

# 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
Glenwood Elementary School	56 73759 6055941	9/6/22	

## Purpose and Description

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

### Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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.

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2022, CVUSD resumed the state CAASPP assessments after a two-year period without the state assessments due to the Covid-19 pandemic. Glenwood will review the data from this resumed assessment as they develop and review their trimester goals for the SPSA 22-23 school year plan.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

For the 22-23 school year, Glenwood has reopened in the typical instructional model without mandated requirements for maskings and protected cohorts that were in place for the majority of the 21-22 school year. Glenwood staff has developed the goals for the 22-23 school year that reflect

the various subgroups enrolled at Glenwood. Goals will reflect the subgroups of Students with Disabilities, English Learners, Hispanic, and Socio Economically Disadvantaged.

Glenwood supports the district's focus on Diversity, Equity, and Inclusion as an integral focus in all aspects of the learning day at Glenwood. Identified Students with Disabilities are supported by Special Education Services on campus. All Glenwood students are included in all activities and programs. English Learners are supported with daily designated English Learner instructional time as they develop their English Language skills. Teachers continue to work in their second year of the new adoption of the "Wonders" adopted curriculum.

Glenwood is excited to return to the pre-pandemic model for their "Target Time" Intervention for the 22-23 school year. Teachers will use district and teacher-made assessments and diagnostics measures to determine targeted groups for intervention. During the 22-23 school year there will be four intervention sessions for students in grades 1st - 5th for thirty minutes four days a week. These sessions will support the curricular areas of English Language Arts and Math. During these targeted thirty minutes of instruction, the Glenwood Academic Literacy Teacher will instruct small groups with continued Learning Loss in developing skills in identified areas of Learning Loss. These groups will have this support five days a week. On the four days of "Target Time," the remaining grade level students will be separated into five instructional groups. Two groups will be taught by the grade level teachers and the remaining groups will be taught by degreed academic specialists. In addition to these grade level intervention periods, the "Target Time" teachers will support the Kindergarten and Transitional Kindergarten teachers for thirty minutes a day for instructional support four days a week.

Glenwood continues to have STAR inc. as the service provider for the after-school program supporting families who are in much need of free after-school support. They provide homework support, enrichment, and supplemental activities in fine arts and science until 6:00 p.m. daily. For the 22-23 school year, the District will support increasing the enrollment capacity of the STAR program with ELOP funds if needed when enrollment goes beyond the STAR funding requirements.

Glenwood will continue to focus on Social Emotional Learning for the 22-23 school year. CVUSD counselors will continue to provide weekly support for teachers for SEL lessons. SEL support is supported in 22-23 by the addition of two days of counseling support along with two days of support from the CVUSD elementary Social Worker. Glenwood will continue to benefit from the bilingual Outreach Coordinator position that will continue for 5.25 hours. Glenwood will be hosting English classes during the day for parents on site to support the Spanish-speaking parents. Glenwood English Learners receive additional support from three bilingual paraprofessionals. Students with Disabilities are provided support in the Learning Center along with dedicated spaces for related services indicated on IEP's.

This brief snapshot is reflected in the SPSA document indicating how these programs are supported by the school goals described in the plan. The Glenwood staff will reflect throughout the year to review and revise strategies and/or goals throughout the year with a focus on student success. Glenwood continues to recruit parent representatives for the PTA, GATE, English Learner Advisory Committee, District Advisory Committee, Special Education District Advisory Committee, African American Parent Advisory Committee, and the LGBTQ+ Parent Advisory Committee.

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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).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website.

The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents said their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their student's academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social-emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated.

### Glenwood LCAP Survey Students Agree or Strongly Agree (3rd - 5th)

78% - I enjoy being in class.

96% - I feel that my teacher cares about me.

99% - My teacher encourages me to do my best.

25% - Our class does not waste any time and stays on task.

10% - I believe the classroom rules are fair.

90% - I know what I should be doing in class.

74% - I have an adult outside of school whom I can go to if I have a problem.

93% - I practice showing kindness to others.

81% - I know what to do when I need help with friends.

94% - My parents/guardians believe I can do well in school.

88% - If I have trouble solving a problem, I keep trying until I solve it.

96% - If I have trouble solving a problem, I know where I can go for help.

90% - When I don't do well on a test, I work harder the next time.

88% - I work hard to complete my schoolwork.

69% - I know what to do when I am frustrated.  
97% - I think my teacher believes that I can do well at school.  
91% - I am praised by my teacher when I try hard at school.  
93% - I try to do my best at school.  
90% - I can learn if I want to learn.  
88% - I like being at this school.  
81% - I do my schoolwork because I like to learn new things.  
90% - I look forward to seeing what we will do in class.  
81% - I can stay focused on my school work.  
26% - I like student presentations the most  
40% - I like small groups the most.  
26% - I like writing projects(journal entries) the most  
56% - I like Art and Drama activities the most  
29% - I like Class Discussion the most  
59% - I like reading by myself the most  
60% - I like group projects the most

## **Classroom Observations**

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback, and highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on the hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Glenwood's certificated personnel have a formal observation a minimum of one time during the school year. Select teachers as identified by the district Human Resources department also receive a formal evaluation during the year. The principal meets with certificated teachers to discuss the observations and/or evaluations. During these meetings, the principal provides constructive feedback and takes advantage of the opportunity to highlight the areas of success. In addition, to the formal observations and evaluations, the principal takes available opportunities to visit classrooms to check on not only the teacher but also the students. The principal provides feedback as appropriate and also takes the opportunity to learn new information, teaching styles, and differentiation techniques to share with other members of the Glenwood staff. Glenwood will support staff collegiality and collaboration by establishing a "Pineapple Chart" for teachers to be able

to share instructional activities with their colleagues. Glenwood teachers will focus on the instructional components of UDL with a specific focus on Engagement 7.2 (Optimize relevance, value, and authenticity) and 8.3 (Foster collaboration and community) during the 22-23 school year.

## **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)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, themed tests, and teacher-created unit and formative assessments. Math assessments include end-of-course exams, district benchmarks, unit tests, chapter tests, and teacher-created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including English Language Proficiency Assessments for CA (ELPAC) to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish school-wide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, and best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing, and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests, and theme tests as pre and post-assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record-keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.



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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social-Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum-based professional learning opportunities.

CVUSD Elementary Teachers attended grade-level professional Development for grade-level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record-keeping to inform instruction, as well as provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing.

On August 22nd, certificated staff participated in a district-wide Professional Learning Day. Site leadership provided professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow-up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-2022 school year ongoing professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

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

The district focus of UDL for staff development for 2019-2020 supports the instructional needs of the Glenwood students. Although the pandemic has caused some adjustments to this district focus, the teachers at Glenwood continually reflect on the barriers that students may face as they design differentiated lessons for all students and all subgroups. UDL reinforces and outlines the skills required to support the variety of learning styles and levels of students across all grade levels. This UDL focus continues and the barrier component is at the forefront of instruction as we navigate virtual instruction. Although not designated as required staff development days, the Glenwood teachers regularly avail themselves to support their colleagues with discussions about curriculum, technology and social-emotional growth.

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards with adjustments made for the learning models for the 2020-2021 school year. District-wide professional learning related to Universal Design For Learning (UDL) has served as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports student access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with other relevant training related to curriculum frameworks, content standards, and social-emotional learning. CVUSD also provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.

From August 5, 2020 to August 14, 2020, CVUSD teachers were provided a range of professional learning options that prioritized on-boarding and preparing to launch remote teaching and learning. This training focused first on offering teachers and staff with the knowledge and support to begin implementing Canvas, the district’s new common Learning Management System. More than 6,045 individual training sessions were completed by staff among the 70+ training options provided. Staff were required to complete 6 hours of training, but were compensated for additional hours that were completed.

Below are titles of some of those training options provided to prepare for the 2020-2021 school year:

- Required training included: Introduction to Canvas, Intermediate Training for Canvas, Using Canvas with Zoom, and Recording and Uploading Live Instruction.
- Other Canvas training topics included the following: Importing Content from Free Version, Building Quizzes and Assessments, Integrating Canvas with Google, Integrating SeeSaw with Canvas, Setting up Canvas for Specialized Programs, Setting up Canvas for Related Services Providers, and Setting up Canvas for Learning Center Teachers.
- Other non-Canvas training topics included the following: Boom Cards for Beginners, Unique Alternative Curriculum, Designated ELD for Grades TK-2 / 3-5 / Secondary, Integrated ELD for Grades TK-2 / 3-5 / Secondary, Elementary Report Card & Curriculum Map & Assessment Overview; Spanish language curriculum, Overview of CVUSD Equity Task Force, Equity Focused Dialogue, Equity Resources, “The Body Keeps The Score” on mental health topics, Unpacking Adverse Childhood Experiences (ACEs), online science curriculum, GATE Extension Strategies for Remote Learning, and Conducting Special Education Assessments.

Then, on August 17th, the District’s certificated staff participated in a districtwide Professional Learning Day. Topics included: Canvas accessibility features to remove barriers to remote learning, universal social-emotional Learning (SEL) practices, staff collaboration addressing learning loss, and planning for the first three days of school.

Due to the impending return to on-campus instruction as well as the diverse professional learning needs across the district, the October 12, student-free professional learning day, shifted to teachers being required to complete six (6) hours outside of the regular contact day/hours to include:

- classroom preparation for student return to campus,
- professional learning,
- collaboration and/or articulation or
- any combination thereof

Glenwood teachers have access to district-based TOSA's (Teachers on special assignment) in various areas: 1. English Language Development 2. Professional development. 3. Technology. Instructional assistance and support is also provided in the area of technology by our Coordinator of Instructional Technology and a special education Inclusion TOSA. Glenwood has two instructional

coaches (one primary and one upper-grade teacher), an English Learner adviser and a Gifted and Talented Education adviser, who also provide support for teachers. The Glenwood teachers also have the resources of a school counselor one day a week, a social worker two days a week. The staff is able to consult with the Student Services department attendance liaison to discuss strategies for students experiencing attendance barriers.

