal evaluation process occurs yearly for approximately half of the teaching staff. A coaching model is employed to accomplish teacher observations. It is an ongoing processes throughout the year. It begins with a goals setting meeting which required teacher to do a self reflection form prior to setting goals with the principal. The formal evaluation process also consists of classroom walkthroughs, both scheduled and unscheduled, based on the agreed upon goal, a formal lesson observation on the goal, and final summative assessment meeting.

Grade level meetings are also monitored through the use of a standardized minutes template with specific areas of focus provided by the administrator. The Principal walks through all the grade level meetings each week to provide support, answer questions, and ensure the teams are on track with the specific tasks for that week. We also have Guiding Coalition members in each meeting who guide the meeting with the objectives that were predetermined during Instructional Leadership Team meetings. During this time, PLC practices are observed with an emphasis on the use of

collaboration, the use Common Formative Assessments, data analysis, data driven instruction and RTI processes and planning.

Feedback is given to to individual teachers and staff through post observation meetings, principal notes or emails to teachers after weekly classroom walkthroughs. Faulty and staff are also contacted, either individually or in group format depending on the situation, whenever there are complaints from parents, community or students. Important information is disseminated to all staff through the use of weekly bulletins, emails, and staff meetings.

Classroom observations indicate a need to address how to teach effectively post-COVID19. There is a need to ensure instructional practices are employed that not only meet the needs of students but also follow COVID-19 protocols. There are many differences in the way some classrooms are addressing this. Instructional time is being utilized for the mandated tech programs but there needs to be more consistent in how it is used instructionally and effectively so that instructional time is maximized. The staff is in need of professional development in the SAMR model so that technology is used as efficiently and effectively as possible. One Drive is a particular area for this need as most teachers and staff do not use this feature and it is essential should there be another complete shut down of our facilities. There also needs to be more of a focus on math instruction and the use of the Mathematical Practices as a means for improved student conceptual understanding of math and the application of math in real world problems rather than just rote learning of math procedures. Teachers are well versed on how to use technology equipment to deliver instruction that is engaging and accessible to students. They use the district adopted curriculum throughout the day. Teachers are well versed in the 3 areas of PLC collaboration practices: collaboration, focus on learning, data analysis as a means for driving instruction. Another area for improvement is the use of RTI and small group instruction to meet the needs of students and communication between those providing support and the general education classroom teacher. Teachers have implemented the required programs and are monitoring student progress and maintaining data for their students effectively. We have implemented this practice this year and it is going very well. Students are grouped according and instruction is at their level of need based on data collected by the grade level. They are following their RTI Action plans created during their PLT meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments have guided professional development provided by the school site and by the school district as well as provide a means for data analysis. Professional development is focused on the ongoing implementation of PLC practices and a district focus on a cycle of continuous improvement. Our staff meets three times per month for professional development and collaboration opportunities, which include implementing all elements of a PLC: focus on collaboration, focus on learning, and a focus on data analysis to improve instruction and student outcomes. These PLC practices are researched practices that contribute to building a higher level organization, focused on a cycle of continuous improvement. Teachers are required to assess students through the use of Common Formative Assessments (CFAs), District Trimester Benchmarks exams, iReady Diagnostics, and state CAASPP and ELPAC assessments. Teachers meet to analyze and make instructional decisions based on this data. They also analyze data to make instructional decisions and build RTI groups and create RTI Action Plans. Our goal is to build a high level learning organization by implementing best intervention practices, best data analysis and management practices, use of student assessments/common assessments, standards alignment with a focus on Essential Standards, and continuous systematic collaboration/PLC practices.

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

Teachers meet by grade level district wide once a month to discuss progress on the Essential Standards in ELA and Math and analyze student academic achievement and plan next steps accordingly. During this process teachers asks: What are we teaching? How will we know students have learned it? What are the next steps when students understand or don't understand the given standard? They take the Essential Standards break them into the Learning Targets, or manageable teaching chunks, in order to achieve mastery on the entire standard. From this collaboration process, teachers then create Common Formative Assessments (CFAs) and choose other curriculum embedded assessments to monitor progress of the "essential" standards. Use of district benchmark assessments and CFAs provide teachers with information to plan next steps. Through the practice of data analysis of assessments given to students, teachers can make informed decisions about next steps in instruction. Teachers are to use the data analysis process every time they meet. Teachers use the online components of our adopted ELA and Math curriculum to assess students. Wonders and Think Central collects year long data for teacher analysis over time. Teachers also use data from district adopted software programs such as Lexia, STMath, Accelerated Reader, iReady and IXL, to make instructional decisions about student achievement. These programs provide diagnostics assessments and ongoing student achievement data for teacher analysis. Once decisions are made about student progress, teachers can then make instructional groups to build during the day intervention to meet individual student needs. The Go Math and Wonders programs provide many opportunities for reteaching, intervention, and enrichment that teachers can use to modify instruction to help ensure each students instructional needs are met.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet the NCLB requirements for highly qualified staff.

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

All teachers are fully credentialed and every classroom is assigned a credentialed teacher. All teachers, including our substitute teachers, are encouraged to take part in all district optional professional development opportunities. There are two mandated professional developments per year for all teachers that are focused on either curriculum training or the PLC process. Teachers are also required to attend a monthly district-wide professional development provided by Educational Services on an early release Wednesday. The topics vary every month but there is a focus on the cycle of continuous improvement and topics related to PLC components and differentiated instruction. All teachers have access to and have been trained on district adopted and SBE approved curriculum materials.

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

Teachers are well versed in the California Common Core Standards as they have been around for many years now. Professional development is aligned to maintaining the established Guaranteed and Viable Curriculum that indicates the Essential Standards for each grade level. All teachers are able to participate in 2 days of PD at the end of each school year to review the Guaranteed and Viable Curriculum and established Essential Standards and the Pacing Guides are updated at that time if necessary. Professional development at the school and district level also focus on student data analysis, adopted curriculum and district initiatives, and supporting teachers to effectively engage in a cycle of continuous improvement.

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

Our district provides ongoing support, consistently throughout the school year through the use of several TOSAs. We have Math TOSAs that run a math lab at each school site. The purpose of the lab is twofold: 1) to provide intervention and support to students and 2) to help support the use of small group instruction and promote the use of intervention groups through modeling and coaching. There is also one technology TOSA that supports teachers in the implementation of programs and effective practices for use of technology in the classroom. There are also one content level TOSAs who support and lead professional development related to the implementation of PLC district-wide, assist teachers in creating a Guaranteed and Viable curriculum that identified "essential" learning for each grade level, model lessons for teachers in the classroom, leads lesson study cycles, provides training and support with district benchmark testing and report cards, support at the site for implementation of RTI, and meets with teachers regarding all instructional needs. TOSAs have also created training videos and modules and maintained a district resources website that houses all information related to any training they have provided.

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

TK - 5 teachers collaborate weekly. The meetings will include creation of the CFA, planning for administration of the CFA, data analysis of the CFA, making data informed decisions from the results, and response to intervention. Teachers meet one to 3 times a month district wide. These meetings may include professional development but may also focus on a review the Guaranteed and Viable Curriculum, plan instruction based on their Essential Standards, create and plan CFAs, share and analyze data, and share best practices and instructional strategies that they believe lead to student learning. Teachers are also required to attend a monthly site staff meeting that may include some professional development and grade level collaboration on site related initiatives or needs.

Teaching and Learning

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

Alignment of curriculum, instruction and materials to content and performance standards is apparent through classroom schedules, classroom monitoring by administrator, the creation of Guaranteed and Viable Curriculum with stated Essential Standards, district grade level pacing guides, and district benchmark assessments. District benchmark assessments are aligned to curriculum pacing guides and assess stated essential standards each trimester. All instruction and curriculum is based on California Common Core Standards and the SBAC/CAASPP Claims and Targets. District adopted curriculum used for instruction is SBE approved and address content standards.

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

Adherence of recommended instructional minutes for reading/language arts and mathematics is apparent through classroom schedules, classroom monitoring by administrator, and district pacing guides.

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

District lesson pacing schedule is provided to all TK-5 teachers and implemented accordingly. District Trimester Benchmarks are created according to this guide. Intervention occurs in small group instruction during the regular school day by the classroom teacher. Tier 3 ELA RTI occurs for 45 minutes twice a week. This intervention is provided by a district TOSAs, instructional assistants, classroom teachers, school counselor, and our Library Media Tech. We are hoping to expand our RTI intervention to math twice a week as well.

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

District provides all adopted standards-based instructional materials for all teachers and all student groups. District adopted materials were from the SBE list of approved materials. Supplemental materials provided to address enrichment and intervention for student mastery of standards are available to all student groups. All instructional materials are inventoried and managed by our Library Media Tech. We are sufficient in all materials as based on our 100% sufficiency rating from our latest Williams Instructional Materials visit on 10/22/21.

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

The use of district provided, standards-based instructional materials, for all teachers and all student groups is evidenced by classroom observation, weekly engagement logs, common formative assessments, student work samples, instructional pacing calendars, standards based report card, and online curriculum assigned to students. Supplemental software is used by all teachers as evidenced by reports from each of the programs.

Opportunity and Equal Educational Access

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

Underperforming students receive tier two intervention in small group format with the classroom teacher.   Students in grade TK through grade 5 who are struggling with foundational reading skills receive support from an in the form of Tier 3 intervention through our RTI program. This occurs twice a week for 45 minutes each session. All third grade students receive ongoing support from their classroom teacher and one Math TOSA two hours per week. Think Together and Van Wig Elementary collaborate to provide support for students who require additional assistance with homework. The SST and 504 process supports students by determining concerns and collaborating to create a plan of action to provide supports especially to meet the needs of the student. It also monitors the plan's implementation in order to determine whether the student has made improvements or possibly need a recommendation to another agency or department. Additional supports include Library Media Tech, speech therapy, full-time school counselor, district language assessment aide, school psychologist, Resource Specialist Program teacher, special education instructional aide, 2 part time instructional aides, and 2 full time instructional aides. Home/hospital and Independent Studies teachers are used in cases where students cannot come to school in order to avoid their underperformance. After school tutoring, Saturday school, and summer intervention programs, will also be offered this year for struggling students and for ELLs. The focus will be on math and language structures to improve English Language proficiency.

