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
Isla Vista Elementary	42691956045470	September 28, 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. To support our students with our Title I funding, we provide a Learning Center Teacher for Tier III targeted instruction.

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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. Parents of English learners are invited to participate annually in an English learner needs survey, which data is reviewed to support instructional improvements. Parents expressed wanting the school to continue to celebrate and highlight different cultures. Second and sixth grade students participated in a survey and gave input on their experiences in school (what they like and what can improve). Based on the results an area of focus for the school will be providing more instructional choices and increasing rigor. Teachers provided feedback through two surveys where they assessed progress with Professional Learning Communities (PLC). Teachers identified needing to focus on refining the cycles for essential standards in the area of ELA in order to differentiate efficiently.

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 leader regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. Feedback will focus on academic discourse, multilingual strategies used, essential standards being taught, and the types of differentiation provided for students. District leadership makes regular site visits through classrooms with principal to observe and reflect on successes and areas for improvement. (essential learning, ,

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.

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

All students take the STAR 360 Early Literacy or Reading/Math assessments five times a year. Dibels will be used to monitor student learning specifically students at the 25 percentile or below. Teachers will meet with teams to norm and administer CFAs in addition to end of unit assessments. 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. All teachers will receive professional development and support from Dr. Pagan, County Office of Education, to increase proficiency levels and reclassification for our multi-language learners. We will also be entering our third year of professional development with Positive Behavior and Intervention Supports (PBIS) to increase a positive school climate. Literacy will continue to be an area of professional development in the 2023-2024 school year.

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. Teachers and staff regularly used Common Formative Assessments (CFAs) and the TACA protocol to analyze data to respond with appropriate intervention and extensions. Grade level leaders meet as a Guiding Coalition monthly to guide and lead the PLC process.

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. All teachers work with their PLC teams on a professional practice goal tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also. District literacy coaches will support staff development around the components of the science or reading.

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.

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.

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 is 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. Teachers will get additional support and training on literacy to increase proficiency and decrease the need of Tier III intervention for reading.

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. Teachers collaborate and monitor student academic progress and social behaviors of all student groups. PLCs monitor the growth of different subgroups (i.e. multilingual, neurodiversse, Latinx). Students who require support are provided with Tier II and III intervention supports. Progress is monitored through benchmark assessments, CFAs, STAR360, and Dibels. Teachers and staff will continue to create a welcoming campus for all students, staff, and families. The school will continue to acknowledge and celebrate different cultures and languages. PBIs strategies and training will be ongoing to decrease the number of discipline referrals as recorded through student database reports. In addition, PBIs training and practices will be focused on increasing the number of students being recognized positively and increase safety in both the classroom and playground. Racial slurs will continue to be reported to Pupil Services. Ongoing interpretation and translation will be provided to families speaking English as a second language.

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. UCSB partnership with power of play (POP).

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 is available to students with academic and/or social 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 English Language Committee (ELAC) meet in person to review and discuss the school plan along with the needs assessment. Teachers and staff analyze school wide data paying close attention to subgroups to identify areas of improvement. Teachers and staff provided input both in person and through surveys.

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	63	67	77
Grade 1	50	61	52
Grade 2	48	80	47
Grade3	53	65	76
Grade 4	56	71	69
Grade 5	55	64	73
Grade 6	54	64	69
Total Enrollment	379	472	463

Conclusions based on this data:

1. Enrollment in 2022-2023 has remained relatively steady, but remains lower than pre-COVID times.
2. Enrollment at Isla Vista School for the 2020-2021 decreased significantly from previous years. The change is due to COVID-19 and the virtual options that were available for families.
3. A few grades have spikes in enrollment compared to others.

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	133	149	141	35.1%	31.6%	30.5%
Fluent English Proficient (FEP)	69	88	80	18.2%	18.6%	17.3%
Reclassified Fluent English Proficient (RFEP)	17			12.8%		

Conclusions based on this data:

1. Enrollment of language learners remains steady, but is slightly decreasing.
2. The percentage of Fluent English Proficient (FEP) students decreased from 18.6% in 2021-2022 to 17.3% 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	56	66	74	0	65	71	0	65	71	0.0	98.5	95.9
Grade 4	50	72	70	0	71	70	0	71	70	0.0	98.6	100.0
Grade 5	52	69	73	0	67	69	0	67	69	0.0	97.1	94.5
Grade 6	47	64	70	0	60	69	0	60	69	0.0	93.8	98.6
All Grades	205	271	287	0	263	279	0	263	279	0.0	97.0	97.2

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		2474.	2434.		43.08	23.94		29.23	26.76		13.85	23.94		13.85	25.35
Grade 4		2508.	2524.		43.66	48.57		25.35	27.14		14.08	11.43		16.90	12.86
Grade 5		2540.	2547.		43.28	40.58		22.39	31.88		16.42	14.49		17.91	13.04
Grade 6		2541.	2574.		25.00	44.93		26.67	24.64		28.33	18.84		20.00	11.59
All Grades	N/A	N/A	N/A		39.16	39.43		25.86	27.60		17.87	17.20		17.11	15.77

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		33.85	21.13		56.92	60.56		9.23	18.31
Grade 4		32.39	41.43		60.56	48.57		7.04	10.00
Grade 5		37.31	30.43		47.76	62.32		14.93	7.25
Grade 6		21.67	34.78		48.33	49.28		30.00	15.94
All Grades		31.56	31.90		53.61	55.20		14.83	12.90

