

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
Hemlock School	48705736051346	May 10, 2023	June 29, 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

The Purpose of this plan, as a Title 1 Schoolwide Program, is to promote improved academic outcomes and improved social/emotional well-being of all students, in order to maximize student empowerment and choices for college and career.

Hemlock Elementary is a school wide Title 1 funded campus and is nestled in a quaint neighborhood in the northern part of Vacaville, California. The campus is home to two district programs: ACE (Alternative Cooperative Education) and TAP/RISE (autism programs). These programs blend with our core Hemlock students to create an inclusive and creative school environment we are proud of. Hemlock is home to an average of 400 students.

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.

In order to meet the requirements of ESSA and align Hemlock's programs and goals with the Vacaville Unified LCAP, Hemlock's SPSA will focus on programs for closing the achievement gap, increasing academic outcomes and improving school culture. The School Site Council has analyzed the academic performance and discipline data of all student groups and has considered the effectiveness of key elements of the instructional and social/emotional programs for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state 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).

A need assessment was sent to families utilizing electronic means. 44 responses were received. The needs assessment survey is composed of 20 questions separated into two categories, questions for staff and questions for parents/guardians. All parent questions focus on academic learning in the areas of English Language Arts and Mathematics. All staff questions focus on content knowledge and access to materials for English language arts and mathematics. There is an additional question requesting the responder to share any general suggestions or concerns. The survey results are shared with the School Site Council and used to explore possible goal areas.

Classroom Observations

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

Administrators provide regular informal walkthroughs of all classrooms while on campus. Staff is provided feedback of their instruction and have the opportunity to meet with administrators if needed. Teachers and other staff who require formal observation were visited 1-2 times during the 2022-2023 school year to be evaluated in accordance with VUSD evaluation protocols and VTA contract. Teachers who are in their first two years of teaching are also offered the opportunity to be observed by their induction mentors to provide effective feedback and growth opportunities. Teachers in year one and year two are also observed by district administrators during their probationary period.

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)

The 2021-2022 school year was the first return of Smarter Balanced testing for our students post-COVID. As such, the results were used to discuss the impact that the pandemic had on student achievement and on testing comfort, understanding of the testing protocol and procedures and next steps to help our students regain pre-pandemic achievement results on CAASPP.

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

Students district wide take district created benchmarks using STAR for both ELA and Math. In addition student in K-2 take the DRA and BPST. These data points are used to group students for Rtl and provided targeted instruction in small groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Hemlock are highly qualified based on state and federal standards.

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

All teachers hold valid California credentials and have been provided the professional development needed to deliver the curriculum adopted by the district.

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

Staff is offered professional development in the areas of adopted curriculum, content area standards (including ELD standards) and other trainings as needed in the area of Social Emotional Learning, Project Based Learning, Classroom Management and Technology Development.

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

VUSD employs district instructional coaches/experts in the areas of English Language Arts, Math and Science, and Technology. Teachers can consult with the coaches and invite them to campus for model lessons, curriculum development and ongoing support. In addition these coaches/experts attend staff meetings and provide PD at the discretion of the administrator.

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

Teachers collaborate on Wednesdays, the district provides an early release day. Teachers use this time to discuss students who are having academic concerns and to work on interventions as a team. They have access to support providers and administration during these meetings to provide input and additional supports.

Teaching and Learning

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

Kindergarten- 6th grade has district and state adopted curriculum that is adhered to throughout the instructional day that are aligned to Common Core State Standards.

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

Instructional minutes for specific grades:

Kindergarten - 200 minutes a day (5 days a week)

1st-3rd- 305 minutes a day (4 days a week) and 240 minutes (1 day a week)

4th-6th- 325 minutes a day (4 days a week) and 245 minutes (1 day a week)

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

The master schedule at Hemlock allows for targeted intervention time as well as UA (Universal Access) for all students based on their needs in the areas of reading and math. Students who are English Language Learners also have a designated 30 minutes of ELD class daily.

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

Adequate numbers of standards based instructional materials are available to all students at Hemlock Elementary. The Williams Act Visit within the first month of school ensures that we have an appropriate number of texts and materials for our students to access during their instructional day.

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

Vacaville Unified School District currently utilizes current approved and adopted curriculum for all content areas:

English Language Arts: McMillian-McGraw Hill (Treasures) for grades K-2, Benchmark Workshop for grades 3-5 and College Board (Springboard) for grade 6.

Math: Math in Focus in grade K, Houghton Mifflin Harcourt (GO Math) for grades 1-6

Science: Houghton Mifflin

Social Science: Houghton Mifflin

Opportunity and Equal Educational Access

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

We provide 30 to 45 min. targeted intervention groups for K-6th grade students in both ELA and Math daily. As well as 30 min. targeted intervention in SEL once a week.

Evidence-based educational practices to raise student achievement

Core alignment with ELD standards
MTSS
Guided Reading and use of data backed intervention materials
PLC

Parental Engagement

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

Spanish Speaking Parent Liaison in the front office who supports students and their families.
Re-engagement specialist who supports attendance at the district level
Family Resource Center through VVPD
Food Closet
School Supply Closet
Clothing Closet
YSS counseling interns through VVPD

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)

Parents are important components of the academic program and school community at Hemlock. Parents regularly volunteer in classes, participate in PTO and the ACE Program Parent Board. Parents actively participate in ELAC and SSC. Parents and community members attend our school community activities and participate in building a strong school community through activities like Harvest Fest, First Responder Day and Career Day

Funding

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

We pay for additional para-educator hours in our intervention program to increase both reading and math intervention availability to support more students. We also spend categorical monies on a mental health therapist who can support students in being emotionally available to learn. We pay for a parent liaison who runs our food and school supply closets and assists our bilingual and Spanish speaking families with school needs and communication.

Fiscal support (EPC)

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

Hemlock consulted the School Site Council in the development of this plan. A working session was conducted in person and on Zoom on May 10, 2023. Hemlock received further input from the ELAC group via an electronic poll on April 28, 2023. The feedback received from these two groups is represented in the final document. A full needs assessment survey was sent by electronic means to all staff and families as a means to receive feedback from the full community about the needs and priorities for spending for the 2023-2024 school year. The results of this survey are represented in the final document.

Resource Inequities

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

NA (for CSI schools)

Title 1 School Level Parent Involvement Policy and Home School Compact

Hemlock Elementary and ACE Program
TITLE I
SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact will describe school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
frequent reports to parents on their children's progress;
reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (ESSA, Section 1116(d)(1-2))
Treat each child with dignity and respect
Strive to address the individual needs of the student
Acknowledge that parents are vital to the success of child and school
Provide a safe, positive and healthy learning environment
Assure every student access to quality learning experiences
Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

Volunteering in their child's classroom
Supporting their child's learning
Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
Create a home atmosphere that supports learning
Send the student to school on time, well-fed, and well-rested on a regular basis
Attend school functions and conference
Encourage their child to show respect for all members of the school community and school property
Review all school communications and respond promptly

Student

The student realizes education is important. They are the one responsible for Their own success. Therefore, the agrees to carry out the following responsibilities to the best of their ability:

Get to school on time every day

Develop a positive attitude toward school

Be responsible for completing homework on time

Be cooperative by carrying out the teacher's instructions and ask for help when needed

Do daily work that is neat and reflects the student's best effort

Be respectful to all school members and to school property

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.79%	0.46%	2	3	2
African American	3.5%	3.94%	3.19%	13	15	14
Asian	1.4%	2.10%	4.33%	5	8	19
Filipino	1.4%	1.31%	2.05%	5	5	9
Hispanic/Latino	33.0%	31.76%	33.26%	122	121	146
Pacific Islander	0.3%	0.26%	0%	1	1	0
White	49.2%	49.61%	44.19%	182	189	194
Multiple/No Response	8.4%	7.87%	9.79%	31	30	43
Total Enrollment				370	381	439

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	46	56	105
Grade 1	42	54	59
Grade 2	57	48	54
Grade 3	49	61	50
Grade 4	61	49	57
Grade 5	54	68	53
Grade 6	61	45	61
Total Enrollment	370	381	439

Conclusions based on this data:

1. Our enrollment is up from COVID, and has passed pre pandemic numbers.

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	27	28	38	7.30%	7.3%	8.7%
Fluent English Proficient (FEP)	31	31	28	8.40%	8.1%	6.4%
Reclassified Fluent English Proficient (RFEP)	7			25.9%		

Conclusions based on this data:

