



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
Foothill Elementary	42691956045447	October 13, 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

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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. We also collect information from our English Language Parents via the Needs Assessment Survey which is collected and reviewed at our English Language Advisory Committee meeting. This survey is sent out digitally and with hard copies. We also receive information via student surveys from our 2nd and 6th graders. We seek input from staff, School Site Council representatives, and site leadership throughout the year with regards to our SPSA goals and progress. The information collected is reflected in our site goals.

Classroom Observations

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

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District-wide teachers and leaders conduct instructional observations to serve as a learning tool as we reflect on District trends and site goals. District leadership makes site visits through classrooms to observe and reflect on successes and areas for improvement through a lens of district initiatives and school site goals as well.

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. This data is shared with our School Site Council, District and Site Leadership as well as staff throughout the year.

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

All students take benchmark assessments using STAR 360 Early Literacy or Reading/Math at least four times a year. Additionally, students take common formative assessments in math and English language arts along with the summative assessments their teacher elects to use. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

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. In particular, teachers are receiving additional district and site trainings to support their work with specific subgroups as it relates to tiered interventions under Multi-Tiered System of Supports (MTSS).

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 with a lens of the whole child, as well as an analysis of student successes and areas for improvement. Staff development is integrated into staff meetings with trainings that are connected to the site goals.

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. 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 PLT teams on a grade level goal tied to their school plan and District LCAP over the course of the year. Professional Development is aligned to support the teams grade level goal. Professional development is aligned across district initiatives outlined in our LCAP. Additional support is available as needed or requested by teachers.

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. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

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 as it supports a Guaranteed Viable Curriculum.

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.

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 Tier 2 intervention and extension time are also part of the daily routine.

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.

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.

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.

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 summer school 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 provide feedback and develop goals for our current school plan. The school plan and survey results were also discussed with the English Language Advisory Committee EL Parent Committee.

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	38	55	55
Grade 1	48	53	56
Grade 2	52	56	56
Grade3	41	52	50
Grade 4	54	43	58
Grade 5	51	60	41
Grade 6	61	55	58
Total Enrollment	345	374	374

Conclusions based on this data:

1. Overall enrollment at Foothill School has remained steady in the last two years.
2. Kindergarten enrollment has increased and remained steady in the last two years which supports the slight increase overall in enrollment.

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	29	29	20	8.4%	7.8%	5.3%
Fluent English Proficient (FEP)	24	30	40	7.0%	8.0%	10.7%
Reclassified Fluent English Proficient (RFEP)	4			13.8%		5.1%

Conclusions based on this data:

1. The percentage of English Learners at Foothill School has decreased in the last two years which is currently at 5.3 %.
2. Fluent English Proficient (FEP) has slightly increased over the past three years.

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	35	50	49	0	50	46	0	50	46	0.0	100.0	93.9
Grade 4	47	46	57	0	45	57	0	45	57	0.0	97.8	100.0
Grade 5	46	59	45	0	56	44	0	56	44	0.0	94.9	97.8
Grade 6	56	57	57	0	57	56	0	57	56	0.0	100.0	98.2
All Grades	184	212	208	0	208	203	0	208	203	0.0	98.1	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2489.	2490.		46.00	47.83		28.00	23.91		20.00	17.39		6.00	10.87
Grade 4		2539.	2542.		57.78	52.63		24.44	22.81		13.33	12.28		4.44	12.28
Grade 5		2574.	2585.		48.21	54.55		28.57	34.09		16.07	4.55		7.14	6.82
Grade 6		2594.	2583.		40.35	44.64		40.35	28.57		15.79	16.07		3.51	10.71
All Grades	N/A	N/A	N/A		47.60	49.75		30.77	27.09		16.35	12.81		5.29	10.34

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		44.00	34.78		46.00	60.87		10.00	4.35
Grade 4		35.56	40.35		64.44	56.14		0.00	3.51
Grade 5		41.07	50.00		55.36	47.73		3.57	2.27
Grade 6		36.84	32.14		54.39	55.36		8.77	12.50
All Grades		39.42	38.92		54.81	55.17		5.77	5.91

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		38.00	36.96		54.00	47.83		8.00	15.22
Grade 4		46.67	42.11		46.67	47.37		6.67	10.53
Grade 5		41.07	45.45		48.21	47.73		10.71	6.82
Grade 6		29.82	32.14		61.40	62.50		8.77	5.36
All Grades		38.46	38.92		52.88	51.72		8.65	9.36

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		14.00	19.57		74.00	73.91		12.00	6.52
Grade 4		24.44	26.32		66.67	71.93		8.89	1.75
Grade 5		25.00	29.55		67.86	70.45		7.14	0.00
Grade 6		28.07	26.79		66.67	66.07		5.26	7.14
All Grades		23.08	25.62		68.75	70.44		8.17	3.94

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		36.00	39.13		52.00	58.70		12.00	2.17
Grade 4		33.33	31.58		60.00	64.91		6.67	3.51
Grade 5		32.14	36.36		57.14	61.36		10.71	2.27
Grade 6		31.58	30.36		64.91	64.29		3.51	5.36
All Grades		33.17	33.99		58.65	62.56		8.17	3.45

Conclusions based on this data:

1. In 4th grade, they had the most students who scored in the highest standard exceeded with 57.78. 4th and 6th grade had the highest scores of standard exceeded and standard met with 80% or more scoring in this range.
2. Student participation in CAASP assessments is consistently strong with only four students total in grades 3rd-6th who did not participate.
3. In 3rd-6th grade, we had only 5.77 % of students score below standard in the area of reading: Demonstrating understanding of literary and non-fictional texts.

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	35	50	49	0	50	47	0	50	47	0.0	100.0	95.9
Grade 4	47	46	57	0	46	57	0	46	57	0.0	100.0	100.0
Grade 5	46	59	45	0	57	45	0	57	45	0.0	96.6	100.0
Grade 6	56	57	57	0	57	56	0	57	56	0.0	100.0	98.2
All Grades	184	212	208	0	210	205	0	210	205	0.0	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2502.	2498.		56.00	55.32		22.00	29.79		10.00	8.51		12.00	6.38
Grade 4		2526.	2539.		50.00	54.39		19.57	24.56		17.39	12.28		13.04	8.77
Grade 5		2556.	2562.		47.37	53.33		12.28	15.56		17.54	17.78		22.81	13.33
Grade 6		2592.	2554.		49.12	26.79		17.54	25.00		22.81	26.79		10.53	21.43
All Grades	N/A	N/A	N/A		50.48	46.83		17.62	23.90		17.14	16.59		14.76	12.68

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		66.00	59.57		22.00	34.04		12.00	6.38
Grade 4		47.83	57.89		34.78	28.07		17.39	14.04
Grade 5		52.63	46.67		26.32	42.22		21.05	11.11
Grade 6		47.37	26.79		38.60	51.79		14.04	21.43
All Grades		53.33	47.32		30.48	39.02		16.19	13.66

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		48.00	61.70		38.00	31.91		14.00	6.38
Grade 4		47.83	52.63		43.48	36.84		8.70	10.53
Grade 5		35.09	35.56		47.37	55.56		17.54	8.89
Grade 6		33.33	21.43		54.39	58.93		12.28	19.64
All Grades		40.48	42.44		46.19	45.85		13.33	11.71

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		52.00	42.55		40.00	48.94		8.00	8.51
Grade 4		50.00	59.65		36.96	36.84		13.04	3.51
Grade 5		31.58	35.56		56.14	51.11		12.28	13.33
Grade 6		33.33	26.79		61.40	58.93		5.26	14.29
All Grades		40.95	41.46		49.52	48.78		9.52	9.76

Conclusions based on this data:

1. 3rd grade scored the highest in the exceeded standard range for overall math achievement at 78%. 5th grade had the most students score in the % below standard range at 22.81%.
2. Student participation in CAASPP assessments is consistently strong. We only had two students who did not participate in the math assessments.
3. In the area of Concepts & Procedures, we had the most students score below standard at 16.19%.

