

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
Morning Creek Elementary School	37682966109318	11/3/2022	12/15/2022

School Vision and Mission

At Morning Creek Elementary School, we exist to provide a caring environment that meets every child's needs academically, socially, and emotionally.

School Profile

Morning Creek dedicates itself to providing a rigorous standards-based education for every student. Our staff is dedicated to helping every child acquire the knowledge, skills, and attitudes needed to be successful in school, the global community, and the workplace. Morning Creek is continuing to provide and expand equitable access for all students so they may develop mastery in the core curriculum and grade level standards. Collaborative partnerships among staff provide opportunities for powerful instruction and targeted support across all academic abilities and within all content areas. The learning model at Morning Creek is centered upon high expectations and centered upon a comprehensive, student centered and holistic approach that commits to the social, emotional and physical well-being of every child.

Morning Creek is celebrated as a high performing school. In the past our school has been recognized as both a Blue Ribbon and California Distinguished School on 6 different occasions. Our school offers high quality learning experiences in a very supportive and nurturing atmosphere.

Teachers and support staff are committed to educational excellence and work together in a cooperative, supportive, and professional manner. They are critical in forming the goals for their students as part of this SPSA based on baseline assessment data and trends. The school staff is committed to improvement strategies to sustain effective educational experiences and apply innovative techniques regularly to meet the unique qualities of each student.

Working alongside our school staff is a very committed parent community. We have an active PTA and Foundation on our site. Our PTA and Foundation are instrumental in providing funding and volunteer support for a number of programs and events on our site.

When visitors leave Morning Creek they are impressed with the respectful behavior and eagerness to learn demonstrated by our students. We emphasize the six character pillars -trustworthiness, respect, responsibility, fairness, caring, and citizenship through positive reinforcement and PBIS. We also foster student leadership opportunities for students to take ownership of our school and participate in shared decision making. We also continue to develop our equity and inclusion, so all students, staff and families are welcomed and supported. Every voice is valued, and everyone belongs here at Morning Creek.

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

Morning Creek understands the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. Parents are encouraged to be a part of our site planning in the following ways:

Morning Creek understand

participating in the ThoughtExchange Survey process

participating in the California Healthy Kids survey (CHKS)

Meet the Teacher the day before school starts.

attending Back to School night in August

employing the School Site Council as primary contributors

embedding staff input in development of achievement goals and strategies for improvement

joining our Site Safety Committee

attending Parent events (e.g. meetings focusing on areas such as technology, social media safety, math)

attending Principal-Parent Chats/Coffees (held throughout the school year after the 3rd Friday Flag each month)

stay informed through weekly newsletters, social media, and ongoing communication with the teachers.

parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

informing and seeking input from various parent groups including the PTA and Foundation

- parents of EL students are invited to attend informational EL meetings three times per school year

- participation in iCARE Equity Community Conversations several times during the school year.

- representation on the Poway Unified District Advisory Committee (DAC)

- parents are made aware of these opportunities through weekly call-out/emails, monthly newsletters, site website, marquee messages, and classroom newsletters, as well as updates in regular PTA and Morning Creek Foundation Meetings.

- Fifth graders completed the California Healthy Kids Survey (CHKS), and Morning Creek will be implementing a Panorama site survey as well as a "My Story" Student Survey.

- Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments.

Plans are reviewed and updated throughout the school year. 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	0.14%	%	%	1		
African American	1.59%	3.5%	2.36%	11	22	14
Asian	25.14%	24.4%	23.23%	174	153	138
Filipino	7.23%	7.4%	5.89%	50	46	35
Hispanic/Latino	17.34%	18.5%	18.18%	120	116	108
Pacific Islander	0.29%	%	0.17%	2		1
White	32.66%	32.8%	36.70%	226	205	218
Multiple/No Response	12.72%	13.4%	13.47%	88	84	80
	Total Enrollment			692	626	594

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	131	119	109
Grade 1	102	95	104
Grade 2	112	104	91
Grade 3	107	97	91
Grade 4	111	103	99
Grade 5	129	108	100
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	692	626	594

Conclusions based on this data:

1. Morning Creek enrollment has declined for successive years. This may be due to a variety of reasons including the aging population of students within the boundary area and increasing home prices in the area limiting young families' abilities to reside in the area.

