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
Maryland Avenue Elementary School	37-68197-6038525	May 22, 2023	June 20, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :
Support for academic learning
School safety
Belonging in the school Community

Parent data indicated that 90% or more of families report high levels of satisfaction with support for academic learning and belonging in our school community. School safety continues to be a key requirement for parent groups and continues to be an area for partnership between home and school. 88% of families report high levels of satisfaction with overall school safety. 8% of families indicate a desire for more fair discipline. Teacher data displayed the desire for more training and direction in safety: active shooter training (25%) and safety drill refresher courses (28%) and in behavior: neuroscience & classroom management (25%) and understanding & supporting behavior in the classroom (13%).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

District/Site Collaborative Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Formal Classroom Observations:
To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:
Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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)

Through Professional Learning Communities (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being 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 and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: comprehension of grade level informational text, learning intentions & success criteria, close reading, and integrating social-emotional learning practices into instructional routines.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)
Intro to Google Classrooms
Project Based Learning
Math Expressions: Getting Started
Environmental Literacy for Social Studies
Daily 5 Routine for Running Small Group Rotation
Amplify: Analyzing Student Work
High Leverage ELD Strategies
Number Talks and Dot Talks
Supporting Diverse Learners
Virtual Manipulatives in Math Instruction
Minimizing Math Anxiety
Redefining Classroom Management
Social Emotional Learning in PE
Informational Text in PE
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade level informational text, learning intentions & success criteria, close reading, and integrating social-emotional learning and thinking routines into instructional routines.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2023-24, the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Curriculum for Social-Emotional Learning
i-Ready
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words)
Student Centered Coaching Cycles with teachers, Instructional Data Support Teacher, and Principal

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.
To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2023-24 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC #3 Meeting, April 17, 2023, 8:00am T
- SSC # 4 Meeting, April 17, 2023, 2:30pm, SSC #5 Meeting, May 22, 2023, 2:30pm
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: November 29, 2022, January 17, 2023, April 18, 2023
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meetings: October 20, 2022, April 20, 2023

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

Maryland Avenue is identified as requiring ATSI for chronic absenteeism. Resource inequalities that impact chronic absenteeism are staffing challenges and an increase in enrollment for TK students. In the 2022-2023 school year, Maryland Avenue was allocated 1.0 School Social Worker and was staffed .5 due to a lack of qualified applicants in our district. Our School Social Worker has a vital role with identifying barriers to school attendance and providing families with access to supports and resources to address barriers to school attendance. TK families are making a transition from voluntary preschool attendance to regular, consistent attendance in a TK-6 school. Maryland Avenue is not a Title 1 school which limits our ability to hire additional staff to support families with barriers to regular school attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	6.3%	7.43%	7.42%	29	33	34
Asian	3.3%	2.48%	4.37%	15	11	20
Filipino	2.4%	3.15%	1.97%	11	14	9
Hispanic/Latino	37.0%	34.46%	37.34%	171	153	171
Pacific Islander	1.1%	1.13%	0.22%	5	5	1
White	39.4%	39.19%	36.46%	182	174	167
Multiple/No Response	10.4%	11.71%	12.23%	48	52	56
			Total Enrollment	462	444	458

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	101	109
Grade 1	60	69	74
Grade 2	60	53	69
Grade3	78	55	57
Grade 4	57	59	46
Grade 5	56	55	50
Grade 6	53	52	53
Total Enrollment	462	444	458

The conclusions based on this data

1. Overall enrollment is stable across grade levels.

2. Student groups: multiple ethnicities (2%), African American (1%), and Asian (1%) have each increased over the last 3 years.

3. Student group: white has decreased by 2% over the last 3 years.

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	32	37	42	6.90%	8.3%	9.2%
Fluent English Proficient (FEP)	20	29	33	4.30%	6.5%	7.2%
Reclassified Fluent English Proficient (RFEP)	0		5	0.0%		9.8%

The conclusions based on this data

1. Student group: English Learners has increased 2% over the last 3 years.

2. Student group: Fluent English Proficient has increased by 3% over the last 3 years.

3. Student group: Reclassified Fluent English Proficient rates for 22-23 re-establish a baseline for schoolwide needs assessment and goal setting.