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	*	*	*	*	*	*	*	*	*	*	*	5
1	*	*	*	*	*	*	*	*	*	*	6	5
2	*	*	*	*	*	*	*	*	*	*	4	4
3	*	*	*	*	*	*	*	*	*	6	*	4
4	*	*		*	*		*	*		*	4	
5	*	*	*	*	*	*	*	*	*	5	5	*
6	*	*	*	*	*	*	*	*	*	4	5	*
All Grades										24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.83	51.72	22.73	33.33	31.03	40.91	20.83	10.34	18.18	0.00	6.90	18.18	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.83	75.86	40.91	20.83	13.79	27.27	8.33	3.45	13.64	0.00	6.90	18.18	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	24.14	9.09	20.83	31.03	40.91	29.17	24.14	27.27	20.83	20.69	22.73	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	65.52	40.91	41.67	27.59	36.36	0.00	6.90	22.73	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	83.33	72.41	54.55	16.67	20.69	27.27	0.00	6.90	18.18	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	27.59	18.18	41.67	34.48	50.00	33.33	37.93	31.82	24	29	22

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	34.48	22.73	62.50	58.62	72.73	8.33	6.90	4.55	24	29	22

Conclusions based on this data:

1. We had growth in students scoring in the Level 4 range from 20-21 to 21-22 school year. We went from 45.48% to 51.72%.
2. Oral language was a relative strength, with 75.86% achieving a Level 4 in this area.
3. Reading is the area of most need with 37.93% in the beginning level.

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
374	19.0	7.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Foothill 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	7.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	71	19.0
Students with Disabilities	22	5.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	1	0.3
Asian	17	4.5
Filipino	1	0.3
Hispanic	103	27.5
Two or More Races	42	11.2
Pacific Islander	1	0.3
White	209	55.9

Conclusions based on this data:

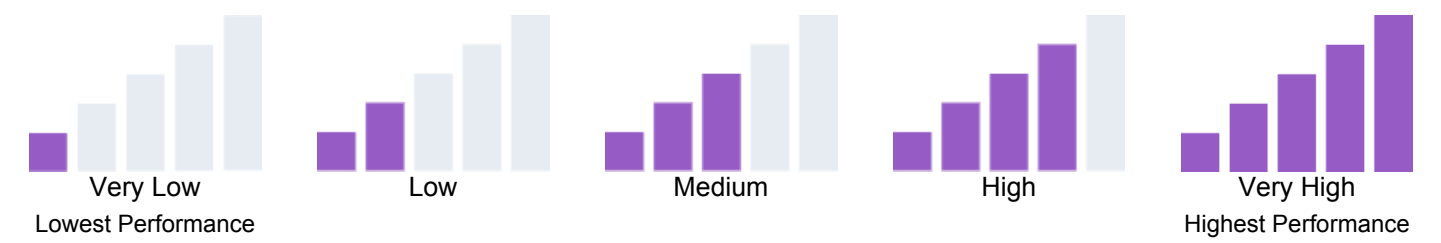
1. 19% of our students are socioeconomically disadvantaged subgroup. Only 7.8% are English Learners. Our focus will need to be on looking at students in these two areas to see how many are meeting standards proficiency.
2. 7.8% of students are identified as English learners. These numbers have decreased since pre-pandemic.
3. 55.9 % of our population is white compared to 44.1% of our population is two or more races of people of color. We are relatively even in race/ethnicity.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Chronic Absenteeism</div> <div>Medium</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Very High</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

- English Language Arts and Math overall performance is very high for the 2022-23 Fall dashboard.
- Chronic absenteeism is medium which has been identified as an area of need for improvement, although it decreased slightly since the previous year.

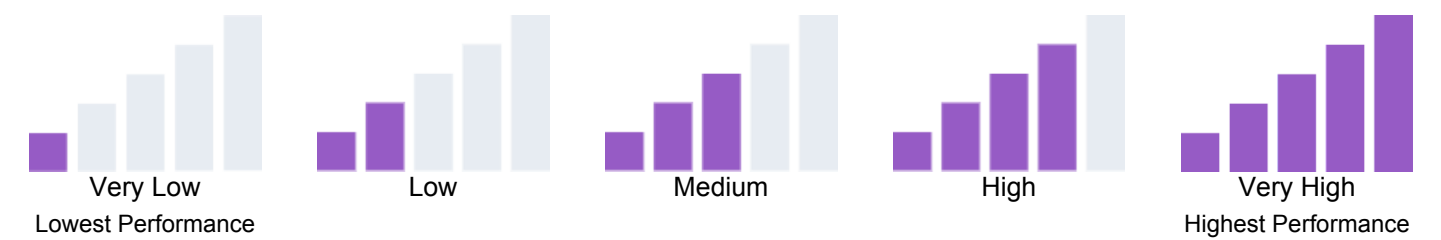
3. Impacts to condition and climate remained very low due to low suspension rates.

School and Student Performance Data

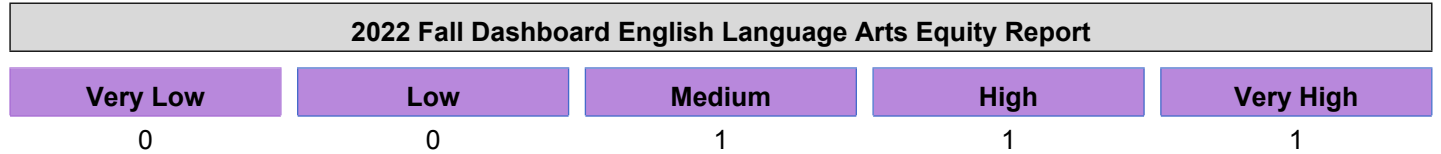
Academic Performance English Language Arts

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

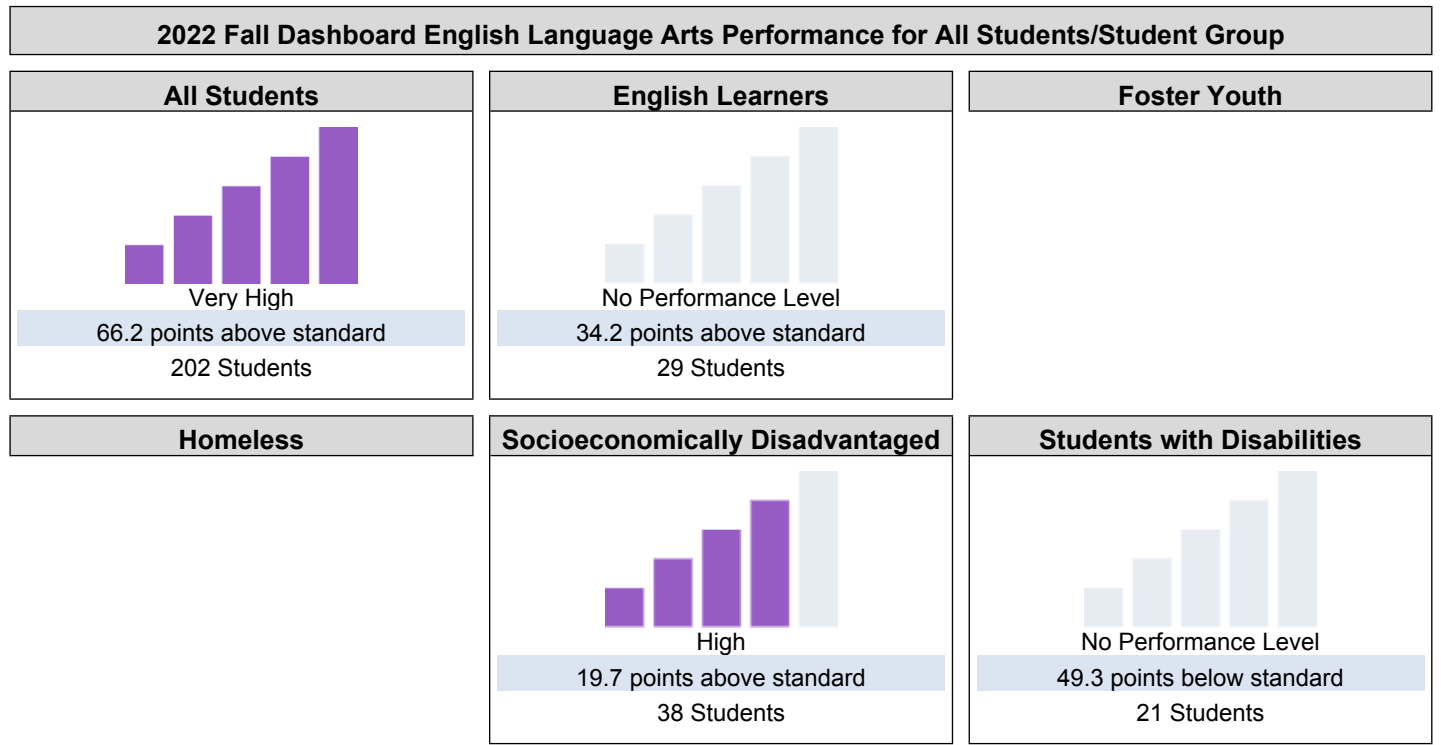
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



