

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
Garden Road Elementary School	37682966038970	10/12/2022	12/15/2022

School Vision and Mission

WHAT IS YOUR VISION?

Mission: At Garden Road we are empowered learners who lead ourselves and others to contribute to a better world.

Theory of Action: If we provide opportunities for students to lead themselves and others, then students will be empowered to take ownership of their learning and positively impact the community.

7 Habits of Highly Effective People:

1. Be Proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then to be understood
6. Synergize
7. Sharpen the Saw

5 Paradigms of the Leader in Me program:

1. Everyone can be a leader.
2. Everyone has genius.
3. Change starts with me.
4. Empower students to lead their own learning.
5. Educators and families partner to develop the whole child.

School Profile

Garden Road Elementary School is located in the southeast corner of the suburban community of Poway. One of the original Poway schools, Garden Road opened in 1961 and has a strong community base of parent involvement and support. Many of our families have lived in the Garden Road area for years, and are proud multi-generational families who have attended our school. We have a diverse community of learners: 48%

white, 23% Hispanic/Latino, 5.86% Asian, and 1.86% African American. 9% of our students are English Language Learners. We have 16.6% who participate in the free or reduced-price lunch program. There are currently 528 students attending Garden Road, a student body that has remained relatively stable over the last few years. We have four Special Day Classes who serve students with disabilities from preschool up through 5th grade. We also have a parent participation preschool program that serves 3- and 4-year old children. We have a dedicated staff of teachers, support staff, and specialists who are able to offer programs to meet the social, emotional, and academic needs of all students. We are very fortunate to have an involved and interested parent population who are active volunteers and supporters of our children and school programs through the PTA and Foundation.

Recognizing that each child is unique, the highly competent and caring staff at Garden Road encourages a sense of independence and responsibility for students, and promotes a joy of learning by providing innovative and varied experiences within a safe, orderly, and attractive setting. Our goal is to support the highest level of academic achievement as well as the social emotional growth of our students. We are starting year two of the Leader in Me program, which is based on the 7 Habits of Highly Effective People, written by Stephen Covey. Our staff has received extensive training over the past two summers, and we are excited about providing leadership opportunities for our students. We have a robust social-emotional support program which includes: Positive Behavior Intervention and Supports (PBIS), Character Counts, Second Step, and a promotion of and recognition of student achievement and leadership traits. Garden Road has two teachers participating in the PUSD Voyager Program, which promotes innovation, blended learning, and student engagement with a variety of technology tools.

Our ultimate goal is for all students to see themselves as leaders, innovators, and achievers in a future focused environment. We strive to help our students have the skills and drive to be thinkers, problem solvers, and take personal ownership for their learning and achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Garden Road is aware and interested in including all stakeholders in the process of developing and monitoring our Site Plan and budget. We are very fortunate to have a high level of stakeholder involvement. Parents are invited and encouraged to participate and be a part of our site planning process by:

- * attending Back To School Night at the beginning of the school year
- * participating as a member of the School Site Council
- * attending the English Language Advisory parent meetings in the fall and spring
- * attending parent events such as Parent Workshops (7 Habits of Highly Effective People, Growth Mindset, Managing Anxiety, Raising Boys, Empowering Girls, Curriculum Nights) and PTA/Foundation led events
- * attending, joining, and becoming involved in our PTA and Foundation
- * participating in the ThoughtExchange process
- * participating in the schools Leader in Me Measurable Results Assessment each fall
- * participating in the California Healthy Kids survey (CHKS)

Parents are made aware of these opportunities through weekly newsletters from administration, weekly phone messages, PTA and Foundation outreach, school website, social media posts on Facebook, Twitter and Instagram, classroom newsletters and on-line communications.

Our SPSA and budget plans are shared with the School Site Council and our English Learner Advisory Committee and they provide feedback and insights. Parent groups are informed through the PTA and Foundation, Staff provides their analysis and feedback. Plans are reviewed throughout the school year and adjustments and any changes are voted on and approved by the School Site Council members. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.08%	1.5%	1.86%	5	7	9
Asian	3.66%	4.3%	5.79%	17	20	28
Filipino	3.23%	3.4%	4.13%	15	16	20
Hispanic/Latino	22.84%	22.1%	22.93%	106	104	111
Pacific Islander	0%	0.2%	0.41%	0	1	2
White	51.94%	51.3%	48.14%	241	241	233
Multiple/No Response	12.93%	17.2%	16.74%	60	81	81
	Total Enrollment			464	470	484

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	103	102	95
Grade 1	70	75	91
Grade 2	75	68	79
Grade 3	79	70	73
Grade 4	79	71	70
Grade 5	58	84	76
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	464	470	484

Conclusions based on this data:

1. Our school population increased overall including adding another class focused on providing services to students with disabilities to have 4 classes (a Preschool, TK/K, 1-2, and 3-5) and an increase in our preschool population.
2. Our first grade class is the largest it has been in several years, with 3 and 1/2 1st grade classes.
3. The make-up of our student groups has stayed relatively consistent in the last few years.

