

# The School Plan for Student Achievement

**School:** Theuerkauf Elementary  
**CDS Code:** 43 69591 6049514  
**District:** Mountain View Whisman School District  
**Principal:** Danielle Lyons  
**Revision Date:** December 7, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on December 7, 2023.**

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## District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

## District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

## School Profile

Theuerkauf Elementary School is a TK-5 school with an enrollment of 313 students. Besides offering a Transitional Kindergarten through fifth grade educational program, Theuerkauf also serves as a site for a state Preschool and Special Education Preschool Program.

2023-2024 School Goals:

GOAL 1: ACADEMIC ACHIEVEMENT IN ELA:

By June 2024, there will be:

\*a 5-percentage point increase (from 51% to 56%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP. (3-5)

\*a 7-percentage point increase (from 36% to 43%) in Students with Disabilities (SWD)

\*a 7-percentage point increase (from 29% to 36%) in Socio-economically disadvantaged students (SED)

\*a 4-percentage point increase (from 59% to 63%) in English only (EO) students

\*a 7-percentage point increase (from 26% to 33%) in Hispanic/Latino students

\*a 2-percentage point increase (from 76% to 78%) in White students

\*a 3-percentage point increase (from 71% to 74%) in Asian student

By June 2024,

\*100% of the students at Theuerkauf will meet or exceed their yearly growth targets in reading as measured by Annual Typical Growth on iReady diagnostic assessments. (K-5)

Key Strategies:

Adjusting Response to Instruction (RTI)

Integrated Sheltered Instruction Observation Protocols (SIOP)

Designated ELD

Universal Data Cycle (UDC) Review Meetings

**GOAL 2: ACADEMIC ACHIEVEMENT IN MATH:**

By June 2024, there will be:

\*a 5-percentage point increase (from 47% to 52%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5)

a 8-percentage point increase (from 27% to 35%) in Students with Disabilities (SWD)

\*a 7-percentage point increase (from 25% to 32%) in Socio-economically disadvantaged students (SED)

\*a 4-percentage point increase (from 53% to 57%) in English only (EO) students

\*a 7-percentage point increase (from 24% to 31%) in Hispanic/Latino students

\*a 3-percentage point increase (from 67% to 70%) in White students

\*a 2-percentage point increase (from 79% to 81%) in Asian students

By June 2024,

\*100% of the students at Theuerkauf will meet or exceed their yearly growth targets in math as measured by Annual Typical Growth on iReady diagnostic assessments. (K-5)

Key Strategies:

Adjusting Response to Instruction (RTI)

Embedded Sheltered Instruction Observation Protocols (SIOP)

Universal Data Cycle (UDC) Review Meetings

**GOAL 3: ACADEMIC ACHIEVEMENT - ENGLISH LEARNERS**

By June 2024:

\*the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 9 to 7 students.

\*there will be a 3% percentage point increase (from 72% to 75%) the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

\*100% of all English Learners that scored a Level 4 on the ELPAC will reclassify. (Currently there are 9 students that scored a Level 4)

\*The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 42% to 48%.

Key Strategies:

Integrated ELD with Sheltered instruction Observation Protocol (SIOP)

Designated ELD SIOP Comprehensible Input techniques

SIOP Comprehensible Input techniques

Learning A-Z ELL edition materials

Universal Data Cycle (UDC) Review Meetings

Newcomer English Learner pull out group

Monitoring of and professional development for designated ELD rotations/classes

Language Lab and homework support

**GOAL 4: SOCIAL AND EMOTIONAL HEALTH & WELLNESS**

By June 2024, there will be:

\*a 2-percentage point increase from 82% to 84% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

\*a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow:

\*Student Check-in rate will improve from 25.7% to 33.1% as measured by the Sown to Grow report.

\*Teacher Feedback rate will improve from 50.1% to 55.1% as measured by the Sown to Grow report.

By June 2024, there will be

\*a 6% point decrease from 64.9% to 58.9% for students who are SED as measured by the school suspension disproportionality data.

\*a 4% point decrease from 35.7% to 31.7% for SWD as measured by the school suspension disproportionality data.

By June 2024, there will be:

\*a 4% increase from 63% to 67% in the number of students who agree or strongly agree that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Sown to Grow feedback and check-ins

Sown to Grow Teacher Resource Page

Student Leadership Expect Respect

Project Cornerstone

Daily teacher-student greeting

CHAC's Prevention Programs: Back Together, Connection Circle and the SEL program

Core Values (Respect, Courage, Integrity, Responsibility, Perseverance)

#Better Together with a focus on Allyship

## GOAL 5: INCLUSIVE AND WELCOMING CULTURE

By June 2024:

\*the average student attendance rate for the school will be at or above 97%.

\*the average chronic absenteeism rate will decrease by 7 percentage from 25% to 18% based on District Chronic Absenteeism data and

\*there will be a 1-percentage point increase (from 86% to 87%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families as measured by the annual LCAP/Climate Survey.

Key Strategies:

Principal's Coffees

Morning Announcements

Social media posts

School Attendance Review Team (SART) procedures

Family Events

Interpretation/Translation

Parent University Extension Series

Personal Morning Greetings by teachers

## Comprehensive Needs Assessment Components

### Data Analysis

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

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below 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**

#### **1. Use of state and local assessments to modify instruction and improve student achievement**

Theuerkauf Elementary School is committed to providing all students with high quality education. Teachers use Common Core State Standards (CCSS) to guide their instruction. In order to monitor students' progress, teachers administer core curriculum assessments, district benchmark assessments (i-Ready), and California Assessment of Student Performance and Progress (CAASPP) to inform their instruction. Teachers meet weekly with their grade level colleagues to plan, design, and structure their instruction to address student needs.

Theuerkauf Elementary School uses the state adapted assessments from Smarter Balanced Assessment Consortium (SBAC) at the end of each school year for 3rd-5th grades. The results from these assessments have been used as a baseline and have helped in developing our goals for the Single Plan for Student Achievement.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, TCI Social Studies and TCI Science). Teachers also administer district benchmark assessments (i-Ready) as well as other local formative assessments and analyze results in order to monitor student progress and inform instruction.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction**

Data from curriculum-embedded assessments and benchmark assessments is regularly reviewed during weekly teacher collaboration meetings and site professional development days. Based on this data analysis, instruction is modified through strategies such as reteaching, planned differentiation and small group instruction, technology-integrated learning, and RTI. Additionally, teachers meet with the Instructional Coach and the Principal regularly to plan next steps to support student achievement through MTSS. As part of MTSS our teachers complete universal data protocols. Our school teams regularly gather, review, and analyze student data to make informed decisions about instruction, differentiation, and intervention for all students. The UDC data protocol is designed to support teachers and school staff in analyzing data through a collaborative and structured process to best support data-informed action plans and instruction. Our teams use the Universal Data Cycle Protocol to make informed instructional decisions by doing the following: 1) Reflection on effectiveness of previous action plan, 2) Selection of relevant data sets, 3) Analysis of data at multiple levels and hypotheses, 4) Action Planning.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Theuerkauf Elementary school has no misassigned teachers, no out of field teachers, and 5 teachers in their first two years of teaching. Five teachers are participating in The New Teacher Project. All other teachers are considered "highly qualified".