Evidence-based educational practices to raise student achievement

Our school and district are committed to the cycle of continuous improvement and full implementation of the following research-based practices to raise student achievement: Thinking Maps, GLAD Strategies, integrated and designated ELD, Visible Learning Questions, PBL, small group instruction, differentiated instruction, RTI, and common formative assessments. The PLC process is instrumental in keeping the focus on the cycle of continuous improvement. Van Wig will continue to practice and improve the use of the processes required of "professional communities" in order to support the best practices adopted by the district and must be implemented at each school site.   The PLC process will include providing a guaranteed and viable curriculum for all students and weekly meetings to answer the 4 questions that keep our focus on student performance and student achievement. The use of John Hattie's work around the Visible Learning and Teaching have been embedded in lesson planning and are paramount in classroom instruction. RTI implementation is a focus this year at Van Wig and is a researched based way to help support struggling students and decrease the achievement gap.

The use of Mathematical Practices are also paramount in raising student achievement. These must form a part of the daily instruction in math in order to build student application skills in math. SBAC/CAASPP data indicates our schools needs to improve in this area. Students are graded on this on our current standards based report card so there must be evidence to substantiate the grade given by the teacher.

Implementation of SEL is also vital in helping students feel connected to school and helps to solidify the ideas that the classroom and the school are a home away from home and the belief that the adults here care about them.

Parental Engagement

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

When it is determine that students need extra support, the school engages in the Student Study Team (SST) process, to determine concerns and actions taken to support the student and next steps to implement in order to support student learning. Our SST process is in place to help struggling or under performing students and provide school resources and/or district resources to parents who might need assistance. Students with identified health issues or other health diagnosis that do not qualify for Special Education Services, will engage in the 504 Plan process, lead by our school counselor, to develop accommodations so those student can also succeed in the classroom despite the struggles they may have physically or cognitively because of their medical diagnosis. We also engage in the SART process to support families who have chronic absenteeism. The purpose of the meeting is to identify the barriers to student attendance, find solutions, provide needed resources, and improve student attendance to avoid the SARB process.

There are many district employees equipped to provide resources to families. Our full-time school based counselor is available to all parents and also works in collaboration with the district office to meet needs of families. There are also a district level Community Liaison and a school level Community Relations School Assistant who provide services to parents that extend outside of school. They provides such resources as school supplies, rent and utilities assistance, housing information, food or food assistance, and other resources to our most neediest families.

Monthly Coffee with the Principal meetings are held to help provide supports and resources to parents while keeping them updated of the happenings of the school. There are also 4 TK Parent Involvement days where parents can engage in lessons with their child and learn valuable methods to support their children in their development from the TK classroom teacher. The school is also open for families to attend our Halloween parade, awards assemblies, and our monthly Family Circle. We plan to incorporate more Family Nights now that COVID protocols have lifted significantly.

Educational Services and our district clinical therapist provide parent engagement workshops to support parents help their children not only academically but emotionally. Additional support for under performing students include speech therapist, full-time counselor, school psychologist, language assessment aide, resource specialist teacher, full-time health assistant, district Director of Health Services, district Director of Student Services, 2 district Program Specialists, as well as district office support in all areas to support each student academically, emotionally and socially.

Other areas of support are donations from local organizations. We received backpacks filled with school supplies from Family Foothill Services, who we partner with to provide therapy to students. Every year the Elks Club of Duarte donates dictionaries to all 3rd grade students. We have also recently partnered with Scholastic to provide free boos to our students.

Various forums are used to communicate school, district and community resources to all parents. These modes of communication include Class Dojo, recorded phone messages, text messages, social media platforms such as Instagram, Twitter, and Facebook.

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

Our school engages parents, community, and staff through a variety of forums including School Site Council/ELAC, Instructional Leadership Team, Teacher and Parent Collaboration sessions, Parent/Teacher conferences, Coffee with the Principal, monthly Family Circle, Class Dojo, and social media platforms. The district engages stakeholders through virtual parent engagement series meetings, DELAC, PAC, town hall meetings, and school board meetings where public comments can be made. The district also holds several LCAP town hall and staff meetings throughout the year to receive input from all stakeholders. A budget committee was also formed last school year so teachers as well as both certificated and classified union leaders could maintain open lines of communication, stay informed and provide input throughout the planning, implementation, and evaluation of ConApp programs.   These are opportunities where all stakeholders have the opportunity to give input and evaluate all programs, both instructional and non-instructional, throughout the school year.

Funding

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

After school tutoring, student supplementary materials, professional development, TOSA, and instructional assistants for intervention program.

Fiscal support (EPC)

The school site is allocated appropriate funding through the LCFF in order to carry out the district goals set out in the LCAP. All categorical funds are used appropriately to support and supplement ELD, ELA, and mathematics programs as evidenced in the Single Plan for Student Achievement at Van Wig Elementary.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Van Wig Elementary engaged the SSC/ELAC advisory committee, front office staff, district office administrators, and teachers to develop and write this SPSA. There were 6 SSC meetings during the 21/22 school year where data was provided to do a comprehensive needs analysis as well as monitor implementation. We also reviewed the goals and strategies in order to make changes as needed. There were several consultations with front office staff and review of the plan with the Guiding Coalition before finalization of this document. The school principal and secretary hold ongoing budget meetings with the Business Department to ensure the budget is accurate and funding sources and accounts are correct.

Resource Inequities

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

None Identified

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**		
	18-19	**19-20**	**20-21**
Kindergarten	96	91	76
Grade 1	66	57	47
Grade 2	64	67	46
Grade3	68	63	61
Grade 4	48	69	64
Grade 5	71	46	59
Total Enrollment	413	393	353

Conclusions based on this data:

1. Grade 3 is the only grade that has had steady enrollment over the past 3 years shown.

2. Kindergarten enrollment numbers include Transitional Kindergarten students. There was a sharp decrease in 20/21 which may be due to COVID and parents not wanting students to engage in Distance Learning or found it too difficult to support.

3. There as been a decline in enrollment over the last 3 school years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	122	105	80	29.5%	26.7%	22.7%
Fluent English Proficient (FEP)	63	51	42	15.3%	13.0%	11.9%
Reclassified Fluent English Proficient (RFEP)	3	28	8	2.3%	23.0%	7.6%

Conclusions based on this data:

1. The percentage of English Learner has been on a declining trend over the last 3 years.

2. There is a declining trend in students classified as FEP over the last 3 years with about 2% decrease each year represented in the data. The implementation of the new ELPAC assessment in July of 2018 may have played a factor in the decrease of student classified as FEP. This percentage drop may also be a result of lower enrollment of students classified as ELs.

3. The 19-20 year saw a huge increase in the reclassification rate of our English Learners (a 20.7% increase). This was followed by a sharp decrease (15.4%) in reclassification rate in the 20-21 school year. This may be due to the fact that schools were closed for a majority of the school year because of COVID-19 making meeting reclassification criteria difficult. We expect to see this number increase for the 21/22 school year as we spent a great deal of effort in reclassification.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49	67	61	49	66	0	49	66	0	100	98.5	0.0
Grade 4	76	47	64	76	47	0	76	47	0	100	100	0.0
Grade 5	52	72	60	52	72	0	52	72	0	100	100	0.0
All Grades	177	186	185	177	185	0	177	185	0	100	99.5	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2438.	2402.		26.53	19.70		24.49	21.21		28.57	19.70		20.41	39.39	
Grade 4	2448.	2467.		18.42	19.15		25.00	34.04		22.37	23.40		34.21	23.40	
Grade 5	2466.	2505.		17.31	20.83		17.31	31.94		25.00	23.61		40.38	23.61	
All Grades	N/A	N/A	N/A	20.34	20.00		22.60	28.65		24.86	22.16		32.20	29.19	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.57	19.70		53.06	43.94		18.37	36.36	
Grade 4	22.37	25.53		44.74	57.45		32.89	17.02	
Grade 5	21.15	25.00		38.46	54.17		40.38	20.83	
All Grades	23.73	23.24		45.20	51.35		31.07	25.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	18.37	16.67		63.27	48.48		18.37	34.85	
Grade 4	14.47	12.77		47.37	61.70		38.16	25.53	
Grade 5	23.08	22.22		32.69	50.00		44.23	27.78	
All Grades	18.08	17.84		47.46	52.43		34.46	29.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	24.49	18.18		63.27	56.06		12.24	25.76	
Grade 4	18.42	14.89		57.89	72.34		23.68	12.77	
Grade 5	9.62	25.00		53.85	54.17		36.54	20.83	
All Grades	17.51	20.00		58.19	59.46		24.29	20.54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	22.45	19.70		63.27	40.91		14.29	39.39	
Grade 4	18.42	21.28		57.89	55.32		23.68	23.40	
Grade 5	23.08	33.33		46.15	44.44		30.77	22.22	
All Grades	20.90	25.41		55.93	45.95		23.16	28.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. Overall student achievement has remained consistent in ELA for the 2 years presented with a consistent percentage of student meeting or exceeding standards. When looking at the data by grade level, we see 4th and 5th grade making gains over the 2 years while 3rd grade has seen steady decline over the same period. 3rd grade is concerning because it went from 52.86% in 16-17 to a slight decline in 17-18 to 51.02% but a huge decline in the 18-19 results to 40.91%. 4th grade results over the 2 years were: 43.42%, and 53.19%. 5th grade results over the 2 years were: 34.62%, and 52.7%.

2. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. Overall achievement in the domains shows the greatest improvement in Research/Inquiry over the 2 year period reported. 3rd grade was the only grade to see a decline

over the 2 years. 4th and 5th grade have seen the exact opposite with steady increases in the results. 4th grade has seen a 3% increase while 5th grade has seen 10% increase over the 2 years. Writing saw an overall decline across all 3 grade levels.

3. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. Overall achievement in the Reading domain remains virtually constant at about 23% over the last 2 years. 3rd grade saw a decline over the last 2 administrations with an almost 9% decline. Again, 4th and 5th grade have seen the exact opposite with steady increases in the results. 4th grade has seen a 3% increase while 5th grade has seen almost 5% increase over the last 2 administrations. 4th and 5th grade have seen great increases over the last 2 years while 3rd grade saw an increase and then a decrease in between administrations of the assessment. This means there needs to be continued focus on ensuring students are fluent readers and have the essential foundational reading skills in order to be successful in grades 3 and above when the focus is reading for learning rather than a focus in grades 2 and below as a focus on learning to reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49	67	61	49	67	0	49	67	0	100	100	0.0
Grade 4	75	47	64	75	47	0	75	47	0	100	100	0.0
Grade 5	52	72	60	52	72	0	52	72	0	100	100	0.0
All Grades	176	186	185	176	186	0	176	186	0	100	100	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2435.	2407.		22.45	17.91		26.53	20.90		24.49	19.40		26.53	41.79	
Grade 4	2474.	2481.		17.33	14.89		24.00	40.43		40.00	19.15		18.67	25.53	
Grade 5	2469.	2495.		9.62	15.28		15.38	18.06		21.15	36.11		53.85	30.56	
All Grades	N/A	N/A	N/A	16.48	16.13		22.16	24.73		30.11	25.81		31.25	33.33	

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.69	29.85		22.45	20.90		42.86	49.25	
Grade 4	33.33	34.04		36.00	31.91		30.67	34.04	
Grade 5	15.38	25.00		19.23	30.56		65.38	44.44	
All Grades	28.41	29.03		27.27	27.42		44.32	43.55	

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.69	22.39		40.82	40.30		24.49	37.31	
Grade 4	18.67	21.28		52.00	53.19		29.33	25.53	
Grade 5	9.62	18.06		34.62	50.00		55.77	31.94	
All Grades	20.45	20.43		43.75	47.31		35.80	32.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.57	25.37		40.82	40.30		30.61	34.33	
Grade 4	17.33	17.02		60.00	59.57		22.67	23.40	
Grade 5	11.54	16.67		40.38	47.22		48.08	36.11	
All Grades	18.75	19.89		48.86	47.85		32.39	32.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. Our highest performing group of students are the fourth grade population, with approximately 55% of students achieving scores of Exceeds or Met Standard in the area of Mathematics. Grades 4 and 5 saw increasing scores of approximately 14% and 8% respectively. Grade 3 saw a decrease in overall achievement by approximately 10%. It is evident that the Math Labs, lead by two district TOSAs in conjunction with the classroom teacher, that provide intervention support to our fourth grades students twice a week have been making a difference in helping students increase their skills and show an increase level of mastery over the years. Our third grade students started receiving this intervention during the 21/22 school year.

2. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. There has been little to no increase in overall achievement in the domains when combining grade level data. When looking at individual grade scores, fifth grade shows consistent and significant increases in every domain across the two years of data. More specifically, they have shown anywhere from 5-10% increases in the individual domain from the 17-18 to 18-19 school years. Conversely, Grade 3 has shown decreased performance over the 17-18 to 18-19 school year in every domain while grade 4 has remained virtually consistent. Concepts and Procedures is our highest performing domain across all grades levels.

3. Students were not administered the SBAC in 19-20 and 20-21 due to COVID related school closure. Data analysis is of the 2 consecutive years that data is available. Overall results in the domains have either remained constant or seen a steady increase, with Concepts and Procedures seeing being our higher performing domain while Communicating Reasoning is the lowest performing. 4th and 5th grades have seen the highest increases where 3rd grade has been inconsistent over the 2 administrations with increase at the 17-18 administration and decreases in the 18-19 administration.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	1469.5	1434.3	1442.7	1476.3	1446.3	1455.1	1453.1	1405.9	1413.6	36	35	35
1	1489.0	1424.7	1451.4	1488.2	1431.3	1459.7	1489.2	1417.6	1442.6	25	11	19
2	1475.0	1507.1	*	1489.2	1530.3	*	1460.5	1483.4	*	20	13	10
3	1493.7	1490.5	1454.8	1496.3	1502.5	1453.7	1490.4	1477.9	1455.3	12	11	12
4	1494.4	*	1495.1	1493.2	*	1494.4	1495.4	*	1495.3	19	7	20
5	1525.0	1519.6	1521.2	1524.5	1511.8	1538.7	1525.1	1526.9	1503.1	17	15	13
All Grades										129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	58.33	11.43	25.71	*	48.57	28.57	*	31.43	31.43		8.57	14.29
1	64.00	0.00	10.53	*	9.09	42.11	*	63.64	26.32	*	27.27	21.05
2	*	30.77	*	*	46.15	*	*	23.08	*		0.00	*
3		9.09	0.00	*	36.36	25.00	*	54.55	33.33	*	0.00	41.67
4	*	*	10.00	*	*	30.00	*	*	45.00	*	*	15.00
5	*	13.33	15.38	*	40.00	30.77	*	40.00	53.85	*	6.67	0.00
All Grades	44.19	14.13	18.35	31.78	40.22	29.36	16.28	38.04	35.78	*	7.61	16.51

(Total Number of Students: 17-18 / 18-19 / 20-21)

Grade Level	Total Number of Students		
	17-18	18-19	20-21
K	36	35	35
1	25	11	19
2	20	13	*
3	12	11	12
4	19	*	20
5	17	15	13
All Grades	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	20.00	31.43	*	54.29	28.57	*	20.00	31.43		5.71	8.57	36	35	35
1	80.00	9.09	31.58	*	18.18	26.32	*	45.45	15.79		27.27	26.32	25	11	19
2	70.00	53.85	*	*	38.46	*		7.69	*		0.00	*	20	13	*
3	*	54.55	16.67	*	9.09	33.33	*	36.36	16.67		0.00	33.33	12	11	12
4	*	*	20.00	63.16	*	50.00	*	*	25.00	*	*	5.00	19	*	20
5	70.59	46.67	53.85	*	33.33	38.46	*	6.67	7.69	*	13.33	0.00	17	15	13
All Grades	61.24	34.78	31.19	26.36	36.96	33.94	9.30	20.65	22.94	*	7.61	11.93	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	8.57	11.43	*	28.57	17.14	33.33	48.57	54.29	*	14.29	17.14	36	35	35
1	*	0.00	5.26	*	18.18	36.84	*	45.45	26.32	*	36.36	31.58	25	11	19
2	*	0.00	*	*	61.54	*	*	38.46	*	*	0.00	*	20	13	*
3		0.00	0.00	*	18.18	0.00	*	54.55	33.33	*	27.27	66.67	12	11	12
4		*	0.00	*	*	35.00	*	*	30.00	*	*	35.00	19	*	20
5	*	6.67	7.69	*	33.33	0.00	*	40.00	30.77	*	20.00	61.54	17	15	13
All Grades	30.23	5.43	9.17	24.81	32.61	19.27	27.13	45.65	36.70	17.83	16.30	34.86	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	69.44	17.14	25.71	30.56	77.14	60.00		5.71	14.29	36	35	35
1	76.00	9.09	31.58	*	81.82	52.63		9.09	15.79	25	11	19
2	*	46.15	*	60.00	46.15	*	*	7.69	*	20	13	*
3	*	18.18	0.00	*	72.73	75.00	*	9.09	25.00	12	11	12
4	*	*	30.00	73.68	*	65.00	*	*	5.00	19	*	20
5	*	13.33	38.46	*	73.33	61.54	*	13.33	0.00	17	15	13
All Grades	48.84	21.74	26.61	45.74	70.65	62.39	*	7.61	11.01	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	72.22	25.71	31.43	*	68.57	62.86		5.71	5.71	36	35	35
1	76.00	9.09	10.53	*	45.45	63.16		45.45	26.32	25	11	19
2	95.00	61.54	*	*	38.46	*		0.00	*	20	13	*
3	*	63.64	25.00	*	36.36	41.67	*	0.00	33.33	12	11	12
4	68.42	*	15.00	*	*	80.00	*	*	5.00	19	*	20
5	76.47	73.33	76.92	*	13.33	23.08	*	13.33	0.00	17	15	13
All Grades	76.74	44.57	31.19	20.16	44.57	56.88	*	10.87	11.93	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.44	2.86	11.43	55.56	88.57	65.71		8.57	22.86	36	35	35
1	60.00	0.00	26.32	*	45.45	42.11	*	54.55	31.58	25	11	19
2	*	0.00	*	*	100.00	*	*	0.00	*	20	13	*
3		0.00	0.00	*	54.55	25.00	*	45.45	75.00	12	11	12
4		*	5.00	63.16	*	50.00	*	*	45.00	19	*	20
5	*	20.00	7.69	*	46.67	53.85	*	33.33	38.46	17	15	13
All Grades	31.78	5.43	14.68	48.84	72.83	48.62	19.38	21.74	36.70	129	92	109

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.44	45.71	32.35	*	31.43	44.12	*	22.86	23.53	36	35	34
1	*	0.00	0.00	52.00	72.73	73.68	*	27.27	26.32	25	11	19
2	*	0.00	*	60.00	100.00	*	*	0.00	*	20	13	*
3	*	0.00	0.00	*	90.91	50.00	*	9.09	50.00	12	11	12
4	*	*	0.00	63.16	*	85.00	*	*	15.00	19	*	20
5	*	0.00	0.00	*	86.67	46.15	*	13.33	53.85	17	15	13
All Grades	39.53	19.57	12.96	48.06	65.22	58.33	12.40	15.22	28.70	129	92	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There were decreases in performance in Oral and Written Language overall scores between the 17/18 administration and the most recent administration in 20/21. Oral Language continues to score higher than Written language overall. There is a percentage of students scoring in Levels 3 and 4 has lowered while the percentage of students scoring Level 1 and 2 has increased in both Oral and Written language expression when using these 2 administration years as comparison.

2. When looking at individual domains, we also can see a sharp decline in student performance from the 17/18 administration to the most recent 20/21 administration. When comparing those years of administration, we see that the percentage of student performing at "Well Developed" had decrease anywhere from 17% to 45%. The sharpest decline was seen in the domain of Speaking with a decline of 45.5% (it was 76.74% in 17/18 to 31.19% in 20/21). The lowest decline was in the domain of reading with a decline of 17.1% (it was 31.78% in 17/18 to 14.68% in 20/21).

3. It is not possible to make accurate comparison across or within grades levels as many areas have asterisks and values are not available for comparison purposes. It must also be noted that many students were assessed remotely in the 20/21 administration as we were either in Distance or Hybrid learning models at the time due to COVID.