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		30.77	15.49		60.00	61.97		9.23	22.54
Grade 4		36.62	35.71		50.70	55.71		12.68	8.57
Grade 5		38.81	40.58		44.78	50.72		16.42	8.70
Grade 6		21.67	30.43		58.33	55.07		20.00	14.49
All Grades		32.32	30.47		53.23	55.91		14.45	13.62

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		24.62	9.86		64.62	80.28		10.77	9.86
Grade 4		19.72	17.14		69.01	80.00		11.27	2.86
Grade 5		22.39	8.70		68.66	81.16		8.96	10.14
Grade 6		23.33	30.43		68.33	65.22		8.33	4.35
All Grades		22.43	16.49		67.68	76.70		9.89	6.81

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		24.62	16.90		69.23	66.20		6.15	16.90
Grade 4		19.72	34.29		67.61	57.14		12.68	8.57
Grade 5		31.34	28.99		56.72	62.32		11.94	8.70
Grade 6		28.33	28.99		56.67	59.42		15.00	11.59
All Grades		25.86	27.24		62.74	61.29		11.41	11.47

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2020 or 2021.
2. In the area of reading 15% of students were below standard.
3. In 2021-2022 data demonstrates that many students exceed in reading (~32%), writing (~32%) and Research/Inquiry (~26%). The majority of students (~67%) meet or nearly meet the listening, (63%) and research/inquiry standards. In writing 53% of students meet or nearly met the standard. Listening and writing areas where few students struggle (14% writing, 10% listening).

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	56	66	74	0	66	73	0	66	73	0.0	100.0	98.6
Grade 4	50	72	70	0	71	70	0	71	70	0.0	98.6	100.0
Grade 5	52	69	73	0	67	73	0	67	73	0.0	97.1	100.0
Grade 6	47	64	70	0	63	70	0	63	70	0.0	98.4	100.0
All Grades	205	271	287	0	267	286	0	267	286	0.0	98.5	99.7

* 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		2474.	2437.		42.42	26.03		30.30	24.66		9.09	24.66		18.18	24.66
Grade 4		2508.	2535.		38.03	47.14		29.58	30.00		14.08	14.29		18.31	8.57
Grade 5		2548.	2529.		38.81	31.51		25.37	26.03		19.40	23.29		16.42	19.18
Grade 6		2525.	2554.		23.81	40.00		15.87	12.86		28.57	22.86		31.75	24.29
All Grades	N/A	N/A	N/A		35.96	36.01		25.47	23.43		17.60	21.33		20.97	19.23

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		54.55	28.77		30.30	36.99		15.15	34.25
Grade 4		39.44	51.43		40.85	40.00		19.72	8.57
Grade 5		37.31	34.25		46.27	47.95		16.42	17.81
Grade 6		20.63	34.29		41.27	44.29		38.10	21.43
All Grades		38.20	37.06		39.70	42.31		22.10	20.63

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		43.94	27.40		36.36	53.42		19.70	19.18
Grade 4		39.44	41.43		42.25	47.14		18.31	11.43
Grade 5		29.85	30.14		55.22	46.58		14.93	23.29
Grade 6		22.22	31.43		50.79	41.43		26.98	27.14
All Grades		34.08	32.52		46.07	47.20		19.85	20.28

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		42.42	30.14		46.97	56.16		10.61	13.70
Grade 4		33.80	48.57		53.52	44.29		12.68	7.14
Grade 5		35.82	24.66		49.25	58.90		14.93	16.44
Grade 6		23.81	28.57		53.97	54.29		22.22	17.14
All Grades		34.08	32.87		50.94	53.50		14.98	13.64

Conclusions based on this data:

1. Student participation in CAASPP assessments is consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2021.
2. In 2021-2022 the percent of students exceeding and meeting standards in overall achievement was highest for third graders.
3. In 2021-2022 concepts/procedures is an area that has the highest percentage of students above 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	1431.1	1463.5	1405.2	1444.5	1460.4	1409.2	1399.9	1470.3	1395.7	22	27	33
1	1445.3	1448.4	1404.1	1472.7	1457.0	1391.4	1417.4	1439.6	1416.3	16	16	19
2	1499.5	1469.6	1456.9	1491.7	1486.5	1452.8	1507.0	1452.3	1460.6	13	28	13
3	1503.1	1501.9	1488.0	1496.1	1495.4	1480.8	1509.6	1507.7	1494.9	22	18	24
4	1523.6	1523.6	1540.2	1518.8	1507.6	1531.5	1528.1	1539.1	1548.6	16	20	18
5	1532.3	1544.8	1570.5	1535.2	1542.0	1550.5	1529.0	1547.2	1590.0	20	19	19
6	*	1515.7	1571.9	*	1508.3	1573.9	*	1522.7	1569.6	8	17	16
All Grades										117	145	142

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	18.18	25.93	15.15	27.27	51.85	12.12	40.91	18.52	45.45	13.64	3.70	27.27	22	27	33
1	6.25	12.50	0.00	37.50	25.00	21.05	37.50	37.50	21.05	18.75	25.00	57.89	16	16	19
2	23.08	10.71	0.00	53.85	46.43	30.77	15.38	25.00	38.46	7.69	17.86	30.77	13	28	13
3	19.05	5.56	16.67	42.86	55.56	33.33	28.57	33.33	33.33	9.52	5.56	16.67	21	18	24
4	25.00	15.00	61.11	56.25	70.00	22.22	6.25	10.00	5.56	12.50	5.00	11.11	16	20	18
5	36.84	36.84	68.42	31.58	42.11	15.79	26.32	10.53	15.79	5.26	10.53	0.00	19	19	19
6	*	11.76	62.50	*	47.06	12.50	*	23.53	12.50	*	17.65	12.50	*	17	16
All Grades	20.87	17.24	30.28	39.13	48.97	20.42	28.70	22.07	26.76	11.30	11.72	22.54	115	145	142