School and Student 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	35	29	27	7.6%	6.3%	5.70%
Fluent English Proficient (FEP)	21	24	26	4.6%	5.2%	5.50%
Reclassified Fluent English Proficient (RFEP)	10	5	2	20.0%	14.3%	6.90%

Conclusions based on this data:

1. There is an incline in the number and percentage of English Learners from the 20-21 school year (27 or 5.70%) to the 21-22 school year (54 or 11%).
2. 18 students, or 33% of students that are identified as English Learners qualified as Fluent English Proficient in the 21-22 school year.
3. There is a decrease in the number and percentage of students that are Reclassified Fluent English Proficient from the 20-21 school year to the 21-22 school year.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70			67			67			95.7		
Grade 4	66			66			66			100.0		
Grade 5	72			70			70			97.2		
Grade 11												
All Grades	208			203			203			97.6		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2462.			38.81			28.36			19.40			13.43		
Grade 4	2507.			40.91			21.21			19.70			18.18		
Grade 5	2530.			30.00			34.29			15.71			20.00		
Grade 11															
All Grades	N/A	N/A	N/A	36.45			28.08			18.23			17.24		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.85			68.66			1.49		
Grade 4	28.79			62.12			9.09		
Grade 5	31.43			51.43			17.14		
Grade 11									
All Grades	30.05			60.59			9.36		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.90			65.67			13.43		
Grade 4	30.30			54.55			15.15		
Grade 5	25.71			57.14			17.14		
Grade 11									
All Grades	25.62			59.11			15.27		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.37			67.16			7.46		
Grade 4	22.73			71.21			6.06		
Grade 5	17.14			72.86			10.00		
Grade 11									
All Grades	21.67			70.44			7.88		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.40			65.67			14.93		
Grade 4	25.76			69.70			4.55		
Grade 5	25.71			57.14			17.14		
Grade 11									
All Grades	23.65			64.04			12.32		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	285	131	46	287	163	56.8
African-American	4	*	*	3	*	*
Asian	11	5	45.5	12	6	50
Caucasian	143	68	47.6	143	82	57.3

Filipino	8	*	*	9	*	*
Hispanic	65	26	40	66	34	51.5
Other	51	26	51	50	30	60
English Learners	20	2	10	19	2	10.5
Students with Disabilities	63	19	30.2	60	22	36.7
Socioeconomically Disadvantaged	59	14	23.7	59	19	32.2
Foster Youth	1	*	*	1	*	*
Homeless Youth	5	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	73	24	32.9	77	34	44.2
African-American						
Asian	4	*	*	4	*	*
Caucasian	41	12	29.3	42	16	38.1
Filipino	4	*	*	4	*	*
Hispanic	12	3	25	14	4	28.6
Other	12	6	50	13	10	76.9
English Learners	8	*	*	9	*	*
Students with Disabilities	13	2	15.4	15	3	20
Socioeconomically Disadvantaged	17	1	5.9	17	3	17.6
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 3						
All Students	71	30	42.3	70	40	57.1
African-American	1	*	*	1	*	*
Asian				1		
Caucasian	37	18	48.6	38	24	63.2
Filipino	1	*	*	1	*	*
Hispanic	20	8	40	18	11	61.1
Other	12	4	33.3	12	5	41.7
English Learners	4	*	*	3	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	20	5	25	18	6	33.3
Socioeconomically Disadvantaged	16	4	25	15	5	33.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 4						
All Students	70	37	52.9	66	43	65.2
African-American	3	*	*	2	*	*
Asian	4	*	*	4	*	*
Caucasian	33	20	60.6	32	22	68.8
Filipino	1	*	*	1	*	*
Hispanic	14	6	42.9	14	8	57.1
Other	15	8	53.3	13	9	69.2
English Learners	5	*	*	4	*	*
Students with Disabilities	15	7	46.7	13	8	61.5
Socioeconomically Disadvantaged	10	*	*	9	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 5						
All Students	71	40	56.3	74	46	62.2
African-American						
Asian	3	*	*	4	*	*
Caucasian	35	19	54.3	35	23	65.7
Filipino	2	*	*	3	*	*
Hispanic	19	9	47.4	20	11	55
Other	12	8	66.7	12	6	50
English Learners	3	*	*	3	*	*
Students with Disabilities	15	5	33.3	14	5	35.7
Socioeconomically Disadvantaged	16	5	31.3	18	7	38.9
Foster Youth	1	*	*	1	*	*
Homeless Youth	1	*	*	1	*	*

**iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	102	16.67	27.45	11.76	44.12
African-American	3	33.33	66.67	0	0
Asian	4	50	25	0	25
Caucasian	55	16.36	25.45	9.09	49.09
Filipino	2	0	50	0	50
Hispanic	20	25	20	20	35
Other	18	0	33.33	16.67	50
English Learners	9	55.56	44.44	0	0
Students with Disabilities	23	34.78	26.09	8.7	30.43
Socioeconomically Disadvantaged	20	25	45	10	20
Foster Youth					
Homeless Youth	2	100	0	0	0

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Overall, 64.53% of students met or exceeded standards on the Spring 2022 CAASPP assessment. This is a 8.02% decrease from Spring of 2019, where overall scores for met or exceeded were 72.55%.
2. 54.55% of all of English Learners scored Standard Not Met on the ELA Spring 2022 CAASPP assessment.
3. The strand with the highest number of all students scoring above standard was Reading, with 30.05%. Writing was the strand that had the highest number of students scoring below standard (15.57%).