In addition to regular classroom teachers, Theuerkauf has 1 STEAM teacher and an Instructional Coach.

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

At the beginning of this year, Mountain View-Whisman School District teachers were provided professional development on implementing Sheltered Instruction Observation Protocol (SIOP) with a focus on comprehensible input, Multi Tiered System Of Support and social and emotional wellness with the focus on allyship. For MTSS, teachers were trained in our procedures for the use of our district's Universal Data Protocol, COST, and SST systems to analyze ongoing assessment data to support the whole child. Ongoing professional learning is provided throughout the school year during staff meetings and additional professional development opportunities. Theuerkauf Elementary also has a full-time instructional coach to support with the instructional planning using our adopted curriculum, teachers' professional goals, site plan strategies, classroom management, differentiated instruction, and designated and integrated English Language Development. Teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. The principal and the instructional coach meet regularly with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies with the support of an additional newcomer teacher. Teachers also have ongoing instructional assistance with the support of our reading intervention teacher.

For the 2023-2024 school year, the emphasis for professional development and coaching will be on:

\*Data-based decision making (universal data protocol (UDC), RTI, Designated ELD, COST, Reading Intervention, Newcomer support)

\*Academic challenge and support for all students (SIOP/Integrated-ELD, Differentiation, and

\*Social emotional learning and support through Allyship

\*Special focus on increasing attendance for all

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

Research has shown that effective teacher collaboration leads to a culture of trust, continuous growth and improved student achievement. At Theuerkauf Elementary, teachers have the opportunity to collaborate with colleagues during scheduled weekly collaboration meetings, staff meetings, grade level planning days, and site development days. The principal and the instructional coach regularly meet with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies. Our staff embraces life-long learning, so all professional development sessions are rooted in working to meet student needs as well as staff needs in order to enhance research-based strategies that help to advance and accelerate student achievement. Theuerkauf staff provides collaboration notes, upon which the principal comments to support collaboration meetings.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

At Theuerkauf Elementary, every student has the chance to be successful. In all of our classrooms, teachers use researched-based instructional practices to ensure that students attain academic success. Teachers monitor students' progress to identify those who are struggling to attain grade-level standards. In order to assist these students, teachers use resources from our district-adopted curriculum and other research-based supplemental curriculum resources. Theuerkauf teachers use multiple response strategies to check for understanding during lessons to measure students' progress in achieving lesson objectives. Small guided reading groups and math groups are strategically designed to support student needs based on collected performance data. Teachers also use formative and summative assessments to determine if students are moving toward mastery of Common Core standards at their grade levels. The Response to Instruction (Rti) model is designed to support students at their skill level for intervention as well as extension. Field trips, P.E, Living Classroom, Art, and Music are provided for all students. Students who consistently perform below grade level in reading receive small group reading instruction with the reading intervention teacher and teacher aid. Newcomer students also receive additional support from the newcomer teacher in addition to the 150 minutes of ELD instruction in the classroom.

## Parental Involvement

### 7. Resources available from family, school, district, and community to assist under-achieving students

Theuerkauf Elementary offers multiple resources to support students who are performing below their current grade level. In addition to in-school supports such as differentiated small group instruction, RTi, Newcomer class, Reading Intervention, and designated ELD classes, we also provide many supplemental services for underachieving students like before school language lab and tutoring. Before school intervention and support is provided for our English language learners, after school tutoring programs are available to students identified as being socio- economically disadvantaged (SED) through our ELOP program, and counseling support is provided for both students and their families as needed. Some parents and guardians volunteer to read to groups of students and classes as well as help with classroom projects. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Book Fairs, Project Cornerstone, Family Events, Walkathon, and parent-teacher-student conferences. The teachers, Principal, School and Community Engagement Facilitator (SCEF), and At- Risk Intervention Supervisor (ARIS) regularly reach out to parents of students who are facing personal and academic obstacles in order to provide them with additional resources and supports. Many school personnel are bilingual and provide interpretation during events when parents are present to enable those whose primary language is not English to participate in school activities and to communicate with school staff. The school includes interpreters for all parent meetings to ensure close connections between home and school.

### 8. 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)

School does not receive Federal/ConApp Funding

## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Each year, our School Site Council (SSC) and English Language Advisory Committee (ELAC) along with staff members and the teacher leadership team work together to develop and oversee the School Plan for Student Achievement. The School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Theuerkauf, funds are used to provide literacy intervention, provide additional tutoring and enrichment opportunities outside the instructional day, purchase additional materials, supplemental education program materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Professional development and planning time for staff are also an expense.

## **Description of Barriers and Related School Goals**

Theuerkauf Elementary School is proud of our diverse student body. At Theuerkauf we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our English Learners, socioeconomically disadvantaged students, our Hispanic/Latino students, and our students with disabilities. The student body is also made up of 32% English Learners, 30% Socio- Economically Disadvantaged, 48% Hispanic/Latino, and 11% Students with Disabilities. We believe that it is our moral responsibility to ensure that all students are provided with the tools, resources, and supports that will enable them to achieve academic excellence and social and emotional wellness. Regardless of their ethnicity, socio-economic status, or academic level, every student deserves a high-quality education. Strategic support is provided to students who demonstrate academic scores that are below grade level, and enrichment opportunities are provided for all students to accelerate and broaden their learning opportunities.

A significant barrier to parent engagement is the home and work schedule of many of our families. Some families have younger children, while some others juggle the comfort level in participating in school decision making processes due to various factors. This may hinder their ability to participate in meetings, school events, regular meetings, or through our parent groups (ELAC and PTA). Another barrier to consider is nested under the goal of School Climate. Students continue to need social emotional support in and out of the classroom. This impacts the students' ability to positively focus and be engaged in school.



Goals are designed around these areas of need to diminish these barriers and accentuate the strengths found in our diversity. Funding is allocated to support our teachers' professional development, to purchase supports and services to meet students' diverse needs, to target the development of English language acquisition support, and to promote student academic and social emotional learning overall.