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	145	113	90	19.4%	16.3%	14.40%
Fluent English Proficient (FEP)	73	75	84	9.8%	10.8%	13.40%
Reclassified Fluent English Proficient (RFEP)	17	29	36	11.4%	20.0%	31.90%

Conclusions based on this data:

1. There is a decline in the English Language Learner population.
2. The number of students identified as Fluent English Proficient (FEP), has increased over the past three school years.
3. The number of Reclassified Fluent English Proficient (RFEP), at Morning Creek Elementary increased significantly in the past three years. Further analysis of this trend may conclude that students are residing longer within the school and graduating through the ELL program.

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	91			90			90			98.9		
Grade 4	101			99			99			98.0		
Grade 5	102			101			101			99.0		
Grade 11												
All Grades	294			290			290			98.6		

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	2490.			56.67			13.33			24.44			5.56		
Grade 4	2536.			60.61			22.22			5.05			12.12		
Grade 5	2538.			42.57			20.79			14.85			21.78		
Grade 11															
All Grades	N/A	N/A	N/A	53.10			18.97			14.48			13.45		

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	41.11			50.00			8.89		
Grade 4	35.35			59.60			5.05		
Grade 5	27.72			59.41			12.87		
Grade 11									
All Grades	34.48			56.55			8.97		

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	38.89			51.11			10.00		
Grade 4	40.40			47.47			12.12		
Grade 5	32.67			47.52			19.80		
Grade 11									
All Grades	37.24			48.62			14.14		

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	22.22			73.33			4.44		
Grade 4	24.24			66.67			9.09		
Grade 5	14.85			73.27			11.88		
Grade 11									
All Grades	20.34			71.03			8.62		

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	43.33			50.00			6.67		
Grade 4	32.32			63.64			4.04		
Grade 5	33.66			52.48			13.86		
Grade 11									
All Grades	36.21			55.52			8.28		

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	385	188	48.8	385	254	66
African-American	12	2	16.7	12	3	25
Asian	90	58	64.4	89	67	75.3
Caucasian						

Filipino	17	10	58.8	17	14	82.4
Hispanic	67	23	34.3	65	33	50.8
Other	88	47	53.4	91	63	69.2
English Learners	38	2	5.3	39	9	23.1
Students with Disabilities	65	15	23.1	64	18	28.1
Socioeconomically Disadvantaged	66	16	24.2	66	31	47
Foster Youth						
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	90	38	42.2	90	53	58.9
African-American	1	*	*	1	*	*
Asian	23	17	73.9	22	17	77.3
Caucasian	28	4	14.3	28	12	42.9
Filipino	3	*	*	3	*	*
Hispanic	18	8	44.4	18	9	50
Other	17	7	41.2	18	13	72.2
English Learners	11	2	18.2	11	2	18.2
Students with Disabilities	7	*	*	7	*	*
Socioeconomically Disadvantaged	12	3	25	12	4	33.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 3						
All Students	93	48	51.6	92	58	63
African-American						
Asian	18	9	50	18	12	66.7
Caucasian	24	12	50	24	15	62.5
Filipino	7	*	*	7	*	*
Hispanic	17	5	29.4	15	6	40
Other	27	17	63	28	20	71.4
English Learners	7	*	*	8	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	18	5	27.8	17	4	23.5
Socioeconomically Disadvantaged	17	6	35.3	17	9	52.9
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	101	53	52.5	102	79	77.5
African-American	4	*	*	4	*	*
Asian	19	13	68.4	19	14	73.7
Caucasian	35	19	54.3	35	30	85.7
Filipino	5	*	*	5	*	*
Hispanic	13	5	38.5	13	9	69.2
Other	25	14	56	26	19	73.1
English Learners	9	*	*	9	*	*
Students with Disabilities	17	5	29.4	17	8	47.1
Socioeconomically Disadvantaged	14	4	28.6	14	9	64.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 5						
All Students	101	49	48.5	101	64	63.4
African-American	7	*	*	7	*	*
Asian	30	19	63.3	30	24	80
Caucasian	24	13	54.2	24	17	70.8
Filipino	2	*	*	2	*	*
Hispanic	19	5	26.3	19	9	47.4
Other	19	9	47.4	19	11	57.9
English Learners	11	0	0	11	4	36.4
Students with Disabilities	23	5	21.7	23	6	26.1
Socioeconomically Disadvantaged	23	3	13	23	9	39.1
Foster Youth						
Homeless Youth	1	*	*	1	*	*