1. Our EL enrollment numbers are up after several years of remaining relatively steady. We continue to be proud of the percentage of EL students who reclassify each year and the progress made in our EL program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	56		0	55		0	55		0.0	98.2	
Grade 4	66	49		0	49		0	49		0.0	100.0	
Grade 5	53	63		0	61		0	61		0.0	96.8	
Grade 6	58	46		0	45		0	45		0.0	97.8	
All Grades	227	214		0	210		0	210		0.0	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			23.64			18.18			23.64			34.55	
Grade 4		2449.			16.33			22.45			34.69			26.53	
Grade 5		2483.			19.67			24.59			18.03			37.70	
Grade 6		2494.			8.89			24.44			35.56			31.11	
All Grades	N/A	N/A	N/A		17.62			22.38			27.14			32.86	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			52.73			27.27	
Grade 4		2.04			69.39			28.57	
Grade 5		24.59			57.38			18.03	
Grade 6		6.67			60.00			33.33	
All Grades		14.29			59.52			26.19	

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		18.18			47.27			34.55	
Grade 4		18.37			59.18			22.45	
Grade 5		19.67			40.98			39.34	
Grade 6		6.67			55.56			37.78	
All Grades		16.19			50.00			33.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.73			72.73			14.55	
Grade 4		4.08			77.55			18.37	
Grade 5		13.11			70.49			16.39	
Grade 6		13.33			62.22			24.44	
All Grades		10.95			70.95			18.10	

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		18.18			54.55			27.27	
Grade 4		8.16			67.35			24.49	
Grade 5		19.67			62.30			18.03	
Grade 6		15.56			64.44			20.00	
All Grades		15.71			61.90			22.38	

Conclusions based on this data:

1. More than half our students are at or near standard for reading. This would indicate that our core program and tier 2 interventions are working.
2. In all areas of ELA CAASPP testing 4th grade has the highest percentage of students below standard. This would indicate that more scaffolds and more targeted intervention are needed at this grade level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	56		0	54		0	54		0.0	96.4	
Grade 4	66	49		0	49		0	49		0.0	100.0	
Grade 5	53	63		0	60		0	60		0.0	95.2	
Grade 6	58	46		0	46		0	46		0.0	100.0	
All Grades	227	214		0	209		0	209		0.0	97.7	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.			11.11			25.93			33.33			29.63	
Grade 4		2427.			2.04			22.45			36.73			38.78	
Grade 5		2445.			3.33			18.33			25.00			53.33	
Grade 6		2443.			4.35			10.87			19.57			65.22	
All Grades	N/A	N/A	N/A		5.26			19.62			28.71			46.41	

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		16.67			50.00			33.33	
Grade 4		8.16			40.82			51.02	
Grade 5		1.67			38.33			60.00	
Grade 6		2.17			39.13			58.70	
All Grades		7.18			42.11			50.72	

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		14.81			55.56			29.63	
Grade 4		4.08			55.10			40.82	
Grade 5		13.33			46.67			40.00	
Grade 6		4.35			43.48			52.17	
All Grades		9.57			50.24			40.19	

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		16.67			64.81			18.52	
Grade 4		10.20			57.14			32.65	
Grade 5		3.33			61.67			35.00	
Grade 6		4.35			50.00			45.65	
All Grades		8.61			58.85			32.54	

Conclusions based on this data:

1. Roughly 90% of our students are in the nearly met or below standard categories. This suggests that we need to continue to work on how we deliver core math instruction and we need to remain focused on recoupment strategies.
2. Sixth grade has more students in the below standard category than any other grade. This suggests that we need to focus interventions and scaffolds in this grade level to help students access grade level core.

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	4	
1	*	*		*	*		*	*		*	6	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		6	*	
4	*	*		*	*		*	*		7	*	
5	*	*		*	*		*	*		*	4	
6	*	*		*	*		*	*		*	*	
All Grades										28	25	

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	33.33	12.00		33.33	36.00		25.93	24.00		7.41	28.00		27	25	

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	59.26	32.00		25.93	28.00		11.11	20.00		3.70	20.00		27	25	

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	3.70	4.00		25.93	16.00		51.85	44.00		18.52	36.00		27	25	

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	44.44	28.00		48.15	48.00		7.41	24.00		27	25	

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	70.37	44.00		22.22	40.00		7.41	16.00		27	25	

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	7.41	4.00		55.56	48.00		37.04	48.00		27	25	

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	7.41	16.00		81.48	60.00		11.11	24.00		27	25	

Conclusions based on this data:

1. Data is not reported for this category due to the small number of students in this category.

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
381	43.6	7.3	0.5
Total Number of Students enrolled in Hemlock School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.3
Foster Youth	2	0.5
Homeless	3	0.8
Socioeconomically Disadvantaged	166	43.6
Students with Disabilities	69	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.9
American Indian	3	0.8
Asian	8	2.1
Filipino	5	1.3
Hispanic	121	31.8
Two or More Races	30	7.9
Pacific Islander	1	0.3
White	189	49.6

Conclusions based on this data:

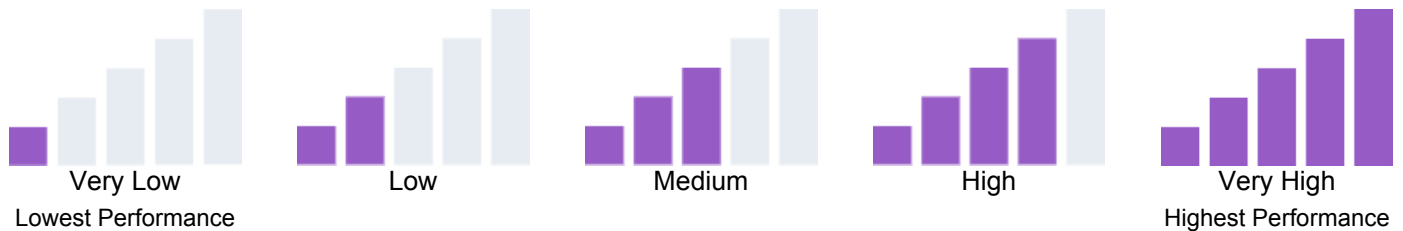
1. Socio economically disadvantaged students make up over 40% of our student population. This means that community resources, social emotional supports, and basic needs must be continually addressed to make sure all students are ready to learn.
2. Our second largest group is students with disabilities. This means we must keep mainstreaming and high rigor at the heart of our special education programs so that students, regardless of disability, have access to rigorous learning and the opportunity to reach their full potential.
3. We have a significant Hispanic population at Hemlock. We need to ensure that communication continues to be available in English and Spanish to provide families with equal access to information regarding their child's education.

