School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ellwood Elementary	42691956045421	September 27, 2023	October 25, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Ellwood School is identified for additional targeted support and improvement (ATSI) due to minimal progress for students with identified special education needs.

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. As a Title I school we have increased staffing to address student needs, including a full time tier 3 intervention specialist for reading. We are also having monthly special education team meetings to review progress for students with IEPs.

Table of Contents

SPSA Title Page 1
Purpose and Description 2
Table of Contents 3
Comprehensive Needs Assessment Components 4
- Data Analysis 4
- Surveys 4
- Classroom Observations 4
- Analysis of Current Instructional Program 4

Educational Partner Involvement 8
School and Student Performance Data 9
- Student Enrollment 9
- CAASPP Results 11
- ELPAC Results 15
- Student Population 19
- Overall Performance 21
- Academic Performance 23
- Academic Engagement 28
- Conditions & Climate 30

Goals, Strategies, & Proposed Expenditures 32
- Goal 1 32
- Goal 2 50
- Goal 3 56
- Goal 4 61

School Budget 65
School Site Council Membership 67
Recommendations and Assurances 68

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).

We administer an annual Needs Assessment to parents of English Language Learners. We also receive information from student surveys (2nd and 6th grades) and seek input from staff, SSC, ELAC, and site leadership including our PLC guiding Coalition during LCAP and SPSA input sessions at our site. A trend from surveys included giving more student choice in learning activities. The achievement gap for our MLL students and Latin X students was an identified as an area of need. Another trend was addressing daily student attendance and chronic absentee issues.

Classroom Observations

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

The principal regularly observes classrooms formally and informally to assess school needs and give feedback to personnel. Observed trends have been a consistent use of essential standards and an increased use of exit tickets and checks for understanding. Principal looks for student engagement, use of district adopted materials, effective instructional strategies, differentiation for different levels of learners, use of effective instructional strategies for MLL students, opportunities for MLL students to speak and participate, use of CFA's to drive instruction and engaging lessons and support of the social / emotional needs of the students. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

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)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use. Data is shared with parents and analyzed as part of the PLC process. Grade level teams review CAASPP data at multiple times per year as a team and at data team meetings. ELPAC results are reviewed multiple times per year by our data teams and grade level teachers to inform instruction and progress for our MLL students. We have see excellent growth for our MLL students on ELPAC and we were able to redesignate sixteen MLL students in the 2022-2023 school year.

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

All students take monthly STAR 360 Early Literacy or Reading/Math assessments. Additionally, students take common formative assessments in math, along with the summative assessments their teacher elects to use. Grade level teams meet to discuss common formative assessments results two to three days per week during planned grade level release time. Intervention Learning Team groupings and learning standards are updated and modified in six week cycles, but many teams modify these on a more frequent basis based on the results of assessments. Data teams including grade level teachers, intervention specialists, school psychologist and principal happen four times per year. The use of data to drive our intervention and instruction has grown greatly during the last year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement. During the 2022-2023 school year, we participated in a year-long ELD training with Dr. Carlos Pagan from the SBCEO. Our staff did additional training on PLC work, social / emotional learning and DEI.

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

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLC teams on improving their professional practice tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also.

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

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Intervention support staff was given specific time in their schedules to meet monthly with grade level teachers. They found this to be useful.

Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules. We have found that tier our time for academics has been tighter during the 2022-2023 school year due to the increase in specialist times. Teams worked to guarantee that the essential standards were addressed in their tier one instruction. The scarcity of time in the instructional day and the need for robust core 1 instruction is an area we continue to reflect on and will work on next year.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine. Our Learning Team model for tier 2 support was very effective this year. Teachers collected evidence of student growth and mastery of essential standards. The groups were flexible and allowed students to maximize their time focused on areas of need. Our tier 3 reading support was consistent and data driven. Our learning center reduced their number of students needing tier 3 intervention throughout the year and we ended up with the smallest percentage of students needing tier 3 intervention in the school district.

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

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff

We monitor student academic progress and social behaviors of all student groups. We use grade level PLCs to monitor the growth of different student groups (i.e. Multilingual Learners, neurodiverse students, BIPOC students.) We determine which students require Tier 2 and 3 intervention supports and monitor effectiveness of program through PLC and evaluation of benchmark and monthly STAR 360 assessments.

We maintain progressive discipline and restorative justice practices as appropriate. We are tracking the number of discipline referrals as recorded through student database reports. We also report racial slurs to Pupil Services

Parental Engagement

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

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed. We have a partnership with UCSB's Power of Play program that provides support for students at recess. Families are very involved in our school as classroom volunteers, coordinators for PTA committees and events and as partners in learning. We continue to work to increase the involvement of our parents of MLL students.

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

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services. At Ellwood, we h

Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and a summer learning program is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various educational partners in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. The SSC gave input on the SPSA goals on multiple meetings throughout the 2022-2023 school year, including final advice on May 3, 2023. The 2023-2024 SSC gave final approval to the plan on September 26, 2023. The Ellwood English Learner Advisory Committee reviewed the EL Parent Survey and gave input on SPSA goals on March 16, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	36	67	60
Grade 1	34	40	51
Grade 2	43	48	36
Grade3	39	50	51
Grade 4	41	45	49
Grade 5	28	48	45
Grade 6	46	46	49
Total Enrollment	267	344	341

Conclusions based on this data:

1. Ellwood saw decline in enrollment during the pandemic as students participated in our district's virtual academy program. Enrollment in 2021-2022 returned to near pre-pandemic levels with a sizable number of students in kindergarten.
2. The 2022-2023 enrollment was consistent with the overall enrollment for 2021-2022.
3. The data suggests a decrease in the cohort going from kindergarten to grade 1 in the last two years. Some of these students were transitional kindergarten students in 2021-2022 and were in kindergarten during the 2022-2023 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	71	84	75	26.6%	24.4%	22.0%
Fluent English Proficient (FEP)	31	37	43	11.6%	10.8%	12.6%
Reclassified Fluent English Proficient (RFEP)	4			5.6%		

Conclusions based on this data:

1. The percentage of English Learners at Ellwood School has declined each year over the last three years.
2. Over 20% of our population is a multi-lingual learner.
3. We were able to RFEP 16 students in 2022-2023.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	49	49	0	49	46	0	49	46	0.0	100.0	93.9
Grade 4	38	44	51	0	44	49	0	44	49	0.0	100.0	96.1
Grade 5	27	48	44	0	47	44	0	47	44	0.0	97.9	100.0
Grade 6	39	47	48	0	45	48	0	45	48	0.0	95.7	100.0
All Grades	140	188	192	0	185	187	0	185	187	0.0	98.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.	2491.		38.78	47.83		18.37	30.43		26.53	8.70		16.33	13.04
Grade 4		2482.	2480.		38.64	26.53		25.00	24.49		11.36	24.49		25.00	24.49
Grade 5		2507.	2539.		25.53	50.00		25.53	20.45		23.40	6.82		25.53	22.73
Grade 6		2550.	2556.		24.44	25.00		35.56	41.67		20.00	20.83		20.00	12.50
All Grades	N/A	N/A	N/A		31.89	36.90		25.95	29.41		20.54	15.51		21.62	18.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.41	34.78		69.39	54.35		10.20	10.87
Grade 4		27.27	22.45		61.36	65.31		11.36	12.24
Grade 5		21.28	29.55		57.45	54.55		21.28	15.91
Grade 6		31.11	16.67		48.89	58.33		20.00	25.00
All Grades		24.86	25.67		59.46	58.29		15.68	16.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.49	34.78		61.22	54.35		14.29	10.87
Grade 4		20.45	10.20		56.82	65.31		22.73	24.49
Grade 5		27.66	34.09		61.70	43.18		10.64	22.73
Grade 6		20.00	25.00		53.33	58.33		26.67	16.67
All Grades		23.24	25.67		58.38	55.61		18.38	18.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.24	26.09		81.63	65.22		6.12	8.70
Grade 4		13.64	14.29		72.73	79.59		13.64	6.12
Grade 5		6.38	13.64		87.23	72.73		6.38	13.64
Grade 6		17.78	14.58		73.33	77.08		8.89	8.33
All Grades		12.43	17.11		78.92	73.80		8.65	9.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.69	34.78		55.10	58.70		10.20	6.52
Grade 4		20.45	16.33		61.36	79.59		18.18	4.08
Grade 5		19.15	25.00		65.96	59.09		14.89	15.91
Grade 6		24.44	22.92		64.44	68.75		11.11	8.33
All Grades		24.86	24.60		61.62	66.84		13.51	8.56

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~32%) of students exceed the standard and (~26%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~21%) nearly meet and (~22%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that writing skills are achieved by the majority, although approximately (~18%) of students are not meeting this standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	49	49	0	49	48	0	49	48	0.0	100.0	98.0
Grade 4	38	44	51	0	44	50	0	44	50	0.0	100.0	98.0
Grade 5	27	48	44	0	48	44	0	48	44	0.0	100.0	100.0
Grade 6	39	47	48	0	47	48	0	47	48	0.0	100.0	100.0
All Grades	140	188	192	0	188	190	0	188	190	0.0	100.0	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2445.	2466.		32.65	35.42		18.37	27.08		22.45	22.92		26.53	14.58
Grade 4		2484.	2480.		22.73	22.00		29.55	26.00		27.27	30.00		20.45	22.00
Grade 5		2485.	2513.		12.50	20.45		16.67	36.36		31.25	13.64		39.58	29.55
Grade 6		2515.	2509.		17.02	18.75		23.40	12.50		21.28	37.50		38.30	31.25
All Grades	N/A	N/A	N/A		21.28	24.21		21.81	25.26		25.53	26.32		31.38	24.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.78	39.58		34.69	47.92		26.53	12.50
Grade 4		31.82	22.00		47.73	56.00		20.45	22.00
Grade 5		14.58	18.18		47.92	52.27		37.50	29.55
Grade 6		10.64	18.75		46.81	52.08		42.55	29.17
All Grades		23.94	24.74		44.15	52.11		31.91	23.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.69	29.17		32.65	56.25		32.65	14.58
Grade 4		27.27	26.00		54.55	48.00		18.18	26.00
Grade 5		16.67	25.00		56.25	52.27		27.08	22.73
Grade 6		17.02	10.42		44.68	58.33		38.30	31.25
All Grades		23.94	22.63		46.81	53.68		29.26	23.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.73	35.42		42.86	54.17		20.41	10.42
Grade 4		25.00	26.00		50.00	58.00		25.00	16.00
Grade 5		6.25	22.73		68.75	52.27		25.00	25.00
Grade 6		27.66	8.33		44.68	66.67		27.66	25.00
All Grades		23.94	23.16		51.60	57.89		24.47	18.95