School and Student Performance Data
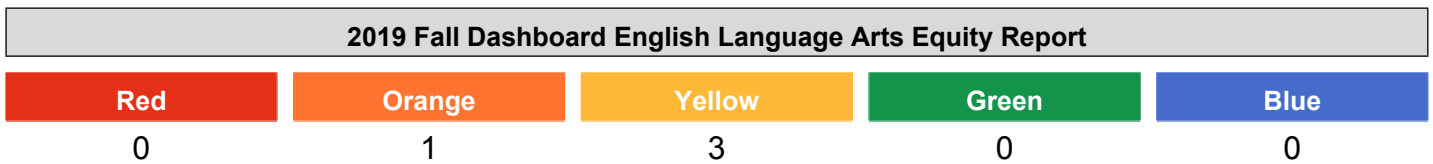
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
353	**92.1**	**22.7**	**1.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	22.7
Foster Youth	4	1.1
Homeless	100	28.3
Socioeconomically Disadvantaged	325	92.1
Students with Disabilities	32	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.4
American Indian or Alaska Native		
Asian	11	3.1
Filipino	10	2.8
Hispanic	326	92.4
Two or More Races		
Native Hawaiian or Pacific Islander		
White	1	0.3

Conclusions based on this data:

1. Hispanic is the highest reported Race/Ethnicity. There is a growing population of Asians at Van Wig and we will have to take this into account into how we communicate with families.

2. Our homeless population includes those families that are doubled up.

3. Most of our families are considered socioeconomically disadvantaged and the school will have to take this into account when planning its instructional programs and opportunities it provides.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. In comparison to the 2018 Dashboard, Van Wig saw a decline in performance the following areas: Chronic Absenteeism from Green to Red and Mathematics from Green to Yellow. The decrease in math is a product of the declining performance of 3rd grade students in this area on the SBAC.

2. In comparison to the 2018 Dashboard, Van Wig saw an increase in performance in the following areas: English Language Arts from Orange to Yellow and Suspension Rate from Orange to Green

3. Chronic Absenteeism must be addressed. Strategies for improvement will be included in this plan.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
10.7 points below standard	36.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.3 points	Maintained ++0.6 points	
183	72	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	No Performance Color
32.9 points below standard	16.7 points below standard	118.8 points below standard
Increased Significantly ++17.7 points	Increased ++9.4 points	Increased ++4.8 points
56	170	17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		7	3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
14.8 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.7 points			
172			1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard	14.1 points above standard	7.8 points below standard
Declined -9.1 points	Maintained -2.2 points	Maintained -1 points
33	39	91

Conclusions based on this data:

1. This data indicated an increase or maintenance of student performance in all student groups with significant increases in student within the Homeless population and increases in students classified as Socioeconomically Disadvantaged and Students with Disabilities.

2. The performance of our English Learners in Language Arts is not surprising as Van Wig saw a significant decrease in performance on the ELPAC in the 18-19 school year. It is unclear how we were able to maintain performance and remain in the Orange level considering our RFEP's and EO's showed point increases in the 2018 Dashboard and showed decreased in the 2019 Dashboard.

3. There is much work to be done in order to improve these scores and the use of PLC and RTI will help us achieve improved student academic performance.

School and Student Performance Data
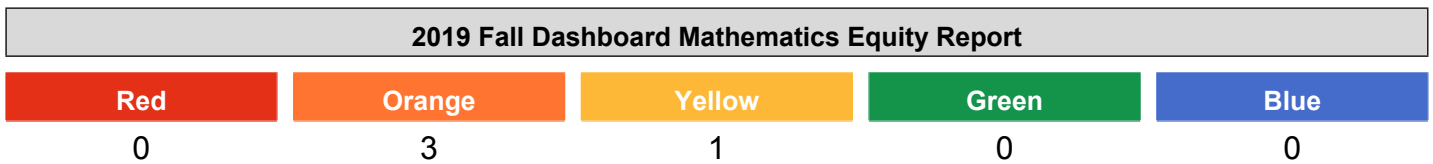
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
24 points below standard	39.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	Declined -4.9 points	
183	72	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	No Performance Color
41.1 points below standard	29.1 points below standard	119.4 points below standard
Increased Significantly ++15.6 points	Maintained -2.6 points	Maintained -0.3 points
56	170	17

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 28.4 points below standard Maintained -0.1 points 172			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.3 points below standard	2.5 points above standard	19.8 points below standard
Declined -7.2 points	Declined -12.4 points	Declined -4 points
33	39	91

Conclusions based on this data:

1. Our English Learner population showed great decline in the area of Mathematics and went from Yellow to Orange and is the primary cause of the overall performance from Green to Yellow. What is surprising is the 12.4 decline from the year prior when they increased 29.7 points. We have to make sure these students continue to receive language support as we are only 2.5 points above the standard.

2. Van Wig showed significant increases with our Homeless population of students. We had more students in this category (from 47 to 56 students) and were still able to see increases in their scores from the previous year.

3. There is much work to be done in order to improve these scores and the use of PLC and RTI will help us achieve improved student academic performance.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 54
Performance Level: Medium
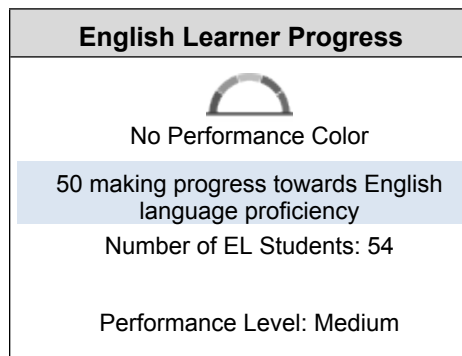
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
20.3	29.6	1.8	48.1

Conclusions based on this data:

1. We need to identify who the students are that decreased on ELPI level and examine what were some of the reasons for that decline. We need to dive deeper to see if this were external factors outside of our control or if they have a common thread and then we can implement strategies to curb this trend. The same must be done for those students who progressed one level so that we may replicate this with other students.

2. It is promising to see that of 54 students, 50 are making progress towards English Language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable to Van Wig Elementary

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
12	12.4	18.2
Increased Significantly +5.6	Increased +7.3	Increased +18.2
433	129	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Orange
11.7	11.6	11.4
Increased +4.6	Increased Significantly +5	Increased +6.5
145	398	44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
5	0	Maintained 0	8
		17	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
12.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +5.6	0	0	1
402			

Conclusions based on this data:

1. Every student group increased in chronic absenteeism with some doubling or tripling. The most significant increase is in the foster youth population that went from 0% to 18.2% They saw a decline of 7.7% the previous reporting (2018 Dashboard). We really need to look at our foster youth population and assess what needs they have and see if we have school or district resources that can support them. This population may have a reason to be out of school due to the responsibilities required of foster parents but we must educate these families on how to clear absences appropriately.

2. This data is representative of the school year prior to me becoming principal so I cannot discuss the possible causes or changes in program that may explain this stark increase in chronic absenteeism. We have implemented measures to curb chronic absenteeism since becoming principal the 2019/2020 school year.

3. This is an area for significant focus, although this may be difficult during Distance Learning as we have different codes for student participation levels. Absences related to COVID -19 protocols and quarantine may continue to effect this number negatively.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable to Van Wig Elementary

School and Student Performance Data

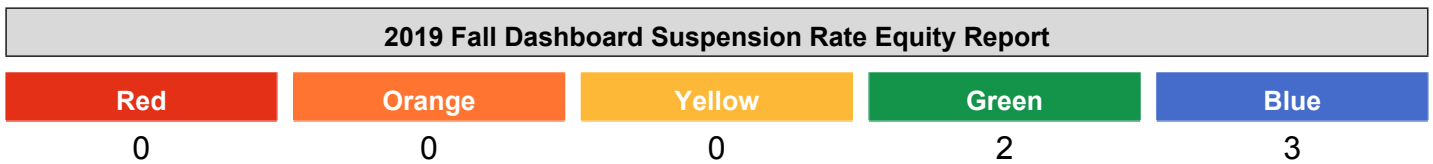## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
0.9	0.7	0
Declined -0.7	Declined -0.7	Declined -12.5
445	134	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0.7	0.7	0
Declined Significantly -1.1	Declined Significantly -1	Declined -9.5
150	408	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data 6		0	Less than 11 Students - Data 8
		Maintained 0 17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green			No Performance Color
1			Less than 11 Students - Data 1
Declined -0.5 413			

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.6	0.9

Conclusions based on this data:

1. There are declines in all areas and student groups. The possible reason for this is the school wide implementation of PBIS, progressive punishment practices, and implementation of No Bully on our campus. Laws that limit what behaviors warrant suspensions for elementary school children may also have played a role in the reduction of suspensions. It seems as those students at Van Wig very rarely display behaviors that warrant suspension.

2. COVID-19 school closure may skew this data as there were no suspensions in the 20/21 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

All students (including all subgroups) will demonstrate progress towards meeting college and career ready standards based on state (SBAC) and local assessments.

LCAP Goal A:Students will receive a rigorous and relevant standards-based instructional program. Van Wig Elementary/BUSD, will focus on essential learning and guaranteed and viable curriculum, collaboration, and data-driven decision making. Van Wig Elementary/BUSD, will continue to develop a data-driven, multi-tiered system of support to promote academic achievement for all. Van Wig Elementary/BUSD, will maintain TOSA's and Specialists to provide suport for teachers in implementing CCSS, NGSS, and ELD. Van Wig Elementary/BUSD, will integrate 21st Century Learning skills, which includes a structured roll-out of technology access for all students. Van Wig Elementary/BUSD, will implement the California EL Roadmap: Educational Programs and Services for English Learners.

LCAP Goal C: Students will graduate college and career ready.Van Wig Elementary/BUSD, will focus on ensuring all students graduate "prepared" on the College and Career Readiness Indicator. Van Wig Elementary/BUSD, will expand college and career preparation at all levels (NEU at the elementary level, dual enrollment and CTE at secondary). Van Wig Elementary/BUSD, will provide interactive college and career experiences for all grade-levels.

Goal 1

All students, including all reported student groups, will demonstrate continuous growth in English Language Arts standards.