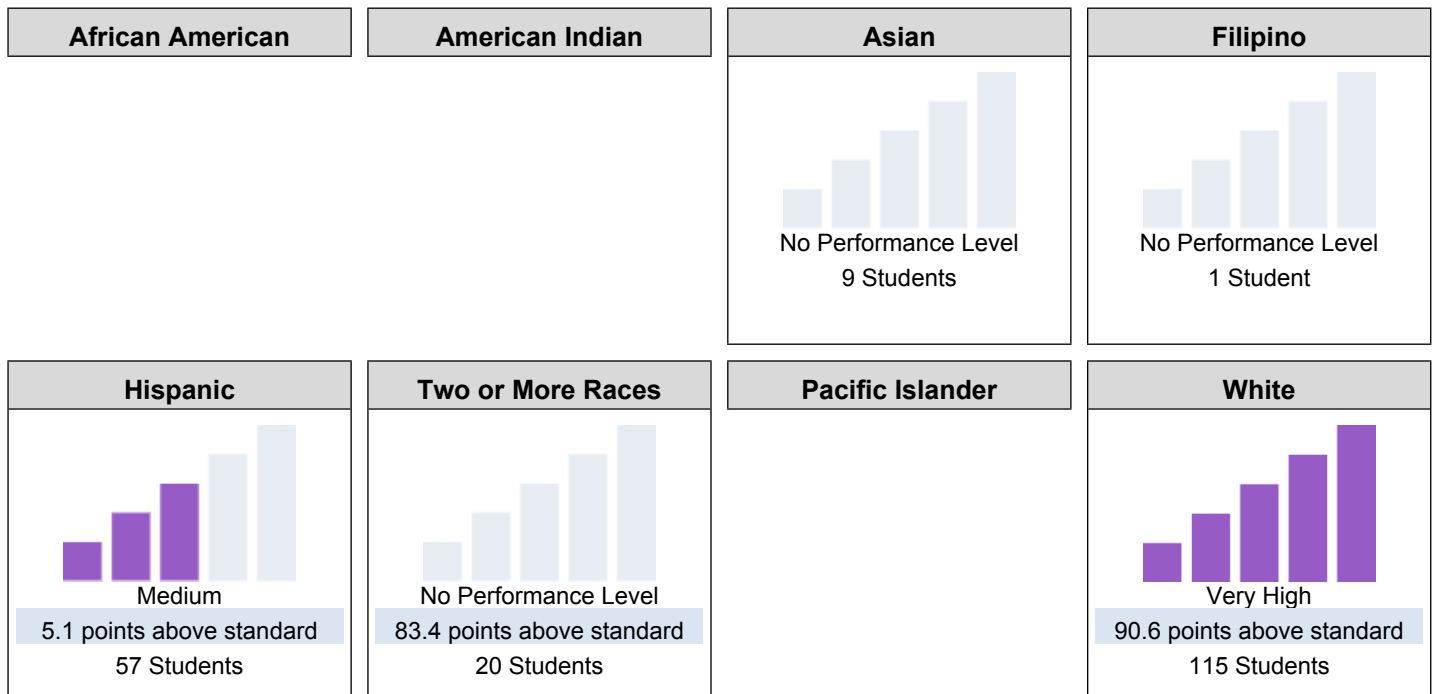
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	56.1 points above standard 21 Students	73.2 points above standard 164 Students

Conclusions based on this data:

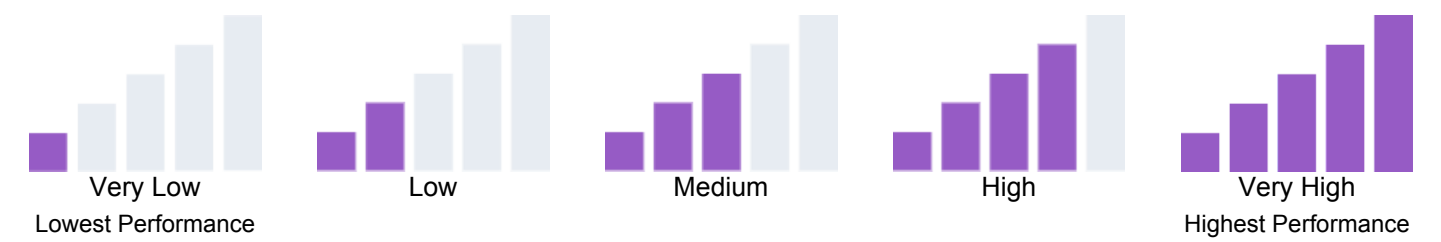
1. CAASPP scores from 2022 found that English learners scored 34.2 points above standard. This is still an area for progress monitoring and improvement.
2. Students identified as socioeconomically disadvantaged scored at 19.7 points above standard. This is a focus area that will continue to be progress monitored.
3. Students with disabilities scored 49.3 points below standard. This is an area of identified need for progress monitoring and improvement.

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).



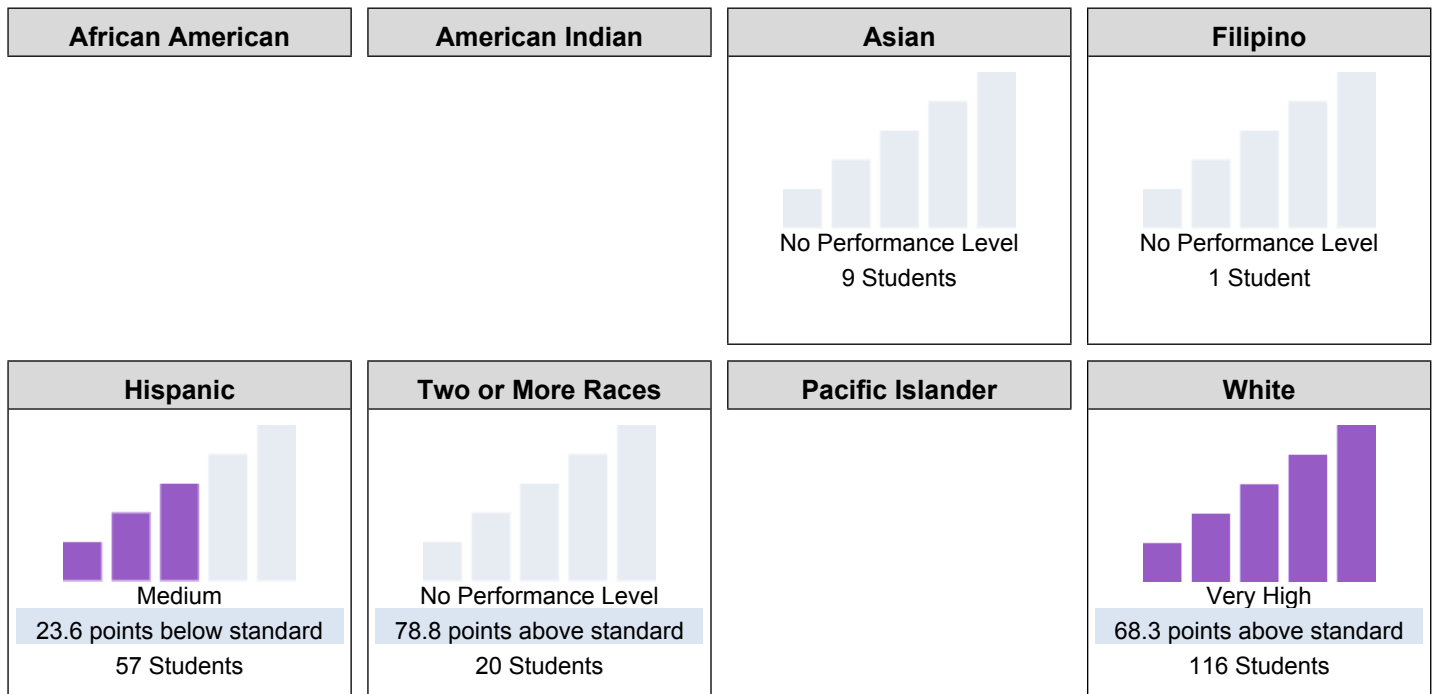
This section provides number of student groups in each level.