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70			68			68			97.1		
Grade 4	66			66			66			100.0		
Grade 5	72			70			70			97.2		
Grade 11												
All Grades	208			204			204			98.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2475.			32.35			41.18			19.12			7.35		
Grade 4	2504.			30.30			33.33			24.24			12.12		
Grade 5	2501.			18.57			22.86			34.29			24.29		
Grade 11															
All Grades	N/A	N/A	N/A	26.96			32.35			25.98			14.71		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.65			50.00			7.35		
Grade 4	39.39			45.45			15.15		
Grade 5	15.71			50.00			34.29		
Grade 11									
All Grades	32.35			48.53			19.12		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.65			47.06			10.29		
Grade 4	27.27			54.55			18.18		
Grade 5	22.86			58.57			18.57		
Grade 11									
All Grades	30.88			53.43			15.69		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.35			58.82			8.82		
Grade 4	31.82			50.00			18.18		
Grade 5	7.14			74.29			18.57		
Grade 11									
All Grades	23.53			61.27			15.20		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	285	87	30.5	286	144	50.3
African-American	4	*	*	3	*	*
Asian	11	4	36.4	12	6	50
Caucasian	145	45	31	143	66	46.2
Filipino	8	*	*	9	*	*
Hispanic	65	14	21.5	66	27	40.9
Other	52	20	38.5	49	34	69.4
English Learners	20	1	5	19	2	10.5
Students with Disabilities	63	13	20.6	59	19	32.2
Socioeconomically Disadvantaged	59	4	6.8	58	14	24.1
Foster Youth	1	*	*	1	*	*
Homeless Youth	4	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	72	25	34.7	77	46	59.7
African-American						
Asian	4	*	*	4	*	*
Caucasian	40	13	32.5	42	24	57.1
Filipino	4	*	*	4	*	*
Hispanic	12	2	16.7	14	6	42.9
Other	12	8	66.7	13	11	84.6
English Learners	8	*	*	9	*	*
Students with Disabilities	12	3	25	15	5	33.3
Socioeconomically Disadvantaged	16	0	0	17	3	17.6
Foster Youth						
Homeless Youth	1	*	*	2	*	*
Grade 3						
All Students	71	23	32.4	70	37	52.9
African-American	1	*	*	1	*	*
Asian				1		
Caucasian	37	11	29.7	38	15	39.5
Filipino	1	*	*	1	*	*
Hispanic	20	8	40	18	11	61.1
Other	12	3	25	12	9	75
English Learners	4	*	*	3	*	*
Students with Disabilities	20	4	20	18	6	33.3
Socioeconomically Disadvantaged	16	2	12.5	15	4	26.7
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 4						
All Students	70	19	27.1	66	31	47
African-American	3	*	*	2	*	*
Asian	4	*	*	4	*	*

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	33	10	30.3	32	15	46.9
Filipino	1	*	*	1	*	*
Hispanic	14	3	21.4	14	6	42.9
Other	15	4	26.7	13	7	53.8
English Learners	5	*	*	4	*	*
Students with Disabilities	15	3	20	13	3	23.1
Socioeconomically Disadvantaged	10	*	*	9	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 5						
All Students	72	20	27.8	73	30	41.1
African-American						
Asian	3	*	*	4	*	*
Caucasian	35	11	31.4	35	13	37.1
Filipino	2	*	*	3	*	*
Hispanic	19	1	5.3	20	4	20
Other	13	5	38.5	11	7	63.6
English Learners	3	*	*	3	*	*
Students with Disabilities	16	3	18.8	13	5	38.5
Socioeconomically Disadvantaged	17	1	5.9	17	4	23.5
Foster Youth	1	*	*	1	*	*
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	52	32.69	40.38	5.77	21.15
African-American	2	50	50	0	0
Asian	4	50	25	0	25
Caucasian	25	24	56	0	20
Filipino					

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	10	50	20	10	20
Other	11	27.27	27.27	18.18	27.27
English Learners	7	42.86	42.86	0	14.29
Students with Disabilities	15	73.33	26.67	0	0
Socioeconomically Disadvantaged	11	36.36	45.45	0	18.18
Foster Youth					
Homeless Youth	1	0	100	0	0

Conclusions based on this data:

1. Overall, 59.31% of students met or exceeded standards on the 2022 Spring CAASPP. This is a 3.92% decrease from Spring 2019, which was the last year that students took the CAASPP assessment prior to the COVID pandemic.
2. Based on the Spring 2022 CAASPP assessment, 4th grade had the highest number of students with disabilities meeting or exceeding standards with 53.84%. Grade 5 had the lowest number of students with disabilities meeting or exceeding standards with 28.58%.
3. Based on the Spring 2022 CAASPP assessments, the strand that most students across grade levels above standard was Concepts and Procedures, with 32.35%. The lowest strand across grade levels above standard was Communicating Reasoning with 15.20%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	6	8
1	*	*	*	*	*	*	*	*	*	*	9	4
2	*	*	*	*	*	*	*	*	*	9	4	9
3	*	*	*	*	*	*	*	*	*	6	*	4
4	*	*	*	*	*	*	*	*	*	*	4	4
5	*	*	*	*	*	*	*	*	*	6	*	*
All Grades										32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.63	27.59	6.25	28.13	34.48	50.00	18.75	27.59	25.00	12.50	10.34	18.75	32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	44.83	21.88	28.13	31.03	50.00	9.38	13.79	9.38	12.50	10.34	18.75	32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	10.34	6.25	37.50	37.93	31.25	28.13	34.48	43.75	15.63	17.24	18.75	32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	51.72	25.00	46.88	34.48	53.13	15.63	13.79	21.88	32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	62.50	44.83	32.26	25.00	41.38	51.61	12.50	13.79	16.13	32	29	31

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	27.59	9.38	65.63	51.72	68.75	18.75	20.69	21.88	32	29	32

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	20.69	12.90	56.25	65.52	64.52	12.50	13.79	22.58	32	29	31

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.