Identified Need

Based on our data, there is still a significant need in ELA. iReady Data indicated that 6 out of 10 students still are not at grade level in ELA and 2 out of 10 are significantly behind. We made some positive improvements from Diagnostic 1 (from 14% to 40%) but need to do more this coming year. Benchmark results also indicate there is still a great need for continuous improvement in ELA. We have great variability between the 2 administrations. Previous SBAC scores reveal that 6 approximately half of our students were not performing at grade level at the last administration in 18/19. Although these scores do not represent our current student population, trends were constant in previous administrations. There is still a continued need to implement during the school day Tier 3 supports. First grade teachers are reporting that many students are not ready for 2nd grade. There are many students who have not mastered letter-sound correspondence and lack foundational skills in phonemic awareness that are prohibiting them from reading fluently. This will continue to be support through RTI and will need to be a priority at the beginning of the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessments in English Language Arts for grades 3 - 5.	Based on the 2019 SBAC results, 48.65% of students in grades 3-5 are Meeting or Exceeding Standards. This means that a little over half of	Demonstrate continuous growth of the percentage students Meeting and Exceeding Standard as based on SBAC results by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	our students are not performing at grade level standard.	
Mastery of grade level English Language Arts standards through increased performance in District Benchmark Trimester assessments.	Percentage of students Meeting or Exceeding Standards on District Benchmark Assessments 2021/22 Trimester 1 Benchmark results Grade K: 26% Grade 1: 52% Grade 2: 29% Grade 3: 24% Grade 4: 24% Grade 5: 40% 2021/22 Trimester 2 Benchmark results Grade K: 62% Grade 1: 52% Grade 2: 39% Grade 3: 35% Grade 4: 39% Grade 5: 24% 2021/22 Trimester 3 Benchmark results Grade K: 77% Grade 1: 48% Grade 2: 53% *grades 3-5 do not take a Trimester 3 Benchmark	Demonstrate continuous growth of the percentage of students achieving Meets or Exceeding Standard as measured by Trimester and and End of Year assessments. These results should be at least 5% higher per trimester.
i-Ready Diagnostic data	Diagnostic 1 Data *based on "Standard" view 14% Tier 1 43% Tier 2 43% At risk for Tier 3 Grade 1 - 4% Tier 1; 78% Tier 2; 18% Tier 3 Grade 2 - 17% Tier 1; 34% Tier 2; 49% Tier 3 Grade 3 - 22% Tier 1; 19% Tier 2; 58% Tier 3 Grade 4 - 12% Tier 1; 49% Tier 2; 39% Tier 3	Students will meet their needs as based on the diagnostic results of the i-Ready placement exam. This will then transfer into improvement academic performance in grade level content for English Language Arts. We should see the number of students 2 or more years behind decrease by at least 5% as a result of the implementation of RTI.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5 - 18% Tier 1; 24% Tier 2; 58% Tier 3 Diagnostic 2 Data *based on "Standard" view 27% Tier 1 48% Tier 2 26% At risk for Tier 3 Grade 1 - 16% Tier 1; 74% Tier 2; 10% Tier 3 Grade 2 - 26% Tier 1: 45% Tier 2; 30% Tier 3 Grade 3 - 46% Tier 1; 22% Tier 2; 32% Tier 3 Grade 4 - 30% Tier 1; 47% Tier 2; 23% Tier 3 Grade 5 - 24% Tier 1; 38% Tier 2; 38% Tier 3 Diagnostic 3 Data *based on "Standard" view 40% Tier 1 41% Tier 2 19% At risk for Tier 3 Grade K - 63% Tier 1; 38% Tier 2; 0% Tier 3 Grade 1 - 24% Tier 1: 68% Tier 2; 8% Tier 3 Grade 2 - 38% Tier 1; 44% Tier 2; 19% Tier 3 Grade 3 - 58% Tier 1; 18% Tier 2; 24% Tier 3 Grade 4 - 37% Tier 1; 41% Tier 2; 22% Tier 3 Grade 5 - 32% Tier 1; 26% Tier 2; 42% Tier 3	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 1: Schoolwide Response to intervention for ELA. Dedicated during the school day time for Tier 3 intervention.

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

Amount(s)	Source(s)
504.2	Title I 4000-4999: Books And Supplies ELA supplemental Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 2: Planning time for teachers for RTI. Teachers will be pulled out or paid hourly for data analysis and RTI lesson planning with their grade level spans. Action Plans will be created every 6-8 weeks.

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries hourly and sub pay
	General Fund 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 3: Use of district TOSA to support RTI instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries hourly pay for lesson planning
	District Funded 1000-1999: Certificated Personnel Salaries salary
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 4: Employ 2 part time Instructional Assistants to work in the classroom to support small group instruction and RTI

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I 2000-2999: Classified Personnel Salaries
3350.00	Title I 3000-3999: Employee Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 5: Employ 2 full time Instructional Aides to support small group and RTI Instruction in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Instructional Aide Salary (ELO)
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 6: Monitoring effective use and implementation of adopted ELA materials and Essential Standards through accountability measures such as PLT meeting minutes, RTI Action Plans, teacher planning time, student work, walkthroughs, and teacher observations.

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

Amount(s)	Source(s)
	None Specified None Specified Job duties of Admin

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 7: Teachers and paraprofessional will receive ongoing professional development in the areas of PLC practices, lesson study, differentiated instruction, and support for all student groups from district TOSAs, Specialists, consultants, and their site level colleagues.

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

Amount(s)	Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially those needing Tier 2 and/ or Tier 3 intervention

Strategy/Activity

Strategy 8: Teachers will intervene with students through regularly planned small group instruction and afterschool intervention/tutoring, driven by formative assessment, common assessment and District benchmark assessment data.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 9: Use of supplemental ELA software (Wonders, Lexia, i-Ready) to assess student learning and support the individual needs of students.

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students greatly benefited from the schoolwide implementation of RTI and the support of the additional Instructional Assistants and the District TOSA. This helped us bridge the gap of the loss of Reading Specialist support staff that we had pre-COVID. RTI was our best effort in trying to bridge the gaps not only the already existent that that were made worse because of school closure. We have seen too many struggling readers in 2nd and 3rd grade over the years and are now seeing students in 1st grade who do not have the basic concepts of print and phonemic awareness. PLT planning time was increased over the school year in order to properly monitor and implement RTI. Out progress is made evident by the iReady improvements seen from one Diagnostic to the next.

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

Budget expenditures were within the suggested allocations as many activities and strategies are supported with Educational Services funding. We did not spend the entirely of the allocation for teacher hourly pay. This was not due to the fact that planning time was cancelled but due to the fact that we could not fill the positions due to a shortage of substitute teachers. Planning still occurred, we just had to be creative with how we covered classes. We moved the expenditure to pay for our Brain Pop school license.

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

There will be no changes to this goal this year and we are fine tuning RTI which will remain a focus for the 22/23 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

All students (including all subgroups) will demonstrate progress towards meeting college and career ready standards based on state (SBAC) and local assessments.

LCAP Goal A: Students will receive a rigorous and relevant standards-based instructional program. Van Wig Elementary/BUSD, will focus on essential learning and guaranteed and viable curriculum, collaboration, and data-driven decision making. Van Wig Elementary/BUSD, will continue to develop a data-driven, multi-tiered system of support to promote academic achievement for all. Van Wig Elementary/BUSD, will maintain TOSA's and Specialists to provide suport for teachers in implementing CCSS, NGSS, and ELD. Van Wig Elementary/BUSD, will integrate 21st Century Learning skills, which includes a structured roll-out of technology access for all students. Van Wig Elementary/BUSD, will implement the California EL Roadmap: Educational Programs and Services for English Learners.

LCAP Goal C: Students will graduate college and career ready.Van Wig Elementary/BUSD, will focus on ensuring all students graduate "prepared" on the College and Career Readiness Indicator. Van Wig Elementary/BUSD, will expand college and career preparation at all levels (NEU at the elementary level, dual enrollment and CTE at secondary). Van Wig Elementary/BUSD, will provide interactive college and career experiences for all grade-levels.

Goal 2

All students, including all reported student groups, will demonstrate continuous growth in Mathematics standards mastery.

Identified Need

Based on our data, there is still a significant need in math. iReady Data indicated that 7 out of 10 students still are not at grade level in Math. we made some positive improvements from Diagnostic 1 but need to do more this coming year. Benchmark results also indicate there is still a great need for continuous improvement in math. We have great variability between the 2 administrations. Previous SBAC scores reveal that 6 out of every 10 students is not performing at grade level. Although these scores do not represent our current student population, trends were constant in previous administrations. There is still a continued need to implement during the school day Tier 3 supports and were not as successful as we would have liked to be with RTI implementation in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessments in Mathematics for grades 3 - 5.	Based on the 2019 SBAC results, 40.86% of students in grades 3-5 are Meeting or Exceeding Standards. This means that almost 60% of our students are not performing at grade level standard.	Demonstrate continuous growth of the percentage students Meeting and Exceeding Standard as based on SBAC results by 5%.
Mastery of grade level Mathematics standards through increased performance	Percentage of students Meeting or Exceeding	Demonstrate continuous growth of the percentage student achieving Meets or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
in District Benchmark Trimester assessments.	Standards on District Benchmark Assessments 2021/22 Trimester 1 Benchmark results Grade K: 42% Grade 1: 43% Grade 2: 51% Grade 3: 7% Grade 4: 25% Grade 5: 23% 2021/22 Trimester 2 Benchmark results Grade K: 73% Grade 1: 43% Grade 2: 60% Grade 3: 47% Grade 4: 36% Grade 5: 15% 2021/22 Trimester 3 Benchmark results Grade K: 83% Grade 1: 65% Grade 2: 70% *grades 3-5 do not take a Trimester 3 Benchmark	Exceeding Standard, at least 5%, as measured District Benchmark assessments administered throughout the school year.
i-Ready Diagnostic data	Diagnostic 1 Data *based on "Standard" view 3% Tier 1 46% Tier 2 51% At risk for Tier 3 Grade 1 - 0% Tier 1; 69% Tier 2; 31% Tier 3 Grade 2 - 0% Tier 1; 51% Tier 2; 49% Tier 3 Grade 3 - 0% Tier 1; 33% Tier 2; 67% Tier 3 Grade 4 - 8% Tier 1; 37% Tier 2; 55% Tier 3 Grade 5 - 6% Tier 1; 34% Tier 2; 60% Tier 3	Students will meet their needs as based on the diagnostic results of the i-Ready placement exam. This will then transfer into improvement academic performance in grade level content for Math. We should see the number of students 2 or more years behind decrease by at least 10% as a result of the implementation of afterschool tutoring.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Diagnostic 2 Data *based on "Standard" view 17% Tier 1 57% Tier 2 26% At risk for Tier 3 Grade 1 - 11% Tier 1; 76% Tier 2; 13% Tier 3 Grade 2 - 9% Tier 1; 62% Tier 2; 30% Tier 3 Grade 3 - 22% Tier 1; 51% Tier 2; 27% Tier 3 Grade 4 - 7% Tier 1; 57% Tier 2; 26% Tier 3 Grade 5 - 30% Tier 1; 32% Tier 2; 38% Tier 3 Diagnostic 3 Data *based on "Standard" view 27% Tier 1 54% Tier 2 20% At risk for Tier 3 Grade K - 36% Tier 1; 64% Tier 2; 0% Tier 3 Grade 1 - 18% Tier 1; 71% Tier 2; 11% Tier 3 Grade 2 - 17% Tier 1; 63% Tier 2; 21% Tier 3 Grade 3 - 24% Tier 1; 51% Tier 2; 24% Tier 3 Grade 4 - 35% Tier 1; 41% Tier 2; 24% Tier 3 Grade 5 - 33% Tier 1; 27% Tier 2; 40% Tier 3	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 1: Schoolwide Response to intervention for Math. Dedicated during the school day time for Tier 3 intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
504.2	Title I 4000-4999: Books And Supplies Math materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 2: Planning time for teachers for RTI. Teachers will be pulled out or paid hourly for data analysis and RTI lesson planning with their grade level spans. Action Plans will be created every 6-8 weeks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries hourly and sub pay
	General Fund 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 3: Use of district TOSA to support RTI instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salary
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 4: Employ 2 part time Instructional Assistants to work in the classroom to support small group instruction and RTI