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

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		
<div>All Students <p>Very High 45.2 points above standard 203 Students</p></div>	<div>English Learners <p>Medium 8.1 points below standard 30 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged <p>Medium 12.4 points below standard 39 Students</p></div>	<div>Students with Disabilities <p>No Performance Level 78.1 points below standard 21 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	22.3 points above standard 21 Students	53.7 points above standard 164 Students

Conclusions based on this data:

1. CAASP scores for 2022 showed a decrease in English Learners whom scored at 12.4 points below standard.
2. Students with disabilities decreased in their math performance. This is an area that will need to be progress monitored closely to avoid continued decreases in performance.
3. Students who are socioeconomically disadvantaged scored at 12.4 points below standard. We will need to take a closer look at all subgroups that scored at points below standard (socioeconomically disadvantaged, hispanic, students with disabilities, and English Learners)

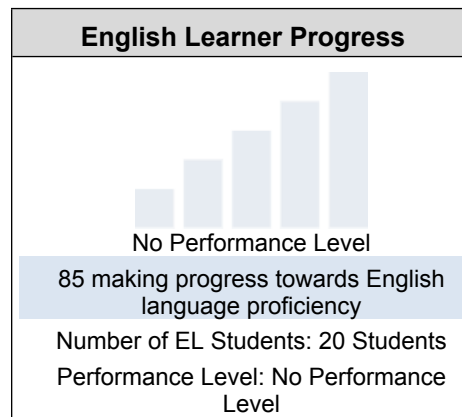
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.0%	10.0%	20.0%	65.0%

Conclusions based on this data:

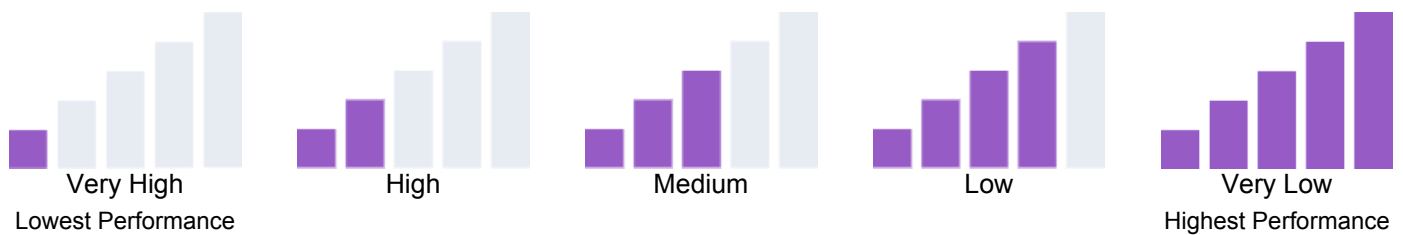
1. These scores and conclusions reflect English Language Performance from 2022. 65% of students progressed at least one ELPI level. (English Language Proficiency Indicator).
2. 20% of students maintained their ELPI level (English Language Proficiency Indicator).
3. 5% of students decreased one ELPI level English Language Proficiency Indicator which is an improvement from last year. However, these students will need to be progressed monitored this year.

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).



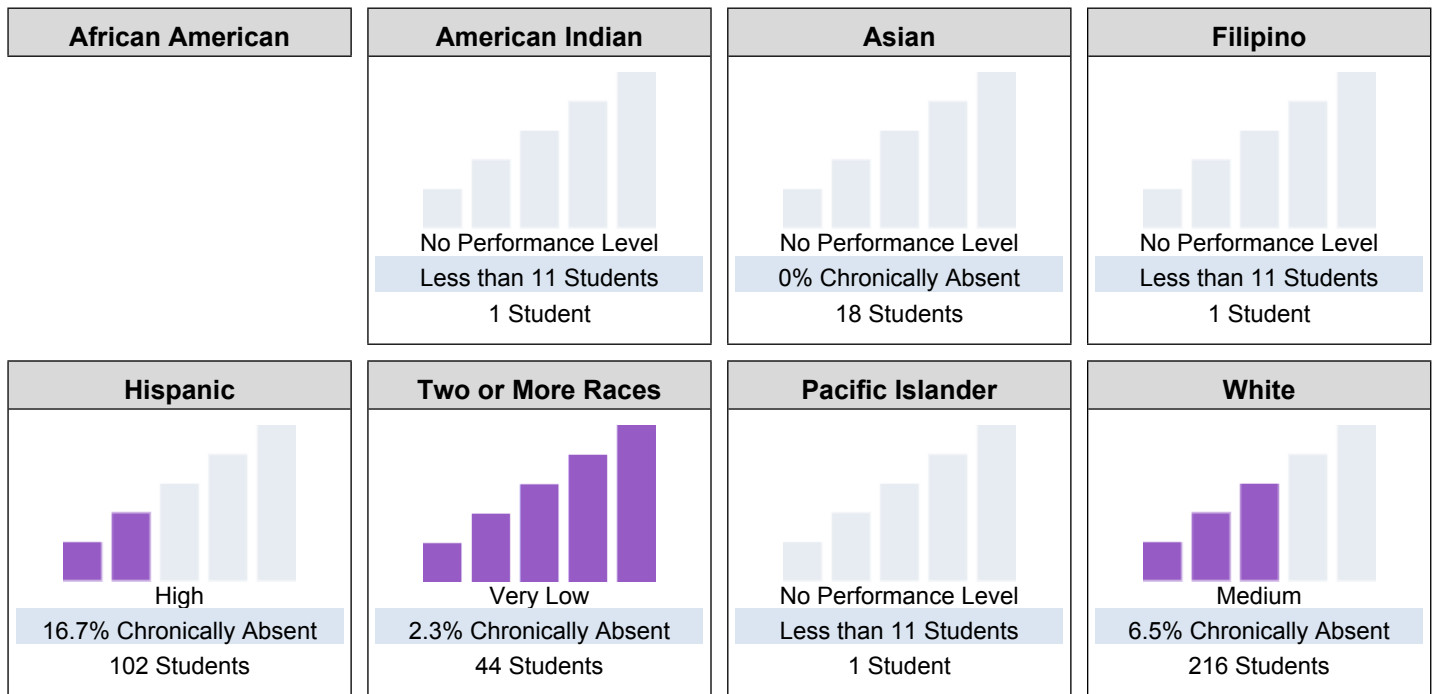
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	2	1	0	1