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong at 100% of students taking the assessments in 2021-2022.
2. Overall scaled scores continue to increase slightly overall. Approximately (~21%) of students exceed the standard and (~22%) meet the standard in overall Math achievement. Approximately (~26%) nearly meet and (~31%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Concepts and procedures; Applying mathematics concepts and procedures was that lowest scoring area for Ellwood with 31.91% of students below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1451.8	1430.7	*	1471.7	1454.5	*	1405.3	1374.9	10	18	19
1	*	1455.5	*	*	1479.1	*	*	1431.2	*	9	14	8
2	1483.8	1498.8	1452.3	1483.1	1505.7	1447.1	1484.0	1491.4	1457.2	13	12	12
3	*	*	1490.2	*	*	1473.6	*	*	1506.2	10	9	11
4	*	1540.8	*	*	1548.0	*	*	1533.3	*	11	11	8
5	*	*	*	*	*	*	*	*	*	6	8	6
6	*	1560.8	*	*	1573.2	*	*	1547.8	*	4	12	6
All Grades										63	84	70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	27.78	15.79	*	44.44	47.37	*	16.67	21.05	*	11.11	15.79	*	18	19
1	*	7.14	*	*	50.00	*	*	42.86	*	*	0.00	*	*	14	*
2	15.38	25.00	0.00	53.85	66.67	50.00	23.08	8.33	33.33	7.69	0.00	16.67	13	12	12
3	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
4	*	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	50.00	*	*	16.67	*	*	25.00	*	*	8.33	*	*	12	*
All Grades	18.03	27.38	15.71	40.98	50.00	47.14	31.15	17.86	25.71	9.84	4.76	11.43	61	84	70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	50.00	31.58	*	27.78	47.37	*	16.67	5.26	*	5.56	15.79	*	18	19
1	*	42.86	*	*	35.71	*	*	14.29	*	*	7.14	*	*	14	*
2	23.08	50.00	8.33	46.15	50.00	41.67	23.08	0.00	25.00	7.69	0.00	25.00	13	12	12
3	*	*	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11
4	*	63.64	*	*	36.36	*	*	0.00	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	58.33	*	*	16.67	*	*	16.67	*	*	8.33	*	*	12	*
All Grades	39.34	53.57	27.14	39.34	33.33	44.29	14.75	8.33	15.71	6.56	4.76	12.86	61	84	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	5.56	0.00	*	50.00	31.58	*	27.78	42.11	*	16.67	26.32	*	18	19
1	*	0.00	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
2	7.69	8.33	0.00	46.15	50.00	33.33	30.77	33.33	41.67	15.38	8.33	25.00	13	12	12
3	*	*	18.18	*	*	27.27	*	*	36.36	*	*	18.18	*	*	11
4	*	9.09	*	*	45.45	*	*	36.36	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	16.67	*	*	41.67	*	*	16.67	*	*	25.00	*	*	12	*
All Grades	6.56	5.95	5.71	22.95	42.86	32.86	50.82	33.33	41.43	19.67	17.86	20.00	61	84	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	26.32	*	44.44	63.16	*	22.22	10.53	*	18	19
1	*	64.29	*	*	35.71	*	*	0.00	*	*	14	*
2	23.08	33.33	41.67	69.23	66.67	50.00	7.69	0.00	8.33	13	12	12
3	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
4	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
All Grades	36.07	41.67	28.57	55.74	48.81	64.29	8.20	9.52	7.14	61	84	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	44.44	36.84	*	55.56	52.63	*	0.00	10.53	*	18	19
1	*	21.43	*	*	71.43	*	*	7.14	*	*	14	*
2	15.38	66.67	8.33	76.92	33.33	66.67	7.69	0.00	25.00	13	12	12
3	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
4	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
All Grades	42.62	58.33	35.71	50.82	38.10	51.43	6.56	3.57	12.86	61	84	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	5.56	10.53	*	83.33	73.68	*	11.11	15.79	*	18	19
1	*	14.29	*	*	42.86	*	*	42.86	*	*	14	*
2	0.00	8.33	0.00	84.62	83.33	66.67	15.38	8.33	33.33	13	12	12
3	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
4	*	0.00	*	*	100.00	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
All Grades	6.56	9.52	7.14	63.93	70.24	61.43	29.51	20.24	31.43	61	84	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	38.89	10.53	*	38.89	57.89	*	22.22	31.58	*	18	19
1	*	0.00	*	*	85.71	*	*	14.29	*	*	14	*
2	23.08	25.00	0.00	61.54	66.67	91.67	15.38	8.33	8.33	13	12	12
3	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
4	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
All Grades	14.75	25.00	24.29	67.21	60.71	62.86	18.03	14.29	12.86	61	84	70

Conclusions based on this data:

1. Overall, 28% of our ML students scored that the 4 level in the overall language category and may be considered for reclassification.
2. Oral language was a strong area with 54% of students scoring in the 4 range.
3. In 2021-2022 our percentage of students testing in the well developed category was higher than in 2020-2021 in all domains.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
344	**43.0**	**24.4**	**0.3**
Total Number of Students enrolled in Ellwood Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	84	24.4
Foster Youth	1	0.3
Homeless	1	0.3
Socioeconomically Disadvantaged	148	43.0
Students with Disabilities	29	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian		
Asian	20	5.8
Filipino	3	0.9
Hispanic	178	51.7
Two or More Races	37	10.8
Pacific Islander		
White	105	30.5

Conclusions based on this data:

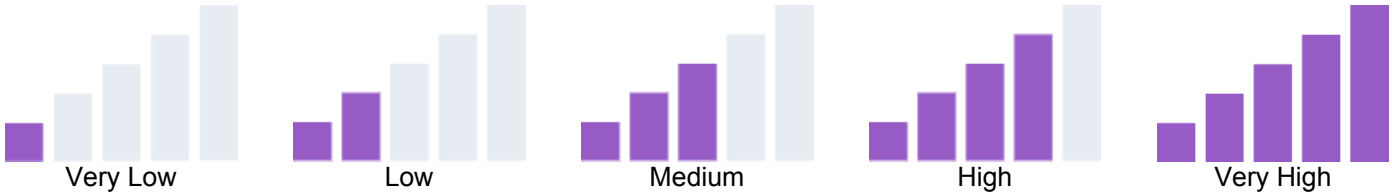
1. 43% of our population is socioeconomically disadvantaged.
2. Approximately 24% of students are identified as English learners.
3. 51.7% of our students are Hispanic.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: Very High		

Conclusions based on this data:

1. English Language Arts academic scores are in the high range.
2. English Learner Progress is very high.
3. Chronic Absenteeism is in the high range.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	1	0

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

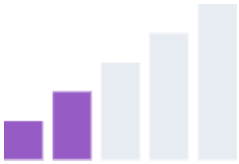
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

16.1 points above standard

182 Students

English Learners



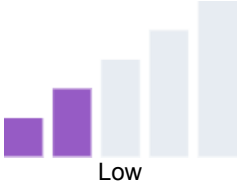
27.3 points below standard

60 Students

Foster Youth

Homeless

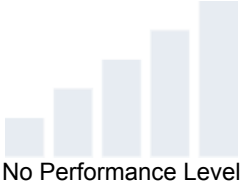
Socioeconomically Disadvantaged



21.4 points below standard

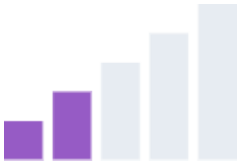
74 Students

Students with Disabilities



91.9 points below standard

24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 31.7 points below standard 13 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 5.6 points below standard 99 Students	No Performance Level 59.9 points above standard 20 Students		High 44.8 points above standard 50 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.6 points below standard 32 Students	31.7 points above standard 29 Students	36.3 points above standard 117 Students

Conclusions based on this data:

1. The all students group tested in the high range on the 2022 SBAC in ELA.
2. Hispanic students tested 5.6 points below the standard. The white subgroup tested 44.8 points above the standard. This indicates an achievement gap in ELA.
3. English Learner students tested 27.3 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

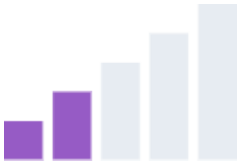
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	1	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
14.6 points below standard	59.7 points below standard	
182 Students	60 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	45.6 points below standard	109.9 points below standard
	74 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1.5 points above standard 11 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 47.5 points below standard 99 Students	No Performance Level 24.1 points above standard 20 Students		High 32.9 points above standard 50 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.0 points below standard 31 Students	17.7 points below standard 29 Students	7.3 points above standard 117 Students