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	73	54		0	54		0	54		0.0	100.0	
Grade 4	55	54		0	52		0	52		0.0	96.3	
Grade 5	51	49		0	49		0	49		0.0	100.0	
Grade 6	45	49		0	48		0	48		0.0	98.0	
All Grades	224	206		0	203		0	203		0.0	98.5	

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		2444.			35.19			18.52			25.93			20.37	
Grade 4		2472.			30.77			17.31			21.15			30.77	
Grade 5		2482.			10.20			36.73			20.41			32.65	
Grade 6		2515.			6.25			45.83			29.17			18.75	
All Grades	N/A	N/A	N/A		21.18			29.06			24.14			25.62	

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		29.63			53.70			16.67	
Grade 4		26.92			59.62			13.46	
Grade 5		20.41			65.31			14.29	
Grade 6		14.58			68.75			16.67	
All Grades		23.15			61.58			15.27	

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		22.22			57.41			20.37	
Grade 4		17.31			59.62			23.08	
Grade 5		14.29			48.98			36.73	
Grade 6		8.33			60.42			31.25	
All Grades		15.76			56.65			27.59	

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		20.37			64.81			14.81	
Grade 4		9.62			78.85			11.54	
Grade 5		8.16			85.71			6.12	
Grade 6		12.50			72.92			14.58	
All Grades		12.81			75.37			11.82	

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		29.63			57.41			12.96	
Grade 4		23.08			53.85			23.08	
Grade 5		10.20			63.27			26.53	
Grade 6		14.58			70.83			14.58	
All Grades		19.70			61.08			19.21	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

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	73	55		0	55		0	55		0.0	100.0	
Grade 4	55	54		0	53		0	53		0.0	98.1	
Grade 5	51	49		0	49		0	49		0.0	100.0	
Grade 6	45	49		0	49		0	49		0.0	100.0	
All Grades	224	207		0	206		0	206		0.0	99.5	

* 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		2459.			40.00			14.55			27.27			18.18	
Grade 4		2483.			18.87			28.30			35.85			16.98	
Grade 5		2491.			20.41			18.37			28.57			32.65	
Grade 6		2502.			10.20			20.41			34.69			34.69	
All Grades	N/A	N/A	N/A		22.82			20.39			31.55			25.24	

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		41.82			40.00			18.18	
Grade 4		26.42			49.06			24.53	
Grade 5		24.49			44.90			30.61	
Grade 6		10.20			59.18			30.61	
All Grades		26.21			48.06			25.73	

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		45.45			32.73			21.82	
Grade 4		15.09			56.60			28.30	
Grade 5		22.45			46.94			30.61	
Grade 6		4.08			57.14			38.78	
All Grades		22.33			48.06			29.61	

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		34.55			50.91			14.55	
Grade 4		22.64			56.60			20.75	
Grade 5		8.16			65.31			26.53	
Grade 6		8.16			69.39			22.45	
All Grades		18.93			60.19			20.87	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

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	*	*		*	*		*	*		9	6	
1	*	*		*	*		*	*		5	5	
2	*	*		*	*		*	*		7	6	
3	1497.1	*		1495.7	*		1497.7	*		11	6	
4	*	*		*	*		*	*		8	7	
5	*	*		*	*		*	*		*	6	
6	*	*		*	*		*	*		4	*	
All Grades										45	38	

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	27.27	*		27.27	*		36.36	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	22.22	28.95		28.89	34.21		28.89	21.05		20.00	15.79		45	38	

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	36.36	*		45.45	*		9.09	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	42.11		31.11	34.21		20.00	10.53		15.56	13.16		45	38	

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	18.18	*		18.18	*		45.45	*		18.18	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	8.89	10.53		22.22	28.95		40.00	36.84		28.89	23.68		45	38	

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	27.27	*		54.55	*		18.18	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.22	50.00		62.22	42.11		15.56	7.89		45	38	

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	45.45	*		45.45	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.00	39.47		40.00	44.74		20.00	15.79		45	38	

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	18.18	*		54.55	*		27.27	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.11	18.42		48.89	50.00		40.00	31.58		45	38	

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	9.09	*		81.82	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	15.56	18.42		60.00	63.16		24.44	18.42		45	38	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 51% to 56%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 21% to 29%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 38% to 46%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 8% to 16%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 59% to 67%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 28% to 38%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 46% to 56%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 26% to 36%.

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.

Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices and engaging in cycles of professional learning.

- Data Culture: Maryland Avenue used multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning.
- Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff focused on the development of specific reading and thinking strategies aligned to the California Content Standards.
- High Impact Teaching Strategy (HITS): Goal Setting. Staff Learning Days and Staff Meetings focused on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection.
- Powerful practices: Professional Learning Communities employed instructional practices that are geared toward increasing reading comprehension skills in informational text.