We have the attitude that every student that comes onto our campus deserves to have a quality education, regardless of their English language, special education, or socioeconomic status. We provide strategic support for our students who are below grade level in math and language arts and enrichment opportunities (art, music, morning and after school enrichment) for every student. Our master schedule is built so that every student will participate in initial first teaching with a dedicated intervention block, so students do not miss out on core instruction. Those in kindergarten receive 120 minutes of English Language Development (ELD), while students in first through fifth grade receive 150 minutes of weekly designated English Language Development. Designated ELD time does not overlap with first teaching of core content. Our funding is implemented to support our teachers' professional development, to provide additional support to support students' English language acquisition, and to celebrate target student successes.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29	43	40	0	42	39	0	42	39	0.0	97.7	97.5
Grade 4	41	30	45	0	28	43	0	28	43	0.0	93.3	95.6
Grade 5	35	51	30	0	50	30	0	50	30	0.0	98.0	100.0
All Grades	105	124	115	0	120	112	0	120	112	0.0	96.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.7	2422.6		28.57	28.21		28.57	17.95		21.43	20.51		21.43	33.33
Grade 4		2498.2	2470.7		46.43	27.91		17.86	20.93		7.14	25.58		28.57	25.58
Grade 5		2514.4	2519.9		30.00	26.67		20.00	30.00		24.00	16.67		26.00	26.67
All Grades	N/A	N/A	N/A		33.33	27.68		22.50	22.32		19.17	21.43		25.00	28.57

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		21.43	15.38		64.29	64.10		14.29	20.51			
Grade 4		*	18.60		*	60.47		*	20.93			
Grade 5		22.00	26.67		70.00	60.00		8.00	13.33			
All Grades		23.33	19.64		65.00	61.61		11.67	18.75			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.81	20.51		52.38	53.85		23.81	25.64
Grade 4		*	13.95		*	55.81		*	30.23
Grade 5		26.00	16.67		48.00	56.67		26.00	26.67
All Grades		25.00	16.96		49.17	55.36		25.83	27.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	7.69		80.95	79.49		11.90	12.82
Grade 4		*	13.95		*	67.44		*	18.60
Grade 5		18.00	20.00		68.00	76.67		14.00	3.33
All Grades		15.00	13.39		72.50	74.11		12.50	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29	15.38		69.05	58.97		16.67	25.64
Grade 4		*	16.28		*	72.09		*	11.63
Grade 5		24.00	26.67		62.00	63.33		14.00	10.00
All Grades		21.67	18.75		63.33	65.18		15.00	16.07

**Conclusions based on this data:**

1. The subgroups of students who performed the highest proficiency in CAASPP ELA were RFEP (72.2%) and white ethnicity (76.2%).
2. The subgroups who need the most support meeting or exceeding standard for ELA are EL (8.4%) and Hispanic/Latino (25.5%) students.
3. The grade level that needs the most support with ELA is the 3rd grade cohort currently in 4th grade at 46.2% proficient.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29	43	40	0	43	40	0	43	40	0.0	100.0	100.0
Grade 4	41	30	45	0	30	45	0	30	45	0.0	100.0	100.0
Grade 5	35	51	30	0	51	30	0	51	30	0.0	100.0	100.0
All Grades	105	124	115	0	124	115	0	124	115	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.6	2427.2		25.58	25.00		23.26	17.50		25.58	22.50		25.58	35.00
Grade 4		2481.9	2473.9		33.33	22.22		10.00	26.67		30.00	26.67		26.67	24.44
Grade 5		2500.4	2505.1		27.45	30.00		11.76	16.67		17.65	13.33		43.14	40.00
All Grades	N/A	N/A	N/A		28.23	25.22		15.32	20.87		23.39	21.74		33.06	32.17

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.23	27.50		51.16	40.00		18.60	32.50
Grade 4		36.67	24.44		33.33	42.22		30.00	33.33
Grade 5		27.45	33.33		33.33	23.33		39.22	43.33
All Grades		30.65	27.83		39.52	36.52		29.84	35.65

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.91	22.50		44.19	45.00		27.91	32.50
Grade 4		23.33	20.00		50.00	51.11		26.67	28.89
Grade 5		19.61	23.33		49.02	40.00		31.37	36.67
All Grades		23.39	21.74		47.58	46.09		29.03	32.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58	32.50		51.16	42.50		23.26	25.00
Grade 4		30.00	26.67		53.33	53.33		16.67	20.00
Grade 5		19.61	13.33		52.94	66.67		27.45	20.00
All Grades		24.19	25.22		52.42	53.04		23.39	21.74

**Conclusions based on this data:**

1. Overall, more students met or exceeded standards in ELA (51.3%) vs. Math (46.9%).
2. The subgroups who need the most support meeting or exceeding standard for math are SED (24.5%) and Hispanic/Latino (23.6%) students.
3. The grade level that needs the most support with math is the 3rd grade cohort currently in 4th grade at 42.5% proficient.

# School and Student Performance Data

## ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	30	20	*		56	41.1%	30.4%	28.57%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K			*	*	*		*	60.0%	40.00%	40.00%
1		*	*	*			12	25.0%	16.67%	16.67%
2			*	*	*		17	52.9%	41.18%	35.29%
3		*	*	*			*	14.3%	14.29%	14.29%
4			*	*	*		*	50.0%	30.00%	30.00%
5			*	*			*	40.0%	40.00%	40.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		15
Grade 1	*	*	*	*	19
Grade 2	*	*	*		*
Grade 3	*	*	*	*	14
Grade 4	*	*	*	*	*
Grade 5	13	20	17	*	58
Grand Total	22	43	37	17	119

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	15

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	19
Grade 2		*	*	*	*
Grade 3	*	*	*	*	14
Grade 4	*		*	*	*
Grade 5	14	12	20	12	58
Grand Total	22	18	48	31	119

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		15
Grade 1	*	*	*	*	19
Grade 2	*	*			*
Grade 3	*	*	*	*	14
Grade 4	*	*	*		*
Grade 5	18	27	*	*	58
Grand Total	38	46	27	*	119

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		15
Grade 1	*	*	*		19
Grade 2		*	*		*
Grade 3	*	*	*		14
Grade 4		*	*		*
Grade 5	*	31	18		58
Grand Total	17	61	41		119

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	11	*		15
Grade 1	*	*	*		19
Grade 2		*	*		*
Grade 3	*	*	*		14
Grade 4	*	*	*		*
Grade 5	16	30	12		58
Grand Total	23	64	32		119

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	*	*	*		15
Grade 1	*	*	*		19
Grade 2	*	*			*
Grade 3	*	*	*		14
Grade 4	*	*			*
Grade 5	11	42	*		58
Grand Total	38	69	12		119

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	12			15
Grade 1	*	11	*		19
Grade 2	*	*			*
Grade 3	*	*	*		14
Grade 4	*	*	*		*
Grade 5	22	25	11		58
Grand Total	36	63	20		119

**Conclusions based on this data:**

1. Less than half of the students (41.1%) who took the ELPAC maintained a 4 or increased at least one level.
2. The ELPAC Summative Listening Level shows the highest level of mastery with 41 students at level 3 and 61 students at level 2.
3. The ELPAC Summative Speaking Language Level and Written Language Level has the least amount of mastery.