Grades 2-8 and 11 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	292	13.36	22.95	16.44	47.26
African-American	11	0	54.55	27.27	18.18
Asian	66	12.12	19.7	12.12	56.06
Caucasian	82	9.76	14.63	18.29	57.32
Filipino	13	0	38.46	23.08	38.46
Hispanic	48	33.33	29.17	14.58	22.92
Other	72	9.72	23.61	16.67	50
English Learners	28	39.29	39.29	7.14	14.29
Students with Disabilities	55	45.45	27.27	10.91	16.36
Socioeconomically Disadvantaged	53	26.42	35.85	11.32	26.42
Foster Youth					
Homeless Youth	4	0	75	25	0

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. All grade levels showed growth overall and in Lexile levels. As the grade levels increased, the amount of growth decreased. Primary grades showed the most growth.
2. Underserved groups performed disproportionately below grade level compared to other groups. For instance, The EDY, Students with IEPs, and ELs all had over 60% near or below standards. About 62% of the Hispanic subgroup performed near or below standards. About 54% of African Americans also performed near standards.
3. Reading comprehension of informational text continues to be slightly lower than narrative comprehension in all grade levels.

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	91			91			91			100.0		
Grade 4	101			100			100			99.0		
Grade 5	102			101			101			99.0		
Grade 11												
All Grades	294			292			292			99.3		

* 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	2495.			48.35			31.87			12.09			7.69		
Grade 4	2536.			48.00			28.00			14.00			10.00		
Grade 5	2526.			34.65			19.80			20.79			24.75		
Grade 11															
All Grades	N/A	N/A	N/A	43.49			26.37			15.75			14.38		

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	51.65			40.66			7.69		
Grade 4	55.00			34.00			11.00		
Grade 5	29.70			44.55			25.74		
Grade 11									
All Grades	45.21			39.73			15.07		

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	52.75			38.46			8.79		
Grade 4	42.00			47.00			11.00		
Grade 5	27.72			48.51			23.76		
Grade 11									
All Grades	40.41			44.86			14.73		

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	43.96			45.05			10.99		
Grade 4	46.00			45.00			9.00		
Grade 5	25.74			56.44			17.82		
Grade 11									
All Grades	38.36			48.97			12.67		

Alternative Metrics Mathematics (All Students)

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

	Math					
	Fall			Winter		
	Tested	Met or Exceeded Standards		Tested	Met or Exceeded Standards	
		#	%		#	%
All Students	385	151	39.2	387	213	55
African-American	12	2	16.7	12	3	25
Asian	90	54	60	89	65	73
Caucasian	111	35	31.5			
Filipino	17	7	41.2	17	8	47.1
Hispanic	67	13	19.4	67	26	38.8
Other	88	40	45.5	91	55	60.4
English Learners	38	7	18.4	39	11	28.2
Students with Disabilities	65	8	12.3	65	13	20
Socioeconomically Disadvantaged	66	14	21.2	66	18	27.3
Foster Youth						
Homeless Youth	5	*	*	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	90	42	46.7	90	60	66.7
African-American	1	*	*	1	*	*
Asian	23	17	73.9	22	19	86.4
Caucasian	28	6	21.4	28	14	50
Filipino	3	*	*	3	*	*
Hispanic	18	8	44.4	18	10	55.6
Other	17	9	52.9	18	15	83.3
English Learners	11	2	18.2	11	3	27.3
Students with Disabilities	7	*	*	7	*	*
Socioeconomically Disadvantaged	12	3	25	12	6	50
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 3						
All Students	93	41	44.1	94	54	57.4
African-American						
Asian	18	8	44.4	18	11	61.1
Caucasian	24	13	54.2	24	16	66.7
Filipino	7	*	*	7	*	*
Hispanic	17	3	17.6	17	6	35.3
Other	27	14	51.9	28	18	64.3
English Learners	7	*	*	8	*	*
Students with Disabilities	18	5	27.8	18	5	27.8
Socioeconomically Disadvantaged	17	6	35.3	17	7	41.2
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	101	34	33.7	102	49	48
African-American	4	*	*	4	*	*
Asian	19	11	57.9	19	12	63.2