These include, and are not limited to, close reading, small group reading instruction across all grade levels, and SDAIE strategies.

- Cycles of Professional Learning: instructional staff engaged in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for continuous improvement.

MAA implemented a school-wide system of tiered intervention to meet the needs of all students.

Tier 1:

- Grade level teams engaged in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA & Math essential standards.
- Grade level teachers implemented Tier 1 interventions for students not mastering essential ELA & Math standards.
- All K-3 students participated in daily small group reading instruction.
- All 4-6 teachers facilitated daily small group reading instruction for students reading below grade level.
- Reading progress was monitored regularly through Literably, iREADY and teacher reading assessments.
- Teachers utilized strategies and resources to ensure centers and/or independent work during small group reading rotation sis rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.

Tier 2:

- Maryland Avenue Intervention Team included a multi-disciplinary team including general education teachers.
- Teachers collaborated with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.
- Reading Intervention Teacher (25%) provided small group reading instruction for students who are 2+ grade levels below.

Maryland Avenue will engaged English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELDS. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking

skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content.

- The School Leadership Team engaged in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups.
- English Learners received a minimum of 30 minutes of designated ELD daily.
- Staff Meetings and SLDs were used to support consistent and effective implementation of a comprehensive ELD program, including language demands in math content standards.
- The school utilized the district EL Resource Teacher for professional learning, supports, and resources.
- The school monitored EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress.

Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6. Based on needs assessment results, engaged in refining our program models for the 2022-2023 school year. We refined program implementation to ensure that students are fully included into the general education environment to the degree that most benefits them, that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits School Plan for Student Achievement (SPSA).

Overall, the strategies and activities that MAA engaged in to increase student achievement in ELA are effective.
58% of students are projected to place proficient (level 3 or 4) in ELA based on iREADY D2 results.
23% of students with disabilities projected to place proficient (level 3 or 4) in ELA based on iREADY D2 results.
53% of students are at or above grade level in RIT standard as of iREADY D2. 30% of students (grades 3-6) are mid or above in RIT as of D2.
SWD Average diagnostic growth from D1 to D2 in reading and math increased 21 points in 22-23.

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 are no substantive differences in the MAA intended implementation or budgeted expenditures and the implemented actions, services, 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.

Our IREADY metric compares TRI 3 results. In the 23-24 SPSA, we will compare iReady D2 (Feb 2023) to iReady D2 (Feb 2024).

2022-23 Annual Review

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 43% to 48%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 24% to 32%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 34% to 42%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 10% to 18%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 49% to 57%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 15% to 23%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 53% to 57%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 26% to 34%.

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.

Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices and engaging in cycles of professional learning.

- Data Culture: Maryland Avenue used multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning.
- Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff focused on the development of specific reading and thinking strategies aligned to the California Content Standards.
- High Impact Teaching Strategy (HITS): Goal Setting. Staff Learning Days and Staff Meetings focused on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection.
- Powerful practices: Professional Learning Communities employed instructional practices that are geared toward increasing reading comprehension skills in informational text.

These include, and are not limited to, close reading, small group reading instruction across all grade levels, and SDAIE strategies.

- Cycles of Professional Learning: instructional staff engaged in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for continuous improvement.

MAA implemented a school-wide system of tiered intervention to meet the needs of all students.
Tier 1:

- Grade level teams engaged in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA & Math essential standards.
- Grade level teachers implemented Tier 1 interventions for students not mastering essential ELA & Math standards.
- All K-3 students participated in daily small group reading instruction.
- All 4-6 teachers facilitated daily small group reading instruction for students reading below grade level.
- Reading progress was monitored regularly through Literably, iREADY and teacher reading assessments.
- Teachers utilized strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.

Tier 2:

- Maryland Avenue Intervention Team included a multi-disciplinary team including general education teachers.
- Teachers collaborated with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.
- Reading Intervention Teacher (25%) provided small group reading instruction for students who are 2+ grade levels below.

Maryland Avenue will engaged English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELDS. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking

skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content.

- The School Leadership Team engaged in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups.
- English Learners received a minimum of 30 minutes of designated ELD daily.
- Staff Meetings and SLDs were used to support consistent and effective implementation of a comprehensive ELD program, including language demands in math content standards.
- The school utilized the district EL Resource Teacher for professional learning, supports, and resources.
- The school monitored EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress.

Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6. Based on needs assessment results, engaged in refining our program models for the 2022-2023 school year. We refined program implementation to ensure that students are fully included into the general education environment to the degree that most benefits them, that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits School Plan for Student Achievement (SPSA).

Overall, the strategies and activities that MAA engaged in to increase student achievement in math are effective.
47% of students are projected to place proficient (level 3 or 4) in math based on iREADY D2 results.
17% of students with disabilities are projected to place proficient in math based on iREADY D2 results
SWD Average diagnostic growth from D1 to D2 in reading and math increased 21 points in 22-23

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 are no substantive differences between the intended implementation and budgeted expenditures and the actual implementation of actions & services 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.

Our IREADY metric compares TRI 3 results. In the 23-24 SPSA, we will compare iReady D2 (Feb 2023) to iReady D2 (Feb 2024).

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% to 22%.

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.

Maryland Avenue continuously engaged in strategies to increase consistent attendance and decrease tardiness through a supportive, proactive approach to engaging families as partners in education.

- Engaged students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and educates the community about the importance of school attendance.
- Recognized parents for regular school attendance, improved attendance, and consistent on time arrival to school.
- Our School Social Worker (.5) assisted with monitoring attendance and responding to attendance concerns with a positive and proactive approach to supporting families.
- Provided resources to families experiencing barriers to regular school attendance.

Overall, our school-wide strategies to decrease chronic absenteeism require improvement. Maryland Avenue's chronic absenteeism has increased to 33% as of April 2023. Strategies include: communication between school and home about the importance of school attendance (emails, bulletins, phone calls, and letters), support from our School Social Worker (.5) to identify barriers to attendance and collaborate with families on services and supports to remove barriers. To support students in social and emotional well-being, we continue to Integrate daily SEL groups and weekly SEL lessons with Second Step curriculum into instructional routines, implement the Peaceful Playgrounds Program, conduct weekly awards & recognitions for behavior commitments, and continue to provide tools & supports for teachers to integrate SEL.
Staff report positive impact with SEL morning meetings & Second Step Curriculum
Social Worker Counseling (Individual Counseling Check-ins): 143
Social Worker Outreach (Outreach to Families): 106

School Link Referrals/Contacts: 18
Collaboration with Outside Provider: 11
Classroom SEL Lessons: 27
As a school in ATSI for chronic absenteeism, with identified student groups: EL, AA, and Two or more races, we have analyzed data and determined that Maryland Avenue is at "very high" status for all student groups. In reviewing attendance rates at the school, grade, and class level, we have identified that our TK and K student population have a significant need for increased school attendance: 70% of our TK and K students have less than 90% positive school attendance this school year. This leads us to revise our plan for student engagement in the 2022-2023 school year.

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

Maryland Avenue fully implemented our plan for increasing chronic absenteeism rates. Our data analysis reflects a need to increase student attendance in TK and K. As our TK enrollment increased, our chronic absenteeism rate increased.

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

Our data analysis reflects a need to increase student attendance in TK and K. These grades have historically approached school attendance as voluntary instead of mandatory. Maryland Avenue will set specific metrics, supported by actions, to address the chronic absenteeism of students in grades TK and K. We will also monitor our chronic absenteeism for ELs, AA, and students with 2 or more races by establishing a goal and metric.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 88%
Growth Mindset - 78%
Self-Management- 87%
Self-Efficacy- 70%
Social Awareness- 76%

The percentage of parents who respond favorably will increase to the following percentages in each domain:

Support for Academic Learning - 94%
Sense of Community - 96%
Sense of Safety - 91%

The percentage of students suspended will decrease to .54%.

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.

Maryland Avenue implemented a comprehensive set of strategies and activities to support a positive school climate including: SEL, PBIS, and Family Partnerships.
Character Education and Social-Emotional Learning Integration
- Implemented Second Step SEL lessons regularly in all classrooms, led by classroom teachers
- School Social Worker to facilitated whole class and small group SEL lessons weekly
- Daily Peace Maker pledge said in unison during morning announcements
- Weekly student recognitions and awards for "Star Student"- hard work, perseverance, teamwork, and problem-solving character traits were given.

- Student Leadership Squad was trained in Safe School Ambassador Program.
- Utilized School Link for referrals to district's partner organizations for intervention and support.