School and Student Performance Data

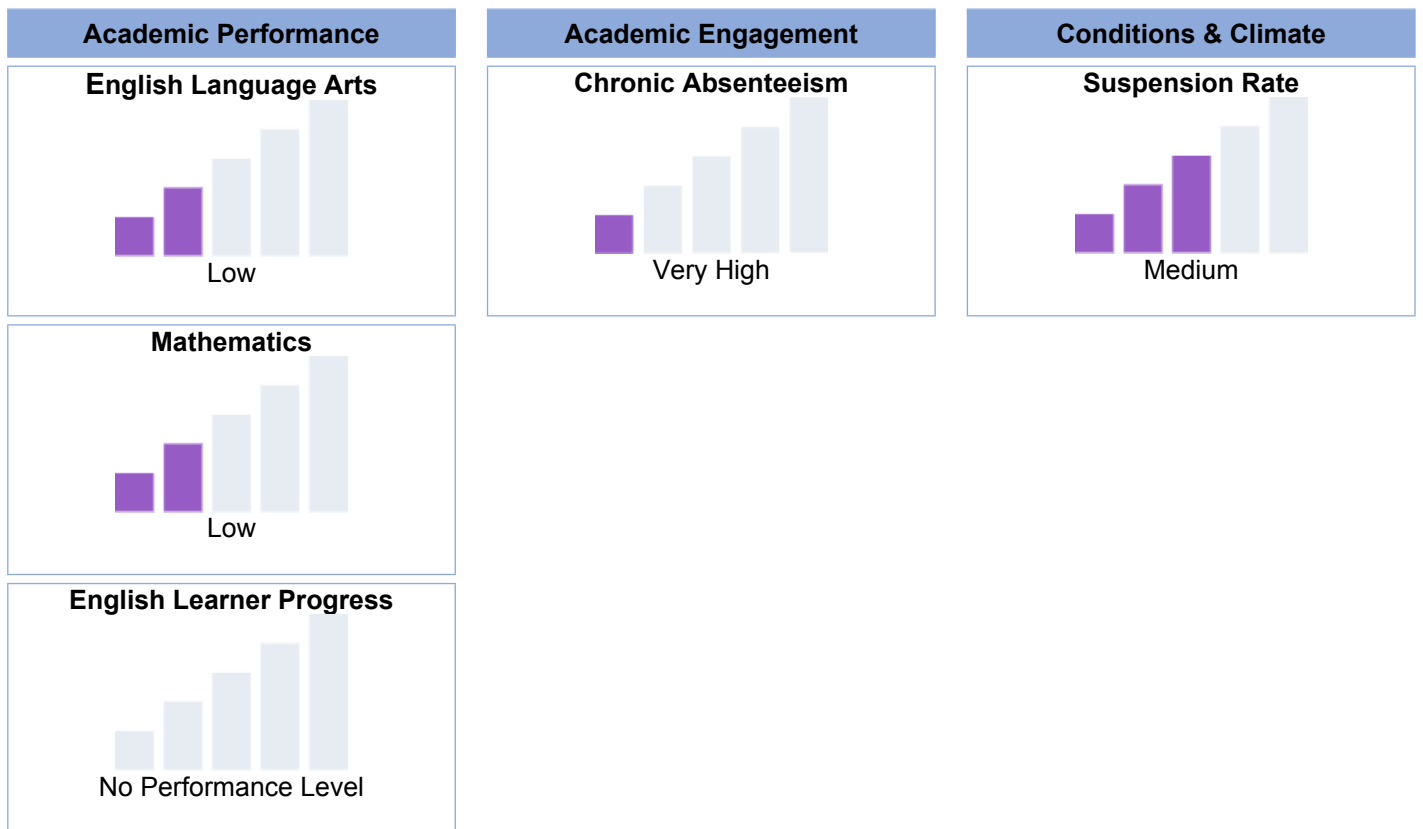
Overall Performance

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



Conclusions based on this data:

- Behavior and emotional need following the pandemic have been higher than ever for our school. We are actively adjusting our PBIS systems, continuing with SEL Rtl groups, and teaching daily SEL in every class in order to help lower behavior and get back to pre-pandemic levels.
- Math and ELA are not both low and we need to continue working on expanding our Rtl systems and integrating basic skills practices into daily lessons to recoup learning lost during the pandemic.

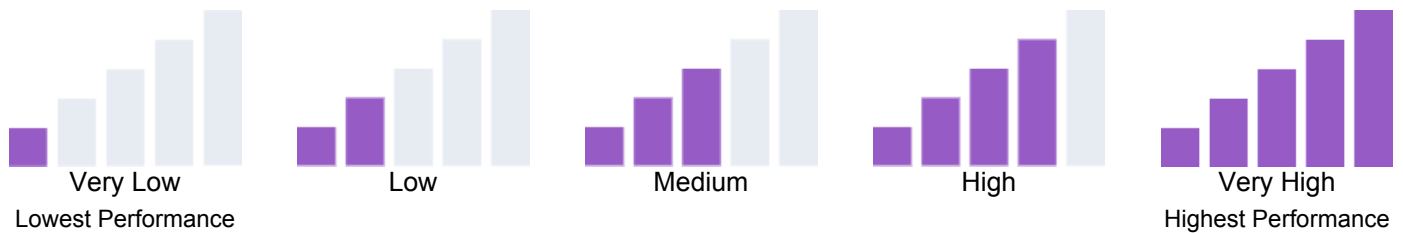
3. Chronic Absenteeism continues to be an area of need for our site. We have made gains over the past few years, but continue to struggle with getting our families to make school attendance a priority.

School and Student Performance Data

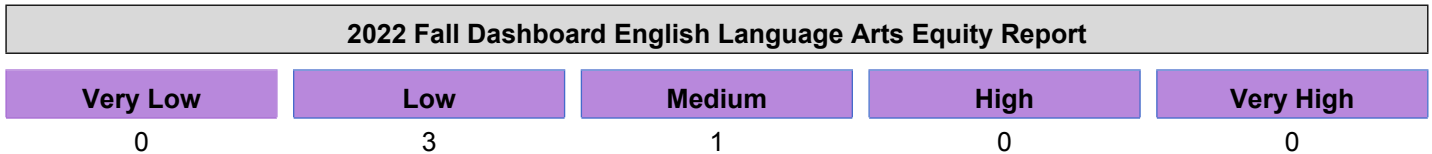
Academic Performance English Language Arts

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](#).

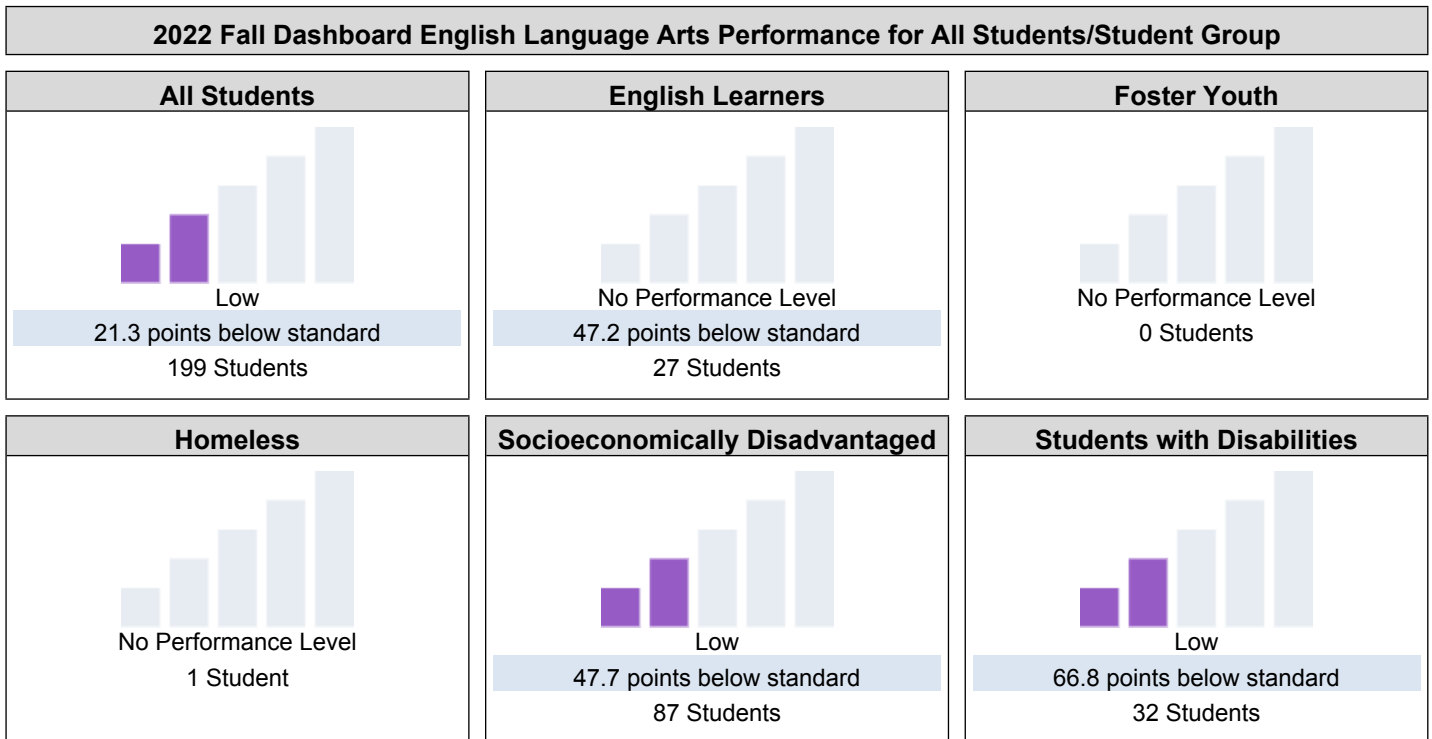
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