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>8.4% Chronically Absent</p> <p>383 Students</p>	<p>High</p> <p>10.8% Chronically Absent</p> <p>37 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Very High</p> <p>30% Chronically Absent</p> <p>70 Students</p>	<p>No Performance Level</p> <p>7.1% Chronically Absent</p> <p>28 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

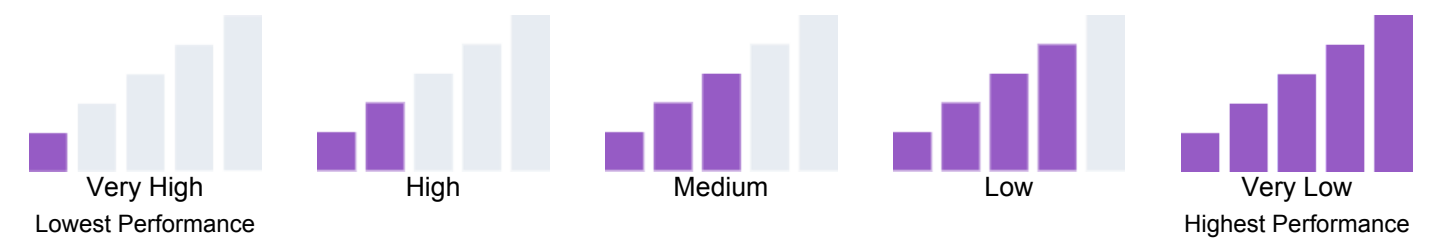
1. This data is a reflection of 2022 Dashboard data. Overall, chronic absenteeism has decreased from last year. (8.4%-medium)
2. However, the following subgroups were in the very high to high areas: English Learners (10.8%), socioeconomically disadvantaged (30%) and Hispanic (16.7%). We will continue to monitor absenteeism this year. through our SPSA goal.

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).



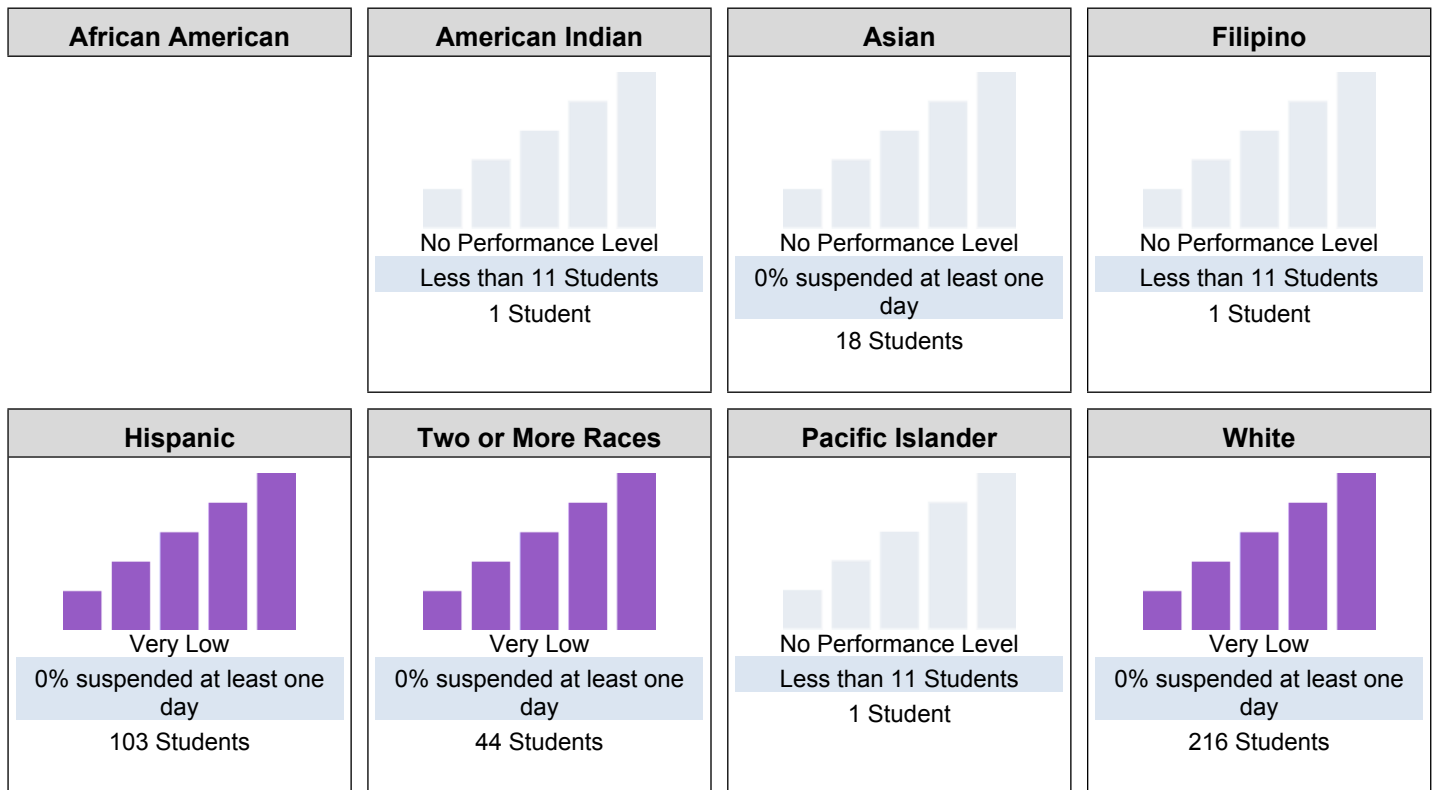
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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
<p>Very Low</p> <p>0% suspended at least one day</p> <p>384 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>37 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Very Low</p> <p>0% suspended at least one day</p> <p>71 Students</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>28 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, the conditions and climate contributing to a positive learning experience are present.

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/Literacy

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

Goal #1: All students will show growth in ELA as measured by STAR 360 Early Literacy, STAR 360 Reading, and/or SBAC data. Growth will be measured by standard scores and/or standard growth percentile.