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. The majority of our 29 EL students in grade K-5 are scoring at level 3 for overall performance (34%). We had 10% of or students scoring level 1.

2. Our EL students performed highest in the Listening Domain with 51.72% scoring level 4.
3. The overall number of students that qualify as EL has decreased from 32 in 18-19 to 29 in 21-22.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	5	7	9	*	0	*	*	0	*
American Indian or Alaskan									
Asian	20	19	33	1	0	7	5	0	21.21
Filipino	15	19	20	1	0	6	6.67	0	30
Hispanic or Latino	122	106	123	12	6	35	9.84	5.66	28.46
Did not Report									
Pacific Islander	1	3	1		1	*		33.33	*
Two or More Races	79	83	83	8	6	16	10.13	7.23	19.28
White	245	254	241	11	11	47	4.49	4.33	19.5
Male									
Female									
English Learners	32	29	39	6	2	11	18.75	6.9	28.21
Students with Disabilities		82			5			6.1	
Socioeconomically		94	104		6	42		6.38	40.38
Total	488	491	510	34	24	113	6.97	4.89	22.16

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. We had 113 students with Chronic Absences (Absent 10% or more days) last year at Garden Road, which is 22.16% of our school population. This is a 17% increase in chronic absenteeism from the previous school year.
2. This increase in chronic absenteeism is a result of the COVID pandemic and rules regarding coming back to school when ill. In the past, if a child is ill, they can return when their fever subsides, which is usually in 1-2 days. When a child has COVID, they are not able to return until they have a negative COVID test, which can take close to 10 days. Our students were absent 3,081 days due to illness in the 2021-2022 school year. To contrast, in the 2020-2021 school year, our students were absent due to illness at total of 816 days. This is a close to a 400% jump.
3. 40.38% or 42/104 of our students that are identified as socio-economically disadvantaged were chronically absent in the 21-22 school year. Chronic Absenteeism attendance rate with our English Learners increased approximately 21%, from 6.9% in 20-21 to 28.21% in 21-22.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.0	0.00	0

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. We did not have any suspensions for the past 3 years.
2. We have been implementing the Positive Behavior Intervention and Supports (PBIS) system for addressing and monitoring inappropriate behaviors.
3. We believe by the continuation of the adoption of the Leader in Me, will help facilitate a shared understanding of behavior expectations that encompasses culture, social emotional learning, individual leadership, and academic growth. This whole school implementation, we believe will support the social and emotional needs of our students and will decrease the inappropriate student behaviors, safety issues, and office referrals. Moreover, it will support student by providing leadership opportunities and whole school connections.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

- 1. Does not apply to Garden Road Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based upon the Spring of 2023 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Math will increase 10 points, from 59% to 69%.

To support our CAASPP performance all students TK-5 will complete and pass two iReady math lessons per week for 30 weeks.

Identified Need

This need was identified by analysis of Garden Road's data from the Math portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report for all students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2022 CAASPP Math test shows 59.31% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10 points, from 59% in 2022 to 69% in 2023.
English Learner Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2022 CAASPP Math test shows 36% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10 points, from 36% in 2022 to 46% in 2023.
EDY/Title I Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY.	Data from the Spring 2022 CAASPP Math test shows 31% of EDY students at "Standard Met" or "Standard Exceeded."	The percentage of EDY students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10 points, from 31% in 2022 to 41% in 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the English Language Arts portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	Data from the Spring 2022 CAASPP Math test shows 44% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 10 points, from 44% in 2022 to 54% in 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students (grades K-5) utilize an online math program (iReady) to differentiate learning and ensure each student is gaining skills at the appropriate level. This allows for intervention for some and acceleration for others.

All staff commits to ensuring that each student completes 2 iReady Math Lessons a week on iReady.

Staff commits to having a visual strategy for tracking progress towards this goal in every classroom and in common areas around the school.

Staff commits to tracking milestones reached towards this goal as a school in the form of school wide celebrations every 5,000 lessons.

Staff commits to these actions as part of building student agency around the Leader in Me implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All teachers commit to providing small group math instruction 4 times per week.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I
4000-4999: Books And Supplies
Instructional materials to support learning which might include technology, consumables, and classroom supplies (carryover funds).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with learning differences

Strategy/Activity

All staff commits to supporting a push-in or co-taught support model for math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teaching and Learning TOSA on site 2 days per week. Duties include, but are not limited to assisting with the following: RtI work and facilitating S3 meetings for students at risk, data analysis, collaborating with the Impact Teachers and managing intervention groups, supporting staff with assessments and analysis, monitoring student progress through Kid Watch meetings and data collection, Leader in Me Lighthouse Teacher, PBIS Team, behavior supports, providing instructional resources for staff, students and parent support, and professional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	TOSA is a district funded position
2000	Title I 1000-1999: Certificated Personnel Salaries Sub release for teachers to attend RTI meetings, Kid Watch Data Chats, and S3 meetings with site TOSA

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.