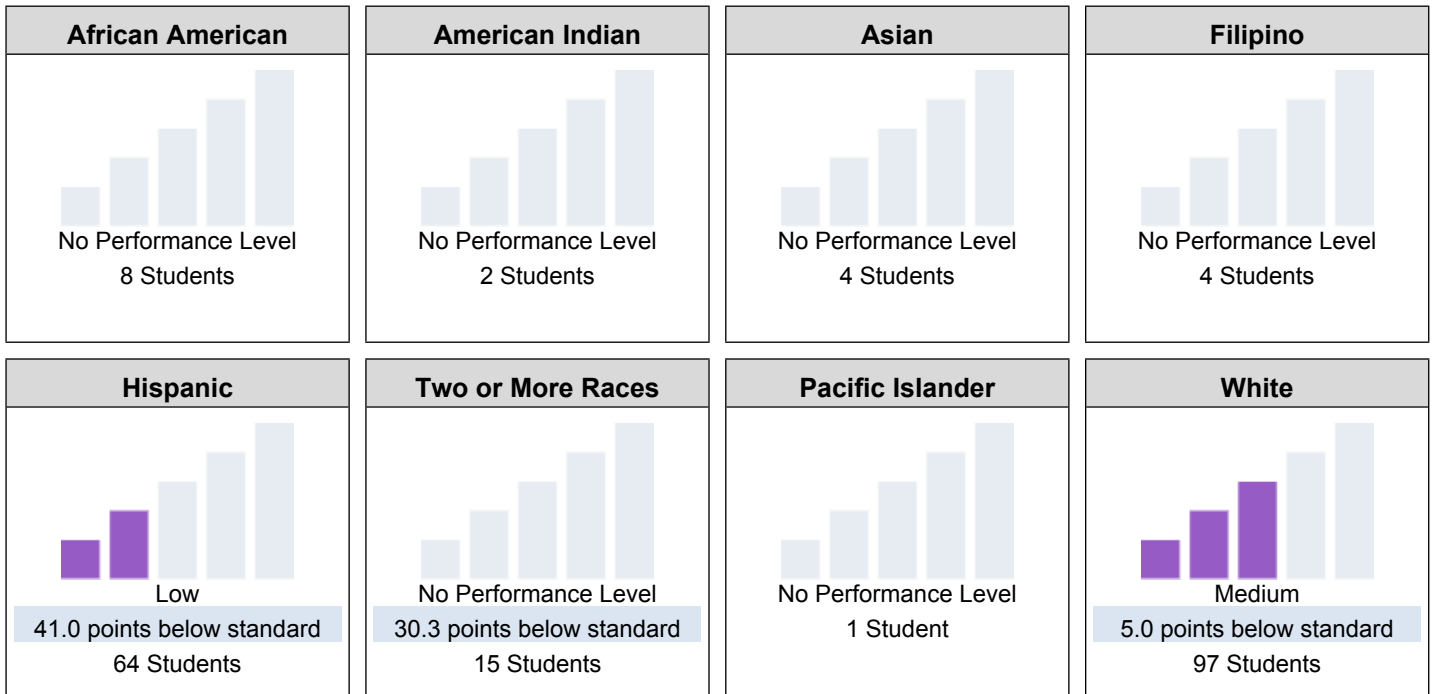
This section provides number of student groups in each level.



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	15.7 points below standard 19 Students	18.9 points below standard 164 Students

Conclusions based on this data:

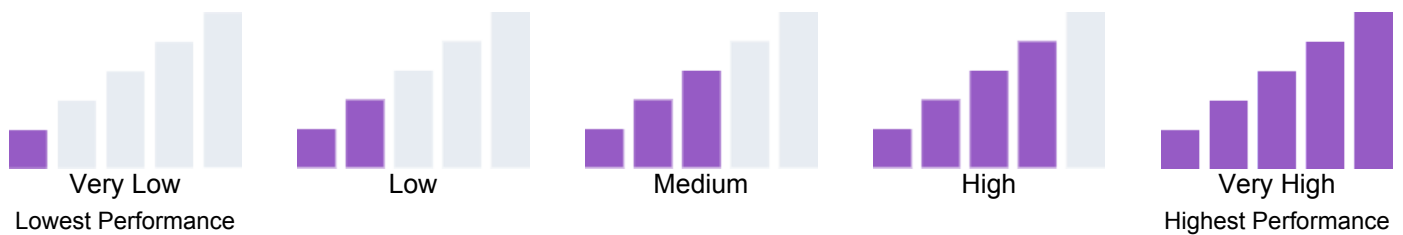
1. We are seeing the fallout of learning of loss from the pandemic and working on ways to recoup student learning.

School and Student Performance Data

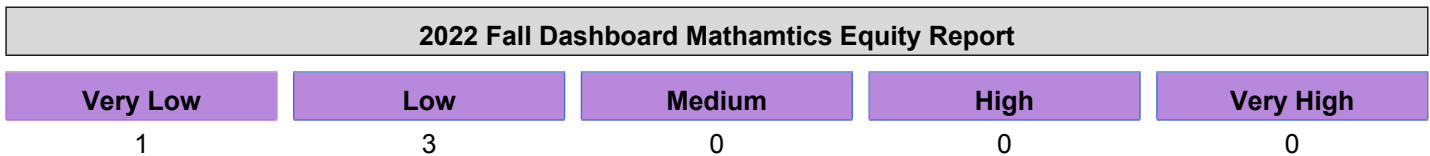
Academic Performance Mathematics

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](#).

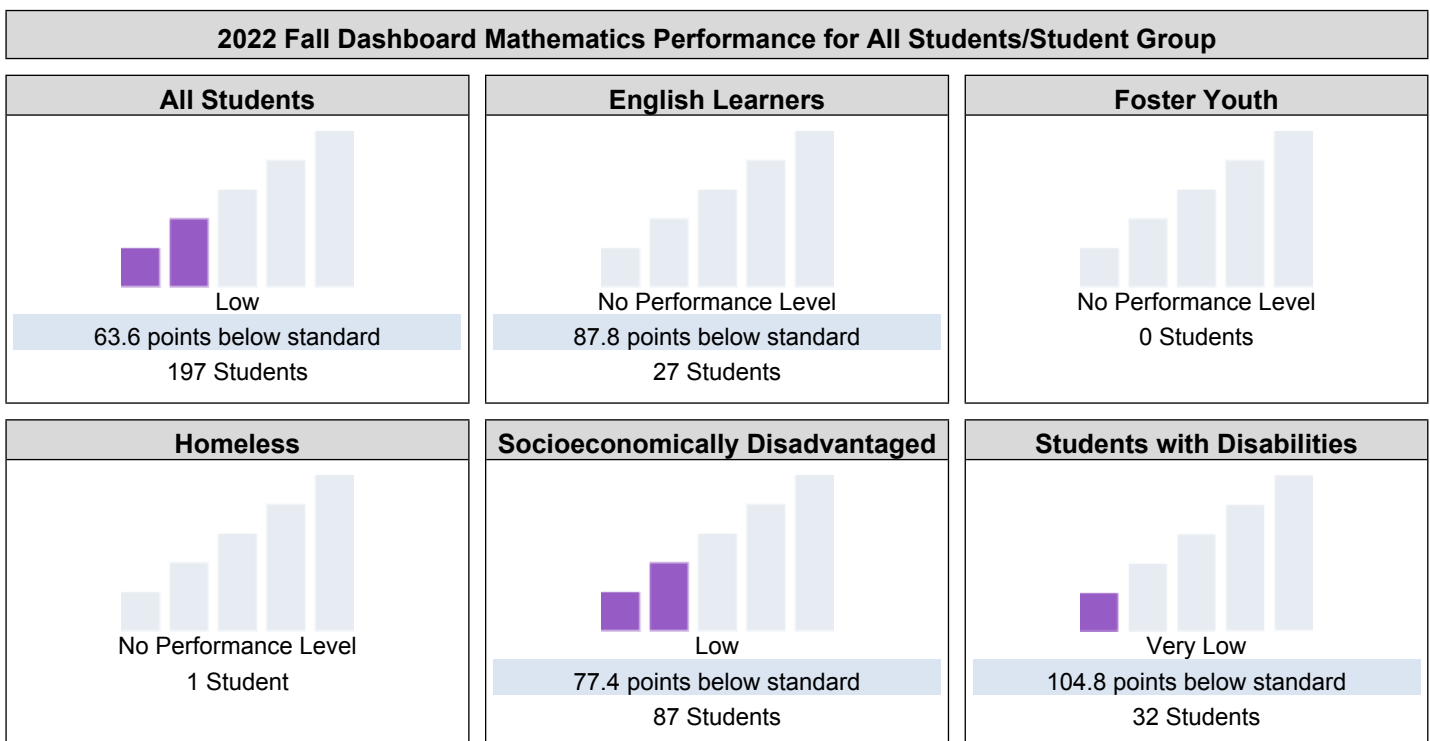
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