Identified Need

We have had two full years of in person instruction. We are still seeing some of the impacts of virtual learning, especially in the primary grades with learning gaps present in particular essential reading standards. Looking at STAR 360 data for this fall, we are looking at not only grade level proficiency benchmark scores but also individual students proficiency and growth data. Through data analysis, we are seeing that some students have gaps in their reading that may not necessarily show up on the STAR 360. We will continue to use classroom assessment data (common formative assessments, DIBELS, GRI, SIPPS, etc.) to measure progress towards proficiency in areas of phonemic awareness, phonics, fluency, reading comprehension as it connects to our essential standards. Teachers are targeting these areas and are closely monitoring scores across many data points to support improved outcomes due to learning gaps within foundational skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Fall Data Early Literacy – Proficiency	Spring 2023 Kindergarten: Early Literacy Proficiency Overall At/Above = 75% Student Group by Ethnicity* Latinx = 64.7% White = 81.5% *Only statistically significant student groups represented in data above. Fall 2022 Data Kindergarten 45% Above Benchmark 5% At Benchmark	Increase the number of students meeting and exceeding proficiency in Early Literacy to 80% or higher. Increase the number of Latinx students to 70% goal reading proficiency or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>18% On Watch 22% Intervention 9% Urgent Intervention</p> <p>First Grade 59% Above Benchmark 15% At Benchmark 14% On Watch 11% Intervention 11% Urgent Intervention</p>	
STAR 360 - Spring Data Reading Proficiency	<p>Spring 2023 STAR 360 Reading Proficiency Overall At/Above = 76.2% Student Group by Ethnicity* Latinx = 58.3% White = 82.7%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Fall 2022 Data Overall At/Above = 73.7% Student Group by Ethnicity* Latinx = 53.1% White = 82%</p> <p>Second Grade 48% Above Benchmark 5% At Benchmark 21% On Watch 5% Intervention 20% Urgent Intervention</p> <p>Third Grade 67% Above Benchmark 4% At Benchmark 12% On Watch 8% Intervention 8% Urgent Intervention</p> <p>Fourth Grade 72% Above Benchmark 5% At Benchmark 10% On Watch 9% Intervention 3% Urgent Intervention</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 to 80%. Increase the number of our Latinx students to 70% goal for reading.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fifth Grade</p> <p>63% Above Benchmark 18% At Benchmark 13% On Watch 3% Intervention 5% Urgent Intervention</p> <p>Sixth Grade</p> <p>54% Above Benchmark 13% At Benchmark 16% On Watch 5% Intervention 13% Urgent Intervention</p>	
STAR 360 - Spring Data Reading – Growth	<p>Spring 2023 Data, STAR 360 Reading Growth</p> <p>Overall Typical/Above Average Growth = 68.4%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 62.2% Multiple=72.1% White = 71.5%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>Latinx: 33% high growth 29.2% typical growth 37.8% low growth</p> <p>Multiple: 41.8% high growth 30.2% typical growth 28% low growth</p> <p>White: 46% high growth 25% typical growth 29% low growth</p> <p>Student groups by language RFEP: 32% high growth 26% typical growth</p>	All students will make growth as measured by the student growth percentile by year end.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	42% low growth Initial Fluent Proficient 35% high growth 18% typical growth 47% low growth Multilingual learner 28% high growth 36% typical growth 36% low growth Non-multilingual learner 44% high growth 26% typical growth 30% low growth	
SBAC 2023 Spring Data	Overall 77.3% Met or Exceeded Proficiency White: 86.4% Met or Exceeded Proficiency Latinx: 60% Met or Exceeded Proficiency	10% more of our Latinx students will meet or exceed proficiency.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Professional Learning Teams will progress monitor every 6-8 weeks using a variety of tools (common formative assessments, DIBELS, STAR 360 and classroom assessments) to connect to identifying the essential standards to focus on during cycles of intervention. What I Need (WIN) time. Adjustments will be made based on these collaborative meetings. The use of Lexia will be one tool to support students in the classroom, especially those at the intensive and strategic levels.

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)

7458

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

The Guiding Coalition Leadership team will facilitate conversations with disaggregated data during their grade level PLT time. We will explore and deepen our knowledge as a GC Leadership team in how to look at subgroups and focus on identifying targeted areas to support growth specifically for these groups. We will use the information gained from our Science of Reading modules in TK-3 to support our work on identifying targeted areas and effective strategies.

A focus on question #3 (what do we do if students don't know it) or #4 (what do we do if students already know it) will be part of these discussions as well as researching tools to support maximizing growth in these targeted areas of need across multiple settings: CORE, WIN, LC.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Teams will progress monitor students every 6-8 weeks and data team meetings will be scheduled during PLC times to support collaboration between Tier 2 and Tier 3 staff and students who are struggling based on data. Learning Center and the Intervention Specialist will be part of these meetings. Teams will bring common data such as common formative assessments, DIBELS, classroom assessments to analyze student needs with regard to essential standards. Learning targets (connected to the essential standards skills) will be identified and connected to lessons which will be recorded on a shared spreadsheet. Teachers will also look at this data to support question #4 (what do we do if students already know it) for students above grade level throughout the year. The goal is to provide a specific time within the school day to hold these data team meetings to give teachers time to collaborate with each other.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Guiding Coalition and our CAPS leads will continue to lead the work of our site with regard to increasing student reading proficiency and increasing student growth (as measured by the student growth percentile). Guiding Coalition will be using the book Best Practices at Tier 2 to support deepening our knowledge and effectiveness in this area. We will share our knowledge with our PLT grade level teams throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2400

General Fund

4020

General Fund

260

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students at Foothill School, including subgroups, will be served by this strategy.

Strategy/Activity

Our Learning Center teacher will provide training to our primary classroom teachers on the use of the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words) intervention program to provide a sequential, researched based program for our students who need support with foundational reading skills. Teachers will begin implementing this program for students based on assessment data from a variety of sources as appropriate during Tier 2. This will support students who may be leaving Tier 3 intervention due to progress but are still in need of an additional cycle reading support.

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 at Foothill School, including subgroups, will be served by this strategy.

Strategy/Activity

Teacher leads within our Guiding Coalition will attend professional development with Dr. Anthony Muhammad in August whose presentation will focus on the topic of closing the achievement gap. One of the takeaways of his work was in the statement, "Schools that are highly effective produce results that almost entirely overcome the effects of student background." We would like to work on building this mindset (Liberation mindset) by celebrating the progress of our Latinx students in reading especially during our data team meetings and really following their progress in our PLT discussions. Teacher leads will share the information presented by Dr. Mohammad with respect to moving in the direction of a liberation mindset. The leads would like to work on modeling this mindset by disaggregating data within their own grade level teams with a focus on Latinx and multilingual learner subgroups. With this data, we will discuss the four PLC questions with a focus on #3 "How will we respond when they don't know it" and discussing instructional routines/strategies that connect to progress/growth.

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)

840

General Fund

1217

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.

In our second year back for in person instruction, we continue to make gains in our overall reading proficiency scores based on the STAR 360 summative data. We ended the year with 75% of our kindergarten students at or above proficiency with our 1st-6th graders ending with 76.2% proficient. Our SBAC scores (grades 3rd-6th) were similar with 77.3% students scoring in the met or

exceeded standards for reading proficiency as well. This year, the district provided an intervention specialist at each site to support a Tier 2 intervention structure within the school day for all grades. This intervention specialist was district trained to support students who were at or above grade level while the teachers provided the support to students who did not meet essential standards. They worked as collaborative teams to identify the students in need using common assessments and then determined the targeted essential skill need to support growth in specific reading areas. We are still working on finding the right tools that are systematic, research-based and effective but can also show measured growth. When looking at disaggregated data, we are seeing that 1st and 6th grade struggled the most in meeting reading proficiency. 1st grade in particular struggled with many challenging behaviors that impacted instructional time as is evident in the 62.5% students who were proficient by year end. We will continue to focus on ways to provide additional support for these students heading into 2nd grade. This support does not only include academic interventions, but also behavior interventions especially in the areas of attitudes towards learning (stamina, perseverance, emotional regulation). We will continue our Professional Learning Team collaboration that meet for a minimum of 2x per week to discuss data analysis, share resources, and create a coherent grade level program. Our Guiding Coalition will continue with their work as leads in unpacking standards, vertical alignment of our writing standards which is next up and deepening our knowledge of Tier 2 systems and practices. We have four of our leads attending the PLC conference this summer to increase depth of knowledge and leadership out to their teammates.

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

Most expenditures for this school year were based on providing online intervention programs and classroom materials to support students.

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

Our next steps will be to collect information regarding the potential impacts to student learning based on baseline data. Our efforts within classrooms, grade level teams and school-wide will be a response to this data. We will need to renew our focus on providing effective, differentiated strong Tier 1 instruction along with systematic, research-based Tier 2 intervention. We will also use this data to determine which students will need Tier 2 and Tier 3 intervention through our Data Teams. We will need to engage in conversations and discussions on the best strategies to support these areas as noted above with our ELA goal this year. We will also need to look at disaggregated data more closely in the areas of our socioeconomically disadvantaged students, our Latinx, our Multi Lingual Learners, and students with disabilities. We want to make sure that closing the achievement gap is on the fore front of our conversations when analyzing this data.

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

School Climate and Engagement

LEA/LCAP Goal

LCAP Goal 2: All students will increase their development of social, emotional, and behavioral skills to improve students' access to academic learning through a positive school climate.

Goal 2

Chronic Absenteeism will decrease to less than 10% for the school year. Currently now at 12.5%. Social-emotional, behavioral learning will support overall increased attendance.