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSA's in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, GATE, and English Learner Services. These TOSA's provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve key student groups.

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

Glenwood teachers in grades K - 5th work together to collaborate throughout the year. The master schedule for the 22-23 school year provides opportunities for grade-level teachers to meet for 30 minutes at least one time a week to collaborate.

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focal areas of professional learning.

## Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2022-23 School Year, All TK-5 teachers continue to implement the newly adopted ELA/ELD Wonders Program for the second year. In addition, CVUSD teachers and administrators created grade-level pacing guides for ELA/ELD and Math for full implementation of standards-based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade-level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring student progress. Based on student data, interventions will be provided in ELA and Math including technology-based programs, 1:1 and small group intervention with academic specialists, and classroom-based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state-adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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 CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides the highest level of student engagement and access.

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as Lexia Reading, and IXL Math and English. Elementary Academic Specialists support and provide small-group instruction for Students needing support in identified areas.

## Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

## Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. The Student Support Services Department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries, and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless students/families to check in on student attendance and to introduce themselves to their school liaison. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Glenwood supports instruction along with Diversity, Equity, and Inclusion with the funds received as a Title 1 school by directly providing instructional support for the benefit of students. The majority of the funding for the 2022-2023 school year will be used to fund the Glenwood Academic Literacy Teacher. This allocation is approved by the School Site Council and demonstrates direct support for students by affirming additional academic intervention to facilitate student success. Funding from Title 1 also allows the school to employ an Outreach Worker who is responsible for supporting the parents of the school with information both in and out of school. The position is held by a bilingual classified professional and this demonstrates support and respect for the English Learner population by employing someone that may support them with their concerns academically, socially, and emotionally. This position also provides additional support to the staff with translation and meeting facilitation responsibilities. Glenwood is fortunate to have the services of a district bilingual social worker two times a week along with a bilingual counselor two days a week for the upcoming school year. The social worker provides a wealth of community resources for the parent community at Glenwood along with conveying the importance of attendance to the parents in the community. The district supports the staff with a bilingual facilitator who works with the district but is on the Glenwood site daily. The facilitator supports the office, staff, and most importantly the students. The facilitator keeps staff and parents apprised of information based on state/district guidelines. The Outreach position works in conjunction with the other outreach positions from other Title 1 schools. They meet regularly to discuss resources and support for parents and students. The district Outreach Assistants provide a monthly series for parents that is presented in Spanish with English translation available. To date, these monthly programs have been well received by parents.



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)

Glenwood has a Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Glenwood's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Glenwood's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site-level communication. Glenwood continues to recruit parent representatives for the district parent committees for African American District Advisory Committee and the LGBTQ+ District Advisory Committee.

## Funding

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

Categorical Funds in CVUSD:  
EIA funds are used to provide additional support and technology in the classroom.  
EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.  
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.  
See goals and budget pages as part of SPSA.

## Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and Title 1. All fiscal decisions are constructed through SSC, ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

## **Stakeholder 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**

Please see the information listed below that reflects the SPSA Planning Calendar for Glenwood. This calendar has been updated throughout the process.  
The School Site Council (SSC) is comprised of parents/staff from the PTA, GATE, Special Education District Advisory Committee, District Advisory Committee, and the English Learner District Advisory Committee. Representatives from the African American Parent Advisory Committee and the LGBTTQ+ are not identified at this time, but Glenwood continues to recruit for these parent advisory committees.

3-22-22

Staff Meeting - SPSA Goals Template Discussion with Staff - staff discussion on providing release time for teachers to begin planning for SPSA goals.

5-10-22

Faculty meeting - Discussion of SPSA goals by grade level in planning stages for review at designated grade level meetings.

5-24-22

Faculty meeting - Review of SPSA grade level meetings with current grade level teachers and 22-23 grade level teachers to finalize SPSA grade level goals prior to the end of the year.

TK & Kinder - June 2nd

Kinder to 1st - June 2nd

1st to 2nd - May 31st

2nd to 3rd - June 1st

3rd to 4th - June 6th

4th to 5th - June 9

5-18-22

SSC - Discussion of SPSA goals being drafted and edited by grade levels. Goals were presented to the SSC by grade level. Glenwood teachers will support the identified areas by the district in each grade level to track for the 22-23 school year. Teachers will provide an estimation of percentages for Trimester 3 goals and they will be reviewed and updated if needed in August/early September of 2022.

8-30-22

Staff Meeting - Final SPSA review

9-6-22

SSC - Final SPSA review to discuss any edits from Staff Meeting

Future SSC meetings for discussion will be on October 18, November 15, December 6, January 17, February 21, March 21, April 18, and May 16

## Resource Inequities

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

Glenwood is an elementary school that receives Title 1 funding to support the students. Due to the significant population of socioeconomically disadvantaged students, the school is unable to generate the fundraising dollars to support the students that other schools in the district do. Glenwood students continue to receive free breakfast and lunch through the current federal programs. The Glenwood parent population is somewhat reluctant to fill out information regarding financial status due to concerns about privacy. Parents are assured that the information will not be released but as students currently receive free breakfast and lunch without this paperwork, it has been difficult to

collect this information. The Title 1 funding received by the school is essential to provide programs and resources for the students. The Glenwood office staff consists of an office manager and an office assistant (attendance clerk.) Due to the needs of the majority of the parent population speaking Spanish all teacher conferences, IEP's, meetings, office visits, district communication, and more must be translated into Spanish for these families. These translations, in addition, to regular duties intensify the responsibilities of the office manager and office assistant. To support families with their needs, Glenwood has an Outreach Assistant position to support the parents and students. For the 21-22 school year, the district increased this 3-hour position to a 5.25-hour position and this increase will continue for the 22-23 school year through site Title 1 funds. This support is necessary to support the needs of parents in understanding information from the school but does require Glenwood to use Title 1 funds for additional hours as the need is so high at Glenwood. Parents will show up to support school events but do not commit in advance making it necessary for a few of the core staff to handle additional responsibilities. These duties usually fall to the office staff and principal. Due to the size of the Glenwood campus, campus safety, and the three sets of playground structures designated to specific grade levels, there is an ongoing budget deficit for Campus Safety Assistants requiring funds from other budget sources to balance the Campus Safety Assistant budget. Glenwood is fortunate to have three 5.25 bilingual paraprofessionals on site. The site EL funds for the 22-23 school year have been reduced from the 21-22 school year allotment. The district has increased the hours from 3 to 5.25 for the 21-22 school year which will continue for the 22-23 school year. This increase is a huge support for students. Glenwood anticipates that families will continue to need support with hotspots for equal access in the homes as many are unable to afford the internet.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	64	59	46
Grade 1	33	43	42
Grade 2	36	36	39
Grade3	47	41	32
Grade 4	63	44	39
Grade 5	51	61	40
<b>Total Enrollment</b>	<b>294</b>	<b>284</b>	<b>238</b>

### Conclusions based on this data:

1. Glenwood's Hispanic/Latino population has been consistent over the three year period reported in this graph to make up the majority of the enrollment at the school.
2. Glenwood's White population had almost a 50% drop in 20-21 over the prior two years.
3. There was a significant drop in enrollment from 19-20 to 20-21 with lower Kinder number (Glenwood didn't have a TK in 20-21) and the loss of the large bubble that left as 5th graders in the 19-20 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	184	178	151	62.6%	62.7%	63.4%
Fluent English Proficient (FEP)	26	33	30	8.8%	11.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	16	13	8	8.2%	7.1%	4.5%

### Conclusions based on this data:

1. The English Learner percentage between the 2019-2020 and the 2020 - 2021 increased slightly
2. The percentage of students who were Fluent English Proficient increased 1% in 200 - 2021.
3. The percentage of student who were RFEP decreased by 2.6%. ( t is suspected that the reduction in direct instructional time during the adjusted instructional models contributed to this)

# 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		33	35		0	35		0	35		0.0	100
Grade 4		40	32		0	32		0	32		0.0	100
Grade 5		41	38		0	37		0	37		0.0	97
All		114	105		0	104		0	104		0.0	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2384.			14.29			8.57			34.29			42.86
Grade 4			2447.			15.63			25.00			18.75			40.63
Grade 5			2476.			16.22			24.32			21.62			37.84
All Grades	N/A	N/A	N/A			15.23			19.23			25.00			40.38

### Conclusions based on this data:

- Information will be reviewed at a future SSC meeting and faculty meeting once the district has updated the information.