Conclusions based on this data:

1. English Learners tested 59.7 points below the standard.
2. Our Hispanic subgroup tested 47.5 points below the standard. Our white subgroup tested 32.9 points above the standard. This indicates an achievement gap.
3. Students with disabilities tested 109.9 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

69.5 making progress towards English language proficiency

Number of EL Students: 59 Students

Performance Level: 5

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.5%	22.0%	3.4%	66.1%

Conclusions based on this data:

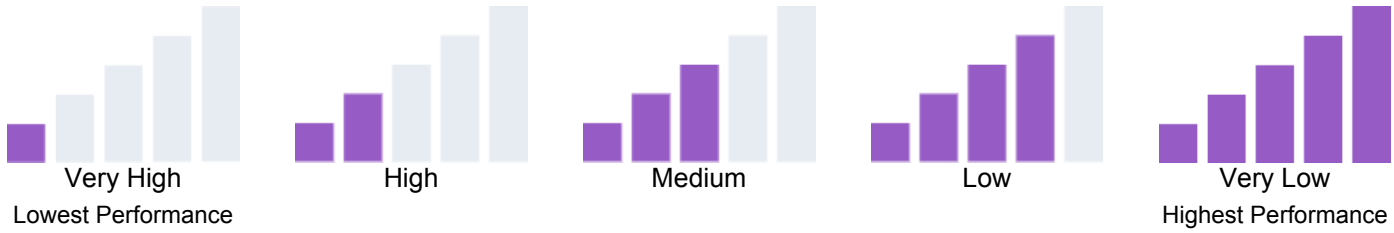
1. Our MLL students tested on the very high category.
2. 66.1% of students progressed at least one level.
3. Only 8.5% decreased one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	2	0	0	0

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

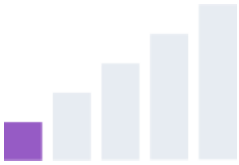
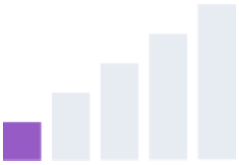
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
18.2% Chronically Absent	19.6% Chronically Absent	Less than 11 Students
351 Students	97 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	23.7% Chronically Absent	34.3% Chronically Absent
1 Student	156 Students	35 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% Chronically Absent	Less than 11 Students
2 Students		23 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High		High
23.3% Chronically Absent	20.5% Chronically Absent		12.5% Chronically Absent
180 Students	39 Students		104 Students

Conclusions based on this data:

1. We are in the overall high category for chronic absenteeism.
2. Students with disabilities has 34.3% chronic absenteeism.
3. Our Hispanic subgroup has 23.3% chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	6

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
357 Students	98 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	159 Students	36 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
2 Students		24 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
183 Students	39 Students		106 Students

Conclusions based on this data:

1. Overall, there were no suspensions.
2. Alternate forms of discipline were used other than suspensions.
3. There is not a difference in suspension based on race.

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 and Mathematics

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy and Mathematics as measured by the STAR 360 Reading assessments. Students in grades 3-6 will be evaluated by SBAC scores as well.