Identified Need

On Schoolzilla 2022-223, our school had a 12.5% chronic absenteeism rate which did not meet the goal of 5%. Attendance is an area to monitor now that we are fully back in person with no restrictions. We see the impacts of not being at school consistently throughout the year. The impacts include academics, social skills, emotional connection and relationships, understanding of routines, attitudes and work habits, etc. These are all areas that we have seen impacts in when students are chronically absent or have inconsistent attendance. We are seeing an achievement gap between white students and Latinx students in terms of proficiency as it relates to attendance. We will continue this as a focus area this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolzilla Chronic Absentee Dashboard	<p>In 2022-23, we had 12.5% students chronically absent. That means these students have missed more than 10% of school days.</p> <p>Latinx: 18.4% White: 9.4%</p> <p>Highest grade levels with absenteeism: 2nd grade: 20% 1st grade: 14.5% Kinder: 14.3 3rd grade: 14%</p>	<p>With teacher monitoring, students who are absent will be notified by the teacher as the first Tier of support. Outreach earlier on.</p>
Attendance will be reviewed as part of the data team meetings every 6-8 weeks. Grade level reports will be shared at these	<p>Chronically absent students per grade level: (students missing 18 days or more) Kinder=8 students</p>	<p>Increase the number of students meeting attendance expectations so as to avoid truancy letters.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meetings. Students who have received two truancy letters will have a parent meeting (student study team meeting) with the principal/teacher discuss school impacts as a first intervention and determine ways to support in order to increase attendance.	1st=8 students 2nd=11 students 3rd=7 students 4th=3 students 5th=5 students 6th=6 students	
STAR 360 and report card data	<p>STAR reading proficiency rates Latinx: 58.3% White: 82.7%</p> <p>STAR growth percentile: Latinx: 62.2% White: 71.5%</p> <p>STAR math proficiency rates Latinx: 74.7% White: 92.4%</p> <p>STAR growth percentile: Latinx: 77.1% White: 76.1%</p>	We will see increases in STAR reading proficiency and growth rates for students with consistent attendance.
Students with a check in, check out system, behavior goals/contracts will be monitored by teachers and the student study team.	We currently have six General Education students, eight IEP students and two 504 students on a check in, check out plan for behaviors, work habits, and attitudes toward learning.	With support from CICO system and an assigned coach, we will see an increase in positive student behaviors more consistently for those on the plan.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Attendance records will be reviewed during data team meetings for all grade level students. Attendance not only includes missed school dates but also missed instructional minutes due to tardiness or leaving school early. We will announce a school-wide and grade level monthly celebration for attendance and share out with all community partners (students, parents, staff) during the year. These celebrations will be connected to SOAR in being responsible for consistent

attendance. We will develop a tiered approach to attendance. Tier #1 (truancy letter #1), the teacher will contact the parent along with the letter being sent home with a reminder of the importance of attendance. Tier #2 (truancy letter #2): Teacher/principal will hold an SST meeting to discuss attendance and an improvement plan. Tier #3 (truancy letter #3): Pupil services will be notified and a truancy mediation team meeting will be held at the district office.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Staff, parent and student education: The principal and teachers will provide education to discuss the importance of attendance in the fall at staff meetings, during Back to School Night and also classroom visits when sharing SOAR expectations. A parent packet of information and an attendance slideshow created by staff will also be shared with all parents that summarizes the GUSD policies as connected to the District Attorney's regarding attendance/truancy as well as impacts to student learning due to chronic absenteeism. Parent education will include Ed Code on excused vs unexcused absences as well as the purpose for Independent Studies. Information will also be shared at educational partner meetings such as PTA, School Site Council, English Language Advisory Council 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 3

Students to be Served by this Strategy/Activity

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

All students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Grade level teachers will administer the Mini-Dessa to all students in the fall and during each benchmark period. This Social-emotional learning tool will help support the work of teachers in incorporating SEL lessons in a more data-wise way as connected to the results. Teachers will continue to teach the district-wide social emotional learning curriculum, Second Step at least 1x weekly. In classrooms where students are showing more attendance and/or behavioral challenges, Second Step will be taught more consistently during the week with lessons that have been targeted from the Mini-Dessa results. Teachers will also have access to Inner Explorer which is a district-wide program that supports mental wellbeing and mindfulness. This strategy helps supports

students who may need a way to find calm and centeredness during the school day. This program also helps with emotional regulation relief of anxiety related symptoms.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

Teachers will review the student's attendance report during Fall and Spring conferences. During parent conferences, students who are at 10% missed school days at each trimester will have a meeting regardless of academic progress. During this meeting, teachers will provide information on impacts to attendance as well as resources to support parent education on the importance of attending school consistently.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

A staff team will attend Year 1 of our Positive Behavior Intervention Systems training in partnership with SB County Office of Education. Professional Development will be provided on how to improve our current PBIS structures on campus connected to SOAR expectations across all school settings. This team will include the principal, school psychologist, primary and upper grade teacher and our Expanded Learning site lead to provide consistency throughout the day.

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.

This year, we were focused on trying to monitor attendance and add more student study team meetings for those who were either getting close to being chronically absent or were already chronically absent. This task was challenging in making sure to print reports as well as finding time to review as grade level teams.

Our teachers did meet with parents during spring conferences to discuss attendance and impacts in the classroom as a Tier 1. Many families still were wary about sending their children with any kind of illness due to the previous restrictions during the pandemic. Others still took trips that were not approved as Independent studies. The primary grades had the highest chronic absenteeism which can be attributed to the fact that these students are reliant on their parents to get to school. In upper grades, we have more students walk, bike, or scooter to school on their own. Continued parent education is a key factor in reducing absenteeism as well as more education on Independent studies and impacts to our budget due to student's attendance. However, we did see some improvements from last year. We decreased our chronic absenteeism by almost 2% from last year. Most grade levels had a decrease in at least two students who were chronically absent by year end. Teachers have been more aware of student attendance and taking ownership of having conversations with parents.

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 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.

One of the bigger changes is being more transparent about student absences with staff and having it be part of our data team analysis. When teachers are given attendance reports more frequently to analyze, they are able to increase conversations around impacts to their classroom and strides in student proficiency. Teachers want to be part of the solution. One of the ideas they would like to implement is setting a school-wide monthly celebration for attendance and sharing that out with the community. We also want to tie in our PBIS system and upcoming professional development by focusing on the R (responsible) in SOAR by providing classroom information to students. Upper grade students can have more impact in getting back on course since many ride their bikes or walk to school. Getting them connected and motivated to be at school is one way to increase attendance in the upper grades. In the lower grades where many students still get dropped off, parent education seems to be the strategy that might be more successful. Our goals really support positive social emotional growth, increase in attitudes and work habits as well feeling engaged while at school.

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

Diversity, Equity and Inclusion

LEA/LCAP Goal

LCAP Goal 2: All students will increase their development of social, emotional, and behavioral skills to improve students' access to academic learning through a positive school climate.

Goal 3

Prioritize a safe, welcoming, inclusive environment and school climate for all students and families

Identified Need

This is a focus area of our district and each site within our district. This goal would be in support of our goal in closing the achievement gap between our students of color and our white populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading	STAR reading proficiency rates Latinx: 58.3% White: 82.7% STAR growth percentile: Latinx: 62.2% White: 71.5% STAR math proficiency rates Latinx: 74.7% White: 92.4% STAR growth percentile: Latinx: 77.1% White: 76.1%	Decrease the gap between our Latinx and white subgroups on the STAR reading proficiency rates.
Schoolzilla Chronic Absence Dashboard	Latinx: 18.4% White: 9.4%	Decrease the gap between our Latinx and white subgroups with regard to chronic anbsenteeism.
SBAC 2023 Spring Language Arts data	Overall 77.3% Met or Exceeded Proficiency White: 86.4% Met or Exceeded Proficiency	Decrease the gap between our Latinx and white subgroups with regard to the SBAC spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Latinx: 60% Met or Exceeded Proficiency	

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 6

Students to be Served by this Strategy/Activity

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

All students at Foothill School, including all subgroups will be served by this strategy.