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	22.73	25.93	9.09	45.45	48.15	18.18	22.73	22.22	45.45	9.09	3.70	27.27	22	27	33
1	37.50	31.25	5.26	43.75	37.50	21.05	6.25	18.75	5.26	12.50	12.50	68.42	16	16	19
2	30.77	46.43	15.38	53.85	25.00	23.08	15.38	14.29	30.77	0.00	14.29	30.77	13	28	13
3	33.33	11.11	25.00	42.86	72.22	50.00	19.05	11.11	8.33	4.76	5.56	16.67	21	18	24
4	31.25	25.00	66.67	50.00	60.00	22.22	12.50	10.00	0.00	6.25	5.00	11.11	16	20	18
5	57.89	57.89	52.63	31.58	21.05	42.11	5.26	15.79	5.26	5.26	5.26	0.00	19	19	19
6	*	35.29	75.00	*	29.41	0.00	*	17.65	18.75	*	17.65	6.25	*	17	16
All Grades	33.91	33.79	32.39	45.22	41.38	26.06	14.78	15.86	18.31	6.09	8.97	23.24	115	145	142

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	13.64	22.22	9.09	0.00	29.63	21.21	63.64	48.15	30.30	22.73	0.00	39.39	22	27	33
1	0.00	18.75	0.00	31.25	12.50	26.32	12.50	25.00	21.05	56.25	43.75	52.63	16	16	19
2	23.08	3.57	15.38	46.15	32.14	7.69	23.08	32.14	30.77	7.69	32.14	46.15	13	28	13
3	19.05	5.56	4.17	28.57	33.33	37.50	38.10	50.00	37.50	14.29	11.11	20.83	21	18	24
4	25.00	15.00	33.33	18.75	45.00	33.33	43.75	30.00	22.22	12.50	10.00	11.11	16	20	18
5	10.53	15.79	57.89	15.79	31.58	21.05	63.16	42.11	15.79	10.53	10.53	5.26	19	19	19
6	*	0.00	43.75	*	17.65	25.00	*	52.94	12.50	*	29.41	18.75	*	17	16
All Grades	13.91	11.72	21.13	21.74	29.66	25.35	42.61	40.00	25.35	21.74	18.62	28.17	115	145	142

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	23.81	44.44	12.12	57.14	48.15	24.24	19.05	7.41	63.64	21	27	33
1	56.25	31.25	21.05	31.25	62.50	15.79	12.50	6.25	63.16	16	16	19
2	38.46	42.86	30.77	53.85	39.29	23.08	7.69	17.86	46.15	13	28	13
3	42.86	50.00	16.67	42.86	44.44	75.00	14.29	5.56	8.33	21	18	24
4	56.25	70.00	72.22	37.50	25.00	22.22	6.25	5.00	5.56	16	20	18
5	26.32	47.37	68.42	57.89	52.63	31.58	15.79	0.00	0.00	19	19	19
6	*	11.76	37.50	*	58.82	56.25	*	29.41	6.25	*	17	16
All Grades	37.72	43.45	33.80	48.25	46.21	35.92	14.04	10.34	30.28	114	145	142

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	22.73	18.52	33.33	63.64	74.07	39.39	13.64	7.41	27.27	22	27	33
1	0.00	37.50	5.26	93.75	50.00	57.89	6.25	12.50	36.84	16	16	19
2	15.38	46.43	38.46	76.92	39.29	53.85	7.69	14.29	7.69	13	28	13
3	33.33	22.22	25.00	61.90	61.11	54.17	4.76	16.67	20.83	21	18	24
4	43.75	20.00	72.22	50.00	75.00	16.67	6.25	5.00	11.11	16	20	18
5	84.21	68.42	84.21	10.53	15.79	15.79	5.26	15.79	0.00	19	19	19
6	*	58.82	75.00	*	23.53	6.25	*	17.65	18.75	*	17	16
All Grades	36.52	37.93	45.07	55.65	49.66	35.92	7.83	12.41	19.01	115	145	142

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	9.09	22.22	15.15	77.27	77.78	54.55	13.64	0.00	30.30	22	27	33
1	12.50	31.25	15.79	31.25	6.25	21.05	56.25	62.50	63.16	16	16	19
2	38.46	10.71	23.08	46.15	46.43	15.38	15.38	42.86	61.54	13	28	13
3	14.29	5.56	0.00	66.67	72.22	58.33	19.05	22.22	41.67	21	18	24
4	31.25	20.00	33.33	43.75	60.00	55.56	25.00	20.00	11.11	16	20	18
5	15.79	21.05	36.84	52.63	68.42	57.89	31.58	10.53	5.26	19	19	19
6	*	0.00	18.75	*	47.06	50.00	*	52.94	31.25	*	17	16
All Grades	18.26	15.86	19.01	52.17	55.86	47.18	29.57	28.28	33.80	115	145	142