Positive Behavior Intervention System
- Established positive relationships between staff and students and among students with strategies such as restorative circles, class norms, and class positive behavior systems.
- Implemented consistent instruction and recognitions for positive behaviors inside and outside class: safe, respectful, responsible.
- Worked with staff to establish a climate of positive behavior interventions and supports where consequences for behaviors are logical and natural where accountability and opportunity exist concurrently.
- Utilize the district behavior intervention team to conduct trainings for teachers and staff

Family Partnerships
- Held family events on campus that help to establish and enhance relationships between home and school.
- Provided opportunities for family education based on indicated need of families.
- Conducted a needs assessment with the school's ELAC and SSC
- Utilized communication systems (Blackboard, Class Dojo, Social Media, etc) to establish consistent communication with families.
- Provided translation of materials and interpreters at parent workshops, trainings, and meetings.

Effectiveness: Staff report positive impact with SEL morning meetings & Second Step Curriculum
Social Worker Counseling (Individual Counseling Check-ins): 143
Social Worker Outreach (Outreach to Families): 106
School Link Referrals/Contacts: 18
Collaboration with Outside Provider: 11
Classroom SEL Lessons: 27

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

Overall, Maryland Avenue successfully implemented our comprehensive plan to increase positive school culture and climate. We were not able to secure partnerships with City Hope or SDYS due to staffing shortages within the agencies.

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

There are no substantive changes to the goal, outcomes, metrics or strategies to achieve this goal unless Spring SEL survey results (once available) indicate a need to revise and update.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments will be updated once we have 2022-2023 results.

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 53% to 56% as of Diagnostic 2 (Spring 2024).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 27% to 35% as of Diagnostic 2 (Spring 2024).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 52% to 56% as of Diagnostic 2 (Spring 2024).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30% as of Diagnostic 2 (Spring 2024).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 53% English Learners - 27% Socioeconomically Disadvantaged Students - 52% Students with Disabilities - 22%	ALL students - 56% English Learners - 35% Socioeconomically Disadvantaged Students - 56% Students with Disabilities - 30%

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

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

All Students

Strategy/Activity

Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices, and engaging in cycles of professional learning.
- Data Culture: Maryland Avenue will use multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning.
- Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California Content Standards.

- Targeted Instructional Area: Informative Writing. All staff will focus on the development of specific writing strategies through a calibrated writing process that is aligned to California Content Standards.
- High Impact Teaching Strategy (HITS): Goal Setting. Staff Learning Days and Staff Meetings will focus on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection.
- Powerful practices: Professional Learning Communities will employ instructional practices that are geared toward increasing reading comprehension skills in informational text. These include, and are not limited to, close reading, small group reading instruction across all grade levels, and thinking strategies: collaborative conversations.
- Cycles of Professional Learning: instructional staff will engage in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for continuous improvement.

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

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.
- Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle.
- PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making.

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

Strategy/Activity

We will implement a school-wide system of tiered intervention to meet the needs of all students.
Tier 1:
- Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards.
- Grade level teachers will implement Tier 1 interventions for students not mastering essential ELA standards.
- All K-3 students will participate in daily small group reading instruction.
- All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level.
- Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments.
- Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.

Tier 2:
- Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers.
- Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.
- Site Sub (.4) will support reading & writing intervention & instruction for students who are 2+ grade levels below.
- Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below.

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)

English Learners

Strategy/Activity

Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELD. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content.
- The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups.
- English Learners receive a minimum of 30 minutes of designated ELD daily.

- Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program.
- The school will utilize the district EL Resource Teacher for professional learning, supports, and resources.
- The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

Students with Disabilities

Strategy/Activity

Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.
- The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers.
- Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team.

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)

2023-24 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

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments will be updated once 2022-2023 results are available.

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 43% to 46% based on D2 data (Spring 2024).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 22% to 30% based on D2 data (Spring 2024).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 36% to 44% based on D2 data (Spring 2024).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 13% to 21% based on D2 data (Spring 2024).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)		
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students, 43% English Learners, Grades 3-6 - 22% Socioeconomically Disadvantaged Students, Grades 3-6 - 36% Students with Disabilities, Grades 3-6 - 13%	ALL students, - 46% English Learners, Grades 3-6 - 30% Socioeconomically Disadvantaged Students, Grades 3-6 - 44% Students with Disabilities, Grades 3-6 - 44%

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

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

All Students

Strategy/Activity

We will implement a school-wide system of tiered intervention to meet the needs of all students.
Tier 1:
- Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards.
- Grade level teachers will implement Tier 1 interventions for students not mastering essential ELA standards.
- All K-3 students will participate in daily small group reading instruction.
- All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level.
- Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments.
- Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
Tier 2:

- Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers.
- Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.
- Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below.
- Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below.