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	35	11	31.4	35	16	45.7
Filipino	5	*	*	5	*	*
Hispanic	13	1	7.7	13	4	30.8
Other	25	10	40	26	13	50
English Learners	9	*	*	9	*	*
Students with Disabilities	17	1	5.9	17	5	29.4
Socioeconomically Disadvantaged	14	4	28.6	14	2	14.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 5						
All Students	101	34	33.7	101	50	49.5
African-American	7	*	*	7	*	*
Asian	30	18	60	30	23	76.7
Caucasian	24	5	20.8	24	10	41.7
Filipino	2	*	*	2	*	*
Hispanic	19	1	5.3	19	6	31.6
Other	19	7	36.8	19	9	47.4
English Learners	11	3	27.3	11	4	36.4
Students with Disabilities	23	2	8.7	23	2	8.7
Socioeconomically Disadvantaged	23	1	4.3	23	3	13
Foster Youth						
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	291	12.37	38.49	7.9	41.24
African-American	11	9.09	63.64	18.18	9.09
Asian	66	7.58	22.73	7.58	62.12
Caucasian	81	9.88	48.15	4.94	37.04
Filipino	13	7.69	30.77	23.08	38.46

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	47	27.66	44.68	6.38	21.28
Other	73	10.96	35.62	8.22	45.21
English Learners	28	35.71	32.14	3.57	28.57
Students with Disabilities	53	39.62	39.62	9.43	11.32
Socioeconomically Disadvantaged	53	28.3	50.94	5.66	15.09
Foster Youth					
Homeless Youth	4	25	75	0	0

Conclusions based on this data:

1. While our iReady Data was close, we were 2-3 percentage points short of meeting our goals, with the exception of Geometry wherein we exceeded this goal by 6 percentage points.
 Overall Results % of Students At or Above Grade Level: **83%** end of the year actuals: 63%+17%= **80%** (up from 21%+16%= 37%)
 Numbers and Operations % Students, At or Above Grade Level: **84%** end of the year 63% +19%= **82%** (up from 24%+17%= 41%)
 Algebraic Thinking % At or Above Grade Level: **84%** end of the year actuals: 66%+15%= **81%** (up from 29%+23%= 52%)
 Measurement and Data % At or Above Grade Level: **82%** end of the year actuals: 64%+15%= **79%** (up from 32%+12%= 44%)
 Geometry % At or Above Grade Level: 74%..... end of the year actuals: 61%+14%= **80%** (up from 29%+15%= 37%)
2. Third and Fourth grade showed the most growth. Fifth grade started the year higher than the other grades in their scaled scores across the domains.
3. The most growth was seen in Measurement and Geometry. The least growth was in Algebra & Algebraic Thinking.

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	1462.0	1469.1	1474.2	1454.3	1463.0	1456.6	1479.5	1483.5	1514.9	26	30	25
1	1518.2	1497.5	1489.9	1529.9	1490.6	1482.5	1506.0	1503.9	1496.6	26	17	14
2	1546.1	*	*	1532.4	*	*	1559.4	*	*	29	10	10
3	1478.0	*	*	1468.0	*	*	1487.3	*	*	11	10	8
4	1512.3	1502.9	*	1509.5	1487.7	*	1514.5	1517.6	*	13	12	9
5	1538.8	*	1539.1	1545.4	*	1542.0	1531.4	*	1535.6	12	9	11
All Grades										117	88	77

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	46.15	40.00	48.00	19.23	20.00	28.00	19.23	30.00	16.00	15.38	10.00	8.00	26	30	25
1	50.00	29.41	28.57	30.77	52.94	57.14	11.54	5.88	7.14	7.69	11.76	7.14	26	17	14
2	51.72	*	*	31.03	*	*	10.34	*	*	6.90	*	*	29	*	*
3	18.18	*	*	9.09	*	*	36.36	*	*	36.36	*	*	11	*	*
4	23.08	8.33	*	30.77	50.00	*	30.77	33.33	*	15.38	8.33	*	13	12	*
5	41.67	*	36.36	0.00	*	45.45	50.00	*	9.09	8.33	*	9.09	12	*	11
All Grades	42.74	27.27	36.36	23.08	37.50	40.26	21.37	23.86	12.99	12.82	11.36	10.39	117	88	77

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	30.77	40.00	40.00	34.62	26.67	28.00	11.54	23.33	28.00	23.08	10.00	4.00	26	30	25
1	57.69	35.29	28.57	26.92	47.06	50.00	11.54	5.88	14.29	3.85	11.76	7.14	26	17	14
2	55.17	*	*	27.59	*	*	13.79	*	*	3.45	*	*	29	*	*
3	18.18	*	*	27.27	*	*	18.18	*	*	36.36	*	*	11	*	*
4	30.77	16.67	*	46.15	50.00	*	7.69	25.00	*	15.38	8.33	*	13	12	*
5	33.33	*	54.55	41.67	*	36.36	16.67	*	9.09	8.33	*	0.00	12	*	11
All Grades	41.88	32.95	41.56	32.48	35.23	36.36	12.82	21.59	15.58	12.82	10.23	6.49	117	88	77