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

Amount(s)	Source(s)
10,000.00	Title I 2000-2999: Classified Personnel Salaries
3350.00	Title I 3000-3999: Employee Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 5: Employ 2 full time Instructional Aides to support small group and RTI Instruction in the classroom.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ELO
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 6: Monitoring effective use and implementation of adopted ELA materials and Essential Standards through accountability measures such as PLT meeting minutes, RTI Action Plans, teacher planning time, student work, walkthroughs, and teacher observations.

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

Amount(s)	Source(s)
	None Specified None Specified Job Duties of Admin

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 7: Teachers and paraprofessional will receive ongoing professional development in the areas of PLC practices, lesson study, differentiated instruction, and support for all student groups from district TOSAs, Specialists, consultants, and their site level colleagues.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, especially those needing Tier 2 and/or Tier 3 intervention

Strategy/Activity

Strategy 8: Teachers will intervene with students through regularly planned small group instruction and afterschool intervention/tutoring, driven by formative assessment, common assessment and District benchmark assessment data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 3000-3999: Employee Benefits
	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

3rd grade students

Strategy/Activity

Strategy 9: Use of the Math Lab twice a week for intervention, targeted instruction of math content, and support of small group instruction. One District TOSA will lead the lab and coach teachers in the use of small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 3000-3999: Employee Benefits
	District Funded 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 10: Use of supplemental Math software (IXL, Next Gen Math, St Math, i-Ready) and the Think Central program (from our adopted math curriculum) to assess student learning and support the individual needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 11: Family Math Night and Math Field Day school events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

	4000-4999: Books And Supplies
	General Fund 1000-1999: Certificated Personnel Salaries Stipend
	General Fund 3000-3999: Employee Benefits

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

There is still much work needed in math but I think we are on a good trajectory. iReady scores across the 3 diagnostics show improvement across the board. Grade 3 showed some of the highest gains not only in iReady but also on the district benchmarks. Therefore, we can say that the continued implementation of the Math Lab has supported students in making those improvements. The increased number of Instructional Assistants has also helped support more teachers in small group instruction allowing for more Tier 2 intervention during the school day. Afterschool tutoring was to address math needs as well. More upper grade students benefited from afterschool tutoring while lower grade students did not.

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

Budget expenditures were within the suggested allocations as many activities and strategies are supported with Educational Services funding. We did not spend the entirely of the allocation for teacher hourly pay. This was not due to the fact that planning time was cancelled but due to the fact that we could not fill the positions due to a shortage of substitute teachers. Planning still occurred, we just had to be creative with how we covered classes. We moved the expenditure to

pay for our Brain Pop school license. We were also not able to full implement RTI in the area of Math. COVID surges caused for interruptions in RTI and therefore affected our implementation plans. Grades 4 and 5 were able to implement a cycle of RTI but as a replacement for ELA and not as extra days as planned. We are working on a plan for this coming year to address this implementation problem. Afterschool tutoring started strong but waned due to union issues.

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

There will be little to no changes to this goal this year and we are fine tuning RTI which will remain a focus for the 22/23 school year. The only changes will occur in the possible implementation of Family Nights focused on math or perhaps a math field day competition (Strategy 11).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

All English language learner students will demonstrate progress in gaining English language proficiency and meeting college and career ready standards in reading/language arts and mathematics based on state (CAASPP) and local assessments.

LCAP Goal A: Students will receive a rigorous and relevant standards-based instructional program. Van Wig Elementary/BUSD, will focus on essential learning and guaranteed and viable curriculum, collaboration, and data-driven decision making. Van Wig Elementary/BUSD, will continue to develop a data-driven, multi-tiered system of support to promote academic achievement for all. Van Wig Elementary/BUSD, will maintain TOSA's and Specialists to provide support for teachers in implementing CCSS, NGSS, and ELD. Van Wig Elementary/BUSD, will integrate 21st Century Learning skills, which includes a structured roll-out of technology access for all students. Van Wig Elementary/BUSD, will implement the California EL Roadmap: Educational Programs and Services for English Learners.

LCAP Goal C: Students will graduate college and career ready. Van Wig Elementary/BUSD, will focus on ensuring all students graduate "prepared" on the College and Career Readiness Indicator. Van Wig Elementary/BUSD, will expand college and career preparation at all levels (NEU at the elementary level, dual enrollment and CTE at secondary). Van Wig Elementary/BUSD, will provide interactive college and career experiences for all grade-levels.

Goal 3

All students will demonstrate continuous growth of English Language Arts/ELD standards as measured by local benchmark/CAASPP Interim assessments and state assessments (CAASPP)/ELPAC including student subgroups (E.L., Special Needs, Hispanic, Free and reduced lunch) who will demonstrate continuous growth based on previous state and local assessment data.

Identified Need

English Learner students are not performing well on state and local assessment measures and this has been a trend for several years. There needs to be an increased awareness for teachers and parents about what being an EL is and what strategies are appropriate to support them in building their language proficiency. This year we reclassified 17 student, which is more than the last 2 years combined. This is showing that EL students are making great gains. However, when we look at who is reclassifying, we are seeing our younger students much more likely to reclassify than our older students. This needs to be looked at more in depth. However, we have a very small population of LTEL students and at-risk LTELs and were able to reclassify half of them this school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessments in Mathematics for grades 3 - 5.	EL Performance on ELA SBAC (Meeting or Exceeding standards) 2018-19: 18.18% 2017-18: 6.52% 2016-17: 3.92%	Demonstrate continuous growth of the percentage students Meeting and Exceeding Standard as based on SBAC results by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL Performance on MATH SBAC (Meeting or Exceeding standards) 2018-19: 11.76% 2017-18: 4.44% 2016-17: 3.45%	
Mastery of grade level Mathematics standards through increased performance in District Benchmark Trimester assessments.	unable to disaggregate data at this time	Demonstrate continuous growth of the percentage student achieving Meets or Exceeding Standard, a least 5%, as measured by District Benchmarks.
i-Ready Diagnostic data	Diagnostic 1 Data *based on "Standard" view READING 4% Tier 1 28% Tier 2 69% At risk for Tier 3 ***54 of 88 students have scores ***39% not tested (TK or Kinder not assessed at this time) MATH 0% Tier 1 33% Tier 2 67% At risk for Tier 3 ***52 of 88 students have scores ***41% not tested (TK or Kinder not assessed at this time) Diagnostic 2 Data *based on "Standard" view READING 8% Tier 1 46% Tier 2 46% At risk for Tier 3 ***59 of 88 students have scores	Students will meet their needs as based on the diagnostic results of the i-Ready placement exam. This will then transfer into improvement academic performance in grade level content for ELA/ELD. We should see the number of students 2 or more years behind decrease by at least 5% as a result of the implementation of afterschool tutoring and designated and integrated ELD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	***33% not tested (TK or Kinder not assessed at this time) MATH 7% Tier 1 53% Tier 2 41% At risk for Tier 3 ***59 of 88 students have scores ***33% not tested (TK or Kinder not assessed at this time) Diagnostic 3 Data *based on "Standard" view READING 30% Tier 1 43% Tier 2 27% At risk for Tier 3 ***81of 88 students have scores ***8% not tested MATH 15% Tier 1 57% Tier 2 28% At risk for Tier 3 ***81of 88 students have scores ***8% not tested	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 1: Purchase of schoolwide license of Brain Pop with ELL component to supplement instruction in all content areas and for both designated and integrated ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - English Learners 4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 2: Implementation of EL Taskforce to analysis schoolwide data related to ELLs and to provide professional development and support to teachers at our site. This team will also consult with the Guiding Coalition to make schoolwide decisions related to the ELL program at the site level.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries hourly pay for meetings and planning (36 hours x 3 x $48)
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 3: Purchase of schoolwide license of Starfall to help students improve English language proficiency and provide another intervention support to meet the individualized needs of students.

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

Amount(s)	Source(s)
	LCFF - English Learners 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Emphasis on English Language Learners

Strategy/Activity

Strategy 4: Site assigned Language Assessment Aide to administer initial ELPAC assessments, provide data for analysis, assist with reclassification identification, and maintain files and paperwork as related to ELLs.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 5: Site level support and professional development provided from Program Specialist for all areas related to our EL Language program. Program Specialist will also support with providing site level reports and data related to ELLs as well as support ELPAC testing.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Salary (ELO fund)
	District Funded

	3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, especially Long Term English Language Learners

Strategy/Activity

Strategy 6: After school and summer intervention for LTELs and ELLs provide by teachers on site. Focus will be on building oral and written language proficiency.

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

Amount(s)	Source(s)
	Title III 1000-1999: Certificated Personnel Salaries
	Title III 3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Long Term English Language Learners

Strategy/Activity

Strategy 7: Hold LTEL meetings with student, teacher, parent and school principal. Data of student performance on state and local assessment will be reviewed and a plan of action will be created in order to help support the student reclassification by the end of the school year.