Strategy/Activity

Our staff will continue our work with Dr. Kinette Richards in using the "Speak up At School" initiative to address any hurtful comments/remarks related to race. We will practice role playing and use of the pocket guide to build our skills and confidence in having this difficult conversations.

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 students at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

PBIS Year 1 professional development for our PBIS Leadership team will be shared with our teachers throughout the year to deepen our Positive Behavior Intervention and Support Systems school-wide (SOAR expectations). We will implement the SOAR matrix once we have collected feedback from our school community and provide explicit instruction based on specific target areas. This will support our goal of providing a welcoming school-wide campus. We will also use the work of Dr. Kinette Richard's materials, practice role playing, pocket guide strategies to build our skills and comfort level when addressing racially hurtful talk or comments as we continue to support students in our work.

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 at Foothill School, including all subgroups, will be served by this strategy.

Strategy/Activity

We will continue to emphasize and acknowledge the different cultures and celebrations that are within our classrooms and community. Our staff will continue to learn about the various cultures of our students around the world/introduce more of our family’s culture as we integrate within our classroom. We will continue to increase the access to mirrors for our students as reflected in our classroom activities, libraries, celebrations, and cultural arts 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)

1500

Source(s)

General Fund

Foothill					
COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding					
General Education	\$63,520				
Supplies/Specific Funding: Rows 21-38	\$29,871				
Total Funding from GUSD	\$93,391				
Supplemental Curriculum					
Licenses & Subscriptions					
Lexia		\$7,458		GenEd	Goal #1:ELA supports reading support
Star Fall			\$355	PTA	Goal #1:ELA supports reading support
Brain Pop			\$2,210	PTA	Goal #1:ELA supports reading support
Scholastic Magazine Subscription			\$2,088	PTA	
Intervention Materials					
SIPPS (Challenge and Extension Level) TBD		\$1,790		GenEd	Goal #1 supports reading interventions Tier 2
Additional ELPAC Prep Books/Resources		\$200		GenEd	Goal #1 supports ML reading/writing growth
Tier 2 resources		\$1,000		GenEd	Goal #1 supports reading growth
Supplies & Duplicating					
Duplicating (Copiers)		\$13,895		GenEd	
Math Manipulatives		\$1,000		GenEd	
Science Materials		\$1,000		GenEd	
Art Specialist Additional Supplies		\$250		GenEd	
Library Specialist Supplies		\$2,000		GenEd	
STEAM Specialist Incidental Supplies		\$100		GenEd	
Big End of Year Order for Classroom Supplies		\$5,700		GenEd	
Basic Storeroom Supplies (paper, crayons, pens, etc.)		\$10,000		GenEd	
Annual Order of Friday Folders		\$1,271		GenEd	
Per Teacher Classroom Materials		\$300		GenEd	
New Teacher Budget		\$500		GenEd	
Sped & Service Provider Supplies (250 per provider)		\$650		GenEd	
Additional Playground Equipment		\$500		GenEd	
Excessive Staff or Student Device Replacement		\$500		GenEd	
Professional Development					
Anthony Muhammad					
Teacher Compensation		\$840		GenEd	Goal #1 and 3
Pedagogy of Confidence book		\$55		GenEd	
CAPS Network					Goal #1
Fee per teacher (\$750/teacher)		\$1,500		GenEd	
Subs per teacher (\$210/day)		\$2,520		GenEd	
Mileage (Add mileage amount)		\$425		GenEd	
PLC Conference				GenEd	Goal #1 and Goal #3
Hotel		\$2,429		GenEd	
Registration		\$992	\$5,000	GenEd Educator Effectiveness	
Transportation		\$1,597		GenEd	
Per Diem		\$1,200		GenEd	
Books		\$500		GenEd	
SBCEO Reading conference: The Reading Brain in a Digital World					Goal #1
Registration		\$70		GenEd	
Sub Pay		\$210		GenEd	
Books for ...					
Guiding Coalition Read: Best Practices at Tier 2		\$240		GenEd	Goal #1
GFS: Singletons in a PLC at Work		\$140		GenEd	Goal #1
Books to support PBIS/SEL		\$700		GenEd	Goal #2 and #3
Additional General Subs (\$210/sub)				GenEd	
SST (1x per month)		\$1,680		GenEd	Goal #1
K/1 DIBELs Assessment Support		\$840		GenEd	Goal #1
Wednesdays for Library specialist (\$38 per hour)		\$2,200		GenEd	
Grade Level Release for...		\$1,500		GenEd	Goal #1
Additional PD: TBD		\$3,000		GenEd	Goal #1, #2 and #3
Subs per teacher (\$210/sub)		\$1,050		GenEd	
LACOE Literacy					
Registration fee for 4th - 6th grade (\$100/teacher)		\$100		GenEd	Goal #1
Guiding Coalition					
10 meetings x 10 hours (x \$38 x 9)		\$3,420		GenEd	Goal #1

Foothill					
COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
PBIS supplies/posters		\$1,000		GenEd	Goal #2 and #3
PBIS/SEL/DEI picture books		\$2,500		GenEd	Goal #2 and Goal #3
School Events & School Experiences					
Chalk Festival					
Chalk			\$1,500	PTA	
Carnival food donation			\$500	PTA	
6th Grade Promotion				PTA	
Refreshments			\$300	Fundraising	
6th grade Breakfast			\$200	Fundraising	
6th grade Beach Day			\$500	Fundraising	
Assemblies			\$5,000	PTA	
Michael Katz residency					
TBD-Fall				PTA	
TBD-Winter				PTA	
TBD-Spring				PTA	
Science Night					
Refreshments for Presenters			\$250	PTA	
Open House					
Extra Service Art Specialists (20 hrs x \$38 = \$760)		\$760			
Extra Service STEAM Specialist (10 hrs x \$38 = \$380)		\$380			
Reflections-Refreshments/Awards			\$400	PTA	
Career Day-Refreshments			\$100	PTA	
Summer Reading Program			\$200	PTA	
Walk and Bike to School			\$50	PTA	
Snacks for Staff meetings		\$500			
Field Trips & Grade Level Experiences					
Transportation for Field Trips (1 per class)			\$1,500	PTA	
Teacher classroom supplies/field trips			\$10,000	PTA	
6th - Camp Astrocamp					
Bus			\$4,250		
Registration			\$27,897	Fundraising/parents	
Teacher Compensation Overnight		\$1,680		GenEd	
Student Sweatshirts			\$780	Fundraising/parents	
Water & snacks for bus			\$200	Fundraising/parents	
Noon league		\$450		GenEd	
Fingerprinting		\$1,000		GenEd	
Additional Extra Service					
Yard Supervision Meetings		\$1,120		GenEd	Goal #3: PBIS
Specialists attend Staff meeting (time beyond 3pm)		\$500		GenEd	
Extra Service Specialists (Art/STEAM/Library) \$38x10x3		\$1,140		GenEd	
Overtime for Office Staff		\$500		GenEd	
Additional Projects					
walkie talkies for paras		\$800		GenEd	
Alternative furniture					
:bouncy chairs, bands for chairs, weighted lap pads, fidgets, sensory supports, etc.		\$3,500		GenEd	
Upgrade garden beds, restore, refurbish		\$1,500		GenEd	
Discretionay spending:		\$3,007		GenEd	
TOTAL	\$93,391	\$93,391	\$43,280		

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
Felicia Roggero	Principal
Cathy Gamboa	Classroom Teacher
Iain Garcia	Classroom Teacher
Chris Weiland	Other School Staff
Ashley Saunders	Parent or Community Member
Jessica Kuga	Parent or Community Member
Gabriela Balfour-Ritchie	Parent or Community Member
Jenna Sanchez	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 10/13/23.

Attested:

Felicia Roggero
Cathy Gamboa

Principal, Felicia Roggero on 10/13/23

SSC Chairperson, Chairperson: Cathy Gamboa on 10/13/23