## School and Student Performance Data

### iReady Diagnostic 3 Results

#### District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
<b>MVWSD Overall</b>	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

<b>Math - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>MVWSD Overall</b>	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

**Math - Diagnostic 3 2022-2023**

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>MVWSD Overall</b>	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
8	48%	52%

**Theuerkauf Elementary**

<b>Reading - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Theuerkauf Elementary Overall</b>	59%	26%	15%
Asian	73%	23%	3%
Hispanic/Latino	38%	38%	25%
White	84%	7%	9%
SWD	33%	33%	33%
Not SWD	61%	26%	13%
SED	36%	37%	27%
Not SED	77%	18%	5%
EL	30%	39%	31%
EO	74%	19%	8%
IFEP	67%	26%	7%
RFEP	65%	27%	8%
0	82%	18%	0%
1	50%	42%	8%
2	59%	28%	14%
3	59%	10%	31%
4	56%	26%	19%
5	43%	33%	23%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Theuerkauf Elementary Overall</b>	58%	42%
Asian	67%	33%
Hispanic/Latino	51%	49%
White	65%	35%
SWD	42%	58%
Not SWD	60%	40%
SED	48%	52%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
Not SED	67%	33%
EL	56%	44%
EO	59%	41%
IFEP	56%	44%
RFEP	65%	35%
0	71%	29%
1	49%	51%
2	57%	43%
3	59%	41%
4	65%	35%
5	47%	53%

<b>Math - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Theuerkauf Elementary Overall</b>	59%	31%	11%
Asian	87%	13%	0%
Hispanic/Latino	35%	48%	17%
White	84%	11%	5%
SWD	48%	24%	28%
Not SWD	60%	31%	9%
SED	32%	49%	20%
Not SED	80%	16%	3%
EL	30%	49%	20%
EO	70%	23%	7%
IFEP	78%	22%	0%
RFEP	70%	19%	11%
0	77%	23%	0%
1	65%	35%	0%
2	52%	40%	8%
3	46%	38%	15%
4	57%	23%	20%

**Math - Diagnostic 3 2022-2023**

5	57%	17%	27%
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<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Theuerkauf Elementary Overall</b>	60%	40%
Asian	80%	20%
Hispanic/Latino	52%	48%
White	67%	33%
SWD	40%	60%
Not SWD	63%	37%
SED	49%	51%
Not SED	69%	31%
EL	55%	45%
EO	61%	39%
IFEP	67%	33%
RFEP	67%	33%
0	65%	35%
1	60%	40%
2	55%	45%
3	64%	36%
4	59%	41%
5	63%	37%

**Conclusions based on this data:**

1. Overall students exceeded our goal of having a 5-percentage point decrease (from 47%-42%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). Our overall score of not meeting was 40%.
2. Overall students exceeded the 10% decrease in the number of students not meeting their yearly growth targets in math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). The goal was 42% not meeting and the overall score was 40% not meeting.

3. Our English only (44% to 39%), Asian (46% to 20%) , and white (35% to 33%) students exceeded last year's growth goals in Annual Typical Growth as measured by iReady math.  
Student subgroups who have the highest number of students not meeting the Annual Typical Growth Goal in math are SWD (60%), SED (51%), and Hispanic/Latino (48%).  
Overall students did not meet our goal of a 5-percentage point decrease (from 45% to 40%) in the number of students not meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). Our overall score was 42% not meeting.  
Our English only (38% to 35%) and Asian (44% to 33%) students exceeded last year's growth goals in Annual Typical Growth as measured by iReady reading.  
Student subgroups who have the highest number of students not meeting the Annual Typical Growth Goal in reading are SWD (58%), SED (52%), and Hispanic/Latino (49%).

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 1: Academic Achievement - English Language Arts</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 1: Academic Achievement - English Language Arts</b> <ul style="list-style-type: none"><li>● School Goal 1.a - CAASPP Goal</li><li>● School Goal 1.b - One Year's Growth Goal</li></ul>
By June 2024, there will be: <ul style="list-style-type: none"><li>*a 5-percentage point increase (from 51% to 56%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP. (3-5)</li><li>*a 7-percentage point increase (from 36% to 43%) in Students with Disabilities (SWD)</li><li>*a 7-percentage point increase (from 29% to 36%) in Socio-economically disadvantaged students (SED)</li><li>*a 4-percentage point increase (from 59% to 63%) in English only (EO) students</li><li>*a 7-percentage point increase (from 26% to 33%) in Hispanic/Latino students</li><li>*a 2-percentage point increase (from 76% to 78%) in White students</li><li>*a 3-percentage point increase (from 71% to 74%) in Asian student</li></ul>
By June 2024, 100% of the students at Theuerkauf will meet or exceed their yearly growth targets in reading as measured by Annual Typical Growth on iReady diagnostic assessments. (K-5)
Key Strategies: <ul style="list-style-type: none"><li>Adjusting Response to Instruction (RTI)</li><li>Integrated Sheltered Instruction Observation Protocols (SIOP)</li><li>Designated ELD</li><li>Universal Data Cycle (UDC) Review Meetings</li><li>Reading Intervention Support with Literacy Team</li></ul>
<b>Data Used to Form this Goal:</b>
CAASPP, District iReady Assessments, ELPAC



**Findings from the Analysis of this Data:**

2022-23 CAASPP ELA Goals:

Overall: 56% to 60% meeting or exceeding standard

Goal not met: decreased 51%

SWD: 27% to 34%

Goal met: increased to 36%

SED: 40% to 46%

Goal not met: decreased to 29%

EO: 56% to 61%

Goal not met: decreased to 59%

Hispanic/Latino: 41% to 47%

Goal not met: decreased to 26%

White students: 65% to 69%

Goal met: increased to 76%

Asian students: 88% to 89%

Goal not met: decreased to 71%

2022-2023 i-Ready Reading Annual Typical Growth Goals

Overall: 45% to 50% meeting or exceeding Annual Typical Growth

Goal met: increased to 58%

SWD: 42% to 46%

Goal not met: decreased to 42%

SED: 54% to 59%

Goal not met: decreased to 48%

EO: 43% to 47%

Goal met: increased to 59%

Hispanic/Latino: 47% to 52%

Goal not met: decreased to 51%

White: 42% to 46%

Goal met: increased to 65%

Asian students: 49% to 54%

Goal met: increased to 67%

**How the School will Evaluate the Progress of this Goal:**

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, Benchmark Advance, reading intervention group lessons, i-Reading and CAASPP data, observations and feedback on the use of RTI time.