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	38.46	43.33	36.00	26.92	20.00	32.00	26.92	26.67	24.00	7.69	10.00	8.00	26	30	25
1	42.31	23.53	28.57	30.77	47.06	42.86	19.23	11.76	14.29	7.69	17.65	14.29	26	17	14
2	48.28	*	*	34.48	*	*	13.79	*	*	3.45	*	*	29	*	*
3	0.00	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*	*
4	7.69	8.33	*	46.15	33.33	*	7.69	33.33	*	38.46	25.00	*	13	12	*
5	16.67	*	9.09	16.67	*	36.36	50.00	*	45.45	16.67	*	9.09	12	*	11
All Grades	32.48	27.27	23.38	31.62	29.55	37.66	22.22	28.41	27.27	13.68	14.77	11.69	117	88	77

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	26.92	33.33	48.00	61.54	60.00	48.00	11.54	6.67	4.00	26	30	25
1	80.77	64.71	42.86	15.38	29.41	57.14	3.85	5.88	0.00	26	17	14
2	62.07	*	*	34.48	*	*	3.45	*	*	29	*	*
3	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
4	23.08	33.33	*	61.54	58.33	*	15.38	8.33	*	13	12	*
5	41.67	*	18.18	50.00	*	81.82	8.33	*	0.00	12	*	11
All Grades	47.86	35.23	41.56	41.88	53.41	54.55	10.26	11.36	3.90	117	88	77

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	38.46	36.67	20.00	38.46	50.00	72.00	23.08	13.33	8.00	26	30	25
1	38.46	29.41	28.57	57.69	58.82	64.29	3.85	11.76	7.14	26	17	14
2	55.17	*	*	41.38	*	*	3.45	*	*	29	*	*
3	36.36	*	*	36.36	*	*	27.27	*	*	11	*	*
4	30.77	33.33	*	53.85	58.33	*	15.38	8.33	*	13	12	*
5	41.67	*	90.91	50.00	*	9.09	8.33	*	0.00	12	*	11
All Grades	41.88	36.36	42.86	46.15	51.14	48.05	11.97	12.50	9.09	117	88	77

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	23.08	26.67	36.00	61.54	56.67	60.00	15.38	16.67	4.00	26	30	25
1	50.00	52.94	50.00	42.31	35.29	28.57	7.69	11.76	21.43	26	17	14
2	34.48	*	*	62.07	*	*	3.45	*	*	29	*	*
3	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
4	7.69	16.67	*	53.85	50.00	*	38.46	33.33	*	13	12	*
5	33.33	*	18.18	33.33	*	54.55	33.33	*	27.27	12	*	11
All Grades	29.06	28.41	29.87	53.85	51.14	51.95	17.09	20.45	18.18	117	88	77

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	65.38	76.67	68.00	26.92	10.00	24.00	7.69	13.33	8.00	26	30	25
1	34.62	23.53	28.57	57.69	64.71	71.43	7.69	11.76	0.00	26	17	14
2	51.72	*	*	41.38	*	*	6.90	*	*	29	*	*
3	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
4	15.38	25.00	*	84.62	50.00	*	0.00	25.00	*	13	12	*
5	16.67	*	18.18	75.00	*	72.73	8.33	*	9.09	12	*	11
All Grades	40.17	42.05	42.86	52.14	44.32	49.35	7.69	13.64	7.79	117	88	77

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 students' progress, i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. Writing and speaking skills are areas for continued development for our ELLs. Their receptive skills are stronger than productive.

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	15	20	16	2	1	6	13.33	5	37.5
American Indian or Alaskan	1								
Asian	182	163	152	9	0	14	4.95	0	9.21
Filipino	53	48	37	3	0	6	5.66	0	16.22
Hispanic or Latino	129	136	113	10	21	26	7.75	15.44	23.01
Did not Report									
Pacific Islander	2		1	*		*	*		*
Two or More Races	95	89	85	3	2	11	3.16	2.25	12.94
White	238	217	222	7	7	29	2.94	3.23	13.06
Male									
Female									
English Learners	85	91	83	5	11	14	5.88	12.09	16.87
Students with Disabilities		83			13			15.66	
Socioeconomically		109	115		16	29		14.68	25.22
Total	718	673	626	35	31	92	4.87	4.61	14.7