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	19.05	55.56	36.36	38.10	33.33	12.12	42.86	11.11	51.52	21	27	33
1	6.25	6.25	0.00	50.00	81.25	52.63	43.75	12.50	47.37	16	16	19
2	15.38	10.71	30.77	76.92	71.43	69.23	7.69	17.86	0.00	13	28	13
3	38.10	27.78	8.33	47.62	66.67	83.33	14.29	5.56	8.33	21	18	24
4	6.25	40.00	55.56	81.25	55.00	38.89	12.50	5.00	5.56	16	20	18
5	15.79	31.58	68.42	73.68	68.42	31.58	10.53	0.00	0.00	19	19	19
6	*	23.53	81.25	*	58.82	18.75	*	17.65	0.00	*	17	16
All Grades	17.54	28.97	38.03	60.53	60.69	41.55	21.93	10.34	20.42	114	145	142

Conclusions based on this data:

1. Approximately 17% in 2021-2022 data of English learner students achieved an overall score of Level 4, one criteria for reclassification. Approximately 49% of English learners assessed achieved an overall score of Level 3 and 22% received an overall score of Level 2. About 12% students received a Level 1.
2. There has been an increase of 30 multilingual learners from the 2020-2021 school year to the 2021-2022 school year.
3. Oral language and Speaking are areas of strength. Reading and Writing are areas of challenge.

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**
472	**40.9**	**31.6**	**0.2**
Total Number of Students enrolled in Isla Vista 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	149	31.6
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	193	40.9
Students with Disabilities	49	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian		
Asian	60	12.7
Filipino	3	0.6
Hispanic	240	50.8
Two or More Races	32	6.8
Pacific Islander		
White	129	27.3

Conclusions based on this data:

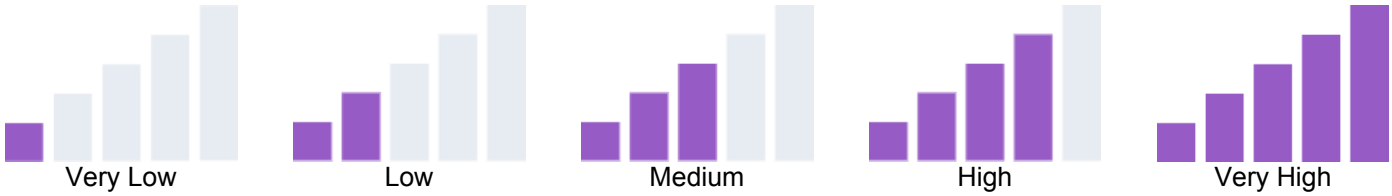
1. Approximately 41% of students are socioeconomically disadvantaged. This number has dropped over the last several years.
2. Approximately 32% of students are identified as English learners. This number has dropped over the last several years.
3. About 10% enrolled are students with disabilities.

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: High		
English Learner Progress: Low		

Conclusions based on this data:

1. English Language Arts and Math overall performance is strong (green).
2. Chronic Absenteeism is in the high range.
3. Student behavior is not interfering with learning. Suspension rate is very low (blue).

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	0	1

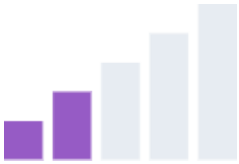
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

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

All Students

High
33.7 points above standard
253 Students

English Learners

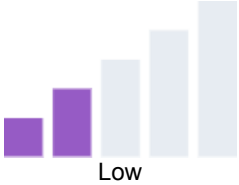


Low
10.0 points below standard
107 Students

Foster Youth

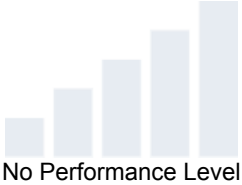
Homeless

Socioeconomically Disadvantaged



Low
9.5 points below standard
98 Students

Students with Disabilities



No Performance Level
83.6 points below standard
29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 87.3 points above standard 24 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 7.8 points below standard 140 Students	No Performance Level 66.9 points above standard 15 Students		Very High 90.3 points above standard 71 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**
66.2 points below standard 62 Students	67.4 points above standard 45 Students	65.9 points above standard 126 Students

Conclusions based on this data:

1. English learners fell within the low range. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged performance level was low (9.5 below standard).
3. Identified Asian(87.3) and white students (90.3) had the highest above standard scores.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	1	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

All Students	English Learners	Foster Youth
High	Low	
15.8 points above standard	27.8 points below standard	
253 Students	107 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	28.7 points below standard	96.5 points below standard
	98 Students	29 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 69.4 points above standard 24 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 21.9 points below standard 140 Students	No Performance Level 47.0 points above standard 15 Students		Very High 65.1 points above standard 71 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**
77.6 points below standard 62 Students	40.9 points above standard 45 Students	48.0 points above standard 126 Students

Conclusions based on this data:

1. Asian, white, and students who identify with two or more races all scored above standard. White students scored 65.1 points above standard.
2. Socioeconomically disadvantaged and English learners performance level fell in the low range, 28 points below standard.
3. Students who are reclassified scored 40.9 points above standard and their English counter parts scored 48.0 points.

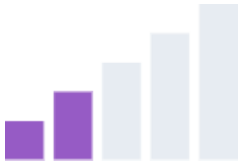
School and Student Performance Data

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

Low
42.1 making progress towards English language proficiency
Number of EL Students: 107 Students
Performance Level: 2

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
19.6%	38.3%	4.7%	37.4%

Conclusions based on this data:

1. About 42% of English Language learners are making progress towards English proficiency.
2. 37% of English Language Learners increased one ELPI level.
3. About 43% of English Language Learners maintained their ELPI level (38% Levels 1-3; 5% level 4).

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
2	4	1	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.