What short-term outcomes will you expect?

Teachers will regroup for RTI time within the first two weeks of school based on i-Ready Diagnostic and ELPAC data. Teachers will conduct data review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during RTI time based on data. Students will show improvement on post-assessment and teachers will monitor successful completion and progress with i-Ready lessons. Reading intervention teachers will monitor progress with a multisensory approach to learning lessons.

Students will meet at least 40% of their Annual Typical Growth by November Diagnostic 2 i-Ready Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>To support 100% of students meeting their I-Ready Annual Typical Growth goal for Reading we will take the following actions:</p> <ul style="list-style-type: none"> <li>• I-Ready goal setting</li> <li>• Staff meeting collaboration</li> <li>• Principal Coffee ELA topic discussions and information sessions to create a home-school connection to support our ELA goal at school and home.</li> <li>• Reading challenges and incentives</li> <li>• Open classroom for teachers to observe other teacher's best practices in ELA for their own professional growth to support student success.</li> <li>• Refine Response to Instruction (RTI)</li> <li>• Classroom walkthroughs</li> </ul>	August-May	Principal, Teachers, Instructional Coach	Resources and materials to support learning and implementation	4000-4999: Books And Supplies	School Allocation	1020

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Teacher collaboration and PD on topics such as small group instruction</li> </ul> <p>Evidence: Collaboration logs, staff meeting agendas, RTI groupings, UDC calendar, walkthrough notes and feedback, Principal's coffee, goal setting papers.</p>						
<p>Resources, programs and evidence based materials to support literacy instruction for all students such as:</p> <ul style="list-style-type: none"> <li>Accelerated Reader</li> <li>Lexia morning tutoring program</li> <li>PebbleGo</li> <li>Starfall</li> <li>SPIRE training and materials</li> <li>Hands on literacy games</li> <li>Heggerty Phonemic Awareness</li> <li>Decodable Classroom Libraries from Just Right Readers</li> <li>Resource books</li> </ul> <p>Evidence: Teachers will use support materials to target learning objectives based on data from assessments.</p>	August-May	Principal, Teachers Instructional Coach,	<p>Programs and Materials 4000-4999: Books And Supplies 12,330</p> <p>Programs and Materials 5000-5999: Services And Other Operating Expenditures such as: Lexia Core 5, Reading, Pebble Go, Decodable Readers TSSP 20,300</p> <p>Staff Training 1000-1999: Certificated Personnel Salaries School Allocation 2556</p>			
<p>Informative family night events such as:</p> <ul style="list-style-type: none"> <li>"School Sleepover" where students have a reading event in the MUR while</li> </ul>	August-May	Principal, teachers, instructional coach, reading intervention teachers	<p>Teacher extra duty pay 1000-1999: Certificated Personnel Salaries School Allocation 1680</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parents learn how to support their child in reading at home.</p> <ul style="list-style-type: none"> <li>Literacy Reading Club</li> </ul> <p>Evidence: Calendar Event</p>			Snacks, books, supplies, materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	2000
<p>Data Review Meetings, using MVWSD's Universal Data Protocol and UDC calendar. Teachers review data and make adjustments, as needed. At staff meetings, teachers will have PD to support data protocols and implementation.</p> <p>Evidence: UDC forms, feedback notes, collaboration logs, staff meeting agendas</p>	August-May	Principal, Teachers	No expenditures, part of regular staff responsibilities.			
<p>Analyze data from benchmarks, observations, and feedback and revise plan as needed.</p> <p>Evidence: data review notes, collaboration logs, site council agendas and minutes</p>	September-May	Principal, Teachers	No expenditures, part of regular staff responsibilities			
<p>Implement new or revised strategies based on revision of plan</p>	Oct - May	Principal, Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 2: Academic Achievement - Math</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 2: Academic Achievement - Math</b> <ul style="list-style-type: none"><li>● School Goal 2.a - CAASPP Goal</li><li>● School Goal 2.b - One Year's Growth Goal</li></ul>
By June 2024, there will be: <ul style="list-style-type: none"><li>*a 5-percentage point increase (from 47% to 52%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5)</li><li>*a 8-percentage point increase (from 27% to 35%) in Students with Disabilities (SWD)</li><li>*a 7-percentage point increase (from 25% to 32%) in Socio-economically disadvantaged students (SED)</li><li>*a 4-percentage point increase (from 53% to 57%) in English only (EO) students</li><li>*a 7-percentage point increase (from 24% to 31%) in Hispanic/Latino students</li><li>*a 3-percentage point increase (from 67% to 70%) in White students</li><li>*a 2-percentage point increase (from 79% to 81%) in Asian students</li></ul> <p>By June 2024, 100% of the students at Theuerkauf will meet or exceed their yearly growth targets in math as measured by Annual Typical Growth on iReady diagnostic assessments. (K-5)</p> <p>Key Strategies in Math - Adjusting Response to Instruction (RTI) Embedded Sheltered Instruction Observation Protocols (SIOP) Universal Data Cycle (UDC) Review Meetings</p>

**Data Used to Form this Goal:**

CAASPP, District iReady Benchmarks, ELPAC Scores

**Findings from the Analysis of this Data:**



MATH CAASPP FINDINGS

2022-23 CAASPP Math Goals:

Overall: 44% to 50% meeting or exceeding standard

Goal not met: decreased to 47%

SWD: 20% to 28%

Goal not met: decreased to 27%

SED: 27% to 35%

Goal not met: decreased to 25%

EO: 46% to 51%

Goal met: increased to 53%

Hispanic/Latino: 22% to 30%

Goal not met: decreased to 24%

White students: 65% to 68%

Goal not met: decreased to 67%

Asian students: 88% to 89%

Goal not met: decreased to 79%

2022-2023 i-Ready Math Annual Typical Growth Goals

Overall: 47% to 52% meeting or exceeding Annual Typical Growth

Goal met: increased to 60%

SWD: 47% to 52%

Goal not met: decreased to 40%

SED: 56% to 62%

Goal not met: decreased to 49%

EO: 49% to 54%

Goal met: increased to 61%

Hispanic/Latino: 53% to 58%

Goal not met: decreased to 52%

White: 39% to 43%

Goal met: increased to 67%

The School Plan for Student Achievement

Asian students: 51% to 56%

Goal met: increased to 80%

**How the School will Evaluate the Progress of this Goal:**

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, and embedded Eureka Math curriculum assessments.

What short-term outcomes will you expect?

Teachers will monitor students progress and conduct data review meetings during collaboration to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will show improvement on post-assessments and teachers will monitor successful completion and progress on i-Ready lessons.