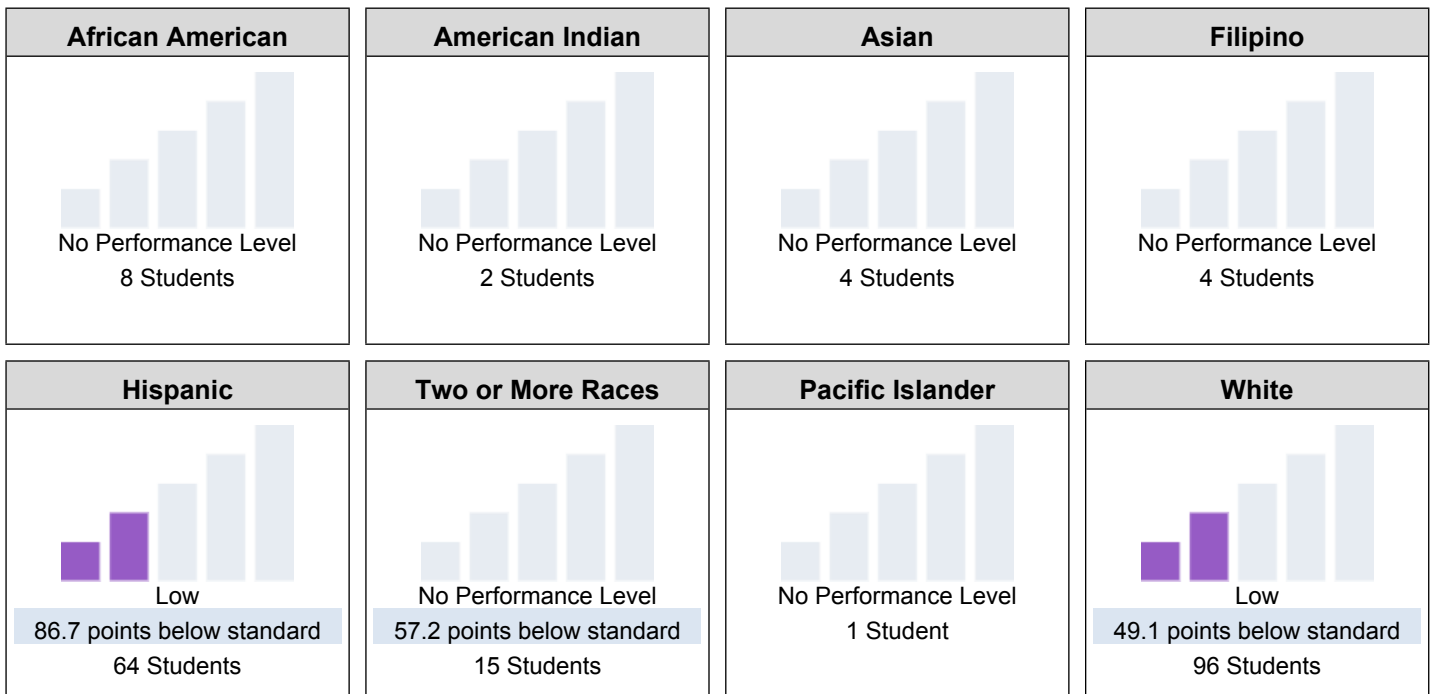
This section provides number of student groups in each level.



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 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
8 Students	<div style="background-color: #e0e0e0; padding: 2px;">68.6 points below standard</div> 19 Students	<div style="background-color: #e0e0e0; padding: 2px;">61.1 points below standard</div> 162 Students

Conclusions based on this data:

1. We are seeing the fallout of learning loss from the pandemic and continue to work on finding ways to recoup learning.

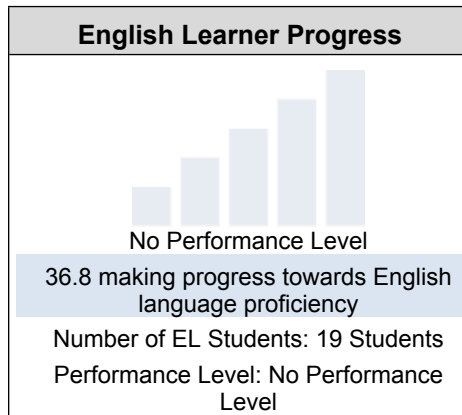
School and Student Performance Data

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
21.1%	42.1%	0.0%	36.8%

Conclusions based on this data:

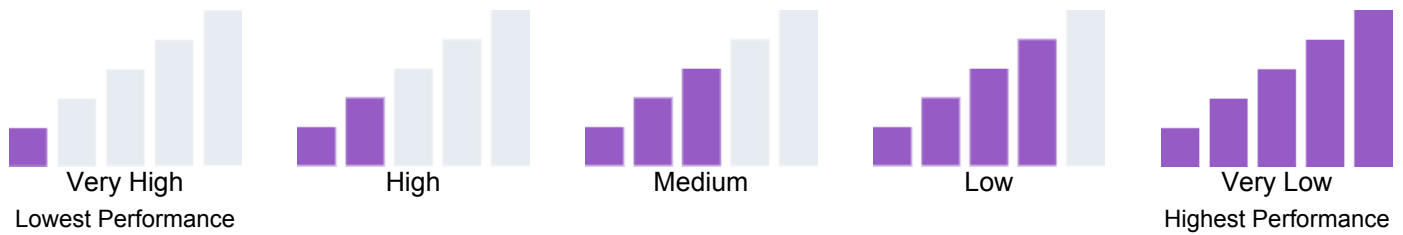
1. Just under half of our students maintained their ELPI level, which with pandemic learning loss across the board is a positive.

School and Student Performance Data

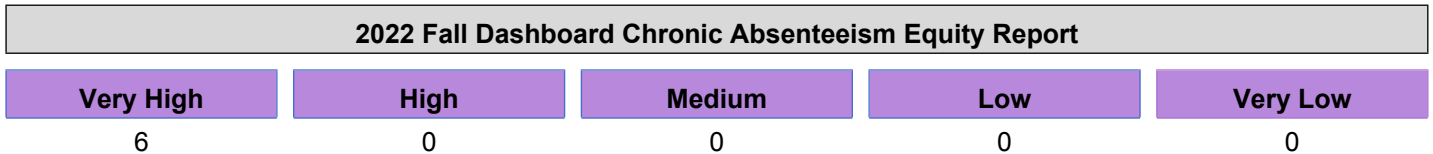
Academic Engagement Chronic Absenteeism

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](#).

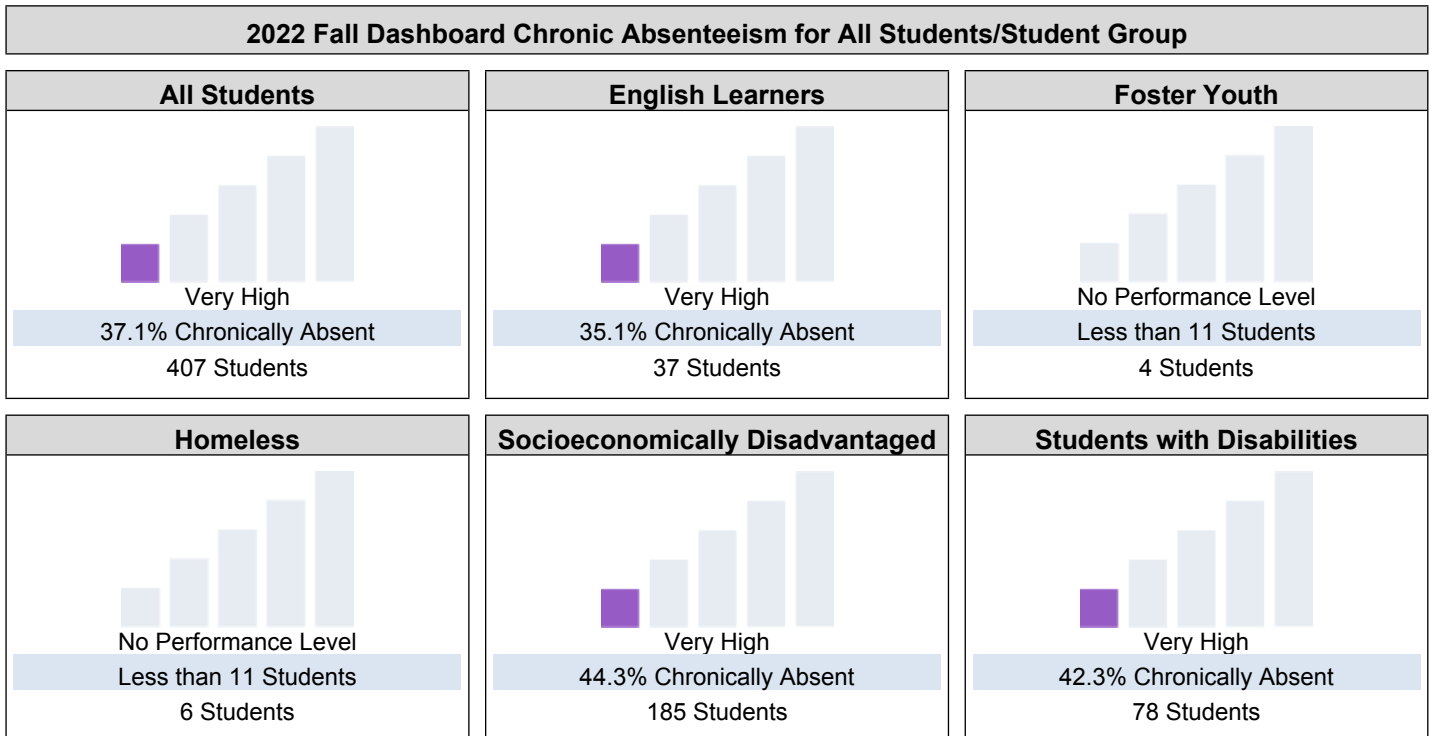
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