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

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.
- Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle.
- PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making.

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

Strategy/Activity

We will implement a school-wide system of tiered intervention to meet the needs of all students.
Tier 1:
- Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of Math essential standards.

- Grade level teachers will implement Tier 1 interventions for students not mastering essential Math standards.
- All K-3 students will participate in daily small group reading instruction.
- All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level.
- Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments.
- Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.

Tier 2:
- Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers.
- Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.
- Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below.

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)

English Learners

Strategy/Activity

Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELDS. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content in Math.

- The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups.
- English Learners receive a minimum of 30 minutes of designated ELD daily.
- Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program, including language demands in math content standards.
- The school will utilize the district EL Resource Teacher for professional learning, supports, and resources.
- The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

Students with Disabilities

Strategy/Activity

Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.
- The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers.
- Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team.

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)

2023-24 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

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 10% or more this year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, Maryland Avenue's rate of chronic absenteeism was 33% Fall 2022 Dashboard reflects student group: EL chronic absenteeism rate: 39% Fall 2022 Dashboard reflects student group: AA chronic absenteeism rate: 34% Fall 2022 Dashboard reflects student group: Multiple Races chronic absenteeism rate: 20% 2022-2023, Year to Date, 30% of students in grades TK and K have 90% or more positive school attendance.	In 2023-2024, Maryland Ave will reduce its rate of chronic absenteeism by 10% to 23%. Student group: EL chronic absenteeism rate:23 % Student group: AA chronic absenteeism rate: 23% Student group: Multiple Races chronic absenteeism rate: 15% In 2023-2023, Maryland Avenue will increase its rate of positive attendance for TK and K students to 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

Strategy/Activity

Increase consistent attendance and decrease tardiness through a supportive, proactive approach to engaging families as partners in education.
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and educates the community about the importance of school attendance.
- Recognize parents for regular school attendance, improved attendance, and consistent on time arrival to school.
- Our School Social Worker will assist with monitoring attendance and responding to attendance concerns with a positive and proactive approach to supporting families.
- Provide resources to families experiencing barriers to regular school attendance.
- Engage in the tiered intervention process with students & families who are at-risk of chronic absenteeism,
- Communicate the importance of school attendance and provide supports for TK and K families to remove barriers to regular school attendance.
- Provide parent education about the importance of school attendance through parent education events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.4% to .5% or less.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 71% Growth Mindset - 63% Self-Management- 49% Self-Efficacy- 50% Social Awareness-58 %	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 81% Growth Mindset - 80% Self-Management- 80% Self-Efficacy- 80% Social Awareness- 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 93% Sense of Community - 93% Sense of Safety - 84%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 93% Sense of Community - 93% Sense of Safety - 90%
Suspension Data	The suspension rate for Maryland Avenue] for the 2022-2023 school year is 1.4%	The percentage of students suspended will decrease to .5%

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

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

All Students

Strategy/Activity

Character Education and Social-Emotional Learning Integration
- Implement Second Step SEL lessons regularly in all classrooms, led by classroom teachers.
- Communicate with families each week and provide ways to extend SEL learning at home.
- School Social Worker to facilitate whole class and small group SEL lessons weekly.
- Daily Peace Maker pledge.
- Weekly student recognitions and awards for LION behaviors
- Student Leadership Squad training in peer mediation.
- Utilization of School Link for referrals to district's partner organizations for intervention and support.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Intervention System
- Establish positive relationships between staff and students and among students with strategies such as restorative circles, class norms, and class positive behavior systems.
- Implement consistent instruction and recognitions for positive behaviors inside and outside class: safe, respectful, responsible.
- Work with staff to establish a climate of positive behavior interventions and supports where consequences for behaviors are logical and natural where accountability and opportunity exist concurrently.
- Utilize the district behavior intervention team to conduct trainings for teachers and staff.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Family Partnerships
- Hold family events on campus that help to establish and enhance relationships between home and school.
- Provide opportunities for family education based on indicated need of families.
- Conduct a needs assessment with the school's ELAC and SSC.
- Utilize communication systems (Blackboard, Class Dojo, Social Media, etc) to establish consistent communication with families.
- Provide translation of materials and interpreters at parent workshops, trainings, and meetings.

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

Amount(s)   Source(s)

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

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 5/22/23.

Attested:

	Principal, Stephanie Starr on 5/22/23
	SSC Chairperson, Stephanie Starr on 5/22/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

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

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

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

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

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

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

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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