Students will meet at least 40% of their Annual Typical Growth by November Diagnostic 2 I-Ready Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>To support 100% of students meeting their I-Ready Annual Typical Growth goal for math we will take the following actions:</p> <ul style="list-style-type: none"> <li>• I-Ready goal setting, monitoring, incentives</li> <li>• Classroom walkthroughs</li> <li>• Principal Coffee math topic discussions and information sessions to create a home-school connection to support our math goal at school and home.</li> <li>• Open classroom for teachers to observe other teacher's best practices in Math for their own professional growth to support student success.</li> <li>• Math challenges and incentives</li> <li>• Site based professional development based on data trends</li> <li>• Teacher collaboration and PD on topics such as</li> </ul>	Aug-May	Principal Teachers	materials and Incentives	4000-4999: Books And Supplies	School Allocation	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>small group instruction, math anchor chart supports, math fluency</p> <p>Evidence: collaboration logs, calendar of walkthroughs and feedback, UDC calendar, Principal's coffee, goal setting papers.</p>						
<p>Resources, programs, and evidence based materials to support math instruction for all students such as:</p> <ul style="list-style-type: none"> <li>Hands-on learning math games to support fluency, problem solving, and support teacher targeted small group instruction</li> <li>Starfall</li> </ul> <p>Evidence: materials incorporated in lesson plans and small group rotations</p>	Aug-May	Principal Teachers	Hands-on math materials such as math games for small group learning	4000-4999: Books And Supplies	School Allocation	2000
<p>Morning or After School math intervention support</p> <p>Evidence: attendance for students who need support with math based on data.</p>	October-May	Teachers	Extra Duty pay for staff	1000-1999: Certificated Personnel Salaries	School Allocation	3000
<p>Data Review Meetings, using MVWSD's Universal Data Protocol and UDC calendar. Teachers review data and make adjustments, as needed.</p> <p>Evidence: UDC forms, data review notes, collaboration logs</p>	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely.</p> <p>Evidence: Lesson plans, RTI/STEAM groupings, collaboration logs, RTI data, I-Ready data, classroom observations</p>	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
<p>Analyze data from benchmarks, observations, and feedback and revise plan as needed</p> <p>Evidence: data review notes, collaboration logs, site council agendas and minutes</p>	Aug-May	Principal, SSC, Teachers	No expenditures, part of regular staff responsibilities			
<p>Implement new or revised strategies based on revision of plan</p>	Oct-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 3: Academic Achievement - English Language Learners</b> <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>
By June 2024: *the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 9 to 7 students.  *there will be a 3% percentage point increase (from 72% to 75%) the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.  *100% of all English Learners that scored a Level 4 on the ELPAC will reclassify. (Currently there are 9 students that scored a Level 4)  *The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 41% to 47%.  Key Strategies: Integrated ELD with Sheltered instruction Observation Protocol (SIOP) Designated ELD SIOP Comprehensible Input techniques SIOP Comprehensible Input techniques Learning A-Z ELL edition materials Universal Data Cycle (UDC) Review Meetings Newcomer English Learner pull out group Monitoring of and professional development for designated ELD rotations/classes Language Lab and homework support

<b>Data Used to Form this Goal:</b>
Summative ELPAC Spring 2023 Initial ELPAC CAASPP ELA Reclassification Data
<b>Findings from the Analysis of this Data:</b>
2022-23 CAASPP RFEP Goal: CAASPP ELA: 76% to 88% of RFEP students meeting or exceeding Goal Not Met: decreased to 72%
LTEL/ At-Risk: ARTELS will decrease 20% from 8 to 6 students Goal Not Met: increased to 9 students
2022-23 ELPAC Goal: All English Learners will increase an ELPAC level or reclassify. Goal Not Met: 42% of ELs increased a level or reclassified
100% of all English Learners who score a Level 4 on the ELPAC will reclassify Goal Met: 100% English Learners who scored a level 4 reclassified
<b>How the School will Evaluate the Progress of this Goal:</b>
Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), CAASPP data, observations and feedback on the use of SIOP strategies in all content lessons and designated ELD instruction, i-Ready and Literally data, Universal Data Cycle data disaggregated for EL, RFEP.
What short term outcomes will you expect? Students will show improvement on CFAs in ELA and math, students will meet daily language objectives. All teachers will implement a 6-week Designated ELD cycle by September.
What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hands on activities. Student post0assessment scores for Designated ELD cycles increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resources, programs and evidence based materials to support ELD instruction and support such as: <ul style="list-style-type: none"> <li>Research evidence-based</li> </ul>	August-May	Principal, Teachers Instructional Coach language lab	Materials and resources for ELD	4000-4999: Books And Supplies	TSSP	1025

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supplemental ELD materials and resources (manipulatives, games, vocabulary support items/pictures, etc.)</p> <ul style="list-style-type: none"> <li>English Language Program for unduplicated students for intervention groups</li> <li>Provide staffing for a before school language lab that provides practice and support for our unduplicated students.</li> </ul>		support staff, SCEF, EL Coordinator	<p>Lexia language program to support language acquisition</p> <p>Extra duty pay for staff</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>TSSP</p> <p>TSSP</p>	<p>2500</p> <p>5075</p>
<p>Professional Development in</p> <ul style="list-style-type: none"> <li>Sheltered Instruction Observation Protocol (SIOP) and ELD strategies for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.</li> <li>Implementation of district and school-adopted SIOP features (focus on comprehensible input, features 10-12)</li> </ul> <p>Evidence: Professional Development Calendar, Staff Meeting agendas, collaboration logs, goals meetings, posted objectives</p>	August-May	District ELD TOSA Principal, teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Data Review Meetings, using MVWSD's Universal Data Protocol and UDC calendar. Teachers review data and make adjustments as needed.	August-May	Principal, teachers, Instructional Coach ELD Support Staff	No expenditures. Part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: UDC forms, data review notes, collaboration logs						
Monitoring and feedback of instructional initiatives by principal.  Evidence: walkthrough schedule and feedback	August-May	Principal Teachers				
Building Background Knowledge for all students: Educational field trips (online speakers and guided experiences; in-person experiences and speakers), increase reading resources in school library and classrooms.  Evidence: SCEF Field trips calendar, book purchases, assemblies calendared.	August-May	Principal, teachers, SCEF	Program Fees and transportation  Analyze needs and acquire materials  Assemblies and enrichment seminars	5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)  TSSP  School Allocation	1500  2500  1000
Newcomer class to support students with English language learning  Evidence: newcomer class	August-May	Principal, SCEF, EL Coordinator, Teachers	Newcomer class			
Implementation of 150 minutes (1st-5th) 120 minutes (K) of weekly designated English Language Development (ELD) lessons. ELD data is collected continuously by teachers. Progress is monitored through our Universal Data Protocol during staff development/PD and principal monitoring and providing feedback of instructional initiatives  Evidence: Teacher schedules,	August-May	Teachers, Instructional Coach, Principal	No expenditures. Part of regular staff responsibilities.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
walkthrough schedule and feedback						
Analyze data from benchmarks, observations, and feedback and revise plan as needed; implement new or revised strategies based on revision of plan.	August-May	Principal Instructional Coach teachers	No expenditures. Part of regular staff responsibilities.			
Implement new or revised strategies based on revision of plan	Oct-May	Principal Teachers	No expenditures. Part of regular staff responsibilities.			