# 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		33	35		0	35		0	35		0.0	100
Grade 4		40	32		0	32		0	32		0.0	100
Grade 5		41	38		0	37		0	37		0.0	97
All		114	105		0	104		0	104		0.0	99

\* 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2419.			11.43			22.86			45.71			20.00
Grade 4			2432.			3.13			21.88			34.38			40.63
Grade 5			2440.			10.81			8.11			16.22			64.86
All Grades	N/A	N/A	N/A			8.65			17.31			31.73			42.31

### Conclusions based on this data:

- Information will be reviewed at future SSC and Faculty meetings once provided by the district

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1422.0	1438.1	1421.3	1443.5	1453.3	1437.3	1371.7	1402.2	1383.6	35	39	32
<b>1</b>	1469.1	1448.9	1432.6	1480.5	1468.3	1467.6	1457.2	1428.8	1397.1	28	23	27
<b>2</b>	1494.3	1470.7	1489.9	1495.5	1481.3	1503.6	1492.6	1459.6	1475.8	26	26	31
<b>3</b>	1518.2	1488.4	1490.3	1514.4	1486.6	1493.2	1521.5	1489.5	1487.0	38	22	22
<b>4</b>	1524.2	1534.0	1501.1	1520.1	1521.3	1500.1	1527.8	1546.3	1501.8	31	36	20
<b>5</b>	1545.0	1553.2	1505.8	1525.7	1543.3	1508.1	1563.7	1562.7	1503.1	25	33	16
<b>All Grades</b>										183	179	148

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	34.29	12.82	9.38	34.29	48.72	43.75	*	28.21	34.38	*	10.26	12.50	35	39	32
<b>1</b>	50.00	17.39	7.41	*	39.13	33.33	*	26.09	37.04	*	17.39	22.22	28	23	27
<b>2</b>	50.00	30.77	16.13	*	26.92	45.16	*	23.08	29.03	*	19.23	9.68	26	26	31
<b>3</b>	*	22.73	13.64	55.26	31.82	40.91	*	36.36	40.91	*	9.09	4.55	38	22	22
<b>4</b>	*	30.56	15.00	64.52	52.78	30.00	*	11.11	45.00		5.56	10.00	31	36	20
<b>5</b>	52.00	36.36	6.25	*	48.48	37.50	*	12.12	43.75		3.03	12.50	25	33	16
<b>All Grades</b>	37.70	25.14	11.49	44.26	43.02	39.19	11.48	21.79	37.16	6.56	10.06	12.16	183	179	148

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	57.14	23.08	28.13	*	51.28	31.25	*	20.51	31.25	*	5.13	9.38	35	39	32
<b>1</b>	71.43	26.09	44.44	*	39.13	37.04	*	30.43	11.11	*	4.35	7.41	28	23	27
<b>2</b>	69.23	46.15	35.48	*	23.08	48.39	*	11.54	16.13		19.23	0.00	26	26	31
<b>3</b>	55.26	31.82	40.91	31.58	40.91	27.27	*	18.18	27.27	*	9.09	4.55	38	22	22
<b>4</b>	58.06	52.78	30.00	*	30.56	45.00	*	8.33	15.00	*	8.33	10.00	31	36	20
<b>5</b>	68.00	51.52	25.00	*	42.42	56.25	*	3.03	6.25		3.03	12.50	25	33	16
<b>All Grades</b>	62.30	39.11	34.46	26.23	38.55	39.86	6.01	14.53	18.92	*	7.82	6.76	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.69	6.25	*	28.21	0.00	57.14	43.59	78.13	*	20.51	15.63	35	39	32
<b>1</b>	*	4.35	3.70	*	34.78	14.81	*	34.78	11.11	*	26.09	70.37	28	23	27
<b>2</b>	46.15	0.00	12.90	*	42.31	35.48	*	38.46	25.81	*	19.23	25.81	26	26	31
<b>3</b>	*	22.73	9.09	57.89	27.27	18.18	*	27.27	45.45	*	22.73	27.27	38	22	22
<b>4</b>	*	33.33	5.00	64.52	36.11	25.00	*	22.22	35.00	*	8.33	35.00	31	36	20
<b>5</b>	56.00	27.27	6.25	*	27.27	12.50	*	39.39	43.75	*	6.06	37.50	25	33	16
<b>All Grades</b>	25.14	16.76	7.43	34.97	32.40	17.57	25.68	34.64	40.54	14.21	16.20	34.46	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	65.71	25.64	21.88	*	71.79	65.63	*	2.56	12.50	35	39	32
<b>1</b>	82.14	52.17	40.74	*	43.48	51.85		4.35	7.41	28	23	27
<b>2</b>	73.08	34.62	32.26	*	46.15	64.52		19.23	3.23	26	26	31
<b>3</b>	36.84	22.73	31.82	50.00	54.55	45.45	*	22.73	22.73	38	22	22
<b>4</b>	51.61	38.89	45.00	41.94	44.44	45.00	*	16.67	10.00	31	36	20
<b>5</b>	64.00	9.09	6.25	*	87.88	81.25	*	3.03	12.50	25	33	16
<b>All Grades</b>	60.66	29.61	30.41	32.79	59.78	58.78	6.56	10.61	10.81	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	51.43	23.08	21.88	37.14	61.54	68.75	*	15.38	9.38	35	39	32
<b>1</b>	57.14	21.74	22.22	39.29	73.91	70.37	*	4.35	7.41	28	23	27
<b>2</b>	69.23	46.15	35.48	*	34.62	64.52	*	19.23	0.00	26	26	31
<b>3</b>	73.68	45.45	40.91	*	40.91	54.55	*	13.64	4.55	38	22	22
<b>4</b>	70.97	63.89	45.00	*	30.56	45.00	*	5.56	10.00	31	36	20
<b>5</b>	72.00	84.85	62.50	*	12.12	25.00	*	3.03	12.50	25	33	16
<b>All Grades</b>	65.57	48.60	35.14	28.96	41.34	58.11	*	10.06	6.76	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	5.13	6.25	65.71	84.62	81.25	*	10.26	12.50	35	39	32
<b>1</b>	50.00	13.04	14.81	46.43	60.87	22.22	*	26.09	62.96	28	23	27
<b>2</b>	46.15	7.69	19.35	*	76.92	61.29	*	15.38	19.35	26	26	31
<b>3</b>	*	4.55	9.09	68.42	59.09	40.91	*	36.36	50.00	38	22	22
<b>4</b>	*	27.78	10.00	77.42	55.56	55.00	*	16.67	35.00	31	36	20
<b>5</b>	*	33.33	12.50	56.00	60.61	43.75	*	6.06	43.75	25	33	16
<b>All Grades</b>	26.23	16.20	12.16	57.92	67.04	52.70	15.85	16.76	35.14	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	35.90	6.25	34.29	30.77	56.25	48.57	33.33	37.50	35	39	32
<b>1</b>	*	4.35	3.70	60.71	65.22	44.44	*	30.43	51.85	28	23	27
<b>2</b>	*	15.38	12.90	57.69	69.23	58.06	*	15.38	29.03	26	26	31
<b>3</b>	31.58	27.27	18.18	65.79	59.09	68.18	*	13.64	13.64	38	22	22
<b>4</b>	35.48	38.89	0.00	61.29	55.56	70.00	*	5.56	30.00	31	36	20
<b>5</b>	80.00	33.33	6.25	*	60.61	62.50	*	6.06	31.25	25	33	16
<b>All Grades</b>	35.52	27.93	8.11	50.27	54.75	58.78	14.21	17.32	33.11	183	179	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Once information for the 21-22 school is uploaded both the SSC and faculty will review the information and provided conclusions.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>238</b>	<b>72.3</b>	<b>63.4</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	151	63.4
<b>Foster Youth</b>		
<b>Homeless</b>	17	7.1
<b>Socioeconomically Disadvantaged</b>	172	72.3
<b>Students with Disabilities</b>	35	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	4	1.7
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	4	1.7
<b>Filipino</b>	1	0.4
<b>Hispanic</b>	212	89.1
<b>Two or More Races</b>	2	0.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	15	6.3

**Conclusions based on this data:**

1. Once the information for the 21- 22 school year is populated, it will be reviewed by the SSC and the faculty.

# School and Student Performance Data





## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 730 480 762"><b>English Language Arts</b></p>  <p data-bbox="293 810 373 835">Yellow</p>	<p data-bbox="673 730 948 762"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 810 849 835">Orange</p>	<p data-bbox="1182 730 1395 762"><b>Suspension Rate</b></p>  <p data-bbox="1252 810 1318 835">Green</p>
<p data-bbox="253 930 414 961"><b>Mathematics</b></p>  <p data-bbox="293 1010 373 1035">Orange</p>		

#### Conclusions based on this data:

1. Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.

# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

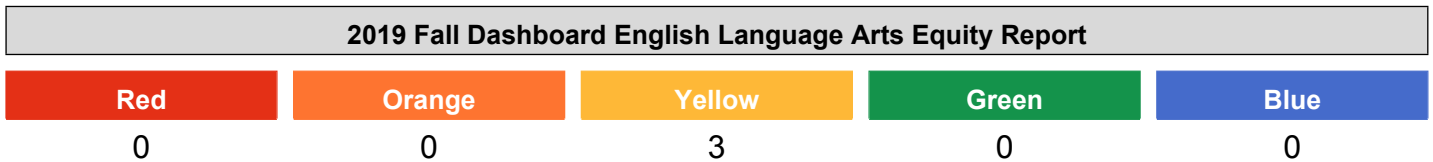
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 17 points below standard Increased ++9.9 points 148	<p><b>English Learners</b></p> Yellow 23.4 points below standard Increased ++5.1 points 111	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 21.4 points below standard Increased ++8.4 points 115	<p><b>Students with Disabilities</b></p> No Performance Color 92.7 points below standard Increased ++13.8 points 28

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.4 points below standard Increased ++7.2 points 129	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 35 points above standard Increased Significantly ++26.7 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
45.2 points below standard Increased ++7.5 points 81	35.8 points above standard Declined -6.2 points 30	4 points above standard Increased Significantly ++24.7 points 36

**Conclusions based on this data:**

- Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.



# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

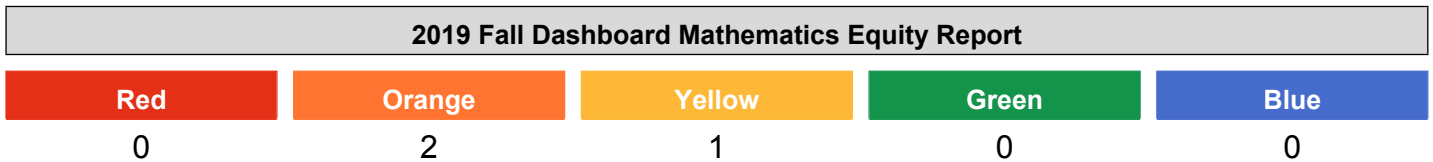
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 37.2 points below standard Maintained ++2.6 points 150	<p><b>English Learners</b></p> Orange 43.6 points below standard Maintained -0.4 points 112	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Orange 40.3 points below standard Maintained ++2.3 points 117	<p><b>Students with Disabilities</b></p> No Performance Color 109.4 points below standard Maintained ++2.7 points 28

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.1 points below standard Increased ++3.1 points 131	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 8.8 points above standard Increased ++5.5 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.7 points below standard Declined -3.5 points 82	6 points above standard Increased ++5.4 points 30	16.6 points below standard Increased ++12.8 points 37

**Conclusions based on this data:**

1. Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.

# School and Student Performance Data

## Academic Performance English Learner Progress

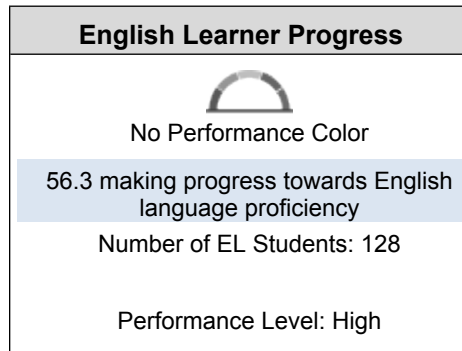
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We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.0	22.6	11.7	44.5

#### Conclusions based on this data:

- Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

**Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

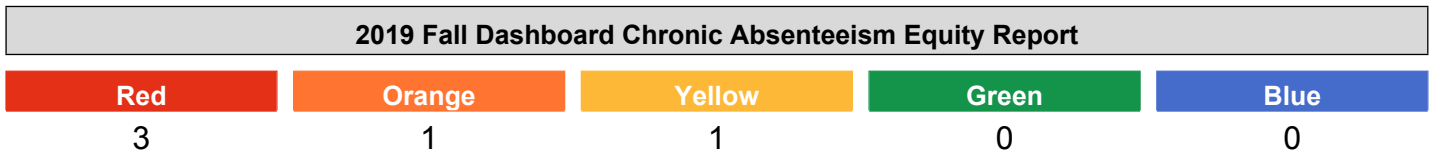
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We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 14.1 Increased +2.4 305	<p><b>English Learners</b></p> Red 11.6 Increased Significantly +4 190	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Orange 13.3 Increased +1.9 226	<p><b>Students with Disabilities</b></p> Red 25.5 Increased +6.8 51

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.6 Increased Significantly +3.5 257	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 18.8 Declined -7.6 32

**Conclusions based on this data:**

1. Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
<b>All Students</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students with Disabilities</b>				
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

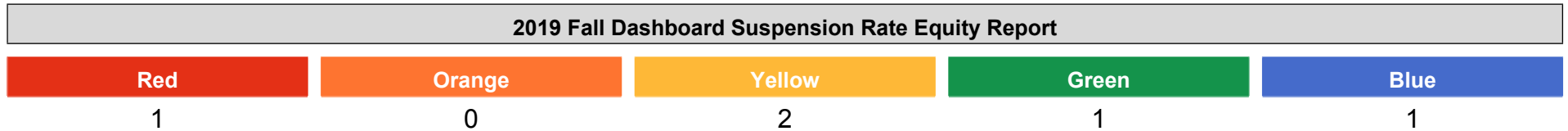
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



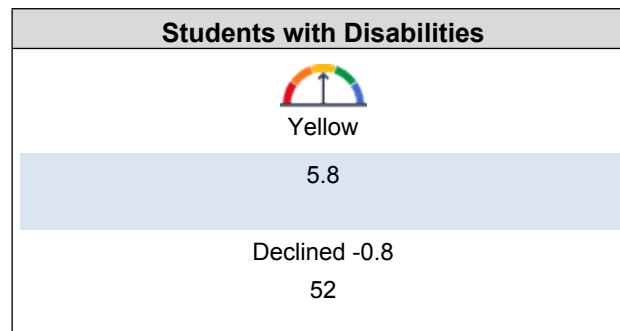
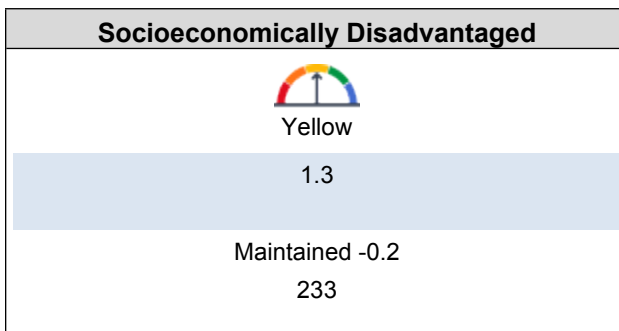
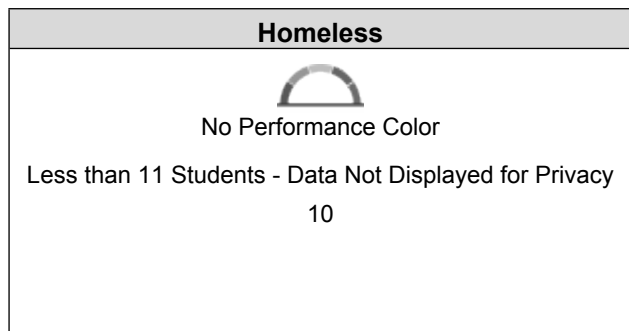
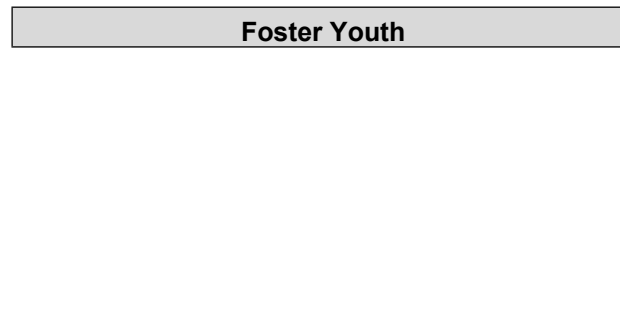
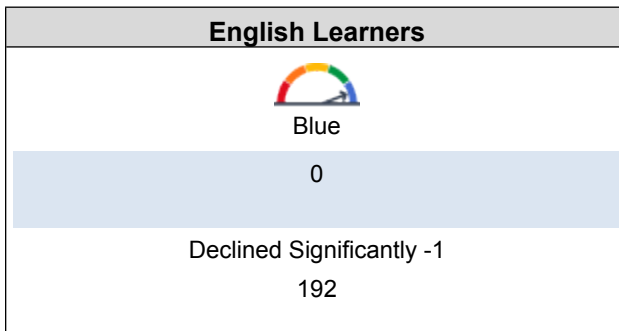
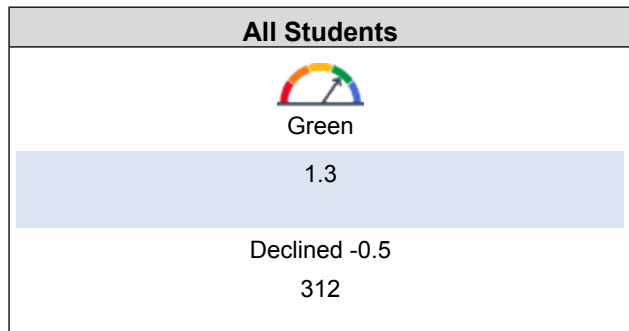
Highest Performance

This section provides number of student groups in each color.









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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 3		 No Performance Color Less than 11 Students - Data Not 9	 No Performance Color Less than 11 Students - Data Not 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8 Declined -0.3 263	 No Performance Color Less than 11 Students - Data Not 2		 Red 6.1 Increased +1.2 33

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.8	1.3

**Conclusions based on this data:**

- Review by SSC and faculty will take place when information from the 21-22 school year is uploaded.



# 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

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 1

Language Arts - Transitional Kinder (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for Transitional Kinder in Language Arts.

### Fluently Names all Upper Case Letters

Tri 1	Overall – 65%	Sp. Ed - 50%	EL – 65%	Hispanic - 65%	SED – 65%
Tri 2	Overall – 75%	Sp. Ed - 60%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 95%	Sp. Ed - 70%	EL – 95%	Hispanic - 95%	SED – 95%

### Fluently Names all Lower Case Letters

Tri 1	Overall – 65%	Sp. Ed - 50%	EL – 65%	Hispanic - 65%	SED – 65%
Tri 2	Overall – 75%	Sp. Ed - 60%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 95%	Sp. Ed - 70%	EL – 95%	Hispanic - 95%	SED – 95%

### Letter Sounds

Tri 1	Overall – 30%	Sp. Ed - 20%	EL – 30%	Hispanic - 30%	SED – 30%
Tri 2	Overall – 40%	Sp. Ed - 30%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 3	Overall – 50%	Sp. Ed - 40%	EL – 50%	Hispanic - 50%	SED – 50%

\*\*\*\*\*

Language Arts - Kinder (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for Kinder in Language Arts.