We measured growth based on the iReady fall and winter diagnostics. We were unable to provide after school tutorials specifically for math because of staffing shortages.

Grade level strategies yielded positive results including: math rotations, CUBES method to analyze and solve problems, and frequent check ins related to iReady time on task and lesson completion. We had several "iReady school-wide challenges" which was positive in increasing participation and interest in the program. Our teachers participated in professional development around iReady usage, which supported them in data chats, goal setting, and student participation, lesson completion and lessons passed. Our Leader in Me participation yielded results in the implementation of data chats and data tracking in Leadership notebooks. Teachers reported increased student agency when students are tracking their own progress on goals.

This goal was effective because of the formative usage of and site wide focus on iReady implementation. Our students are utilizing the program, our teachers are becoming more proficient in assigning lessons, providing support, and tracking student usage, passage rate, and lesson completion.

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

We were not able to hold any math specific after school tutorials.

We did not purchase any math specific software, because all teachers wanted students to focus on mastery of iReady.

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.

We are adding the CAASPP data as a summative metric in addition to iReady lesson completion. We are adding CAASPP as a metric so we can measure the iReady levels to CAASPP, hoping that iReady is a good predictor of success on CAASPP. We will use iReady formatively throughout the year to create flexible groupings of students, focus on goal setting, lesson completion, lesson passage rate, and student-generated goals. We will use CAASPP as a summative assessment.

We will continue to use iReady math in grades TK-5 as our differentiated online, personalized instructional tool in addition to our math curriculum Math Expressions.

Grade level teams provided feedback on their commitments. The teams would like to work cohesively, therefore as a staff we streamlined the commitments for all grade level teams.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Based upon the Spring of 2022 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Math will increase 10% points.

To support our CAASPP performance all students 2nd-5th grade will complete and pass two iReady ELA lessons per week for 30 weeks.

Identified Need

This need was identified by analysis of Garden Road's data from the ELA portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report for All Students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2022 CAASPP ELA test shows 64.53% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 10 points, from 65% in 2022 to 75% in 2023.
English Learner Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2022 CAASPP ELA test shows 18.18% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 10 points, from 18% in 2022 to 28% in 2023.
EDY/Title I Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY.	Data from the Spring 2022 CAASPP ELA test shows 35.30% of EDY students at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 10 points, from 35% in 2022 to 45% in 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the English Language Arts portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	Data from the Spring 2022 CAASPP ELA test shows 35.30% of EDY students at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 10 points, from 41% in 2022 to 51% in 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

One credentialed impact teacher will work with targeted students on specific reading skills 3 days per week (October-May). Groups will be flexible and data monitored on an on-going basis. Research based programs used for Intervention Instruction (Phonics for Reading, CARS, and STARS Comprehension, Making Connections and SIPPS Phonics).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5590.	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
3427	English Learners 1000-1999: Certificated Personnel Salaries
11543	Title I 1000-1999: Certificated Personnel Salaries Carryover funds
600	Title I 4000-4999: Books And Supplies Student consumable materials for IMPACT groups

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students (grades 2-5) utilize a district funded online reading program (iReady) and Lexia (K-1) to differentiate learning and ensure each student is gaining skills at the appropriate level. This allows for intervention for some, and acceleration for others.

All teachers commit to providing small group reading instruction and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students utilize online & print materials for reading programs such as SeeSaw, Guided Readers, BrainPop, Minecraft EDU, Phonics for Reading, EPIC, STARS, CARS, etc. to differentiate learning and ensure each student is gaining skills at the appropriate level. This allows intervention for some, and acceleration for others. These programs can be used in school and also as a resource for home practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3200

Lottery: Instructional Materials
4000-4999: Books And Supplies

3000

Title I
4000-4999: Books And Supplies
Instructional materials to support learning which might include technology, consumables, and classroom supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Learning Differences

Strategy/Activity

All staff agree to implement an inclusive model of push in/co-taught support during English Language Arts classroom instruction time to maximize small group targeted instruction and differentiation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional associated budget.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teaching and Learning TOSA on site 2 days per week. Duties include, but are not limited to assisting with the following: Rtl work and facilitating S3 meetings for students at risk, data analysis, collaborating with the Impact Teachers and managing intervention groups, supporting staff with assessments and analysis, monitoring student progress through Kid Watch meetings and data collection, Leader in Me Lighthouse Teacher, PBIS Team, behavior supports, providing instructional resources for staff, students and parent support, and professional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

District funded position.

Title I
1000-1999: Certificated Personnel Salaries
Sub release for teachers to attend data articulation meetings, S3 meetings, and RTI meetings with TOSA (carryover funds)

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.

We measured growth based on the iReady fall and winter diagnostics. We were unable to provide after school tutorials due to staffing shortages.

-Grade level strategies yielded positive results including: Daily 5 style rotations, small flexible groups based on identified needs, and frequent check ins related to iReady time on task and lesson completion. Teachers taught Benchmark lessons with fidelity.