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

**Strategic Plan Goal Area #2:**

Student Social Emotional Health

**School Goal 4: Social-Emotional Health and Wellness**

- **School Goal 4.a - Parent Goal**
- **School Goal 4.b - Student Goal**

By June 2024, there will be:

\*a 2-percentage point increase from 82% to 84% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

\*a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, Sown to Grow:

\*Student Check-in rate will improve from 25.7% to 33.1% as measured by the Sown to Grow report.

\*Teacher Feedback rate will improve from 50.1% to 55.1% as measured by the Sown to Grow report.

By June 2024, there will be

\*a 6% point decrease from 64.9% to 58.9% for students who are SED as measured by the school suspension disproportionality data.

\*a 4% point decrease from 35.7% to 31.7% for SWD as measured by the school suspension disproportionality data.

By June 2024, there will be:

\*a 4% increase from 63% to 67% in the number of students who agree or strongly agree that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Sown to Grow feedback and check-ins

Sown to Grow Teacher Resource Page

Student Leadership Expect Respect

Project Cornerstone

Daily teacher-student greeting

CHAC's Prevention Programs: Back Together, Connection Circle and the SEL program

Core Values (Respect, Courage, Integrity, Responsibility, Perseverance)

#Better Together with a focus on Allyship

**Data Used to Form this Goal:**

Sown to Grow Check-In and Feedback Data

Parent, staff and student LCAP surveys

**Findings from the Analysis of this Data:**

Parent LCAP/School Climate Goal  
 increase from 69% to 83% in the number of parents who agree or strongly agree that their students' social emotional needs were met  
 Goal Not Met: 82% of parents agree or strongly agree

Student LCAP/School Climate Goal:  
 increase from 60% to 64% in the number of students who agree or strongly agree that students are treated with respect.  
 Goal Met: 67% of students agree or strongly agree

Theuerkauf Elementary School began use of the Sown to Grow platform during the 2022-23 school year. During year one implementation, the baseline Student Check-In Rate was 25.7% as measured by the Sown to Grow report. The baseline Teacher Feedback rate was 50.1% as measured by the Sown to Grow report.

**How the School will Evaluate the Progress of this Goal:**

Monthly Sown to Grow usage/engagement reports, LCAP/Climate Survey data, monthly meeting data, incorporation of Sown to Grow into Coordination of Services Team (COST) and Universal Data Cycle meetings.

What short term outcomes will you expect?  
 School rules and expectations visible around school, staff using award tickets daily  
 SEL lessons in the classroom  
 SEL connections in the weekly morning meeting  
 Daily teacher-student greetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement district wide Behavior Response Standards. BRS check in weekly with ARIS.  Evidence: Train all staff including ARIS, SCEF, Yard Duties. BRS ARIS 1:1 weekly agenda item. BRS Secretary and SCEF training. Follow up training and reflection mid year.	August-May	Principal, Teachers, ARIS, SCEF, Yard Duties, Office Staff				
School wide implementation of positive behavior support program - Posters, interactive displays, and exhibits - centered around core values and Project Cornerstone lesson themes	August-May	Principal, Teachers, Staff members Parents	Books and Materials for positive behavior support program	4000-4999: Books And Supplies	School Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Extended duty time for teachers and staff for planning school wide behavior activities and initiatives</li> </ul> <p>Evidence: Project Cornerstone lesson calendar, school visuals, TH SEL committee meetings</p>			Fund staffing for extended duty time for SEL planning Fund staffing for extended duty time for SEL planning	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	School Allocation School Allocation	330 330
<p>Teachers will implement Sown to Grow and give feedback. Using this tool, teachers will create space for students to reflect, identify and process emotions, and develop awareness of their emotional strengths and self-regulation strategies.</p> <p>Evidence: program usage report</p>	August-May	Principal, Teachers, Students	This program is funded by our district.			
<p>Whole class SEL lessons from CHAC such as connection circle, whole classroom program, and Back Together! Arts based program</p> <p>Evidence: Master schedule</p>	August-May	Teachers CHAC counselor	District Expense			
<p>School wide use of Expect Respect to continue to develop student service, leadership, empathy, inclusion, and other positive character traits and behaviors in students. Students within this group who are exhibiting our core values will be invited to support younger students and cooperate on school-wide campaigns and initiatives (i.e. United Against Hate week activities, mentoring, and other service projects). Training for</p>	August-May	Principal, Teachers Project Cornerstone Lead Expect Respect Instructional Coach	Materials and supplies students Teacher training	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	School Allocation School Allocation	2000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teacher leads of Expect Respect  Evidence: Student group calendared meetings, training meetings						
Monthly parent-led Project Cornerstone lessons with classroom follow up  Evidence: lesson plans	August-May	Teachers Cornerstone Parents	No expenditures, part of regular staff responsibilities			
Analyze data from SEL programs, benchmarks, observations, and feedback and revise plan as needed  Evidence: data review notes, collaboration logs, site council agendas and minutes	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	October-May	Principal, Teachers, SSC	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
<b>Strategic Plan Goal Area # 3:</b>
Inclusive and welcoming culture
<b>School Goal 5: Inclusive and Welcoming Culture</b> <ul style="list-style-type: none"><li>● School Goal 5.a - Attendance Goal</li><li>● School Goal 5.b - Chronic Absenteeism Goal</li><li>● School Goal 5.c - Welcoming Environment Goal</li></ul>
By June 2024: *the average student attendance rate for the school will be at or above 97%. *the average chronic absenteeism rate will decrease by 7 percentage from 25% to 18% based on District Chronic Absenteeism data and *there will be a 1-percentage point increase (from 86% to 87%) in the number of parents who agree or strongly agree with the statement “My school creates a welcoming environment for all families as measured by the annual LCAP/Climate Survey.
Key Strategies: Principal’s Coffees Morning Announcements Social media posts School Attendance Review Team (SART) procedures Family Events Interpretation/Translation Parent University Extension Series Personal Morning Greetings by teachers
<b>Data Used to Form this Goal:</b>
Student attendance records and reports, LCAP/Climate Survey