Identified Need

Not all students are making benchmark proficiency and/or one years growth as measured by Ren Star or by SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2023 Data Early Literacy Proficiency Overall At/Above % = 52.4% Student Group by Ethnicity* Latinx = 40% White = 83.3% Multiple = 100% Kindergarten 47.2% Above Benchmark 11.1% At Benchmark 19.4% On Watch 11.1% Intervention 11.1% Urgent Intervention 1st Grade 25% At Benchmark 0% On Watch 25% Intervention 25% Urgent Intervention Spring 2022 Data Early Literacy Proficiency Overall At/Above % = 65.5% Student Group by Ethnicity*	Increase the number of students meeting and exceeding proficiency in Early Literacy to 70%. Decrease the number of students not meeting proficiency to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Latinx = 58.1% White = 88.9% Multiple = 50% Kindergarten 66% Above Benchmark 8.5% At Benchmark 8.5% On Watch 8.5% Intervention 8.5% Urgent Intervention 1st Grade 14.3% At Benchmark 14.3% On Watch 14.3% Intervention 57.1% Urgent Intervention	
STAR 360 - Spring Data Reading – Proficiency	Spring 2023 Data STAR 360 Reading Proficiency Overall At/Above 64.3% Student Group by Ethnicity* Latinx = 50.3% White =82% Multiple = 78.6% Students with urgent intervention needs: 10% Students with Disabilities 40.6% Students without Disabilities 67.3 1st Grade 59.2% Above Benchmark 2% At Benchmark 12.2% On Watch 12.2% Intervention 14.3% Urgent Intervention 2nd Grade 57.1% Above Benchmark 8.6% At Benchmark	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 to 70%. Decrease the number of students who are needing urgent intervention support to less than 8%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	14.3% On Watch 14.3% Intervention 5.7% Urgent Intervention 3rd Grade 65.3% Above Benchmark 8.2% At Benchmark 8.2% On Watch 6.1% Intervention 12.2% Urgent Intervention 4th Grade 56% Above Benchmark 12% At Benchmark 18% On Watch 10% Intervention 4% Urgent Intervention 5th Grade 47.7% Above Benchmark 13.6% At Benchmark 18.2% On Watch 9.1% Intervention 11.4% Urgent Intervention 6th Grade 42.9% Above Benchmark 10.2% At Benchmark 20.4% On Watch 14.3% Intervention 12.2% Urgent Intervention Spring 2022 Data STAR 360 Reading Proficiency Overall At/Above % = 65.8% Student Group by Ethnicity* Latinx = 52.8% White = 81.3% Multiple = 87.1% Students with urgent/intervention needs: 23.7% Students with Disabilities 41.7% Students without Disabilities 72.7% 1st Grade	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	68.4% Above Benchmark 2.6% At Benchmark 2.6% Intervention 26.3% Urgent Intervention 2nd Grade 68.7% Above Benchmark 6.7% At Benchmark 11.2% On Watch 6.7% Intervention 8.9% Urgent Intervention 3rd Grade 63.3% Above Benchmark 2% At Benchmark 14.3% On Watch 12.2% Intervention 8.2% Urgent Intervention 4th Grade 70.5% Above Benchmark 2.3% At Benchmark 9.1% On Watch 9.1% Intervention 9.1% Urgent Intervention 5th Grade 46.8% Above Benchmark 12.8% At Benchmark 10.6% On Watch 21.3% Intervention 8.5% Urgent Intervention 6th Grade 40.9% Above Benchmark 9.1% At Benchmark 18.2% On Watch 22.7% Intervention 9.1% Urgent Intervention	
Star Reading - Growth Fall 2022 to Spring 2023	Fall 2022 to Spring 2023 Growth Overall Typical/Above Average Growth = 65.8% Student Group by Ethnicity Latinx = 58.7% White = 70.8%	By the Spring of 2024, 75% of students will demonstrate typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Multiple = 75% Fall 2022 to Spring 2023 Growth Kindergarten 75% High Growth 25% Typical Growth 0% Low Growth 1st Grade 34.7% High Growth 24.5% Typical Growth 40.8% Low Growth 2nd Grade 40% High Growth 40% Typical Growth 20% Low Growth 3rd Grade 47.9% High Growth 33.3% Typical Growth 18.8% Low Growth 4th Grade 42.9% High Growth 18.4% Typical Growth 38.8% Low Growth 5th Grade 27.3% High Growth 27.3% Typical Growth 45.5% Low Growth 6th Grade 28.6% High Growth 30.6% Typical Growth 40.8% Low Growth Fall 2021 to Spring 2022 Growth Overall Typical/Above Average Growth = 69.8% Student Group by Ethnicity Latinx = 64.6% White = 77.8% Multiple = 77.4%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten 62.5% High Growth 25% Typical Growth 12.5% Low Growth 1st Grade 31.6% High Growth 26.3% Typical Growth 42.1% Low Growth 2nd Grade 64.4% High Growth 17.8% Typical Growth 17.8% Low Growth 3rd Grade 57.1% High Growth 20.4% Typical Growth 22.4% Low Growth 4th Grade 50% High Growth 25% Typical Growth 25% Low Growth 5th Grade 29.8% High Growth 29.8% Typical Growth 40.4% Low Growth 6th Grade 33.3% High Growth 26.7% Typical Growth 40% Low Growth	
Star Early Literacy - Growth Fall 2022 to Spring 2023	Fall 2022 - Spring 2023 Overall Typical/Above Average Growth = 78% Student Group by Ethnicity Latinx =69% White = 100% Multiple = 100% Kindergarten 44% High Growth	By the Spring of 2024 75% of students will demonstrate typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	36.1% Typical Growth 19.4% Low GrowthFall 2021 - Spring 2022 Overall Typical/Above Average Growth = 67.8% Student Group by Ethnicity Latinx = 61.8% White = 83.3% Multiple = 50% Kindergarten 47.8% High Growth 30.4% Typical Growth 21.7% Low Growth	
STAR 360 - Spring Data Math – Proficiency	Spring 2023 Data STAR 360 Math Proficiency Overall At/Above 74.6% Student Group by Ethnicity* Latinx = 62.5% White =86.5% Multiple = 96.4% 1st Grade 83.3% Above Benchmark 4.2% At Benchmark 6.3% On Watch 6.3% Intervention 0% Urgent Intervention 2nd Grade 62.2% Above Benchmark 2.7% At Benchmark 13.5% On Watch 8.1% Intervention 13.5% Urgent Intervention 3rd Grade 71.4% Above Benchmark 10.2% At Benchmark 4.1% On Watch 6.1% Intervention 8.2% Urgent Intervention 4th Grade 62.7% Above Benchmark	Increase the number of students meeting and exceeding proficiency in math as measured by the STAR 360 to 80%. Decrease the number of students who are needing urgent intervention support to less than 8%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11.8% At Benchmark 5.9% On Watch 13.7% Intervention 5.9% Urgent Intervention 5th Grade 69% Above Benchmark 2.4% At Benchmark 9.5% On Watch 7.1% Intervention 11.9% Urgent Intervention 6th Grade 55.1% Above Benchmark 8.2% At Benchmark 12.2% On Watch 8.2% Intervention 16.3% Urgent Intervention Spring 2022 Data STAR 360 Math Proficiency Overall At/Above % = 72.3% Student Group by Ethnicity* Latinx = 61.4% White = 84% Multiple = 93.1% 1st Grade 65% Above Benchmark 12.5% At Benchmark 15% On Watch 2.5% Intervention 5% Urgent Intervention 2nd Grade 77.8% Above Benchmark 2.2% At Benchmark 11.1% On Watch 6.7% Intervention 2.2% Urgent Intervention 3rd Grade 63.3% Above Benchmark 8.2% At Benchmark 16.3% On Watch 6.1% Intervention 6.1% Urgent Intervention 4th Grade	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	75% Above Benchmark 9.1% At Benchmark 6.8% On Watch 4.5% Intervention 4.5% Urgent Intervention 5th Grade 66% Above Benchmark 4.3% At Benchmark 6.4% On Watch 14.9% Intervention 8.5% Urgent Intervention 6th Grade 34.8% Above Benchmark 17.4% At Benchmark 17.4% On Watch 21.7% Intervention 8.7% Urgent Intervention	
Star Math - Growth Fall 2022 to Spring 2023	Fall 2022 to Spring 2023 Growth Overall Typical/Above Average Growth = 68.1% Student Group by Ethnicity Latinx = 61.1% White = 76.2% Multiple = 68% Fall 2022 to Spring 2023 Growth 1st Grade 44% High Growth 28% Typical Growth 28% Low Growth 2nd Grade 36.1% High Growth 33.3% Typical Growth 30.6% Low Growth 3rd Grade 45.8% High Growth 37.5% Typical Growth 16.7% Low Growth 4th Grade	By the Spring of 2024, 75% of students will demonstrate typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	30.6% High Growth 28.6% Typical Growth 40.8% Low Growth 5th Grade 31.8% High Growth 27.3% Typical Growth 40.9% Low Growth 6th Grade 36.7% High Growth 30.6% Typical Growth 32.7% Low Growth Fall 2021 to Spring 2022 Growth Overall Typical/Above Average Growth = 77% 1st Grade 54.5% High Growth 22.7% Typical Growth 22.7% Low Growth 2nd Grade 56.5% High Growth 23.9% Typical Growth 19.6% Low Growth 3rd Grade 51% High Growth 22.4% Typical Growth 26.5% Low Growth 4th Grade 47.7% High Growth 36.4% Typical Growth 15.9% Low Growth 5th Grade 38.3% High Growth 31.9% Typical Growth 29.8% Low Growth 6th Grade 31.1% High Growth 46.7% Typical Growth 22.2% Low Growth	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	SBAC 2023 Overall 66% Student Group by Ethnicity Latinx = 58% White = 73% Multiple = 89.5%	Increase the number of students meeting and exceeding proficiency in math as measured by the SBAC Math to at least 71%. Increase student group Latinx to at lest 63%.
SBAC Math	SBAC 2023 Overall 49.7% Student Group by Ethnicity Latinx = 36.9% White = 65.4% Multiple = 73.7%	Increase the number of students meeting and exceeding proficiency in math as measured by the STAR 360 to at least 55%. Increase student group Latinx to at least 50%.