-We had several "iReady school-wide challenges" which was positive in increasing participation and interest in the program.

-Teachers did identify students for intervention in ELA groups using data from common assessments. These students worked in flexible groups on targeted foundational skills that led to increased confidence for students, and increased skills in the areas of phonics, comprehension, or fluency. Data was tracked and monitored by Impact teachers and there was regular communication between classroom teachers and Impact teachers.

-K-1 teachers used Lexia and saw increased reading skills. This program allowed teachers to track progress and many students enjoyed the program and took pride in earning certificates for moving up levels.

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

We were not able to hold any ELA specific after school tutorials because of staffing shortages. We did purchase some of the ELA specific software, but because of the learning curve of iReady, all teachers focused on iReady and Lexia.

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.

We will continue to use iReady as our primary "formative" metric, so teachers can measure and adapt as the year progresses. iReady data will allow teachers to create flexible groupings of students and focus on student goal setting. We believe the implementation of the Leader in Me program is yielding positive results as students are tracking their own data in Leadership Portfolios. The students are tracking their own ELA progress which we believe is providing agency and increased engagement.

Grade level teams provided feedback on their commitments regarding instructional strategies to continue in the coming year. We focused on streamlining the commitments to shared commitments across all grade level teams.

The district has provided iReady licenses for reading for students in grades 1-5 so we will use this as our online program for these students. We will continue to purchase licenses for BrainPop, Guided Readers, et al for teachers who express interest and will utilize these programs.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2023, all teachers will provide opportunities for students to meaningfully participate in class and contribute to the school community.

60% of students will report they are given the opportunity to meaningfully participate in class and contribute to the school community.

Identified Need

This need was identified by analyzing the previous California Healthy Kids survey results from parents, staff and students, analyzing feedback gathered from school staff including teachers, counselor, and noon duties, ThoughtExchange data, and Leader in Me Measurable Results Assessment.

The last California Healthy Kids Survey conducted at GRES revealed a decline in several indicators including; academic motivation, caring relationships, high expectations, and meaningful participation on both the student and parent surveys.

Alternative Metrics

Leader in Me Measurable Results Assessment to be given in the Fall of 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from a 5th grade CHKS survey that is taken in the spring of 2023 and compared to the survey taken in 2021.	Longitudinal data from 2017, 2019, and 2021 show a decline in academic motivation, caring relationships, meaningful participation, and social emotional learning supports. At Garden Road, our academic motivation, caring relationships, high expectations, and meaningful participation are all below state averages for these indicators.	By Spring 2023, the percentage of students who feel they are meaningfully participating will increase from 32% to 50%, strongly agree they are meaningfully participating.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselor on site 4 days per week to support the implementation of the Leader in Me, No Place For Hate lessons and groups, participate in Instructional Leadership Team, co-facilitate the Positive Behavior Intervention and Supports team. Tier 1 class lesson implementation on Second Step social emotional lessons, 7 Habits of Highly Effective People, Growth Mindset, kindness, positive social skills, Thrively, problem solving and peer interaction, as well as small group lessons and one on one work sessions. Counselor also provides staff development on No Place for Hate, Positive Discipline, Restorative Practices, and Growth Mindset. The Counselor provides parent workshops throughout the year on topics such as implementing the 7 Habits of Highly Effective People, positive parenting, dealing with anxiety in children, raising boys, empowering girls, effects of social media, and wellness. (Counselor will be funded through district)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Educationally Disadvantaged Youth
None Specified
District funded counselor - no budget required.

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All Staff commits to the following strategies:
 -Full implementation of the Leader in Me whole school transformation model
 -Explicitly teaching the 7 Habits of Highly Effective people
 -Students keeping a Leadership Portfolio with individual data sheets, student strengths, and Wildly Important Goals.
 -Providing opportunities for students to meaningfully participate and contribute to their class and the school using the Leader in Me paradigms.
 ■ Monthly Eagle of the Month student recognition, celebrating students for demonstrating leadership traits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Foundation 5800: Professional/Consulting Services And Operating Expenditures Paid for by the GRES foundation
10000	Title I 1000-1999: Certificated Personnel Salaries Teachers attend a summer core 2 training with Leader in Me presenters. Every summer professional development is offered for all staff to learn the program and how to implement. (Carryover funds)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students requiring an alternative or enhanced learning environment to meet sensory needs.

Strategy/Activity

Make available sensory items such as cushions, Therabands, sensory pathways and space, alternative seating, and calm down spaces with sensory tools within classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	General Fund 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff commits to other Social Emotional Learning including:

-Implementing PBIS strategies including designating our Behavior Expectations of Being Respectful, Being Responsible, Being Safe and Being Kind, and what that looks like across campus and in specific areas as well as the classroom.