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

Amount(s)	Source(s)
	None Specified None Specified Admin job duties

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 8: Continue use of materials purchased in pervious years specifically for ELD instruction (Wonders ELD workbooks and magnetic word board kits)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Purchased 20/21

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 9: Monitoring effective use and implementation of adopted ELA materials and Essential Standards through accountability measures such as PLT meeting minutes, RTI Action Plans, teacher planning time, student work, walkthroughs, and teacher observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Job duties of Admin

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on English Language Learners

Strategy/Activity

Strategy 10: Implementation of Family ELL Parent Nights as well as reinstate the Parent EL 101 informational meetings for the purposes of parent engagement and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   **Source(s)**

	LCFF - English Learners 4000-4999: Books And Supplies
	District Funded 1000-1999: Certificated Personnel Salaries EL Taskforce Stipend
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The implementation of the EL Taskforce allowed for more awareness and PD to be brought to our
staff. There was more talk around the campus about integrated and designated ELD than there
had been in the past and teachers could be seen implemented the strategies promoted by the
Taskforce.   Resources were shared to help prepare our students for the ELPAC as well as making
our teacher familiar with the EL Roadmap. The Taskforce also shared updates at both Guiding
Coalition meetings and at out SSC/ELAC meetings. We could also see steady increases in both
ELA and math across the 3 administrations of iReady. We went form 0% of ELs performing at
grade level at the beginning of the year to 15% in Math and from 4% to 30% in ELA. We also saw a
sharp increase in reclassification this year with a total of 17 this year. We had 0 in the 20/21 school
year and 3 in the 19/20 school year.

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

Budget expenditures were within the suggested allocations as many activities and strategies are supported with Educational Services funding. We were unable to hold our regular LTEL meetings this year due to many factors one being COVID and the related mitigation factors and extra responsibilities and protocols it created. Luckily, about out LTEL list is short and about half of the students on the list reclassified this year. This will be a renewed focus for the 22/23 school year getting to these no later than November in order to adequately come up with and Action Plan for the year for each student.

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

There will be little to no changes to this goal this year. The only changes will occur in the possible implementation of Family Nights focused on ELLs or bringing back the ELL 101 informational sessions for families of ELLs (Strategy 10)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Engagement

LEA/LCAP Goal

LCAP Goal B: Schools and district office will provide a welcoming, student-centered, learning environment. Van Wig Elementary will ensure students, parents, and the community are meaningfully engaged in our schools and programs through a variety of trainings and the community resource center. Van Wig Elementary will continue to improve school climate and culture in the areas of safety, facilities, and family support programs. Van Wig Elementary will continue to develop a data-driven, multi-tiered system of support for student behavior and mental health needs. Van Wig Elementary will provide a learning environment that promotes improved student attendance and increased student enrollment.

Goal 4

Increase parent engagement and family support to improve the learning environment, maintain open lines of communication, and address the needs and concerns of our families.

Identified Need

Now more than ever, we need open and consistent communication with parents. We need their input and to hear their concerns as well. However, we have had quite a bit of a decrease in parent involvement at our school site over the years. It is a struggle to get our parents to join clubs, committees, or advisory boards. Our PTA is currently not active and have therefore had to look to other means of internal fundraising at our school and have created a school site ASB. With COVID-19 forcing us to meet virtually with families and communities, our participation has lowered even more. When it comes to parents meeting individually with teachers about their own child's progress, we have 80-90% of parent participation. Currently, we are having less than 10 people, who are not already committee members, attending our parent meetings such as Coffee with the Principal, SSC, and ELAC. Even getting parents to fill out surveys or required paperwork is a challenge. About 40% of our school population answer on the first attempt while approximately 40% will respond with a phone call, text, or email and 20% don't respond at all. Not all families have downloaded the Parent Square app and about 35% of our families have failed to register for communication with this tool despite several invitations and messages sent through Class Dojo.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys and attendance at parent meetings (sign-in sheets, engagement logs, or weblink hits)	Currently we have about 3-5 parents attending our Coffee with the Principal monthly events. We have about 5-10 parents attending our SSC/ELAC meetings, including our council members. We have higher attendance, about 80%, at our Back to School and Open House events.	Increase parent attendance at meetings and school events by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent membership on Class Dojo	We have over 700 adults connected to Class Dojo. This is about 95% of all student have at least one person who has educational right enrolled into the program. However, we average about 200 views on any given post which means not all families are looking at it and therefore are not informed.	Ensure every student has at least one person who has educational rights enrolled on Class Dojo.
Membership on social media (Instagram, Twitter, and Facebook)	Current membership is: Instagram 142 followers (124 in October 2021) Facebook 40 followers (38 in October 2021) Twitter 43 followers (35 in October 2021)	Reach more community members and families and positively promote the activities, personnel, and students at our school. Increase membership to Social Media platforms by 10%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students, Parents, and community members

Strategy/Activity

Strategy 1: Parent involvement activities and events: TK Parent Involvement days, Family Nights, Family Circle, virtual or in-person conferences

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

Amount(s)	Source(s)
1226.94	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Involvement Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents of all students

Strategy/Activity

Strategy 2: Provide parents with the opportunity to provide input such as participation in SSC, ELAC/DELAC site representative, monthly Coffee with the Principal, and surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 4000-4999: Books And Supplies paper for meeting materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parents of all students

Strategy/Activity

Strategy 3: Parent invitation to school events (following COVID protocols) so families can be informed of educational progress and take an active role in their child's education such as: Back to School Night, Open House, Parent/Teacher Conferences, monthly Family Circle, awards and recognition ceremonies, promotion ceremonies, assemblies and sports events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 4: Provide support to families with resources to meet basic needs: referral to school counselor, Community Liaison, and School Community Relations Assistant. Referral to outside agencies (Care Solace, Family Foothill, Enki, and Pacific Clinics)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 5: Employ methods to inform and educate parents about student performance and encourage positive parent participation: Parent flyers, monthly event calendar, newsletters, Class Dojo, phone calls home, Parent Square, school website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 4000-4999: Books And Supplies paper for flyers
	General Fund 5900: Communications postage

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Parents of students whose parents speak another language other than English

Strategy/Activity

Strategy 6: Provide translation services for parent meetings as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Translation provided as part of job duties

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, families, and community members

Strategy/Activity

Strategy 7: Maintain the most up to date and accurate information on the school website, social media platforms, and outside glass case so information of events and school policies are available at all times.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 8: Teachers and staff along with Principal meet to identify methods of increasing parent support and participation in school related activities during and after the school day (Guiding Coalition, PLC Collaboration, surveys, comprehensive needs assessment, front office staff meetings, taskforce meetings, and parent meetings)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 9: Home visits, which may included Coordinator of Student Services, School Counselor, School Community Relations Assistant, Community Liaison, and district security for students of concern or those with chronic absenteeism,.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, parents and community members

Strategy/Activity

Strategy 10: Use of Microsoft Teams Live or Zoom to provide a virtual platform for attendance of meetings and events. Use of video creation online platform, Loom.com, to provide prerecorded messages and presentations for viewing at parents and community members convenience or to be able to review them as necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 11: Creation of family resource room that can be used by the School Community Relations Assistant to meet with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

	4000-4999: Books And Supplies

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 12: Bring back field trips, school wide assembly opportunities, family nights, and after school and evening on campus fundraiser events (i.e Food truck nights, Spring Boutique, Movie Nights, Fall Festival, etc.)

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

Amount(s)	Source(s)
	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 13: School wide ASB

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Stipends for ASB coordinators (2)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We continue to struggle in parent engagement at events that are not related to student activities. Allowing the parents, guardians, and community members to attend either in-person or virtually has only slightly increased our attendance at parent meetings but it is still not where we would like it to be. School activities like Back to School, Open House, an other school events that are "fun" or celebratory see much higher adult attendance while our parent meetings are still low in attendance. This is even after surveying parents about best times for these meetings as well as trying different times (both morning and evening). I do believe we are educating parents throughs or meeting however we need more parents to attend in order to see any real changes in engagement. Other methods of communication have remained constant and we feel we are effective at this. However, the lack of 100% participation on our platforms makes it difficult to spread the word to all our families so everyone feels they are informed. I believe that implementation COVID mitigation protocols made families less able to participate and were reluctant and hesitant to do so when they could.

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

There were no major differences in intended implementation and budgeted expenditures. Budget expenditures were within the suggested allocations as many activities and strategies do not require much funding at the site level.

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

The only changes in this goal are related to the inability to have in-person events and celebrations while the school buildings are closed dur to COVID-19. All activities have been modified to occur online or with limited in-person attendance. We have figured out how to have most events occur simultaneously in-person and virtually or to provide a recording for later viewing (Strategy 10). There is an increased reliance to meeting on Microsoft Teams and Zoom for meetings and social media as a form of communication. Strategies 11-13 are new this year. We recently hired a School Community Relations Assistant (April 2022) that works part time on our campus (4 hours a day). She has been given and empty classroom on campus and her goal is to convert it to a Parent Resource Center. We will be reallocating resources on campus to this room like unused computers and furniture to make it welcome, inviting, and provide resources to our families needed

to participate fully at Van Wig. We are also bringing back in person events and field trips that have been placed on hold (Strategy 11 and 12). We have increased funding in LCFF Supplemental and Concentration fund for the 22/23 school year and will put it to use for these purposes. We hope that this opens to door to volunteers on campus again. Although ASB was added to this year's SPSA, we have been implementing it since the 20/21 school year but was added to this year's SPSA (Strategy13)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and School Climate

LEA/LCAP Goal

LCAP Goal B: Schools and district office will provide a welcoming, student-centered, learning environment. Van Wig Elementary/BUSD will ensure students, parents, and the community are meaningfully engaged in our schools and programs through a variety of trainings and the community resource center. Van Wig Elementary/BUSD will continue to improve school climate and culture in the areas of safety, facilities, and family support programs. Van Wig Elementary/BUSD will continue to develop a data-driven, multi-tiered system of support for student behavior and mental health needs. Van Wig Elementary/BUSD will provide a learning environment that promotes improved student attendance and increased student enrollment.

Goal 5

Create and Maintain a Safe Learning Environment. Providing a safe learning environment by building a structured culture of continuous learning that includes PLC collaboration create Common Formative Assessment and data analysis to ensure student's academic need are met. School Attendance Goal: Decrease Chronic Absenteeism through increased SART process, increased communication, and increased parent education.