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

Conclusions based on this data:

- After reviewing the given data for the last three years, we noticed that our African American population demonstrated a substantially high rate of absence. Given the sample size of the African American student population, a degree of variability from year to year is to be expected. Students of Latino heritage and those receiving English Language Services exceeded the school average by a significant percentage.
- Our chronic absenteeism jumped from 4% to 14% in the 2021-22 school year. Restrictions on attendance due to COVID close-contacts exposure and symptoms may have impacted and been one cause of higher absenteeism the past few years.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.14	0.15	0.48

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

Conclusions based on this data:

1. The lowered suspension rates for 2019-21 was a result of virtual learning during Covid.
2. There was an increase in suspensions from the 20-21 to 21-22 school years when students returned to campus.

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. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

By June 2023, 100% of students will show growth in iReady Math scores. Overall, by June 2023, 85% of our students will be "At or Above Grade Level" on iReady math assessments (increased from Fall 2022 41% "at or above grade level").

Identified Need

Individual student, student group and overall school performance have been analyzed by staff, and specific areas of improvement have been identified by each grade level.

The primary areas of focus for all students and specific student groups has been identified as "Numbers & Operations" and "Algebra & Algebraic Thinking."

Individual student, classroom and grade level areas of focus are continuously identified through classroom and grade level curriculum-based measures.