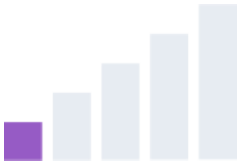
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
17.2% Chronically Absent	18.4% Chronically Absent	Less than 11 Students
487 Students	163 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	High
	22.9% Chronically Absent	16.1% Chronically Absent
	201 Students	56 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		High	No Performance Level
Less than 11 Students		18.2% Chronically Absent	Less than 11 Students
7 Students		66 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		Medium
21.6% Chronically Absent	16.7% Chronically Absent		7.8% Chronically Absent
245 Students	36 Students		129 Students

Conclusions based on this data:

1. Overall, chronic absenteeism is still an area for improvement.
2. Students identified as socioeconomically disadvantaged have a higher proportion of students with chronic absenteeism.
3. Students identified as hispanic have maintained their high rate of 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	7

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.

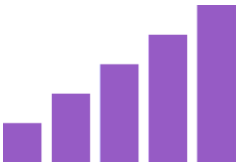
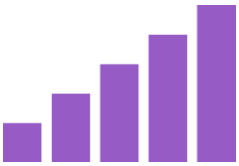
2022 Fall Dashboard Suspension Rate for All Students/Student Group

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
497 Students	168 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	Very Low
	0% suspended at least one day	0% suspended at least one day
	204 Students	57 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very Low	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
7 Students		68 Students	4 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
250 Students	37 Students		131 Students

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.
2. Minimal discrepancy exists in suspension rates amongst subgroups.

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 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

Spring 2023 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' growth data, grade level professional learning teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	Spring 2023 Kindergarten Data Kindergarten: Early Literacy Proficiency Overall At/Above = 73% Student Group by Ethnicity* Latinx= 58.6% White= 85.7% Asian=85.7% *Only statistically significant student groups represented in data above. Spring 2023 Kindergarten 61.9% Above 11.1% At benchmark 6.3% on watch 6.3% intervention 14.3% urgent Spring 2022 Kindergarten Data Kindergarten: Early Literacy Proficiency Overall At/Above = 69.8%	Increase the number of students meeting and exceeding proficiency in Early Literacy to at least 80%. Decrease the number of students not meeting (urgent) proficiency to less than 5%. Latinx proficiency will increase to 69%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Group by Ethnicity* Latinx= 64% White= 76.9% *Only statistically significant student groups represented in data above. Spring 2022 Kindergarten 64.2% Above 5.7% At benchmark 15.1% on watch 7.5% intervention 7.5% urgent Spring 2021 Kindergarten Data Kindergarten: Early Literacy Proficiency Overall At/Above = 47.3% Student Group by Ethnicity* Latinx= 30.2% White= 83.3% *Only statistically significant student groups represented in data above. Spring 2021 Kindergarten 41% Above 7% At benchmark 19% on watch 12% intervention 22% urgent	
STAR 360 - Spring Data Early Literacy – Growth	Spring 2023 Data Kindergarten Overall Typical/Above Average Growth = 75.8% Student Group by Ethnicity Latinx = 60.7% White = 85.7% Asian = 92.9% *Only statistically significant student groups represented in data above.	100% of students will demonstrate typical or above average growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten 43.5% High 32.3%Typical 24.2% Low Spring 2022 Data Kindergarten Overall Typical/Above Average Growth = 68.1% Student Group by Ethnicity Latinx = 61.3% White = 75% Asian = 71.4% *Only statistically significant student groups represented in data above. Kindergarten 40.8% High 26.8%Typical 32.4% Low Spring 2021 Data Kindergarten Overall Typical/Above Average Growth = 39.4% Student Group by Ethnicity Latinx = 39.5% White = 52.9% *Only statistically significant student groups represented in data above. Kindergarten 21% High 18%Typical 61% Low	
STAR 360 - Spring Data Reading – Proficiency	STAR 360 Reading Proficiency Spring 2023	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 to 75%. Decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall At/Above % Reading Proficiency = 67.7% Student Groups by Ethnicity* Latinx = 52.2% White 91.8% Asian = 78.6% *Only statistically significant student groups represented in data above. Spring 2023 Data First Grade 58.9% Above 5.4% on watch 10.7% intervention 19.6% urgent Second Grade 71.1% Above 8.9% At benchmark 6.7% on watch 4.4% intervention 8.9% urgent Third Grade 53.5% Above 2.8% At benchmark 14.1% on watch 9.9% intervention 19.7% urgent Fourth Grade 76.8% Above 2.9% At benchmark 14.5% on watch 1.4% intervention 4.3% urgent Fifth Grade 57.5% Above 12.3% At benchmark 11% on watch 12.3% intervention 6.8% urgent Sixth Grade 47.8% Above 11.6% At benchmark 13% on watch	the number of students in urgent to to 10% or less. Increase Latinx proficiency to 62%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17.4% intervention 10.1% urgent Spring 2022 Overall At/Above % Reading Proficiency = 63.2% Student Groups by Ethnicity* Latinx = 47.3% White 80.7% Asian = 78.7% *Only statistically significant student groups represented in data above. Spring 2022 Data First Grade 67.2% Above 5.2% on watch 10.3% intervention 17.2% urgent Second Grade 50.6% Above 3.8% At benchmark 6.3% on watch 12.7% intervention 26.9% urgent Third Grade 69.7% Above 6.1% At benchmark 12.1% on watch 3.0% intervention 9.1% urgent Fourth Grade 66.2% Above 8.5% At benchmark 11.3% on watch 7% intervention 7% urgent Fifth Grade 51.5% Above 8.8% At benchmark 11.8% on watch 17.6% intervention	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10.3% urgent Sixth Grade 38.1% Above 9.5% At benchmark 12.7% on watch 17.5% intervention 22.2% urgent STAR 360 Reading Proficiency Spring 2021 Overall At/Above % Reading Proficiency = 65.1% Student Groups by Ethnicity* Latinx = 47.9% White 88.2% Asian = 92% *Only statistically significant student groups represented in data above. Spring 2021 Data First Grade 41% Above 5% At benchmark 5% on watch 11% intervention 39% urgent Second Grade 71% Above 2% At benchmark 6% on watch 17% intervention 4% urgent Third Grade 66% Above 6% At benchmark 13% on watch 8% intervention 8% urgent Fourth Grade 68% Above 6% At benchmark 8% on watch 14% intervention	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4% urgent Fifth Grade 55% Above 8% At benchmark 12% on watch 14% intervention 12% urgent Sixth Grade 57% Above 4% At benchmark 17% on watch 13% intervention 9% urgent	
STAR 360 - Spring Data Reading - Growth	STAR 360 Reading Growth Spring 2023 Data Overall Typical/Above Average Growth = 71.3% Student Group by Ethnicity Latinx = 71.9% White = 72.3% Asian = 60% *Only statistically significant student groups represented in data above. First Grade 31.4% High 33.3%Typical 35.3% low Second Grade 67.4% High 14%Typical 18.6% Low Third Grade 40.8% High 19.7%Typical 38.4% Low Fourth Grade 43.5% High 37.7%Typical 18.8% Low Fifth Grade 30.6% High	100% of students will demonstrate typical or above average growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	30.6%Typical 38.9% Low Sixth Grade 53.7% High 28.4%Typical 17.9% Low Spring 2022 Data Overall Typical/Above Average Growth = 68.8% Student Group by Ethnicity Latinx = 68.8% White = 75.2% Asian = 60% *Only statistically significant student groups represented in data above. First Grade 36.8% High 28.1%Typical 35.1% low Second Grade 48.6% High 17.6%Typical 33.8% Low Third Grade 39.1% High 39.1%Typical 21.9% Low Fourth Grade 40.6% High 37.7%Typical 21.7% Low Fifth Grade 36.4% High 25.8%Typical 37.9% Low Sixth Grade 41% High 27.9%Typical 31.1% Low Spring 2021 Data Overall Typical/Above Average Growth = 78.4% Student Group by Ethnicity Latinx = 74.9% White = 84.2%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian = 81% *Only statistically significant student groups represented in data above. First Grade 21% High 29%Typical 50% Low Second Grade 60% High 28%Typical 13% Low Third Grade 56% High 22%Typical 22% Low Fourth Grade 60% High 30%Typical 11% Low Fifth Grade 59% High 24%Typical 17% Low Sixth Grade 70% High 15%Typical 15% Low	