-Utilizing the consistent expectation of the Voice Meter

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

4th-5th grade students

Strategy/Activity

Participate in schoolwide community service projects including primary tutoring, gardening, big-buddies, Friday Flag organizers and performers, daily announcement readers and creators, Friday parent call out speaker, greeters, Wildly Important Goal data managers, accountability partners for little buddies, playground support providers, and environment managers. This is part of our Leader in Me implementation where all students are given the opportunity to meaningfully participate and contribute to your class and school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teaching and Learning TOSA on site 2 days per week. Duties include, but are not limited to assisting with the following: Rtl work and facilitating S3 meetings for students at risk, data analysis, collaborating with the Impact Teachers and managing intervention groups, supporting staff with assessments and analysis, monitoring student progress through Kid Watch meetings and data collection, Leader in Me Lighthouse Teacher, PBIS Team, behavior supports, providing instructional resources for staff, students and parent support, and professional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified

District provided TOSA.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer and encourage parents to attend learning opportunities to better understand their child's learning and progress and learn ways to help their child be a successful learner. This includes use of counselor with Parent Workshops, childcare services to encourage attendance, and resources needed for meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

100

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Materials for parent education

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.

- Leader in Me implementation resulted in many positive activities like student led Friday Flag, community service opportunities throughout campus, daily announcements written and read by students, and parent calls out created and recorded by students.
- Counselor provided in class lessons, met with small groups and contracted with Poway High Ambassadors to have them on campus consistently throughout the year
- Items addressing sensory needs such as cushions, therabands, and alternate seating were purchased.

This is an effective goal. The Leader in Me has 3 domains in their framework: Leadership, Culture, and Academics. The "leadership" aspect is specifically focused on students meaningfully participating and contributing, based on their strengths, interests and values. The goal of the Leader in Me is for all students to "find their voice." We measure that "voice" by how each child is meaningfully participating and contributing.

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

Differences between intended implementation and budget expenditures included:

- SSA left Garden Road early in the year, and the SSA position was unfilled for most of the year. There were no extra lessons or coaching provided by the SSA.
- Counselor provided parent workshops, but did not need additional funds for childcare.
- We could not provide after school tutorials due to staffing shortages.
- Utilize Title 1 carryover to support students with academic and social emotional needs.

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 Leader in Me continues to be our overarching method of Tier 1 instruction for social emotional learning. The Leader in Me is a Tier 1 system to support all students in academic motivation, caring relationships and meaningful participation. The major changes to our SPSA is due to the loss of Title 1 funding, our GRES foundation has purchased our Leader in Me access and training for the 22-23 school year. Our district has also agreed to fund our counselor for 4 days per week. Our coaching model with the Leader in Me will also change to focus on grade level teacher teams so more class implementation is gained this school year. Our schoolwide implementation as seen in the daily student announcements, Wildly Important Goal tracking, student led Friday Flag, and community service is developing to maturity. The biggest lever for implementation is with our classroom teachers, which can be seen in their "commitment statements" above.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, all Garden Road students and staff will engage in multiple activities that address inclusion and diversity so our students are connected to our school and each other. Based on the CHKS students will report an increase in School Connectedness from 76% to 85% and Caring Relationships will increase from 63% to 80%.

Identified Need

At its June 25, 2020 meeting, the Poway USD BOE unanimously approved Resolution #116-2020, publicly affirming the District's commitment to fighting racism and correcting systemic inequity. The District takes an unwavering stand against racism and discrimination on our school campuses and in our work environments. PUSD values the diversity that exists among our staff, students, families, and community members. We strive to empower student success by ensuring safe, inclusive, innovative, and equitable learning environments. Garden Road ES will be providing culturally diverse curriculum resources, coupled with professional learning for teachers and staff focused on cultural proficiency and anti-bias training.

Alternative Metrics

Leader in Me Measurable Results Assessment to be given in the Fall of 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Every student will receive bi-weekly equity and inclusion lessons promoting cultural awareness, understanding, acceptance, SEL lessons using the No Place for Hate and Leader in Me curriculum.	Student will receive bi-weekly lessons based on equity, inclusion, and SEL.	More understanding and celebration of cultural diversity and inclusion which will result in the CHKS metric of school connectedness increasing from 76% to 85% and caring relationships will increase from 63% to 80%.
English Learner CHKS Survey Data (school wide)	Provide materials and tailored outreach for our 2nd language families.	Increased participation and access for our second language families. CHKS metric of school connectedness increasing from 76% to 85% and caring relationships will increase from 63% to 80%.
EDY/Title I CHKS Survey Data (school wide)	Provide materials and outreach for our families to educate our staff on bias and awareness.	Increased awareness of bias based on racial identity. CHKS metric of school connectedness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		increasing from 76% to 85% and caring relationships will increase from 63% to 80%.
Student with Disabilities CHKS Survey Data (school wide)	Provide materials and outreach for our families to educate our staff on bias and awareness.	Increased awareness of bias based on racial identity. CHKS metric of school connectedness increasing from 76% to 85% and caring relationships will increase from 63% to 80%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue the requirements necessary to maintain our No Place for Hate school designation, which consists of: completing a needs assessment, formation of a No Place for Hate parent committee, sign the Resolution of Respect, complete the One A World of Difference® Institute anti-bias or bullying prevention training program, design and implement three school-wide anti-bias or bullying prevention activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will participate in the Leader in Me social emotional learning curriculum. They will complete weekly lessons, all students will be invited to have "accountability buddies" helping them reach their academic goals, all students will have increased opportunities for class leadership roles in their classrooms, and all students will have the opportunity to create a "Leadership Portfolio" which houses their academic goals, includes an "All About Me" section which can be used to direct a student led conference in fall. All general education students in upper grade (4th and 5th grade) classes will have the opportunity to participate in whole school community service projects such as being reading tutors, garden club, clean-up crew, and teachers assistants for ASD students. Additionally, all 5th grade students have the opportunity to be on the Leadership team, working on schoolwide announcements and the Friday Flag ceremonies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with IEPs in general education classrooms