Alternative Metrics

Teachers will collect and analyze regular curriculum based formative measures through core curriculum assessments, district core assessments, student work samples, and regular assessments administered across each grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Student Progress is measured frequently using curriculum-based assessments and teacher observation. Student achievement is measured Triennially using iReady math testing for grades K-5.</p> <p>Grade 3-5 Student achievement is measured annually with the SBAC (CAASSP) testing system. Percentage of students moving a band in iReady in all targeted student groups (English Language Learners, Educationally Disadvantaged Youth, Special Education, African American, Latino)</p>	<p>School Wide – Overall Math iReady results - this school year, fall 2022</p> <p><u>Overall Results</u></p> <p>% of Students At or Above Grade Level: 41%</p> <p>% of Students One Grade Level Below Grade Level: 51%</p> <p>% Two or More Students at Grade Levels Below: 9%</p> <p><u>Numbers and Operations</u></p> <p>% Students, At or Above Grade Level: 44%</p>	<p>School Wide - Overall Math iReady, Spring 2023 Goal, Based Upon Spring of 2022 iReady Results</p> <p><u>Overall Results</u></p> <p>% of Students At or Above Grade Level: 85%</p> <p><u>Numbers and Operations</u></p> <p>% Students, At or Above Grade Level: 84%</p> <p><u>Algebraic Thinking</u></p> <p>% At or Above Grade Level: 84%</p> <p><u>Measurement and Data</u></p> <p>% At or Above Grade Level: 80%</p> <p><u>Geometry</u></p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Language Learners performance will also be monitored by comparing their baseline results to spring results. We will also look at the Initial ELPAC assessment compared to the Summative ELPAC test.</p>	<p>% One Grade Level Below Grade Level: 47%</p> <p>% Two or More Grade Levels Below: 9%</p> <p><u>Algebraic Thinking</u></p> <p>% At or Above Grade Level: 50%</p> <p>% One Grade Level Below Grade Level: 41%</p> <p>% Two or More Grade Levels Below: 9%</p> <p><u>Measurement and Data</u></p> <p>% At or Above Grade Level: 48%</p> <p>% One Grade Level Below Grade Level: 39%</p> <p>% Two or More Grade Levels Below: 13%</p> <p><u>Geometry</u></p> <p>% At or Above Grade Level: 41%</p> <p>% One Grade Level Below Grade Level: 47%</p> <p>% Two or More Grade Levels Below: 12%</p> <p>iReady results from spring 2022 (last year):</p> <p>Overall Results % of Students At or Above Grade Level: 83% end of the year actuals: 63%+17%= 80% (up from 21%+16%= 37%) Numbers and Operations % Students, At or Above Grade Level: 84% end of the year 63% +19%= 82% (up from 24%+17%= 41%) Algebraic Thinking % At or Above Grade Level: 84% end of the year actuals: 66%+15%= 81% (up from 29%+23%= 52%) Measurement and Data % At or Above Grade Level: 82% end of</p>	<p>% At or Above Grade Level: 84%</p> <p>Grade Level Identified Targets: By June 2023....</p> <p>Kindergarten- 80% of students will demonstrate proficiency of 80% or higher on Math Expression Unit Assessments.</p> <p>1st Grade- 80% of students will score at or above grade level in Numbers and Operations on iReady by the end of the year.</p> <p>2nd Grade- we will increase student growth in Measurement and Data to 92% at or above grade level as measured by the spring iReady math diagnostic</p> <p>3rd Grade- 60% of students at or above grade level in number sense and operation.</p> <p>4th Grade- 85% of students at or above grade level in numbers and operation, and algebraic thinking.</p> <p>5th Grade- 85% of students will score "at or above" grade level overall.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>the year actuals: 64%+15%= 79% (up from 32%+12%= 44%) Geometry % At or Above Grade Level: 74% end of the year actuals: 61%+14%= 80% (up from 29%+15%= 37%)</p>	
<p>English Learner Students Identified as English Learners (EL), will be closely monitored by their classroom teachers, EL Impact teachers, and the RTI team. Their progress will be measured frequently using curriculum based assessments, teacher observation, triennially through iReady testing, and annually with Smarter Balanced Assessment system, and the English Language Proficiency Assessments for California (ELPAC)</p>	<p>spring 2022 CAASPP Results show our ELLs (28 students in grades 3-5) MATH % of Students Standards Exceeded: 28.57% % of Students Standards Met: 21.43% % of Students Standards Nearly Met: 14.29% % of Students Standards Not Met: 35.71%</p>	<p>Initial target is for at least 60% of ELLs to score in the "Met & Exceeded Standards" Range for CAASPP for grades 3-5, and At least 65% "At or Above grade level" in iReady for this student group on the Spring iReady mathematics test.</p>
<p>EDY/Title I Students Identified as Economically Disadvantaged Youth (EDY), will be closely monitored by their classroom teachers, and the RTI team. Their progress will be measured frequently using curriculum based assessments, teacher observation, triennially through iReady, Lexia testing, and annually with Smarter Balanced Assessment system.</p>	<p>spring 2022 CAASPP Results show our EDYs (56 students in grades 3-5) MATH: % of Students Standards Exceeded: 21.43% % of Students Standards Met: 25% % of Students Standards Nearly Met: 21.43% % of Students Standards Not Met: 32.14%</p>	<p>Initial target is for at least 55% of EDY to score in the "Met & Exceeded Standards" for CAASPP for grades 3-5 for this student group and At least 60% "At or Above grade level" in iReady for this student group on the Spring iReady mathematics test.</p>
<p>Student with Disabilities Students Identified as having a disability, will be closely monitored by their classroom teachers, Learning Specialists, psychologists and speech and language therapists. Their progress will be measured frequently using curriculum based assessments, teacher observation, triennially through iReady, Lexia testing, and annually with Smarter Balanced Assessment system.</p>	<p>spring 2022 CAASPP Results show our Students with Disabilities (59 students in grades 3-5) MATH: % of Students Standards Exceeded: 16.95% % of Students Standards Met: 27.12% % of Students Standards Nearly Met: 15.25% % of Students Standards Not Met: 40.68%</p>	<p>Initial target is for at least 45% to score in the "Met & Exceeded Standards" for CAASPP for grades 3-5 for this student group and At least 50% "At or Above grade level" in iReady for this student group on the Spring iReady mathematics test.</p>

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 including students served by the English Language Learner program, Economically Disadvantaged services, and Special Education instruction, as directed by their Individualized Education Plan (IEP), will participate in the district identified and school developed curricula and instructional program, as well as have instruction aligned to the California Academic Standards.

Students will utilize the core curriculum of Math Expressions, and grade level/school/district identified supplemental resources for developing key skills with emphasis on numeracy standards. These programs will be augmented through the iReady individualized digital learning program.

School instructional staff will implement and monitor individual students and student groups periodically through grade-level meetings, "Kid Watch meetings", Response to Intervention (RTI) meetings and regularly scheduled meetings of the Learning Specialists and grade level teams to support students served in Special Education. The intention of these meetings is to review progress of student and groups and adjust curriculum as well as develop strategies for instructional support.

iReady assessments will be taken each trimester to ensure students are achieving progress on their goals as well as to monitor the performance of student groups in this plan and the CAASSP. Students will be provided one to one devices, through the Poway Unified District Chromebook initiative.