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 all subgroups, will be served by this strategy.

Strategy/Activity

Multi-Tiered System of Support (MTSS) Team, will meet monthly to monitor student progress with special attention to subgroups. MTSS team will meet with PLCs monthly. The Guiding Coalition (GC) will meet together monthly to review student progress. The GC will identify strategies/next steps to take to increase growth for underperforming subgroups. The GC will focus on closing the achievement gap with strategies presented by Dr. Muhammad.

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 all subgroups, will be served by this strategy.

Strategy/Activity

Teacher teams will analyze data regularly using the Team Analysis of Common Assessments (TACA) tool at least once per month to support development of instructional strategies, curriculum, and progress monitoring for targeted intervention/extension time. PLTs will analyze student data using ELLevation, Schoolzilla, STAR 360, DIBELs, common formative assessments (CFAs), and exit tickets to monitor that students are making adequate growth in particular underperforming subgroups. Teams will set goals at the beginning of the year for students and progress monitor throughout the year. Primary teachers will use Heggerty, SIPPs, and/or DIBELs digital lessons for phonemic awareness.

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 all subgroups, will be served by this strategy.

Strategy/Activity

Teachers, SOA, MTSS TOSA, community liaison, and principal will monitor attendance data regularly. The principal will meet with the SOA and MTSS TOSA weekly to make attendance plans to support and/or celebrate students. The importance of attendance will be shared and discussed with ELAC, SSC, and PTA. Perfect attendance will be recognized monthly.

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

All staff will get professional development on the science of reading and learning how to use DIBELs data to provide small group targeted instruction. Professional development will also be provided in differentiation to increase rigor and student choice in the classroom. Tier II specialists will get support to increase rigor, choice, and differentiation within their groups.

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 were able to increase growth and proficiency as measured by STAR360 and Early Literacy. Our success is due to our professional learning teams (PLT's) meeting regularly to discuss how to support students, analyzed data such as common formative assessments (CFA's), discussed essential standards, continued to build unit lessons,and monitored students in Tier 2. Staff were trained in the use of Schoolzilla with embedded opportunities to practice throughout the year. Teams also monitored student progress and proficiency utilizing the STAR360 and Ellavation. All classrooms posted essential standards and communicated these to families during back to school night, parent teacher conferences, and via ParentSquare. The TACA protocol was used to analyze data and teams were able to share with the staff what they learned as a result of utilizing the protocol. Whole school data was analyzed and discussed during staff meetings. We continue to have an opportunity gap with our Latinx, language learners and 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.

There was no significant difference between the intended implementation of the budget and the 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.

Using our work from this year we will continue to norm and streghten our Professional Learning Community Teams practices. We will examine and enhance our Tier I core instruction to differentiate and scaffold within core instruction to support the success of all students in particular subgroups that are not showing growth or much growth as other subgroups. We will continue to provide systematic targeted intervention/extension time for students that is timely and targeted.