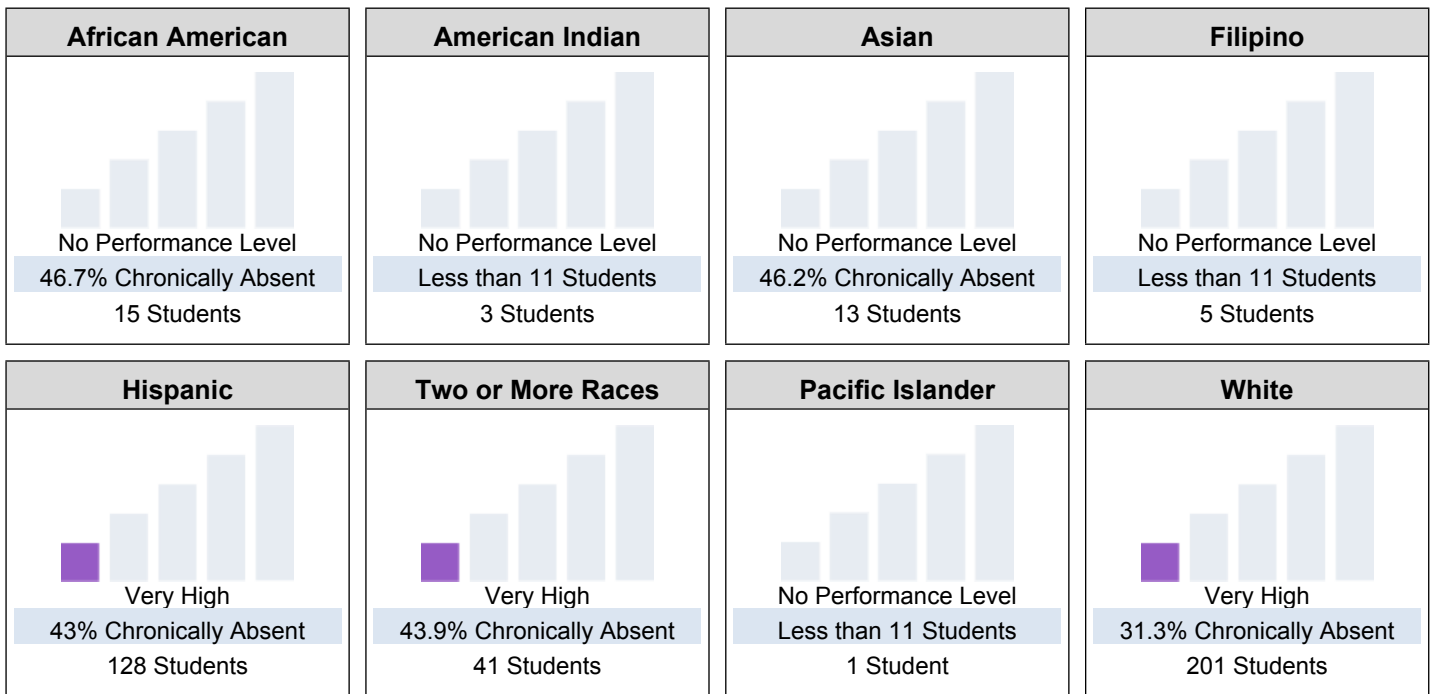
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

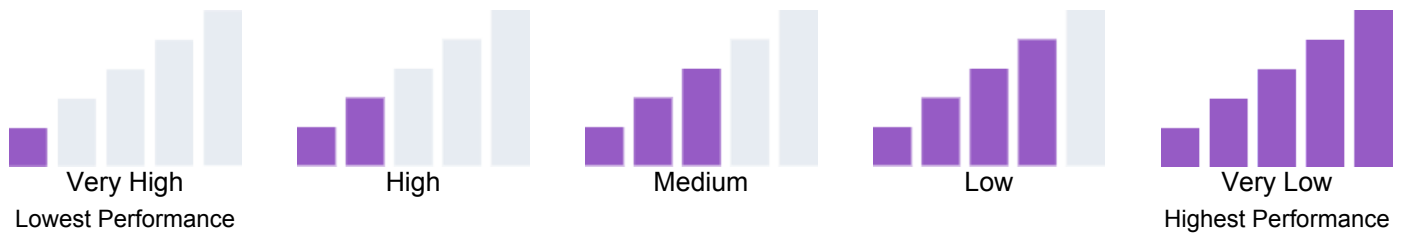
1. Attendance continues to be an area of concern and we need to continue to work with families and provide support to get students to school.
2. Rules requiring students to remain home with symptoms from the pandemic had a huge impact on our attendance rates.

School and Student Performance Data

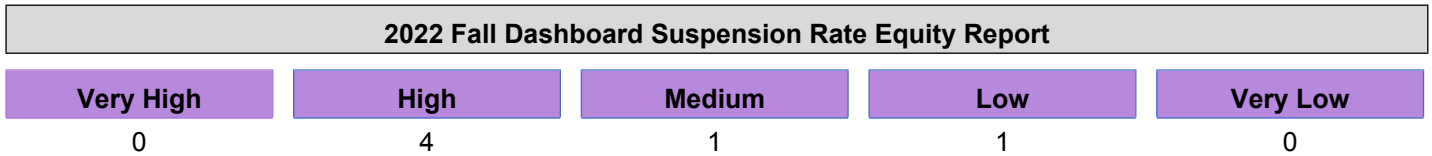
Conditions & Climate Suspension Rate

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](#).

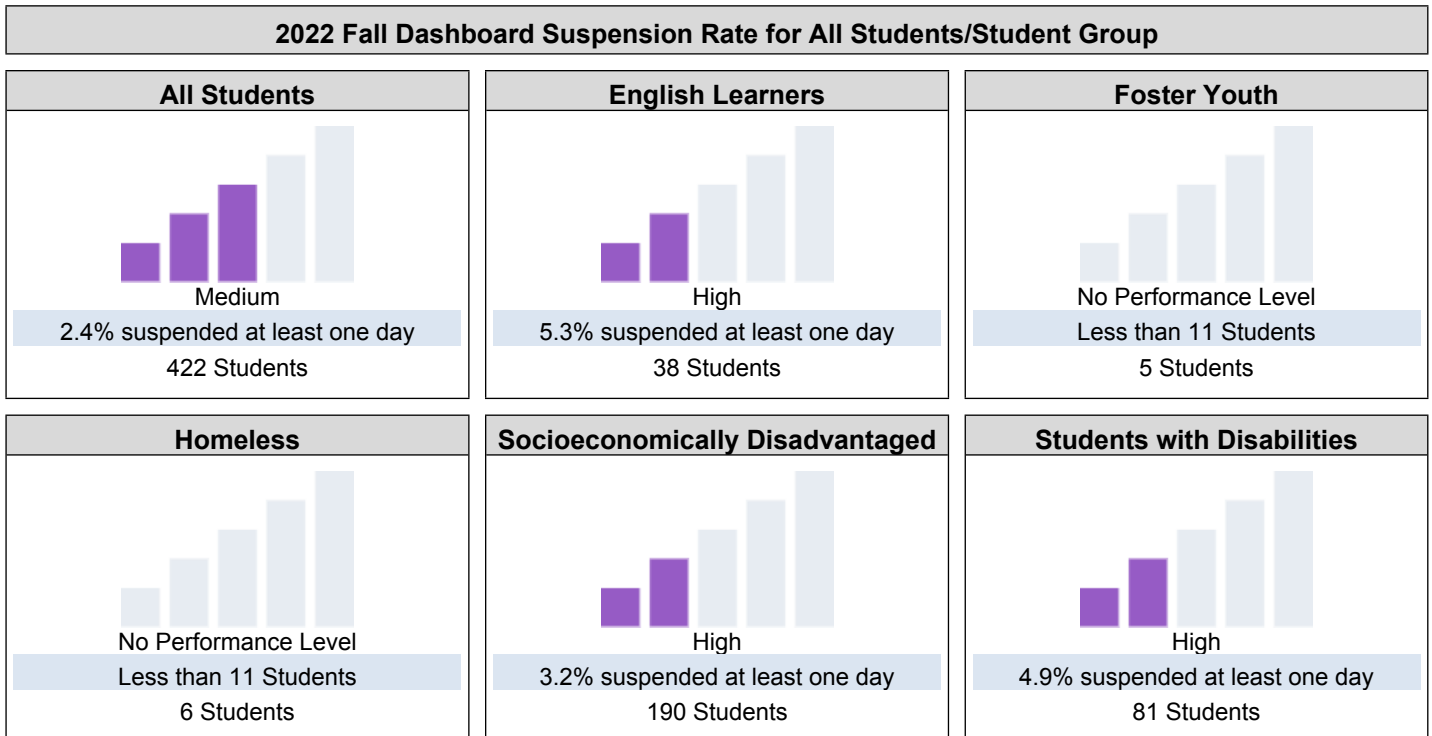
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