Strategy/Activity

All of our students who have IEPs that are in general education classrooms in the past were served primarily in a Special Education setting, or what is commonly known as "pull out" services. These students would leave their general education classrooms to travel to a different room to work on reading, writing, or math with an Education Specialist or Instructional Assistant. This year, our team has developed a master schedule that is delivering services primarily in the general education setting. Depending on student needs, some students might still be served in a special group for specialized academic instruction, but for the most part, our support providers are working with all students in the general education classes to minimize disruption to the students day, make sure they are feeling belonging and not singled out. We believe this will increase feelings of school connectedness, belonging, and increase the number of caring relationships with adults and students on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create an Equity and Inclusion team who will be trained through SDCOE 3 times per year on school equity implementation. This team will support integrating our Equity work with Leader in Me. Focusing efforts to include students in support of equity efforts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 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.

GRES has a site based Equity team that participated in a series of trainings led by the San Diego County Office of Education. The goal of this work was to continue to identify the lived experience of our families and our staff. Our teachers worked from a diversity calendar that celebrated many cultures and races including: Black History, Women's History, Hispanic, and AAPI. Our librarian supported this work with celebrating diversity lessons. Our students participated in the No Place For Hate Lessons, and our site received the NPFH designation for the second year.

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

Our parent liaison was not available to work with us as much as expected. We did not create the after school enrichment clubs due to staffing shortages. In order to focus on inclusion, we created several community service roles for students to participate around campus. The "teacher's assistant" role was created for about 15 general education 5th grade students to support in the Autism Spectrum Disorder classrooms. Both the Teacher's Assistants and Buddies loved the new friendships, and this creative thinking resulted in the advancement of equity on campus.

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 focus this year is finding the "through line" with our Inclusive Master Schedule, Leader in Me, and Equity. We want the objectives of these initiatives to work in concert, so all students are feeling seen, heard, valued, and an integral part of our community. We want to live the mantra: You Belong Here at Garden Road

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 5: Chronic Absenteeism

Based on the preliminary 22-23 chronic absenteeism student report, Garden Road will work to reduce our chronic absenteeism from 22% to 18%.

Identified Need

Due to a variety of reasons including the COVID decision tree and protocols, our chronic absenteeism is currently at 22% with over 3000 absences due to illness in the 21-22 school year.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Attendance data as reported in Synergy. Chronic Absenteeism for all students is 22%	21-22 school year Chronic Absenteeism is 22%	Increased attendance for all students, but specifically moving our Chronic Absenteeism from 24 to 17 students.
English Learner Attendance data as reported in Synergy.	Chronic absenteeism for EL students is 6%.	Chronic absenteeism for EL students, will move from 6% to 4%.
EDY/Title I Attendance data as reported in Synergy.	Chronic absenteeism for EDY/Title 1 students is 6%.	Chronic absenteeism for EDY/Title 1 will move from 6% to 4%.
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continued health and safety measures including frequent hand washing before meals and after recess, hand sanitizer available at the front gates and in all classes. Students and staff continue to wear masks if they choose.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with parents who do not speak fluent English

Strategy/Activity

Provide interpreters as needed for meetings to ensure parents not fluent in English can fully participate in and understand their child's attendance, effects to learning and progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Translation as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with chronic absenteeism.

Strategy/Activity

SSA/Counselor/Principal to make individual phone calls as needed to build relationships with the family and see if any interventions or supports are needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

Overall implementation of strategies was not effective due to the nature of the absences being related to COVID and the COVID protocols.

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

No major differences between intended implementation, other than our parent liaison could not work as many hours as we had budgeted due to her being needed at multiple sites due to the staffing shortages related to COVID.

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.

Due to the COVID protocols not changing, we will continue to focus on mitigation strategies such as continued hand washing, hand sanitizing, and ensuring students can access the curriculum via Canvas and teacher emails and materials when they are out due to illness.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,360.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$31,643.00
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$32,143.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$5,590.00
English Learners	\$3,427.00
Foundation	\$20,000.00
General Fund	\$2,000.00
Lottery: Instructional Materials	\$3,200.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$34,217.00

Total of federal, state, and/or local funds for this school: \$67,060.00

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

Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	5,590.00
English Learners	3,427.00
Foundation	20,000.00
General Fund	2,000.00
Lottery: Instructional Materials	3,200.00
None Specified	0.00
Title I	31,643.00
Title I Part A: Parent Involvement	500.00

Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	34,460.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	11,400.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
--	--	------

1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,490.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	100.00
None Specified	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	English Learners	3,427.00
5800: Professional/Consulting Services And Operating Expenditures	Foundation	20,000.00
4000-4999: Books And Supplies	General Fund	2,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,200.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	25,543.00
4000-4999: Books And Supplies	Title I	6,100.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	28,660.00
Goal 3	32,200.00
Goal 5	500.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure the Board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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.

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/>

Developed by the California Department of Education, January 2019