Blends Sounds (Blends word parts to say real words orally)

Tri 1	Overall – 75%	Sp. Ed - 70%	EL – 70%	Hispanic - 75%	SED – 75%
Tri 2	Overall – 80%	Sp. Ed - 75%	EL – 75%	Hispanic - 80%	SED – 80%
Tri 3	Overall – 85%	Sp. Ed - 80%	EL – 80%	Hispanic - 85%	SED – 85%

Fluently Name Letters (Knows names of all upper & lowercase letters of the alphabet taught)

Tri 1	Overall – 65%	Sp. Ed - 50%	EL – 65%	Hispanic - 65%	SED – 65%
Tri 2	Overall – 75%	Sp. Ed - 60%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 95%	Sp. Ed - 70%	EL – 95%	Hispanic - 95%	SED – 95%

High-Frequency Words (Reads high-frequency words taught)

Tri 1	Overall – 30%	Sp. Ed - 25%	EL – 30%	Hispanic - 30%	SED – 30%
Tri 2	Overall – 40%	Sp. Ed - 35%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 3	Overall – 50%	Sp. Ed - 45%	EL – 50%	Hispanic - 50%	SED – 50%

\*\*\*\*\*

\*\*\*

Language Arts - 1st (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 1st grade in Language Arts.

Blends Sounds (Blends word parts to say real words orally)

Tri 1	Overall – 75%	Sp. Ed - 20%	EL – 65%	Hispanic - 43%	SED – 75%
Tri 2	Overall – 80%	Sp. Ed - 25%	EL – 75%	Hispanic - 48%	SED – 80%
Tri 3	Overall – 85%	Sp. Ed - 30%	EL – 80%	Hispanic - 53%	SED – 85%

Phonics (Know and apply grade-level phonics skills)

Tri 1	Overall – 60%	Sp. Ed - 20%	EL – 50%	Hispanic - 43%	SED – 60%
Tri 2	Overall – 65%	Sp. Ed - 25%	EL – 55%	Hispanic - 48%	SED – 65%
Tri 3	Overall – 70%	Sp. Ed - 30%	EL – 65%	Hispanic - 53%	SED – 70%

High-Frequency Words (Knows and reads high-frequency words)

Tri 1	Overall – 40%	Sp. Ed - 30%	EL – 35%	Hispanic - 38%	SED – 40%
Tri 2	Overall – 45%	Sp. Ed - 35%	EL – 40%	Hispanic - 43%	SED – 45%
Tri 3	Overall – 50%	Sp. Ed - 40%	EL – 55%	Hispanic - 48%	SED – 50%

Fluency (Reads grade-level text at an appropriate pace)

Tri 1	Overall – 45%	Sp. Ed - 35%	EL – 40%	Hispanic - 43%	SED – 45%
Tri 2	Overall – 50%	Sp. Ed - 40%	EL – 50%	Hispanic - 53%	SED – 50%
Tri 3	Overall – 55%	Sp. Ed - 45%	EL – 55%	Hispanic - 58%	SED – 55%

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Language Arts - 2nd (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 3rd grade in Language Arts.

Phonics (Masters grade-level phonics)

Tri 1	Overall – 75%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 80%	Sp. Ed - 75%	EL – 75%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 85%	Sp. Ed - 80%	EL – 80%	Hispanic - 75%	SED – 75%

Reads Accurately (Reads grade-level text accurately)

Tri 1	Overall – 70%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED – 50%
Tri 2	Overall – 75%	Sp. Ed - 30%	EL – 40%	Hispanic - 50%	SED – 60%
Tri 3	Overall – 80%	Sp. Ed - 35%	EL – 50%	Hispanic - 55%	SED – 65%

Reads Fluently (Reads grade-level text fluently)

Tri 1	Overall – 50%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED – 50%
Tri 2	Overall – 60%	Sp. Ed - 30%	EL – 40%	Hispanic - 50%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 35%	EL – 50%	Hispanic - 55%	SED – 65%

High-Frequency Words (Reads HFW 1st & 2nd hundred)

Tri 1	Overall – 50%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED – 50%
Tri 2	Overall – 60%	Sp. Ed - 30%	EL – 40%	Hispanic - 50%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 35%	EL – 50%	Hispanic - 55%	SED – 65%

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Language Arts - 3rd (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 3rd grade in Language Arts.

SRI

Tri 1	Overall – 50%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED – 50%
Tri 2	Overall – 60%	Sp. Ed - 30%	EL – 40%	Hispanic - 50%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 35%	EL – 50%	Hispanic - 55%	SED – 65%

Wonders – Trimester 1 Units 1 & 2

Unit 1	Overall – 50%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED –50%
Unit 2	Overall – 50%	Sp. Ed - 20%	EL – 30%	Hispanic - 40%	SED –50%

Wonders – Trimester 2 Unit 4

Unit 4	Overall – 55%	Sp. Ed - 25%	EL – 35%	Hispanic - 45%	SED – 55%
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Wonders – Trimester 3 Unit 5

Unit 5	Overall – 60%	Sp. Ed - 30%	EL – 45%	Hispanic - 60%	SED – 60%
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Language Arts - 4th (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 4th grade in Language Arts.

SRI

Tri 1	Overall – 25%	Sp. Ed - 10%	EL – 10%	Hispanic - 25%	SED – 25%
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Tri 2	Overall – 45%	Sp. Ed - 20%	EL – 25%	Hispanic - 20%	SED – 45%
Tri 3	Overall – 60%	Sp. Ed - 30%	EL – 30%	Hispanic - 30%	SED – 30%

Wonders – Trimester 1 Units 1 & 2

Unit 1	Overall – 10%	Sp. Ed - 10%	EL – 10%	Hispanic - 10%	SED – 10%
Unit 2	Overall – 30%	Sp. Ed - 10%	EL – 20%	Hispanic - 30%	SED – 25%

Wonders – Trimester 2 Unit 4

Unit 4	Overall – 25%	Sp. Ed -10%	EL – 15%	Hispanic - 25%	SED – 25%
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Wonders – Trimester 3 Unit 5

Unit 5	Overall – 40%	Sp. Ed - 15%	EL – 15%	Hispanic - 40%	SED – 40%
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Language Arts - 5th (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 5th grade in Language Arts.

SRI

Tri 1	Overall – 35%	Sp. Ed - 10%	EL – 35%	Hispanic - 40%	SED – 35%
Tri 2	Overall – 50%	Sp. Ed - 30%	EL – 40%	Hispanic - 50%	SED – 50%
Tri 3	Overall – 70%	Sp. Ed - 30%	EL – 50%	Hispanic - 60%	SED – 70%

Wonders – Trimester 1 Units 1 & 2

Unit 1	Overall – 10%	Sp. Ed - 10%	EL – 10%	Hispanic - 10%	SED – 10%
Unit 2	Overall – 10%	Sp. Ed - 10%	EL – 10%	Hispanic - 10%	SED – 10%

Wonders – Trimester 2 Unit 4

Unit 4	Overall – 20%	Sp. Ed - 5%	EL – 10%	Hispanic - 15%	SED – 20%
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Wonders – Trimester 3 Unit 5

Unit 5 Overall – 35%

Sp. Ed - 30%

EL – 25%

Hispanic - 27%

SED – 35%

## Identified Need

Information from the 2021 - 2022 Benchmarks and report cards were analyzed to determine the SPSA goals for the area of Language arts for the 2022-2023 school year.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SBAC, Benchmarks, Report Cards, SRI

See information Below in the Analysis of the 2022-2023 SPSA information.

Information is detailed in Goal # 1 that is listed above.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be grouped for designated English Learner instruction. Information from the Spring 2022 ELPAC for returning students, 2022 Initial ELPAC and fall diagnostics/benchmarks will be used to help target instruction for English Learners.	Initial identification in September 2022 for new students.	Teachers & EL paras	Academic Specialists - Target Time		ESSER III - Other Allowable Uses	10,633
			Academic Specialist - Target Time		ESSER III - Learning Loss	10,633
Teachers will use Fall Benchmarks, Trimester 1 benchmarks, and teacher assessments to determine students for the intervention programs with a focus on Language Arts. Feedback from Academic Specialists and continued teacher assessment will guide the adjustments for additional groups	Four sessions throughout the school year. September through May	Teachers, Target Time Specialist and Principal	Fundraising		EL (0860)	850
			Materials for after school intervention	4000-4999: Books And Supplies	Donations	5,000
			Credentialed Position	1000-1999: Certificated Personnel Salaries	0010	55,000
	On-Going	Teachers, Specialist, Principal			Title I (0620)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
throughout the year.  After-school intervention for Language Arts for all subgroups (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged)  Academic Literacy Teacher	On-going	Academic Literacy Teacher				
Instructional coaches, staff and district support staff will provide staff development on the following:  Wonders Lexia Imagine Learning Supplemental instruction and intervention materials Staff Development Grade level collaboration	On-going throughout the year	Teachers, Specialists and Target Time Teachers	Print shop materials	5000-5999: Services And Other Operating Expenditures	0010	900
			Intervention Support materials	4000-4999: Books And Supplies	0010	850
			Staff development material costs	4000-4999: Books And Supplies	0010	500
			Payment for collaboration	1000-1999: Certificated Personnel Salaries	4EEF	500
Technology to support staff and student collaboration throughout the campus for all subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)  Hardware and software to support English Language Arts instruction  Brainpop, Scholastic, Lexia and Imagine Learning and IXL	Technology needs will be assessed throughout the school year to support students.  Staff Development, Collaboration and Planning will be on-going throughout the	Principal, Teachers, Tech Support Person and Specialists	Hardware	6000-6999: Capital Outlay	0010	1,000
			Software	4000-4999: Books And Supplies	0010	1,000
				4000-4999: Books And Supplies	Title I (0620)	1,939
			Staff Development, Collaboration & Planning	1000-1999: Certificated Personnel Salaries	0010	520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development/collaboration time for teachers for technology support with virtual instruction (Ex. Canvas, Classlink)	year		Staff Development, Collaboration & Planning	1000-1999: Certificated Personnel Salaries	0010	500
Materials, Supplies and Support for Classroom Supplemental materials for classroom Copier costs and Paper Printer costs Supplemental Instructional materials & Supplies for Language Arts Student Materials for classroom work	On-going	Principal, Teachers and Clerical	Copier costs and paper	None Specified	0010	316
			Printer costs	None Specified	0010	1,000
			Instructional materials	4000-4999: Books And Supplies	0010	700
			Classroom Supplies	2000-2999: Classified Personnel Salaries	0010	1,400
Language Arts District Benchmark data will be evaluated after each trimester by both the principal, grade level teachers and individual teachers. Information will be reviewed for all student subgroups. (Students with Disabilities, English Learners, Hispanic and Socio-Economically Disadvantaged)  Report cards and progress reports will be reviewed by the principal after each reporting period.	On-going	Principals and Teachers	Collaboration Time	0001-0999: Unrestricted: Locally Defined	0010	750
Literature additions to the library to support reading for students	On-going	IMT and office staff	Reading materials	4000-4999: Books And Supplies	0010	300