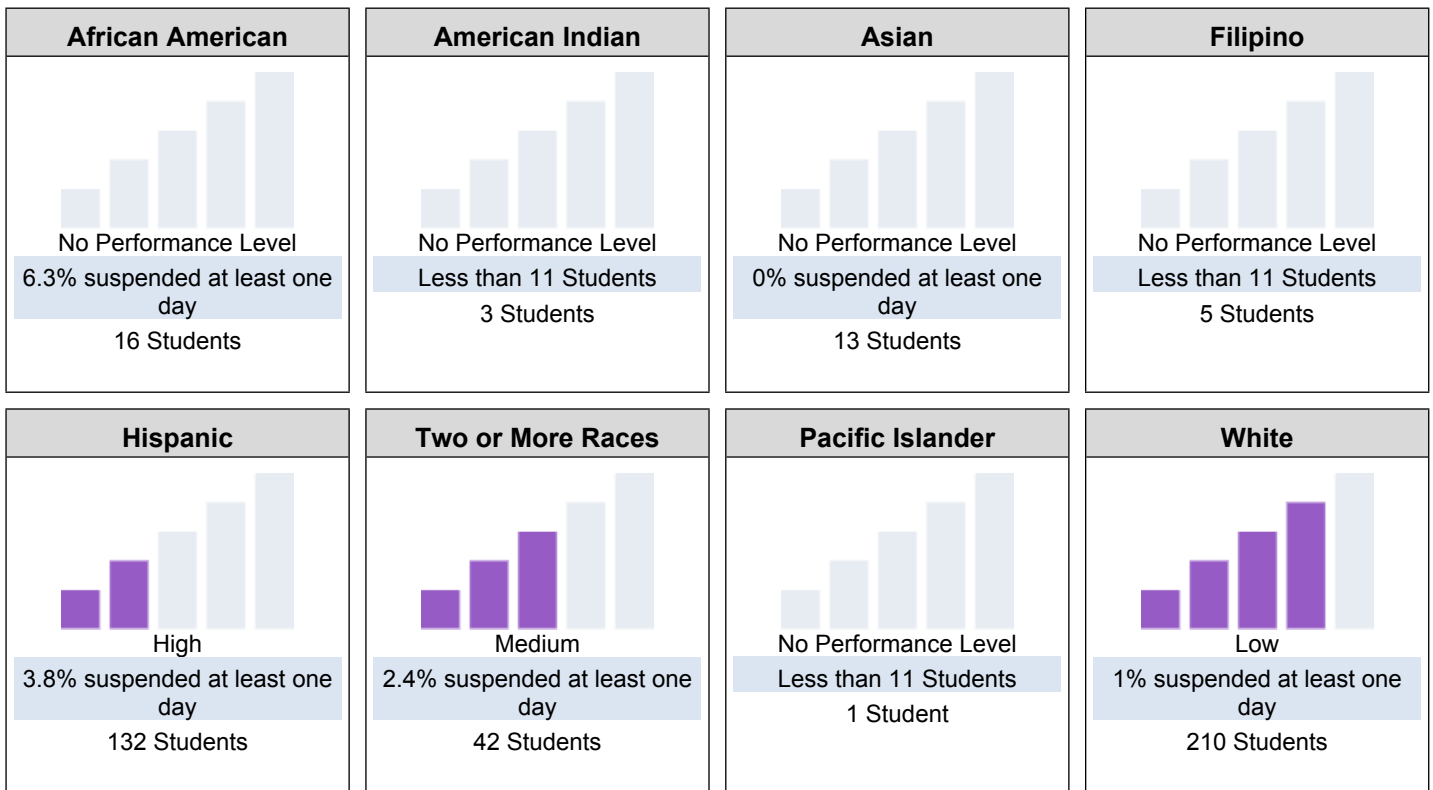
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Post pandemic increases in violence and aggression had a huge impact on our suspension rate.

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

Academics - ELA

LEA/LCAP Goal

Providing high quality instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 1

Recoup learning to pre-COVID 19 levels of students meeting grade level benchmarks.

Identified Need

Based on internal data from the 2021-2022 school year, Hemlock has continues to experienced a higher number of students not making grade level benchmarks K-6 than in pre-COVID years. A continued focus on school wide intervention and good first teaching will need to occur in order to return to former levels of academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K, first and second DRA percentage of students meeting grade level benchmarks:	K: 16.7% 1: 42.6% 2: 53.7%	K: 80% 1: 80% 2: 80%
Third, fourth, fifth, and sixth grade STAR testing percentage of students meeting grade level benchmarks:	3: 56.4% 4: 53% 5: 36% 6: 39%	3: 80% 4: 80% 5: 80% 6: 80%

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 will directly benefit from the data analysis and subsequent targeted interventions. All student data will be analyzed and all students will be provided instruction based on identified needs.

Strategy/Activity

During the 2023-2024 school year, Hemlock will conduct three data analysis days by grade span. Data analysis will be held in the fall to form a baseline and initiate intervention and classroom

scaffolds, then again after each trimester to track progress and evaluate effectiveness. The data meetings will include the Principal, Rtl coordinator, Intervention and ELD teachers, grade level teachers, and Special Education staff. The focus of the meetings will be to review data, and plan both for first instruction and leveled supports based on what individual student data as well as grade level trends show.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit either directly or indirectly from the additional staff. All groups, regardless of level will be decreased in size through the addition of the staff and therefore create smaller groups that can be more focused and individualized for students.

Strategy/Activity

Employ additional staff to support small group intervention in reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18,222

Title I

3.75 hour para educator

None Specified

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.

RtI was fully implemented during the 202-2023 School year. However, the social emotional impact of COVID 19 and continued staffing shortages experienced this school year did have an impact on our program and results. Staffing shortages did impact services when substitute staff could not be found and groups had to be cancelled as a result. Student social emotional need and the resulting behavior impacted the effectiveness of instructional blocks and lengthened the time needed for transitions and redirection, shortening the amount of time students attended to instruction. Progress was made in 1st, 4th, 5th and 6th grades. Kinder and 3rd saw a drop in percentage of student who were proficient.

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

All budgeted areas were implemented and spent as expected. There were no differences between what was planned and what we implemented.

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.

This goal will be continued as written.

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

Academics: math

LEA/LCAP Goal

Providing high quality instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 2

Recoup learning to pre-COVID 19 levels of students meeting grade level benchmarks.

Identified Need

Based on internal data from the 2021-2022 school year, Hemlock has continues to experienced a higher number of students not making grade level benchmarks K-6 than in pre-COVID years. A continued focus on school wide intervention and good first teaching will need to occur in order to return to former levels of academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
For Kinder and first grade district tests, percentage of students meeting grade level benchmark:	K: 56.4% 1: 57.6%	K: 80% 1: 80%
For second, third, fourth, fifth, and sixth grade, STAR percentage of students meeting grade level benchmarks:	2: 40.7% 3: 66.7% 4: 60% 5: 32% 6: 36.8%	2: 75% 3: 75% 4: 75% 5: 75% 6: 75%

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 will directly benefit from the data analysis and subsequent targeted interventions. All student data will be analyzed and all students will be provided instruction based on identified needs.