Identified Need

Pre-COVID, our school wide attendance percentage fluctuated between 92 - 97% school wide, with some of our classes as low as 88% monthly attendance rates. We were always well below our target of 98% attendance goal. Chronic Absenteeism is a problem for our site according to our 2019 Dashboard data. Distance and Hybrid Learning only exacerbated this problem. We held over 50 SART meetings and recommended 12 students to SARB i the 20/21 school year. This year we held 33 SART meetings with 3 families being recommended to SARB.

Teachers need continuous time to collaborate and engage in conversation around learning. There has always been a lack of enough productive time provided for this. Collaboration time needs to be more focused on the 4 Essential Learning Questions as outlined by PLC and there needs to be more accountability for this piece. There has been a shortage of substitute teachers this year making filling positions for during the school day collaboration time difficult.

Providing a safe learning environment is paramount for not only students but also all staff. Having a warm and friendly environment increases attendance and engagement, not only with students but also with staff and parents. It is paramount to have staff that can meet the needs of our students and parents and doing so in a safe manner. COVID-19 and Distance Learning has made social emotional support and building relationships with students more important than ever as students returned to full time in-person instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student, teacher, and parent survey to measure school	See narrative on Needs Assessment for more details	Increase in positive attitude and affect

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
climate and student engagement		
Average Daily Attendance	Monthly Attendance Data for the 20-21 school year: Distance Learning Period 1: 97.04% Period 2: 96.32% Period 3: 95.87% Period 4: 96.03% Period 5: 94.94% Period 6: 97.00% Period 7: 96.28% Period 8: 94.52% *Return to in-person Hybrid Model *Period 9: 94.43% *Period 10: 92.67% Monthly Attendance Data for the 21-22 school year: Period 1: 90.98% Period 2: 91.37% Period 3: 91.38% Period 4: 93.17% Period 5: 85.72% Period 6: 85.01% Period 7: 91.61% Period 8: 91.64% YTD Total: 90.01%	Increase in average daily attendance to 95% by determining which student need further intervention and or possible services.
Chronic Absenteeism Data	Currently in the RED indictor of performance on the CA Dashboard. This represent 12% of our students who are chronically absent. This was also a 5.6% increase from the previous year. All subgroups saw an increase, except for the Asian subgroup or subgroups that had less than 11 students. Foster Youth saw the highest increase with 18.2% increase in Chronic Absenteeism and English Learners had the	Decrease the amount of students who are chronically absent, outside of those who are on quarantine or COVID related absences. Decrease overall chronic absenteeism by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	second highest increase at 7.3% increase and 12.4% overall. Although there is not a 2020 indicator for this and Distance Learning made this more or an issue. 21/22 COVID quarantine and isolation protocols made it difficult to increase attendance overall and actually made our numbers decrease. 19/20 School Year 12 SART meetings 0 students recommended to SARB 20/21 School Year 54 SART meetings 12 students recommended to SARB 21/22 School Year 33 SART Meetings 3 students recommended to SARB	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 1: Continued implementation of Second Step SEL program and Capturing Kids' Hearts strategies to boost social emotional support across the school. Teachers and school counselor work together to ensure weekly implementation as described in our implementation plan.

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

Amount(s)   Source(s)

	None Specified
	None Specified
	program and materials purchased 20/21 school year

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 2: Schoolwide implementation of PBIS including schoolwide behavior expectations matrix to reinforce safe environment, good citizenship, and expected behaviors. Ensure staff and students are trained in PBIS expectations and safety protocols and scheduling PBIS classroom lesson and assemblies throughout the year. Morning messages will also reflect PBIS expectations and reminders.

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

Amount(s)	Source(s)
	General Fund
	4000-4999: Books And Supplies
	Oriental trading open PO for incentives for PBIS Store

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 3: Promote the No Excuse University mentality and ensure the 6 Exceptional Strategies are implemented school wide for student exposure to college and career readiness.

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

Amount(s)	Source(s)
600.00	Title I
	5000-5999: Services And Other Operating Expenditures
	NEU Membership Fee (site funds 50%)
	District Funded

	5000-5999: Services And Other Operating Expenditures NEU Membership Fee (district funds 50%)
1250.00	Title I 4000-4999: Books And Supplies NEU Agendas
300.00	Title I 4000-4999: Books And Supplies Related materials (pennants, flags, incentives, etc.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 4: Extended school day activities: Yearbook, Film, GATE, VAPA, ASB

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

Amount(s)	Source(s)
	LCFF - Art & Music 1000-1999: Certificated Personnel Salaries Coordinator Stipends
	LCFF - Art & Music 3000-3999: Employee Benefits
	LCFF - Art & Music 4000-4999: Books And Supplies Materials and Supplies
	LCFF - GATE 4000-4999: Books And Supplies Materials for recorders and puppetry supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 5: Student Safety Monitors to maintain a safe and orderly environment and provide student supervision before, during, and afterschool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy 6: Field trips related to our educational programs to provide students with experiences outside of the classroom and broaden their experiences in the world outside of the school and their local community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Art & Music 5800: Professional/Consulting Services And Operating Expenditures tickets costs and bus expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students and their parents/guardians

Strategy/Activity

Strategy 7: Teachers will engage with parents/guardians at Back to School, Open House, and Parent/Techer Conferences and through the use of Class Dojo to maintain communication between parents/guardians and the classroom teacher. This is for the purpose of communicating classroom academic and behavior expectations, providing regular progress updates, and promoting the ongoing collaboration between families and the classroom teacher in order to achieve student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
	None Specified
	Teacher job related duties

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student, especially those requiring extra support with academics or attendance

Strategy/Activity

Strategy 8: School Counselor will lead the charge of the SST process at our site. The counselor will maintain records, schedule and facilitate SST meetings, consult with students and staff as specified in the SST plan, and assist with social, emotional, mental health, and academic needs of students.

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

Amount(s)	Source(s)
	None Specified
	None Specified
	Counselor job responsibilities

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 9: School will foster parent understanding of the relationship between good attendance and academic achievement. School will provide work for students in quarantine so that instruction is not interrupted. The importance of attendance will be communicated employing the following methods: Principals messages home (text and voice), parent meetings and pre-recorded principal presentations related to attendance, Coffee with the principal, monthly newsletter or calendar with messages, COVID-19 related information about when students should stay home and for how long, school website, Parent Institute resources, etc.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 10: Attendance will be closely monitored. Student Office Assistant will run a daily report and call parents/guardians to clear absences. Weekly and monthly report will be run to analyze data and identify students who require intervention. SART/SST meetings, lead by school counselor, will be held for those who are chronically absent to identify barriers to good school attendance. A plan of action will be created to reduce chronic absenteeism at these meetings.

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

Amount(s)	Source(s)
	None Specified None Specified SOA and counselor Job duties

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 11: Purchase of instructional materials, office supplies, custodial supplies, including supplies to maintain all facilities at the school site.

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

Amount(s)	Source(s)
	General Fund 4000-4999: Books And Supplies Studies Weekly
	General Fund 4000-4999: Books And Supplies Outdoor equipment

	General Fund 4000-4999: Books And Supplies Custodial Supplies
	General Fund 4000-4999: Books And Supplies Office and school supplies

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 12: Administrative Designee to serve as a second support for the school.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Stipend
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 13: Bi-monthly meetings with the Guiding Coalition to discuss instructional practices, monitor implementation of programs, plan and revise RTI program, analyze data and make decision based on the data to improve instructional practices and increase student achievement. They also serve as the communication between administration and their grade level span team members and support effective PLC practices and facilitate PLT collaboration at the school.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

	(4 teachers x $41 X 27 hours)
	District Funded 3000-3999: Employee Benefits (4 teachers x 7 X 27 hours)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

COVID-19 made the effectiveness of our strategies difficult. Students returned with many social and emotional needs. The implementation of 2nd Step across the school was successful with many classrooms finishing the program. Capturing Kids' Hearts could also been seen across the campus with the Social Contract visible in each classroom. However, this program needs more support and teachers need a renewed sense of fidelity to the use of it's strategies. PBIS is alive and well and the staff survey reveals that 82% of respondent believe students are recognized or their positive behavior. NEU has also seen a resurgence at our school. We have revamped our Family Circle and it is more student centered and student lead. 92% of respondents on the survey believe that it is part of their job to prepare students for college. We hope to further the 6 Exceptional Strategies this coming school year and hope to once again attend the NEU conferences as they will be returning in-person. We added some stipend this year for student involvement and teachers did an excellent job of fulfilling their assignments and actively engaging students in their work. Attendance was a challenge this year. We saw the lowest percentages of attendance this year and therefore failed to decrease chronic absenteeism. Most of it is due to quarantine and isolation caused by exposure and illness of COVID 19. It created us to continually modify our attendance approach implementing Saturday School and short term Independent Studies for attendance recovery.

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

Budget expenditures were within the suggested allocations as many activities and strategies are supported with Educational Services funding.

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

There are no changes to this goal this year except for increasing our fidelity to programs and the increased use of Home Visits. We will continue to involve our School Community Relations Assistant as much as we can with student attendance.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$31,085.34
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$31,085.34

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$29,858.40
Title I Part A: Parent Involvement	$1,226.94

Subtotal of additional federal funds included for this school: $31,085.34

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

State or Local Programs	Allocation ($)
District Funded	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $31,085.34

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	32,886.00	3,027.60

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Title I	29,858.40
Title I Part A: Parent Involvement	1,226.94

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	6,700.00
4000-4999: Books And Supplies	3,785.34
5000-5999: Services And Other Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
3000-3999: Employee Benefits	Title I	6,700.00
4000-4999: Books And Supplies	Title I	2,558.40
5000-5999: Services And Other Operating Expenditures	Title I	600.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,226.94

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,854.20
Goal 2	13,854.20
Goal 4	1,226.94
Goal 5	2,150.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Giuliana Morales	Principal
Joseph Figueroa	Classroom Teacher
Nadine Vasquez	Classroom Teacher
Jennifer Paredes	Classroom Teacher
Elizabeth Barreto	Other School Staff
Maria Luz Rosales	Parent or Community Member
Bertha Romero	Parent or Community Member
Tiffany Tricoche	Parent or Community Member
Matthew Huerta	Parent or Community Member
Wendy Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 28, 2021.

Attested:

Principal, Mrs. Giuliana Morales on 5/19/22
SSC Chairperson, Mr. Joseph Figueroa on 5/19/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

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 is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted 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.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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