The curriculum, instructional strategies, and skills that will be targeted will be discussed during PLT time. As we analyze how students perform, we will continue to look at proficiency measures, but also will be examining student growth to measure adequate progress. Staff will build knowledge of literacy practices and data tools/platforms that support high rates of academic proficiency. Our guided coalition will continue to guide and lead the PLC work at our site.

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

Social Emotional & Behavioral Learning

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

By June 2023 student office referrals will decrease by twenty five percent. Level 1 referrals will decrease by thirty percent.

Identified Need

There continues to be a high rate of office referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referrals (Level 2 & 3)	161 office referrals	Data collected will show decrease in office referrals as strategies are implemented and refined.
Level 1 referrals in the playground	287	Data collected will show decrease in level 1 incidents as support staff is trained and coached on proactive strategies.

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 all subgroups, will be served by this strategy.

Strategy/Activity

Students will be taught weekly Second Step lessons. If needed, additional lessons will be taught based on mini-DESSA data. Principal will hold 3 whole school expectation assemblies. Based on referral data grade level or classroom expectations will be reviewed by the teacher, principal, and/or playground supervisors. Playground supervisors will get regular coaching by school PBIs lead.

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 all subgroups, will be served by this strategy.

Strategy/Activity

Positive Behavior Intervention Supports (PBIS) leadership team will monitor the effectiveness of Tier I practices and make adjustments as needed. Check in check out (CICO) capacity to support our student population will increase. Additional Tier II strategies will be created and implemented. Strategies for positive behavior support will be identified and implemented for in-class and playground activities. Common language and practices will be adopted by new staff. School wide positive token economy will be used by all adults to recognize and celebrate students for meeting expectations. Role playing activities using the Speak Up at schools pocket guide strategies will be presented and practiced 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)

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 all subgroups, will be served by this strategy.

Strategy/Activity

Teachers will norm before administering the mini-DESSA. The mini Dessa will be administered three times and data will be analyzed by MTSS and PLC team to create structures and strategies to support student needs. As a staff we will revisit GUSD's equity audit and the DEI department maps to guide us on increasing our relationships with students, families and staff. Staff will post signs and graphics to demonstrate all cultures are valued at 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)

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.

Our Positive Behavior Intervention Supports (PBIs) school leadership team met monthly and led two PD sessions for the staff. The team attended trainings and worked on strengthening Tier 1. All classroom teachers created a behavioral matrix and positive reward system. The school wide core values matrix created common language and expectations for students that teachers taught and all adults re-enforced positively with our school's token economy. Students practiced problem solving and obtained tools for regulation through the lessons of Second Step and the use of mindfulness practices using Inner Explorer. The principal led school wide behavioral assemblies. The mini-DESSA was administered three times this year as our focus was on creating and implementing Tier I systems and creating a data tool to track behaviors. Student office referrals decreased once Tier I systems of support were implemented. Check in check out (CICO) was started this year as a Tier II support for students.

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

There was no significant difference between the intended implementation of the budget and the 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.

As a school we will continue our PBIs work. The PBIs leadership team will meet regularly, attend professional training, and analyze behavioral data regularly. As a team we will determine next steps based on our data. Specialists will create their matrix and reward system. Teachers will continue to teach Second Step and Mindfulness lessons. Once the mini-DESSA is administered a plan will be created to support students that need it. CICO will be expanded to include more staff and students especially students identified by the mini-Dessa. Playground supervisors will be trained and coached on a weekly basis to help increase their abilities to engage students in positive and fun games to decrease level 1 incidents.

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 3

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

Identified Need

Informal observations and student performance data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continues to be an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Fall to Spring STAR 360 Early Reading Growth	% Students Typical/High Growth 2022-2023: English Language Learner =53.3% Initially Fully English Proficient = 100% Non-English Language Learner = 78.4% English Language Learner =57.7% Initially Fully English Proficient = 50% Non-English Language Learner = 75%	All English Language Learners will make typical or high growth on the Early STAR 360 reading assessment. Multilingual learners will increase growth by 15%.
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observations indicate that student language production and scaffolding to support language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of student oral language production.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Proficiency	Estimated Summative ELPAC for 2023 Level 4: 31% Level 3: 20% Level 2: 28% Level 1: 21% Summative ELPAC for 2022 Level 4: 17% Level 3: 49% Level 2: 22% Level 1: 12% Summative ELPAC for 2021 Level 4: 21% Level 3: 39% Level 2: 29% Level 1: 11%	Increase the percentage of students achieving a Level 4 to be eligible for reclassification, to 35%.
2022-2023 Fall to Spring STAR 360 Reading Growth	% Students Typical/High Growth 2022-2023: English Language Learner = 76.4% Initially Fully English Proficient = 76.9% Reclassified Fully English Proficient = 70.9% Non-English Language Learner = 68.1% English Language Learner = 55.4% Initially Fully English Proficient = 80% Reclassified Fully English Proficient = 73.5% Non-English Language Learner = 68.2%	All Multilingual Learners will make typical or high growth on the STAR 360 reading assessment.

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)

Multilingual students including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

Classroom teachers and principal will participate in year two of professional development during staff meetings and professional learning team meetings with Dr. Carlos Pagán. Dr. Pagán will work with staff to develop lesson plans, utilize the SBCEO toolkit, and ELPAC test preparation materials. Parents will be informed of student goals and progress during parent teacher conferences and ELAC meetings. MTSS TOSA will build a partnership with Dos Pueblos to encourage and support multilingual learners. Staff will be intentional in learning how to pronounce student and parents' names.