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials support for classrooms		PTA and clerical	Classroom materials	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	700
Language Arts will be supported through various literature in various classes and programs to support all students in all subgroups Students with Disabilities, English Learners, Hispanic and Socio-Economically Disadvantaged)	On-going	Teachers	Instruction	4000-4999: Books And Supplies	0010	500
					EL (0860)	1,000

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

The 2021 - 2022 school year continued to present pandemic obstacles although students were back in school full time on campus. One of the hardest obstacles was inconsistent attendance due to Covid-19 absences from the students due to individual student illnesses or absences due to exposure in the home. Throughout the year teachers were faced with students missing first instruction due to the pandemic. Having the Academic Literacy teacher in place for instructional triage for learning loss due to the pandemic was crucial for Glenwood. District funds in the Spring to support after-school Intervention for Language Arts provided additional support for learning loss.

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

Information was reviewed each trimester with the benchmark assessments. Due to unavoidable complications with students and family situations during Covid, results didn't reflect constant conditions for a typical reflection of data. There were many moving parts complicating the data review. It was more accurate to review individual information based on the instructional model, attendance, and the support components that were involved.

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.

For the 22-23 school year, goals have been set up after review of the prior year trimester data. Data was reviewed with a lens of learning loss and absences that impacted student success. Goals were established to align with the standard areas reviewed at the district level. Changes made during the 22-23 school year will be reflected in updates in all capital letters.

# 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

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 2

Math - Transitional Kinder (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for Transitional Kinder in Math.

Counts to rote 10/20/30

Tri 1	Overall – 75%	Sp. Ed – 70%	EL – 60%	Hispanic – 70%	SED – 70%
Tri 2	Overall – 80%	Sp. Ed – 75%	EL – 65%	Hispanic – 75%	SED – 75%
Tri 3	Overall – 85%	Sp. Ed – 80%	EL – 70%	Hispanic – 80%	SED – 7580

Counts 1:1 Correspondence to 5/10/20

Tri 1	Overall – 70%	Sp. Ed – 65%	EL – 85%	Hispanic – 70%	SED – 70%
Tri 2	Overall – 80%	Sp. Ed – 75%	EL – 50%	Hispanic – 80%	SED – 80%
Tri 3	Overall – 90%	Sp. Ed – 90%	EL – 85%	Hispanic – 90%	SED – 90%

Writes numbers up to 5/10/20

Tri 1	Overall – 50%	Sp. Ed – 45%	EL – 50%	Hispanic – 50%	SED – 50%
Tri 2	Overall – 60%	Sp. Ed – 55%	EL – 60%	Hispanic – 60%	SED – 60%
Tri 3	Overall – 70%	Sp. Ed – 65%	EL – 70%	Hispanic – 70%	SED – 70%

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Math - Kinder (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for Kinder in Math.

Counts (Counts aloud to Tri #1 – 20 / Tri #2 – 50 / Tri #3 - 100)

Tri 1	Overall – 75%	Sp. Ed - 70%	EL – 60%	Hispanic - 75%	SED – 75%
Tri 2	Overall – 75%	Sp. Ed - 70%	EL – 65%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 70%	Sp. Ed - 65%	EL – 65%	Hispanic - 70%	SED – 70%

Counts 1:1 Correspondence (Counts items to Tri #1 – 10 / Tri #2 - 20 / Tri #3 - 30)

Tri 1	Overall – 90%	Sp. Ed - 85%	EL – 85%	Hispanic - 90%	SED – 90%
Tri 2	Overall – 60%	Sp. Ed - 55%	EL – 50%	Hispanic - 60%	SED – 60%
Tri 3	Overall – 85%	Sp. Ed - 80%	EL – 80%	Hispanic - 85%	SED – 85%

Recognize Numbers (Recognizes numbers out of order to Tri #1 – 10 / Tri #2 - 20 / Tri #3 - 30)

Tri 1	Overall – 70%	Sp. Ed - 65%	EL – 50%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 70%	Sp. Ed - 65%	EL – 55%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 75%	Sp. Ed - 70%	EL – 70%	Hispanic - 75%	SED – 75%

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Math - 1st grade (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 1st grade in Math.

Add/Sub Accurately (Accurately solves addition/subtraction facts to 20)

Tri 1	Overall – 55%	Sp. Ed - 45%	EL – 50%	Hispanic - 53%	SED – 55%
Tri 2	Overall – 60%	Sp. Ed - 50%	EL – 55%	Hispanic - 58%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 55%	EL – 60%	Hispanic - 63%	SED – 65%

Counts, Read, Writes (Counts, reads and writes whole numbers to 12)

Tri 1	Overall – 50%	Sp. Ed - 40%	EL – 45%	Hispanic - 48%	SED – 50%
Tri 2	Overall – 55%	Sp. Ed - 45%	EL – 50%	Hispanic - 53%	SED – 55%

Tri 3	Overall – 60%	Sp. Ed - 50%	EL – 55%	Hispanic - 58%	SED – 60%
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Add/Sub Fluently (Quickly solves addition/subtraction facts to 10)

Tri 1	Overall – 50%	Sp. Ed - 40%	EL – 45%	Hispanic - 48%	SED – 50%
Tri 2	Overall – 55%	Sp. Ed - 45%	EL – 50%	Hispanic - 53%	SED – 55%
Tri 3	Overall – 60%	Sp. Ed - 50%	EL – 55%	Hispanic - 58%	SED – 60%

Solves Word Problems (Solves addition/subtraction word problems)

Tri 1	Overall – 55%	Sp. Ed - 45%	EL – 50%	Hispanic - 53%	SED – 55%
Tri 2	Overall – 60%	Sp. Ed - 50%	EL – 55%	Hispanic - 58%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 55%	EL – 60%	Hispanic - 63%	SED – 65%

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Math - 2nd (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 2nd grade in Math.

Add/Sub Fluently (Fluently adds and subtracts math facts to 20)

Tri 1	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 75%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 80%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%

Word Problems (Solves word problems)

Tri 1	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 75%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%

Understands Numbers to 1,000 (Understands whole numbers to 1,000)

Tri 1	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 75%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 80%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%

Solves Word Problems (Solve word problems)

Tri 1	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 2	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 75%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%

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Math 3rd (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 3rd grade in Math.

Math Benchmark

Tri 1	Overall – 45%	Sp. Ed - 33%	EL – 40%	Hispanic - 42%	SED – 45%
Tri 2	Overall – 50%	Sp. Ed - 38%	EL – 45%	Hispanic - 47%	SED – 50%
Tri 3	Overall – 60%	Sp. Ed - 48%	EL – 55%	Hispanic - 57%	SED – 60%

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Math 4th (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 4th grade in Math.

Math Benchmark

Tri 1	Overall – 35%	Sp. Ed - 10%	EL – 25%	Hispanic - 35%	SED – 35%
Tri 2	Overall – 35%	Sp. Ed - 10%	EL – 20%	Hispanic - 31%	SED – 35%
Tri 3	Overall – 40%	Sp. Ed - 20%	EL – 20%	Hispanic - 35%	SED – 40%

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Math 5th (22-23)

After a review of the District Benchmarks Assessment from the 2021-2022 school year for the trimesters, the following goals have been established for the 2022-2023 school year for 5th grade in Math.