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 including subgroups will be served by this strategy.

Strategy/Activity

Monitor and Communicate Progress: PLTs determine T2 and T3 rosters to start during first full week of school, continue to adjust groupings based on 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)

Strategy/Activity 2

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Monitor and Communicate Progress: PLTs record/track student progress with CFAs, STAR 360, DIBELs and share with site on data forms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Monitor and Communicate Progress: Data teams will be held after district benchmark Ren Star assessments.

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, including all subgroups, will be served by this strategy.

Strategy/Activity

Monitor and Communicate Progress: Communicate with parents for students not making progress, SST meetings may be held.

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 5

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

All students with a focus on subgroups that are showing lower reading scores including our Hispanic subgroup, our multilingual learners and our students with disabilities.

Strategy/Activity

Monitor and Communicate Progress: Lexia will be purchased for grades K - 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,490	General Fund

Strategy/Activity 6

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Reading PD: Participate in GUSD Science of Reading training modules in grades TK-3 and provide discussion time during staff 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)
100	General Fund

Strategy/Activity 7

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Reading PD: Teachers will meet with district TOSA’s to promote reading.

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

Amount(s)	Source(s)

Strategy/Activity 8

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Boost Reading: Increase use of Accelerated Reader to determine if keep or let go.

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

Amount(s)	Source(s)
2,800	General Fund

Strategy/Activity 9

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Boost Reading: Create a school-wide reading incentive 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)

Strategy/Activity 10

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Boost Reading: Open library a few evenings throughout year for families with guest readers in Spanish.

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)
200	General Fund

Strategy/Activity 11

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Professional Learning Community: PLC Guiding Coalition attend year 4 of CAPS and lead our staff in applying for PLC Model School recognition.

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

Amount(s)	Source(s)
6,460	General Fund

Strategy/Activity 12

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Professional Learning Community: Guiding coalition and teachers attend Anthony Muhammed PD in August.

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)
1680	General Fund

Strategy/Activity 13

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Positive Behavior Interventions and Supports: PBIS Leadership team consisting of teachers, classified staff, school psychologist, after school lead and parents will attend trainings, develop plans and train staff and 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)

Strategy/Activity 14

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Positive Behavior Interventions and Supports: Increase number of students recognized for positive behaviors with bi-monthly assemblies.

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 15

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Positive Behavior Interventions and Supports: Create school-wide behavior matrix and classroom matrices, communicate these with students, staff and 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)

Strategy/Activity 16

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Positive Behavior Interventions and Supports: Create welcoming
campus through increased participation in school volunteer opportunities for parents and invite them to have lunch with students on Wednesdays. Pay for fingerprinting for parent volunteers.

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)
1000	General Fund

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Black, Latin X, Asian, multi-race, neuro-diverse and our students with disabilities will be served by this strategy.

Strategy/Activity

Diversity, Equity and Inclusion: Use Dr. Kinette Richard's materials, role playing, pocket guide strategies to address racially hurtful talk or comments.

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 18

Students to be Served by this Strategy/Activity

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

Black, Latin X, Asian, multi-race, neuro-diverse and our students with disabilities will be served by this strategy.

Strategy/Activity

Diversity, Equity and Inclusion: Staff will be trained in DEI, including reviewing surveys, implementing Say My Name pledge, and training on rights of LGTBQ students and staff.

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 19

Students to be Served by this Strategy/Activity

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

All students including subgroups will be served by this strategy.

Strategy/Activity

Five teachers will attend the Solution Tree Professional Learning Conference in the summer of 2023.

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)
1500	General Fund

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We have continued to make steady growth in our PLC work at Ellwood. This work has resulted in growth in English-Language Arts for our students as a whole although some subgroups have continued to have lower scores. Our professional learning teams have now engrained their discussions of instructional strategies and curriculum into their regular practice and daily meetings. All teams have made growth in the development and use of CFA's. They continue to refine the CFA's based on essential standards. This work will continue next year, but it has been a major growth area for us and it has allowed us to be more flexible with our tier two and three interventions. This year our guiding coalition created a centralized Google page for all grade levels to store / link essential standards, unit plans, CFA's, data sheets and student rosters for Learning Team time. We will continue to add to this document next school year. We have found the CAPS network to be very useful as we continue to grow as a PLC.

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 difference in expected budget expenditures. An area that we did not progress as intended in was the professional development time during our daily specialist / PLT time. We had hoped to have teachers observe their own and other grade level teachers and have time to reflect on their teaching practices. This also would include model lesson observation. We are hoping to have guiding coalition leads go into classrooms next year to provide professional development.

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

We are excited to add the Science of Reading professional development next year. We are also adding PBIS and including our continued DEI work to this goal for next year. We will also look to continue to strive for a 5% increase in the number of students meeting standards on SBAC and in RenStar reading and math assessments.

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 Development

LEA/LCAP Goal

Goal 1: All students learning English as an additional language will increase their overall English proficiency and academic achievement.

Goal 2

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

Identified Need

Informal observations and student performance data indicate that our multi-lingual learners do not achieve at the same level as our English only students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continued progress in ensuring all students are making 1 year of growth in ELD as measured by ELPAC.	ELPAC assessments are given each spring.	Students will move up levels on the ELPAC.
ELPAC Level Progress	2023 Dashboard Data: English Learner Progress: 2022 Dashboard Data: English Learner Progress: Very High ELPAC 2023 Overall = 66.2% Level 4 = 16.9% Level 3 = 49.2% Level 2 = 26.2% Level 1 = 7.7%	All English learners will progress at least one level (or a maintain a level 4)
2022-2023 Fall to Spring STAR 360 Reading Growth of MLs	2022-2023 Data 72.5% Overall Students Typical/High Growth: English Language Learner = 76%	All English Language Learners will make typical or high growth on the STAR 360 reading assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Initially Fully English Proficient = 80% Reclassified Fully English Proficient = 80% Non-English Language Learner = 70% 2021-2022 Data % Students Typical/High Growth: English Language Learner = 59% Initially Fully English Proficient = 90% Reclassified Fully English Proficient = 70% Non-English Language Learner = 73%	

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 Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

ELD: Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period daily, taught at their language level range, utilizing Wonders Designated ELD curriculum with supplemental materials from the English Learners Toolkit. In addition, we will be focusing on increasing our staff implementation of integrated ELD strategies as introduced by Dr. Carlos Pagan.