**Findings from the Analysis of this Data:**

Average student attendance rate for the school will improve from 95% to 97% or above.  
 Goal Not Met: decreased to 91.9%

Chronic Absenteeism rate for subgroups will decrease from 27% to 19.7%.  
 Goal Not Met: decreased to 24.88%

Welcoming Environment Goal: Parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey from 83% to 88% overall.  
 Goal Not Met: increased to 86%

**How the School will Evaluate the Progress of this Goal:**

Student attendance records and reports, SART, LCAP/Climate Survey Results, soft data collected from participants in parent and community events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To support an inclusive and welcoming environment we will take the following actions: <ul style="list-style-type: none"> <li>• Create in-person family events that are uniting, and fun such as multi-cultural events, fun how-to writing nights, game nights, STEAM night, family show and tell, etc.</li> <li>• Provide interpretation in for every school meeting or parent meeting to ensure that all parents are able to participate linguistically.</li> <li>• Provide translation in English and Spanish for all school-wide letters, documents, and notices</li> <li>• Communicate celebrations, new initiatives, student progress updates and other school news</li> </ul>	August-May	Principal, SCEF, Teachers ARIS, PTA, ELAC, SSC, translators	Materials, breakfast items, and supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4600
			Extra duty pay for staff (planning, after hours events)	1000-1999: Certificated Personnel Salaries	TSSP	3000
			Extra duty pay for staff (planning, interpretation, after hours events)	2000-2999: Classified Personnel Salaries	TSSP	1600
			Hourly rate for interpreters	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	778



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>through a weekly newsletter, the Cheetah Chatter</p> <ul style="list-style-type: none"> <li>Celebrate and highlight positive student and staff moments through social media platforms (Facebook, Twitter, Instagram)</li> <li>Principal's Coffees</li> </ul> <p>Evidence: calendared events, interpreter present at meetings, documents translated, weekly newsletter, social media posts</p>						
<p>ATSI Action 1: Review roles and responsibilities when going over attendance policies with all stakeholders. (Secretary, clerk, teachers, principal, SCEF, ARIS)</p> <p>Evidence: Staff development agenda, presenters' shared resources, attendance records</p>	August-May	Principal, Instructional Coach, Attendance Clerk	No expenditures. Part of regular staff responsibilities.			
<p>ASTI Action 2: Provide ongoing, job-embedded professional learning to implement strategy to improve student engagement. Strategy: Morning greeting connections</p> <p>Evidence: Morning greetings</p>	August-May	Principal, Instructional Coach, Teachers	No expenditures. Part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ASTI Action 3: Provide dedicated time for family engagement as part of both staff schedules and school calendars through meetings such as: Principal's coffee, Parent University Extension Series and Parent U Seminar</p> <p>Evidence: Principal Coffee, Parent University Events, Weekly Newsletter</p>	August-May	Principal, Instructional Coach, Teachers, SCEF, ARIS, Secretary, Clerk	<p>Teacher extra duty pay</p> <p>Classified extra duty pay</p> <p>Books, food, and materials to support Parent U extensions</p> <p>Parent U Seminario</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>School Allocation</p> <p>School Allocation</p> <p>Parent Engagement (PIQE/FEI/PU)</p> <p>Parent Engagement (PIQE/FEI/PU)</p>	<p>1680</p> <p>500</p> <p>633</p> <p>947</p>
<p>Collaborate with parent advisory/leadership groups - School Site Council, ELAC, and PTA on parent engagement/involvement policy to review and revise for annual adoption</p> <p>Evidence: Calendar meetings</p>	August-May	Teachers, Staff, SCEF, SSC, ELAC, PTA Parents	<p>Teacher extra duty pay</p> <p>Classified staff extra duty pay</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>School Allocation</p> <p>School Allocation</p>	<p>1320</p> <p>300</p>
<p>To support attendance at Theuerkauf we will take the following actions:</p> <ul style="list-style-type: none"> <li>Monthly attendance incentives and recognition for positive behavior to increase positive recognition of Core Values and attendance throughout the school year</li> <li>Attendance reminders</li> <li>SART letters and follow up support</li> </ul> <p>Evidence: SART letters, daily phone calls, class attendance recognition in Cheetah Chatter</p>	August-May	Principal, Teacher, Instructional Coach, Secretary, Clerk, SCEF, ARIS	<p>Student and class Incentives</p>	<p>4000-4999: Books And Supplies</p>	<p>School Allocation</p>	<p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed.  Evidence: data review notes, collaboration logs, site council agendas and minutes	August-May	Principal, Teachers, SSC	No expenditures. Part of regular staff responsibilities.			
Implement new or revised strategies based on revision of plan	October-May	Principal, Teachers	No expenditures. Part of regular staff responsibilities.			

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

#### Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	37,200	49,600	14,554.00
TSSP	27,000	36,000	0.00
Parent Engagement	7,844	10,458	0.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Parent Engagement (PIQE/FEI/PU)	10,458.00
School Allocation	35,046.00
TSSP	36,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	19,141.00
2000-2999: Classified Personnel Salaries	2,730.00
4000-4999: Books And Supplies	33,555.00
5000-5999: Services And Other Operating Expenditures	24,300.00
5800: Professional/Consulting Services And Operating	1,778.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	8,180.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	1,500.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	778.00
1000-1999: Certificated Personnel Salaries	School Allocation	11,066.00
2000-2999: Classified Personnel Salaries	School Allocation	1,130.00
4000-4999: Books And Supplies	School Allocation	21,850.00
5800: Professional/Consulting Services And	School Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	TSSP	8,075.00
2000-2999: Classified Personnel Salaries	TSSP	1,600.00
4000-4999: Books And Supplies	TSSP	3,525.00
5000-5999: Services And Other Operating	TSSP	22,800.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	39,886.00
<b>Goal 2</b>	6,000.00
<b>Goal 3</b>	13,600.00
<b>Goal 4</b>	4,660.00
<b>Goal 5</b>	17,358.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Danielle Lyons	X				
Linda Yung		X			
Madison Gallagher		X			
Jennifer Yee		X			
Heidi Baikie			X		
Bonnie Young				X	
Caroline Charrow				X	
Joie Pascual				X	
Jon Stewart				X	
Aditi Bokhar				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.



## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Danielle Lyons	X				
Elsie Guzman Morales		X			
Lisset Tellez			X		
Karla Ardon				X	
Maria Fraga Chavez				X	
Denys Huerta				X	
Diana Rubio Olvera				X	
Elvira Bautista				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>5</b>	

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

  
\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/8/2022.

Attested:

Danielle Lyons

\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/24/23  
\_\_\_\_\_  
Date

Aditi Bokhar

\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/24/23  
\_\_\_\_\_  
Date