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 all subgroups, will be served by this strategy.

Strategy/Activity

During the 2023-2024 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day. Teachers and MTSS team will use ELLevation to identify student needs in the four domains (listening, speaking, reading, and writing) to support integrated and designated English Language Development. Schoolzilla will be used to monitor student achievement and growth in both math and language arts. The MTSS team will meet monthly with teachers to analyze progress to make sure that students are making adequate growth. MTSS TOSA will partner with 4-6 grade teachers to strategize on supporting students close to meeting the criteria for reclassification.

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.

A common master schedule, dedicated daily English language development (ELD) sessions of 30 minute durations tailored to language proficiency level (emerging, expanding, bridging), weekly grade level PLC sessions, and professional development during staff meetings on how to increase opportunities for student language production throughout assisted in students making progress. Due to COVID-19 safety protocols, academic discussion structures were not used as frequently. Additional supplemental material was made available to students with more intensive language needs. Observations and survey results indicate that there is continued need to implement structured language practices to support language usage across the curriculum throughout the school day.

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 feedback from teachers and leadership, given the limitations of COVID-19 safety protocols, indicates students did not have as many opportunities to produce oral language throughout the school day as we had in the past. School data indicates this is a continued area of need. For the 2022-2023 school year, specific effort will be made to increase the opportunity for students to use language. This will be supported by teachers planning lessons that imbed academic discourse structures and analyzing student growth. Staff will review data regularly using ELLevation and Schoolzilla along with other data to determine changes to groupings and needed instructional strategies and supports during designated ELD and core instruction.

Isla Vista

COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Funding					
General Education	$74,080				
Total Funding from GUSD	$109,874				
Supplemental Curriculum					
Licenses & Subscriptions					
Lexia		$6,105			SPSA Goal #1 ELA
Reading Plus		$3,864			SPSA Goal #1 ELA
Accelerated Reader		$1,770			SPSA Goal #1 ELA
		$11,739			
Supplies & Duplicating					
Duplicating (Copiers)		$18,000	$0	General	
Math Manipulatives		$300	$0	General	
Science Materials		$500	$0	General	
Art Specialist Additional Supplies		$250	$0	General	
Library Specialist Supplies		$2,500	$0	General	
STEAM Specialist Incidental Supplies		$100	$0	General	
Big End of Year Order for Classroom Supplies		$10,000	$0	General	
Basic Storeroom Supplies (paper, crayons, pens, etc.)		$35,000	$0	General	
Annual Order of Friday Folders		$920	$0	General	
New Teacher Budget		$500	$0	General	
Sped & Service Provider Supplies (250 per provider)		$500	$0	General	
		$68,820			
Professional Development					
Anthony Muhammad					
Teacher Compensation		$840		General	SPSA Goal #1 ELA
CAPS Network					
Fee per teacher ($750/teacher)		$3,000	$0	General	SPSA Goal #1 ELA
Subs per teacher ($256/day)		$2,500	$0	General	SPSA Goal #1 ELA
Mileage (Add mileage amount)		$400	$0	General	SPSA Goal #1 ELA
Science of Reading (100/teacher)		$700	$0	General	SPSA Goal #1 ELA
Additional General Subs ($210/sub)					
Grade Level Release for...		$420		General	SPSA Goal #1 & 3
		$7,860			
School Events & School Experiences					
Back to School Night					
Interpretation (+$15 hr + time/half of employee)		$180	$0		Goal #3 English Language Development
6th Grade Promotion		$0	$400	PTA	
Assemblies					
Michael Katz		$0	$2,000	PTA-	
Science Night					
Refreshments for Presenters		$0	$150	PTA	
Open House					
Extra Service Art Specialists (20 hrs x $38 = $760)		$380	$0	General	
Extra Service STEAM Specialist (20 hrs x $38 = $760)		$380	$0	General	
		$868			
Field Trips & Grade Level Experiences					
Field Trips			$5,000	PTA	
6th - Camp CIMI					
Bus		$0		PTA	
Registration		$10,000	$10,000	General; PTA	
Teacher Compensation Overnight		$3,000	$0	General	
Student Sweatshirts		$0		PTA	
Fingerprinting		$1,000	$0	General	
		$14,000			
Family Education & Engagement					
Early Education Parent Workshop					
Teacher Compensation (1 night or $38/hour)		$215	$0	General	SPSA Goal #1 ELA
Childcare (+$15 hr + time/half of employee)		$75	$0	General	SPSA Goal #1 ELA
ELAC Event(s)					
Refreshments/Food		$300	$0	General	Goal #3 English Language Development
		$590			
Additional Extra Service					
Yard Supervision Meetings		$250	$0	General	SPSA Goal #2 Social-Emotional & Behavioral Learning

Isla Vista

COST ITEMS	Funding Allocation	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
Overtime for Office Manager		$500	$0	General	
Para II extra service (every other month)		$600	$0	General	SPSA Goal #1 &2
		$1,350			
Amount unallocated for unknown expenses		$4,647			
	$109,874	$109,874	$17,550		

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Lorena Reyes	Principal
Cheryl Takahara	Classroom Teacher
Blanca Nopales Castro	Other School Staff
Su Jin Park	Parent or Community Member
Brian Chamberlain	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 9/28/23.

Attested:

Principal, Lorena Reyes on 10/2/23

SSC Chairperson, Su Jin Park on 10/2/23