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 2

Students to be Served by this Strategy/Activity

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

ELD Principal will observe designated ELD lesson with director of instructional services and give feedback to teachers.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

ELD: Guiding Coalition will monitor growth of MLL students and discuss growth at data team 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)

Strategy/Activity 4

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

ELD: Teachers will add designated eld lessons plans to shared drive of lessons

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 5

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

ELD: Increase parent participation in ELAC meeting by providing food, childcare, guest speakers and rewards to 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)
1150	General Fund

Strategy/Activity 6

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

DEI: Increase welcoming campus for families of multilingual learners, acknowledge cultures and languages

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 7

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

DEI: Learn to pronounce student/parent names, Say My Name pledge.

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

DEI: Be cognizant of specific holiday celebrations on 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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Multi-Lingual Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

Data: Use Ellevation to monitor academic growth of MLL's.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We made excellent progress in our ELD work for the past two years. Last year we redesignated nineteen students, an accomplishment we were proud of. Dr. Carlos Pagan provided us with individual coaching, professional development at staff meetings and a critical eye of our practices. He also helped guide our ELAC work for the year and helped grow the number of parents in attendance and participating. A large focus of Dr. Pagan's was preparing for the ELPAC assessment.

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 drastically material differences in the proposed and actual expenditures.

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 goal will continue for next year. We have worked with Dr. Pagan for two years and we will be implementing his strategies and suggestions on our own with a focus on integrated ELD.

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

Attendance

LEA/LCAP Goal

LCAP Goal 3 - All students will attend school regularly with a minimal number of students chronically absent.

Goal 3

By the end of the 2023-2024 school year Ellwood's daily attendance rate will be 95% or higher and our chronic absentee rate will be 20% or lower.

Identified Need

Daily and chronic absenteeism was high during the 2022-2023 school year at Ellwood. Our daily attendance rate was 92.5% and 26.9% of our students were chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily and yearly attendance data from Synergy.	During the 2022-2023 school year, our daily attendance rate was 92.5% and 26.9% of our students were chronically absent.	Increase overall average daily attendance greater than 95%. Decrease overall chronic absenteeism below 20%.

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 student groups will be served by this goal.

Strategy/Activity

Communication: Principal, Office Staff, Community Liaison monitor attendance to identify those at high-risk for 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Communication: SSTs with families with early trends of missing 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Communication: Share importance of attendance through Parent Square and at Back-To-School Night.

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 student groups will be served by this goal.

Strategy/Activity

Communication: Share Independent Study Agreement information with families at Back-to-School Night.

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 5

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Communication: Send attendance letters and have meetings with parents with attendance concerns.

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 6

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Communication: Students make up essential missed work when they return.

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 7

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Data: PLT include absenteeism as data point of consideration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All student groups will be served by this goal.

Strategy/Activity

Data: Data Teams include absenteeism as data point of consideration.

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 9

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

All student groups will be served by this goal.

Strategy/Activity

Data: Intervention plans to target attendance will be created and monitored by teacher, principal and site team for at-risk of 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)

Strategy/Activity 10

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

All student groups will be served by this goal.

Strategy/Activity

PBIS: Develop routines to recognize students monthly for attendance.

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 11

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

All student groups will be served by this goal.

Strategy/Activity

PBIS: Create school-wide and classroom matrices for safe behavior and communicate with students, staff and 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Chronic absenteeism continued to be an issue during the 2022-2023, increasing to 29.2% of the population. While we improved compared to the previous year, we still had the highest chronic absentee rates in the school district. While we did increase our communication to families regarding absences, this is still an area that can be improved upon.

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

We would have liked to get parent notifications out earlier in the fall than we did.

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

We will be adding a positive incentive for school attendance during the 2023-2024 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

Special Education Academic Achievement

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 4

Students identified as special education will show a years growth in ELA and math as measure by RenStar assessments and state assessments.

Identified Need

Ellwood's special education population has been identified through ATSI as needing to improve academic growth and performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RenStar monthly assessments	2022-2023 Reading STAR 360 Spring 2023 Has a Disability =40.6% proficient No Disability = 67.3% proficient Math STAR 360 Spring 2023 Has a Disability = 46.9% proficient No Disability = 78.2% proficient Reading STAR 360 Baseline August 2022 Has a Disability = 36.7% proficient No Disability = 64.4% proficient Math STAR 360 Baseline August 2022 Has a Disability = 33.3% proficient No Disability = 71.3% proficient 2021-2022	As the year progresses, we will see steady progress in ELA and math scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading STAR 360 Spring 2022 Has a Disability = 33.3% proficient No Disability = 74.1% proficient Math STAR 360 Spring 2022 Has a Disability = 46.4% proficient No Disability = 81.9% proficient Reading STAR 360 Baseline August 2021 Has a Disability = 19% proficient No Disability = 64.7% proficient Math STAR 360 Baseline August 2021 Has a Disability = 31.8% proficient No Disability = 73% proficient	

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 special education students.

Strategy/Activity

The Ellwood special education team will meet as a PLC team weekly and join grade level team meetings to analyze student data and plan tier two and three interventions.

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 2

Students to be Served by this Strategy/Activity

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

All special education students.

Strategy/Activity

Special education teachers will meet monthly with general education teachers in PLT meetings to discuss student progress and to plan 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)

Strategy/Activity 3

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

Students with IEP's in the GROW program.

Strategy/Activity

GROW staff will meet with SELPA GROW trainers three to four times during the school year to review and improve the implementation of the GROW model.

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 special education students.

Strategy/Activity

Attendance will be monitored for students with IEP’s and positive rewards will be utilized to reward attendance.

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 5

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

All special education students.

Strategy/Activity

PBIS school-wide reading incentive program will increase books read by students with IEP's.