Math Benchmark					
Tri 1	Overall – 45%	Sp. Ed - 10%	EL – 35%	Hispanic - 55%	SED – 45%
Tri 2	Overall – 15%	Sp. Ed - 5%	EL – 5%	Hispanic - 15%	SED – 15%
Tri 3	Overall – 15%	Sp. Ed - 5%	EL – 5%	Hispanic - 15%	SED – 15%

### Identified Need

Information from the 2021 - 2022 Benchmarks, and Trimester 3 report cards were analyzed to determine the SPSA goals for the area of Mathematics for the 2022-2023 school year.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmarks	See the information below in the Analysis of the 2022-2023 SPSA information.	Information is detailed in Goal # 2 that is provided above.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instruction and intervention materials to support math instruction for all students and subgroups Students with Disabilities, English Learners, Hispanic and Socio-Economically Disadvantaged)	On-going	Teachers, Principal,	Instruction and intervention materials	4000-4999: Books And Supplies	0010	1,200
	On-going	Academic Literacy Specialist	Credentialed Teacher	1000-1999: Certificated Personnel Salaries	Title I (0620)	55,163
Academic Literacy Specialist						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be supported with additional training/collaboration time as needed to support mathematical concepts for students.  Material and support for after school intervention for Mathematics for all subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)  Staff development as needed for math support  Stipends for after school math support	On-going	Specialists, Teachers & Principal	Print shop	5000-5999: Services And Other Operating Expenditures	0010	300
	On-Going		Instruction & Intervention support materials	4000-4999: Books And Supplies	0010	500
	On-Going	Specialists, Teachers & Principal	Staff development materials cost	4000-4999: Books And Supplies	0010	200
	On-going		Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	0010	520
	Stipends for after school math support		Specialists, Teachers & Principal	Stipends for after school math	1000-1999: Certificated Personnel Salaries	
Technology to support staff and student collaboration throughout the campus for all students and subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)  Software and hardware to support math instruction and intervention both in-person and remote with math  Staff Development, collaboration times for teachers for technology support (Ex.- Canvas, Classlink, Smarty Ants, Go Math and IXL)	Technology needs will be reviewed during the year for support in math  Staff Development, Collaboration and Planning will be on-going throughout the year	Principal, Teachers, and Tech Support	Hardware	6000-6999: Capital Outlay	0010	1,000
			Software	4000-4999: Books And Supplies	0010	500
			Hardware	4000-4999: Books And Supplies	OTRM	1,210
			Staff development collaboration & Planning	1000-1999: Certificated Personnel Salaries	0010	520
Supplies for Classroom Supplemental materials Copier costs and paper Printer costs	On-going	Principal, Teachers, Clerical	Copier costs and paper	4000-4999: Books And Supplies	0010	750



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials & classroom supplies			Printer costs	4000-4999: Books And Supplies	0010	1,500
			Instructional Materials	4000-4999: Books And Supplies	0010	1,400
			Classroom Supplies	4000-4999: Books And Supplies	0010	1,400
Dance/PE, Music and Art Specialists will work on activities involving counting, patterns, rhythms, sequencing, measuring and estimation for all subgroups (Students with Disabilities, English Learners, Hispanic and Socio-Economically Disadvantaged)	September - May	Teachers, Principals, Specialists	Instructional materials for specialists	4000-4999: Books And Supplies	0010	700
			Salary for Specialist - Music		OTRM	14,000
			Salary for Specialist - Art		OTRM	9,000
			Salary for Dance/Movement Specialist		OTRM	8,458
			Salary for Target Time Specialists		ESSER III - Learning Loss	15,000
Target Time (Intervention & Instruction)						
Benchmark and report card data for trimesters in math will be reviewed and evaluated by the principal, grade level teachers and individual teachers for all students and subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)	On-going	Principal and teacher	Collaboration	1000-1999: Certificated Personnel Salaries	0010	600
Principal will review progress reports and report card data for math						

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

The 2021 - 2022 school year continued to present pandemic obstacles although students were back in school full time on campus. One of the hardest obstacles was inconsistent attendance due to Covid-19 absences from the students due to individual student illnesses or absences due to exposure in the home.

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

Information was reviewed each trimester with the benchmark assessments. Due to unavoidable complications with students and family situations during Covid results were inconsistent. There were many moving parts that complicating data review. It was more accurate to review individual information based on the instructional model, attendance, and the support components that were involved.

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.

For the 22-23 school year, goals have been set up after review of the prior year trimester data. Data was reviewed with a lens of learning loss and absences that impacted students success. Goals were established to align with the standard areas reviewed at the district level. Any updates to the 22-23 goals made during the year will be reflected with the use of all capital letters to indicate the change.

# 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 Learners

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

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## Goal 3

English Learner student goals in grades TK - 5th have been identified by grade-level in the academic areas of Language Arts and math are reflected in the Language Arts and Math goals section of this document.

ELPAC information from Spring of 2022 and Initial ELPAC in the fall of 2022 has been reviewed to formulate the goals.

Kindergarten English Learner students will demonstrate an average of a 70 - 75 point gain from their fall 2022 ELPAC scores.

1st grade English Learner students will demonstrate an average 40 - 50 point gain from their 2022 Spring Scores as Kindergarten students.

2nd grade English Learner students will demonstrate an average 45 - 55 point gain from their 2022 Spring Scores as 1st-grade students.

3rd grade English Learner students will demonstrate an average 35 - 45 point gain from their 2022 Spring Scores as 2nd-grade students.

4th grade English Learner students will demonstrate an average 30 - 40 point gain from their 2022 Spring Scores as 3rd-grade students.

5th grade English Learner students will demonstrate an average 30 - 40point gain from their 2022 Spring Scores as 4th-grade students.

Parent English Learner Needs Assessment will reflect the following data on the 2022-2023 Needs Assessment

- " I understand CVUSD's components of the reclassification criteria" - 65%.
- "I understand the purpose of our English Learner Advisory Committee (ELAC.)" - 55%
- The number of EL parent responses - 70%

EL paras will support more students over the course of the day

Increased Outreach support for Family support for instruction will be provided. (Ex. Canvas training for parents for 4th & 5th grade and trimester parent nights for trimester sight words.  
English classes for Spanish-speaking parents

### Identified Need

Glenwood English Learners will continue to demonstrate progress on their ELPAC scores. Focus is on Score Growth vs Level Growth

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 and Fall 2022 ELPAC scores	See information detailed above.	See information detailed above.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LAT Ellevation meetings will be held for students who meet; Reclassification criteria or have been identified as At-Risk by the district	Designated times given by district for reclassification.	Principal, ELD facilitators, bilingual paras, classroom teachers,	Teacher release time and/or collaboration time	1000-1999: Certificated Personnel Salaries	EL (0860)	520
Teachers provide English Learners lessons for Designated	On-going	General	Instruction	4000-4999: Books And Supplies	EL (0860)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL instruction during the direct instructional period. In addition, teachers integrate EL strategies throughout all subject areas to support students. New Wonders curriculum supported.	Ongoing	Education Teachers	monthly meetings	2000-2999: Classified Personnel Salaries	Other	
EL Advisor & Bilingual Facilitator attend monthly meetings and relay information to the staff.	Ongoing	EL Teacher Advisor & Bilingual Facilitator	Intervention teachers	1000-1999: Certificated Personnel Salaries	EL (0860)	1,000
Intervention specialists provide additional support for designated students during non-direct instructional time with designated support software		Intervention Specialists				
Student and parent community support - Translation supports ELAC parents meetings Back to School night Parent Conferences Teacher Request PTA Meetings Open House	On-going	EL paras, EL facilitator, Outreach, Bilingual clerical	Translators	2000-2999: Classified Personnel Salaries	EL (0860)	1,000
			Outreach	2000-2999: Classified Personnel Salaries	Title I (0620)	14,250
				2000-2999: Classified Personnel Salaries	EL (0860)	600
Family Support of Outreach for Spanish-speaking families (hours increased from 3 hours to 5.25 hours per day)	On-going	Outreach				
English classes for Spanish Speaking Parents	October - May	Provided through coordination with Anna Alvarez (child care needed)  Outreach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Paraprofessional Support during In-Person and/or Remote models (hours increased from 3 hours to 5.25 hours per day)	Ongoing	EL Para Professionals	EL paras	2000-2999: Classified Personnel Salaries	District Funded	

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Due to the high enrollment of English Learners at Glenwood, teachers target English Learner skills across curriculum areas daily in addition to the designated English Learner time this continue in the 21-22 school year with only two EL paras for the majority of the year to support students. The 22-23 school year reflects the three positions filled. The ability for parents to attend meetings remotely in the evening during the 21-22 school year will continue for the 22-23 school year to benefit families with the exception of in-person English classes for Spanish speaking parents.

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

NA

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

The English Learner goals this year were developed with a variety of informational sources along with the most recent ELPAC score from Spring of 2022. It should be noted that student attendance was impacted during the 21-22 school year and although testing returned to in person, the data might not reflect typical progress. Changes in the document will be made with all capital letters in the adjustments.



# 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 & Family Support and Engagement

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 4

The LCAP Parent Survey results will focus on student support, and recognition along with diversity, equity, and inclusion.

The LCAP Parent Survey in the Spring of 2023 will continue to focus on the areas of safety with the aspects of student bullying and respect for differences and attendance improvement.

The students and school prevent bullying in school will reflect a score of 87%.

The students in my child's school respect each other will reflect a score of 85%.

The school has a system for rewarding, and improving attendance will reflect a score of 75%.

The 2022-2023 LCAP Parent Survey will reflect 65% of parents responding to the survey.

In addition to the LCAP Parent Survey goals, Glenwood will increase participation in all parent meetings for PTA Association, ELAC, and Title 1 to reflect the following;

- Maintain PTA membership from the 2021 - 2022 school year.
- Maintain participation in ELAC meeting attendance by having 17 parents on average attend the five meetings during the year.
- Maintain participation in PTA association meeting attendance by having 15 parents on average attend the PTA Association meetings.



- Send the "parent-student-teacher" compact to families in the fall and then again in the new year as a reminder.
- Discuss and approve at the Title 1 meeting the Parent Involvement Policy
- Continue the increase in hours for an Outreach position to support families with translations, technology support, school and community support

(Outreach providers will present and promote classes for parents and students on the technology being used; ClassLink, Canvas, Seesaw, Google, etc.)

(Outreach position will keep a calendar of virtual and in-person classes taught to provide students and parents with technology support in addition to school information and community resources.)

Bilingual Counselor and Social Worker supporting students and families.