Strategy/Activity

During the 2022-2023 school year, Hemlock will conduct three data analysis days by grade span. Data analysis will be held in the fall to form a baseline and initiate intervention and classroom scaffolds, then again after each trimester to track progress and evaluate effectiveness. The data meetings will include the Principal, RtI coordinator, Intervention and ELD teachers, grade level teachers, and Special Education staff. The focus of the meetings will be to review data, and plan both for first instruction and leveled supports based on what individual student data as well as grade level trends show.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit either directly or indirectly from the additional staff. All groups, regardless of level will be decreased in size through the addition of the staff and therefore create smaller groups that can be more focused and individualized for students.

Strategy/Activity

Employ additional staff to support small group intervention in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I
3.75 hour para educator, cost listed in goal 1

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.

RtI was fully implemented during the 2022-2023 School year. However, the social emotional impact of COVID 19 and continued staffing shortages experienced this school year did have an impact on our program and results. Staffing shortages did impact services when substitute staff could not be found and groups had to be cancelled as a result. Student social emotional need and the resulting behavior impacted the effectiveness of instructional blocks and lengthened the time needed for transitions and redirection, shortening the amount of time students attended to instruction. We had growth in 2nd, 3rd, 4th, and 6th grades and a drop in K, 1st, and 5th.

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

All budgeted areas were implemented and spent as expected. There were no differences between what was planned and what we implemented.

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.

This goal will be continued as written.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement: attendance

LEA/LCAP Goal

Ensuring all school sites have safe, welcoming healthy and inclusive climates for all students and their families, so that all students are in class and ready to learn.

Goal 3

Increase student engagement in school. Engagement shall be measured by student attendance rates, student needs survey results, and student participation in PBIS.

Identified Need

Hemlock continues to struggle with poor student attendance rates. Our chronic rate is higher than ever, suffering from the attendance fallout of COVID 19. In addition our student survey data suggests that students lack a sense of ownership over the school facility and a lack of knowledge around self-regulating and problem solving strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Rate	29.6% (as of 4/28/23)	12% or less
Student Survey Results (April 2023)	I feel safe at school 67.2% yes I believe there is an adult on campus who cares about me 80.3% yes I know how to solve problems on the playground 29.5% yes	Raise each affirmative response by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will directly benefit from improved school engagement.

Strategy/Activity

During the 2023-2024 school year, Hemlock will track student attendance and utilize district letters and SART/SARB meeting protocols to support and encourage student attendance. This will include interventions, phone calls, postcards, recognition of improvement and possible home visits. The

parent liaison, along with the attendance secretary will oversee these programs and support administration with student attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28451

Source(s)

Title I

Parent liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit from instruction in and incentives for positive behavior as part of our PBIS program.

Strategy/Activity

Continue PBIS school wide programs.

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)

1182

Source(s)

Title I

student incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit from instruction in social emotional learning.

Strategy/Activity

School wide direct instruction in Social Emotional control and self regulation using adopted materials and whole class as well as small group intervention settings.

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)

500

Source(s)

Title I

materials for curriculum and intervention for RTI and SEL groups already owned

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with tier 3 mental health concerns that impede learning will benefit from this activity.

Strategy/Activity

Mental Health Clinician

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)

29104

Source(s)

Title I

Salary and benefits

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.

SEL groups continued in our Rtl model and the team worked twice weekly with tier three students in small group instruction in targeted areas of need to support behavior and social emotional regulation. A student survey was conducted this year and will be used to expand and fine tune our PBIS practices. Our MHC continued whole class lessons in mindfulness and emotional regulation. Staff fully implemented SuperFlex and the 20 lessons were taught twice this year in every class. While chronic absenteeism continues to be an area of concern we dropped 7.2% this year, which is good progress.

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

All budgeted areas were implemented and spent as expected. There were no differences between what was planned and what we implemented.

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.

This goal will be continued as written.

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

Achievement Gap: English Learner needs

LEA/LCAP Goal

Provide high quality instruction, systemic interventions and support, and a collaborative staff focused on eliminating barriers to student success.

Goal 4

Reduce the distance below standard for English Language Learners on the ELA portion of the CAASPP by 5 points.

Identified Need

Second language learners are currently 47.2% points below standard, where their English only counterparts are only 21.3% points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
dashboard	47.2% below standard	21.3% or less below standard

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)

Second language learners will benefit from this strategy.

Strategy/Activity

Teachers will utilize appropriate imbedded EL strategies, focusing on ELA/ELD standards to support EL students in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	n/a

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Second language learners will benefit from this strategy.

Strategy/Activity

Parent Liaison will work with administration to support parent participation in ELAC and providing translations for all school communication to the families of our EL students. Parent liaison will work to build relationships with our EL families opening lines of communication and helping families to be involved in their child's education and be active advocates for the children.

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)

0

Source(s)

Title I

Parent Liaison Salary (cost accounted for in Goal 3)

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.

Teachers regularly utilize embedded EL supports throughout their instructional day. Providing access to rigorous direct instruction. Parent Liaison produces a monthly parent newsletter in Spanish and sends it out all of our families of EL students, which includes all school wide communication as well as ELAC and EL information. In addition, the Parent Liaison attends ELAC, makes personal calls of invitation to all qualifying families, follows up with families who need support and coordinates food, school supply, and clothing donations to support attendance, student need and school engagement.

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 differences between the intended implementation and the actual implementation. This goal was fully implemented as written for the 2022-2023 school year.

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.

This goal is updated to adjust the goal to reflect post COVID % on CAASPP. Our over all student achievement is 21.3% below the standard, so this was used as the goal for EL students who are currently at 47.2% below.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement: Social Emotional Needs

LEA/LCAP Goal

Ensuring all school sites have safe, welcoming healthy and inclusive climates for all students and their families, so that all students are in class and ready to learn.

Goal 5

Decrease student maladaptive behaviors by providing increased support in social emotional learning.

Identified Need

Following the return to in person learning during the 2021-2022 school year we have seen a marked increase in student behaviors and emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total Discipline Entries from Aries	148 entries (as of 4/28/23)	Overall reduction by 30%
AERIES Suspension Data	14 students 26 incidents 24 total days missed due to suspension (as of 4/28/23)	Overall reduction by 50%
Recess Crew - 1, 12 week cycle completed	11 students identified 1 students exited early	4 sessions with 9-12 students in each 70% exit rate

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 will directly benefit from improved skills in social emotional regulation.

Strategy/Activity

School wide direct instruction in Social Emotional control and self regulation using adopted materials and whole class as well as small group intervention settings.

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)

0

Source(s)

Title I

materials for curriculum and intervention for Rtl SEL groups (cost reflected in Goal 3)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit from increase adult supervision for behavioral support.

Strategy/Activity

Add a full time student monitor to our campus to support our students with social emotional regulation and behavior bell to bell.

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)

12,981

Source(s)

Title I

2 hr increase in student monitor position

9,500

Title I

add an additional 2.00 hour student monitor for Recess Crew Coverage - lunch

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.

Student behavior support has had a positive impact on school culture. Students look for our full time monitor for support and she will take students for breaks and work with them on zones of regulation. She is also running our recess crew and this has helped to lower behaviors on the playground.

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

All budgeted areas were implemented and spent as expected. There were no differences between what was planned and what we imple

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.

This goal will be continued as written.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$99,940
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,940.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$99,940.00

Subtotal of additional federal funds included for this school: \$99,940.00

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

State or Local Programs	Allocation (\$)
	\$0.00

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

Total of federal, state, and/or local funds for this school: \$99,940.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	99,940.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Title I	99,940.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,222.00
Goal 2	0.00
Goal 3	59,237.00
Goal 4	0.00
Goal 5	22,481.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Jennifer Austin	Principal
Patty Wazielewski	Classroom Teacher
Alina Yemchuk	Classroom Teacher
Yanin Avila	Other School Staff
Zara Syed	Parent or Community Member
Brenna Boykin	Parent or Community Member
Betsy Wight	Parent or Community Member
Yasmin Cosens	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 5/10/23.

Attested:

	Principal, Jennifer Austin on 5/10/23
	SSC Chairperson, Brenna Boykin on 5/18/23