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

Strategy/Activity
DEI work will include disability awareness presentations in grades six.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We have seen nice growth in our scores for students with disabilities in both ELA and math. In ELA we saw a 7.3% increase in the number of students with disabilities meeting standards from spring of 2022 to spring of 2023. In mathematics we also saw an increase of .5%. We increased our core instruction in reading this school year and we were also more focused with our tier 2 and 3 intervention time. We added some mathematics interventions and this was productive. A key piece was the PLC discussions and planning of our grade level teams and our special education teachers. They were intentional in their communication and collaboration in regards to the learning needs of our students with disabilities.

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

We were able to have our special education teachers meet more regularly with general education teachers, but we still found the scheduling to be a struggle. We will continue to work to find more ways to get time for these groups to meet more frequently.

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 goal will remain the same, but we will be adding more ways to get our teachers to collaborate between special education and general education.

ELLWOOD

COST ITEMS	Budget Allocation	Budget / Estimated Expenditures	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding					
General Education	$52,160				
Supplies / Soecific Funding (Rows 8-19)	$27,638				
Total Funding from GUSD	$79,768				
New Teacher Allocation		$500		General	
Copier / Printer Allocation		$11,410		General	
Volunteering Fingerprinting		$1,000		General	
Math Manipulatives		$1,000		General	
Science Supplies		$1,000		General	
Library		$2,500		General	
Medical Supplies		$1,000		General	
SPED Discretionary		$1,100		General	
STEAM Supplies		$100		General	
Art Supplies		$250		General	
State Preschool Supplies		$300		General	
SPED Preschool Supplies		$300		General	
Supplemental Curriculum					
Licenses & Subscriptions					
Lexia K-2		$4,290		General	Monitor and Communicate Progress: Lexia will be purchased for grades K - 3.
Lexia 3rd		$1,200		General	Monitor and Communicate Progress: Lexia will be purchased for grades K - 3.
Accelerated Reader		$2,800		General	Boost Reading: Increase use of Accelerated Reader to determine if keep or let go.
Supplies & Expenditures Contigency Funding		$20,058			General
Supplies & Duplicating					
Big End of Year Order for Classroom Supplies		$3,000		General	
Basic Storeroom Supplies (paper, crayons, pens, etc.)		$3,000		General	
Annual Order of Friday Folders			$340	PTA	
Per Teacher Classroom Materials			$11,000	PTA	
Sped & Service Provider Supplies (250 per provider)		$1,250		General	
Additional Playground Equipment		$500		General	
Excessive Staff or Student Device Replacement		$250		General	
Snacks for Staff Meetings		$500		General	
Professional Development					
Anthony Muhammad					
Teacher Compensation		$1,680		General	Professional Learning Community: Guiding coalition and teachers attend Anthony Muhammed PD in August.
CAPS Network					
Fee per teacher ($750/teacher)		$2,250		General	SPSA Goal #1: ELA / Math / Professional Learning Community: Guiding coalition and teachers attend Anthony Muhammed PD in August.
Subs per teacher ($210/day)		$3,780		General	SPSA Goal #1: ELA / Math / Professional Learning Community: Guiding coalition and teachers attend Anthony Muhammed PD in August.
Mileage (Add mileage amount)		$430		General	SPSA Goal #1: ELA / Math / Professional Learning Community: Guiding coalition and teachers attend Anthony Muhammed PD in August.
PLC Conference					
Hotel		$1,500	$236	General Educator Effectiveness	SPSA Goal #1: ELA /Math / Action: Five teachers will attend the Solution Tree Professional Learning Conference in the summer of 2023.
Registration		$0	$2,996	Educator Effectiveness	
Transportation		$0	$1,039	Educator Effectiveness	
Per Diem		$0	$730	Educator Effectiveness	
Additional General Subs ($210/sub)		$1,000		General	
LACOE Literacy					
Registration fee for 4th - 6th grade ($100/teacher)		$100		General	Reading PD: Participate in GUSD Science of Reading training modules in grades TK-3 and provide discussion time during staff meetings.
School Events & School Experiences					
Back to School Night					
Interpretation (+$15 hr + time/half of employee)		$100		General	
Childcare (time/half of employee)		$90		General	
Honorary Service Awards			$300	PTA	
6th Grade Promotion					
Decorations			$1,500	PTA	
Assemblies			$2,000	PTA	
Open House					
Extra Service Art Specialists (10 hrs x $38 = $380)		$380		General	

ELLWOOD

COST ITEMS	Budget Allocation	Budget / Estimated Expenditures	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Extra Service STEAM Specialist (10 hrs x $38 = $380)		$380		General	
Playground Supervisors			$100	PTA	
TK/K Screening					
Subs for teachers ($210/teacher) or afterschool?		$840		General	
Reading Incentive Program		$200		General	
Open Library in evening for reading event		$200		General	Boost Reading: Create a school-wide reading incentive plan.
Spring Dance			$1,250	PTA	
Field Trips & Grade Level Experiences					
Field Trip Busing			$2,000	PTA	
3rd - Michael Katz Residency			$2,000	PTA	
5th - Camp at school			$2,000	PTA	
6th - Astro Camp					
Bus			$6,800	PTA	
Registration		$6,200	$20,000	Student Body / Parents	
Teacher Compensation Overnight		$1,680		General	
Student Sweatshirts				Student Body / Parents	
Water & snacks for bus			$250	PTA	
Additional chaperone cost for gen ed students			$1,000	Student Body / Parents	campus through increased participation in school volunteer opportunities for parents and invite them to have lunch with students on Wednesdays. Pay for fingerprinting for parent volunteers.
Family Education & Engagement					
ELAC Event(s)					
Childcare (time/half of employee)		$300		General	
Interpretation (+$15 hr + time/half of employee)		$350		General	
Dinner, Refreshments		$500		General	
Additional Extra Service					
Overtime for Office Manager / SOA		$500		General	
TOTAL	**$79,768**	**$79,768**	**$55,541**		

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Ned Schoenwetter	Principal
Laura Calene	Classroom Teacher
Evyn Van Homer	Classroom Teacher
Lisa Baum	Other School Staff
Adina Roskies	Parent or Community Member
Xiaofeng Li	Parent or Community Member
TBD	Parent or Community Member
TBD	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

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 9/27/2023.

Attested:

Principal, Ned Schoenwetter on 9/29/2023

SSC Chairperson, Laura Calene on 10/2/2023