The 2022 - 2023 data will reflect that Glenwood will offer all students and/or families, including the subgroups of English Learner, Special Education (Learning Center), Hispanic and Socio Economically Disadvantaged the following opportunities during the pandemic;

Welcome Back presentation and Happy New Year Presentation to students / documented on the principal's calendar

Weekly lessons on Social-Emotional Learning weekly that are provided through the school counselor. / sent by e-mail to staff weekly by the school counselor, district and/or principal

Student Success Awards / documented on the principal's calendar

Stand Proud - 5th grade / documented on the school calendar

Honor Roll - 4th & 5th grade / documented on the principal's calendar

Free Breakfast and Lunch for all Students / Child and Nutrition department verification

Inclusive Schools Week / documented on the principal's calendar

Various acknowledgment months (Ex. - National Hispanic Heritage Month, African American Heritage Month, etc. / documented on the principal's calendar

Assistance League - JC Penncy Store Shopping Night/meeting with Assistance league and voucher information documentation

Individual class supplies for students to support safety measures during the pandemic of having individual supplies / Escape orders

Weekly Gator Gazette distributed by e-mail to all families in both English and Spanish / Principal e-mails

Culmination Celebration - 5th grade / Culmination planning document

Distribution of information from community Adelante group providing free produce to families (information will be e-mailed to all families)

Media Managers (3 Teachers) to support PR for Facebook, Instagram, Twitter, and School Website

After School State Grant Program (STAR) free to families by application/enrollment data will be used to determine the success of the program

Virtual Field Trips & In Person field trips through TOArts (ex.Grimms Fairytail) / links provided to teachers in addition to all families when allowed

Back to School Night the Night before school starts to share class information with parents and students prior to school starting.

## Identified Need

Glenwood staff recognizes the importance of all Glenwood subgroups (Special Education, EL, Hispanic and SED) of students having the same opportunities for student participation on the campus and in the home beyond academic opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey, Parent attendance data and Student Activities and Participation Data	At the current time opportunities for Inclusion and student support are offered to all subgroups. This will continue to be the practice during the 2022-2023 school year. Student and Family Engagement LCAP information is listed above with specific areas that are targeted	See information posted above.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Success Award supplies	On-going	Teachers and Principals	Award supplies	4000-4999: Books And Supplies	0010	250
Honor Roll		4th & 5th grade	Honor Roll Materials	4000-4999: Books And Supplies	0010	250
Individual Classroom		Teachers and Principal	Classroom & Recess Supplies	4000-4999: Books And Supplies	0010	250
Stand Proud & Culmination / 5th grade		Teachers and Principal	Stand Proud & Culmination	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
Inclusive Schools Week & Heritage months		5th gr Teachers & Princ.				
SEL Supports		Teachers,	Weekly & Monthly promotions	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips		Counselors and Principal	SEL Supplemental Materials	2000-2999: Classified Personnel Salaries	0010	1,000
		Principal and Teachers	Transportation		0010	1,000
Additional health clerk hours to support needs of SED with glasses and various immunization support	On-going	Health Clerk	Additional hours - health clerk	2000-2999: Classified Personnel Salaries	0010	250
After School free state-funded program - STAR with District ELOP support if additional teachers are needed	On-going	STAR staff		None Specified	District Funded	
Gator Gazette will be sent out weekly in both English & Spanish by e-mail	On-going	Principal, Clerical Staff,	Gazette translation	2000-2999: Classified Personnel Salaries	EL (0860)	125
Parent Attendance for ELAC & PTA meetings	On-going	Principal, Teachers, Parent Reps.	Promotion of meetings, translators	2000-2999: Classified Personnel Salaries	EL (0860)	125
Electronic Marquee	On-going			Marquee and announcements		
Outreach Programs to support parents and students in numerous areas; technology, attendance, community resources	On-going	Outreach	Outreach hours	2000-2999: Classified Personnel Salaries	EL (0860)	600
Media Managers	On-going	Media Managers	Media Mangers	1000-1999: Certificated Personnel Salaries	Donations	500
Yearbook Coordinator	On-going	Yearbook Coordinator	Yearbook Coordinator stipend	1000-1999: Certificated Personnel Salaries	Donations	500
Student Council sponsor	On-going	Student Council Sponsor	Student Council Stipend	1000-1999: Certificated Personnel Salaries	Donations	750
Bilingual Counselor - support for families, students and staff	On-going					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Social Worker for Title 1 School - support for Title 1 families, students and staff		Bilingual Counselor  Bilingual Title 1 Social Worker				
PTA Membership Drive	September - October 2022	Principal, PTA, Campus Safety Assistants	PR regarding Membership	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	300
Advertise ELAC & PTA meetings with direct communication to families through social media and direct e-mails	Ongoing	Principal, PTA and Outreach	Advertisement	4000-4999: Books And Supplies	EL (0860)	150
Parent English classes	October - May	Principal and Outreach	Enrichment materials	4000-4999: Books And Supplies	EL (0860)	250
Weekly homework folders and/or teacher newsletters for weekly communication to families	Ongoing	Teachers	Materials	4000-4999: Books And Supplies	0010	200
Parent and staff representatives for English Learner Advisory Committee, District Advisory Committee, Gifted and Talented Advisory Committee, Special Education Advisory Committee	Ongoing	Parents and Staff Reps.	Planners	4000-4999: Books And Supplies	0TRM	542
Academic Family Nights (STEAM, Reading, etc)	1 per Trimester	Faculty	Materials for event	4000-4999: Books And Supplies	0010	250
Daily SEL Focus Teachers will implement daily SEL using activities such as Community Circles and SEL lessons provided for the teachers by the Elementary Counselors.	On-going	Teachers and Counselor	SEL lessons	1000-1999: Certificated Personnel Salaries	District Funded	
			Devices	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
One-to-one Chromebooks are provided for all grade levels for students to support with technology.	On-going	District, Site Tech, Principal and Teachers	Training	1000-1999: Certificated Personnel Salaries	0010	600
	August 23		Device Replacements	4000-4999: Books And Supplies	Other	1,000
Back To School Night (day before school)			Materials for families	4000-4999: Books And Supplies	0010	100
		Glenwood Staff				

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Goals detail support for teachers, students and families during the 2022-2023 school year. Glenwood continues to recruit parent representatives for district DAC and advisory committees.

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

Due to the pandemic, Success assemblies in 21-22 were not held to reduce possibilities of close contacts during the year. The 22-23 school year will resume grade level success assemblies and welcome assemblies.

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.

Goals may be rewritten during the year depending on the instructional models and or changes that might happen during the year with the pandemic. Changes in the document will be made with all capital letters in the adjustments.



# 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

## LEA/LCAP Goal

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## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount





# 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

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



# 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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$238,774.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
0010	\$26,476.00
OTRM	\$33,210.00
4EEF	\$500.00
Donations	\$6,750.00
EL (0860)	\$6,720.00
ESSER III - Learning Loss	\$25,633.00
ESSER III - Other Allowable Uses	\$10,633.00
Other	\$1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$1,500.00
Title I (0620)	\$126,352.00

Subtotal of state or local funds included for this school: \$238,774.00

Total of federal, state, and/or local funds for this school: \$238,774.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
ESSER III - Learning Loss	25,633	0.00
EL (0860)	6,720	0.00
ESSER III - Other Allowable Uses	10,633	0.00
OTRM	33,210	0.00
Title I (0620)	126,352	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500	0.00
0010	26,476	0.00

## Expenditures by Funding Source

Funding Source	Amount
0010	26,476.00
OTRM	33,210.00
4EEF	500.00
Donations	6,750.00
EL (0860)	6,720.00
ESSER III - Learning Loss	25,633.00
ESSER III - Other Allowable Uses	10,633.00
Other	1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00
Title I (0620)	126,352.00

## Expenditures by Budget Reference

Budget Reference	Amount
	36,633.00
0001-0999: Unrestricted: Locally Defined	750.00

1000-1999: Certificated Personnel Salaries	116,193.00
2000-2999: Classified Personnel Salaries	19,350.00
4000-4999: Books And Supplies	21,091.00
5000-5999: Services And Other Operating Expenditures	1,200.00
6000-6999: Capital Outlay	2,000.00
None Specified	1,616.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0010	1,000.00
0001-0999: Unrestricted: Locally Defined	0010	750.00
1000-1999: Certificated Personnel Salaries	0010	3,260.00
2000-2999: Classified Personnel Salaries	0010	2,650.00
4000-4999: Books And Supplies	0010	14,300.00
5000-5999: Services And Other Operating Expenditures	0010	1,200.00
6000-6999: Capital Outlay	0010	2,000.00
None Specified	0010	1,316.00
	OTRM	8,458.00
	OTRM	23,000.00
4000-4999: Books And Supplies	OTRM	1,752.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	1,750.00
	EL (0860)	850.00
	EL (0860)	2,000.00
1000-1999: Certificated Personnel Salaries	EL (0860)	520.00
2000-2999: Classified Personnel Salaries	EL (0860)	2,450.00

4000-4999: Books And Supplies	EL (0860)	900.00
	ESSER III - Learning Loss	25,633.00
	ESSER III - Other Allowable Uses	10,633.00
4000-4999: Books And Supplies	Other	1,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,200.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	300.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	110,163.00
2000-2999: Classified Personnel Salaries	Title I (0620)	14,250.00
4000-4999: Books And Supplies	Title I (0620)	1,939.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,991.00
Goal 2	113,921.00
Goal 3	17,870.00
Goal 4	9,992.00

# School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:





- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Vivian Vina	Principal
RJ Maloney	Classroom Teacher
Elsa Casillas	Other School Staff
Muriel Miller	Classroom Teacher
Carmen Escalante	Parent or Community Member

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

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	School Site Representative
	Other: Classified Staff Member

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 revision on 9-6-22.

Attested:

	Principal, Vivian Vina-Hunt on 9-6-22
	SSC Chairperson, RJ Maloney on 9-6-22



# 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.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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.

## **Stakeholder 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 as 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 Stakeholder 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](mailto: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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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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