Strategy/Activity

1. Staff will identify key strategies for differentiating instruction and responding to individual and group student academic needs. Strategies will include effectively using assessment and research based instructional techniques to maximize whole group, small group and individual instruction.

2. Staff will reinstate and develop a system of monitoring and adapting instruction based upon student needs. The system will include a formal Student Study Team process (RTI), periodic team based student watch list meetings and team time dedicated to student progress and strategy building including potential for distributing students across the team for skill building differentiation. Teams will identify regular opportunities through X-ploration release time, grade level meetings and regular planning to implement key strategies for addressing individual student needs.

3. Teachers will continue to deploy a formal system for development of an open access curriculum for students being served in Special Education. This includes regular meetings with district specialists and site Educational Specialists to understand and apply the concepts of Universal Design for Learning, inclusive practices, roles and relationships with support staff and various resources. The focus of these sessions is to enhance opportunities for all students to be instructed in the grade level standards, and participate with equal access to classrooms, instruction and activities.

Grade Level Key Strategies

TK- Use of math notebooks, small group instruction, manipulatives, math games, and vocabulary development/language practice of mathematical practices.

Kindergarten- Math expressions, use and monitor iReady math

1st Grade- Math talk, small group, iReady class time, use of manipulatives, partner and small group activities, Math Expressions lessons

2nd Grade- Addressing measurement and data sooner than when it is presented in math program, using mini warm ups, assign iready lessons on measurement and data

3rd Grade- Academic language in math talks, small group inst. to reinforce concepts, iReady lessons, math fact practice
 4th Grade- iReady minutes, focused lessons and small groups to teach targeted skills, rich mathematical task, fact practice
 5th Grade- iReady minutes, focused lessons and groupings to teach targeted skills, fluid groupings of students for math across the grade level

Other strategies may include, and are not limited to:

Focused instruction using Math Exploration

-Enhanced problem solving utilizing a focus on communicating reasoning through a variety of methodologies.

- Supplemental numeracy and math resources for differentiated instruction.

-iReady Assessments

-Frequent discussions with Impact teachers

-Grade level assessment plans

-Technology based supplements such as iReady mathematics, Kahn Academy and other programs.

-Peer groupings and group focused problem solving

-Kidwatch, periodic analysis of program effectiveness

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)

5,000

Educationally Disadvantaged Youth
 1000-1999: Certificated Personnel Salaries
 Morning Creek will use these funds to address Goal #1 to provide release time for teacher to monitor EDY progress and to plan collaboratively around how to differentiate mathematics instruction to meet the unique needs of each learner. This will involve data analysis and deliberate, lesson planning.

7,000.00

English Learners
 1000-1999: Certificated Personnel Salaries
 Morning Creek will apply these funds to pay for an ELL Impact Teacher who can work with small groups of ELL students in the areas of math vocabulary as well as language development in reading, writing, listening and speaking.

250

Educationally Disadvantaged Youth
 4000-4999: Books And Supplies
 Materials and supplies for small group intervention in math

1000

Educationally Disadvantaged Youth
 2000-2999: Classified Personnel Salaries
 IA timesheet to supervise after school peer tutoring for additional math support

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.

iReady results from spring 2022 (last year):

Overall Results % of Students At or Above Grade Level: 83% end of the year

actuals: $63\% + 17\% = 80\%$ (up from $21\% + 16\% = 37\%$)

Numbers and Operations % Students, At or Above Grade Level: 84% end of the year $63\% + 19\% = 82\%$ (up from $24\% + 17\% = 41\%$)

Algebraic Thinking % At or Above Grade Level: 84% end of the year actuals: $66\% + 15\% = 81\%$ (up from $29\% + 23\% = 52\%$)

Measurement and Data % At or Above Grade Level: 82% end of the year actuals: $64\% + 15\% = 79\%$ (up from $32\% + 12\% = 44\%$)

Geometry % At or Above Grade Level: 74% end of the year actuals: $61\% + 14\% = 80\%$ (up from $29\% + 15\% = 37\%$)

While our students made tremendous growth from their beginning of the year "at or above" percentages, we fell short of our goals by 2-3 percentage points in the domains, with the exception of geometry. The strategies from last year were instructionally sound and effective; however, inconsistencies due to high student and staff covid absences interfered with consistency and student progress.

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

There were no major differences in the intended strategies/activities implementation, though continued Covid absences from both staff and students prove disruptive to learning progress.

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

This year, teams will continue to focus on student collaboration in math learning wherein they carry the cognitive load and think critically about the math concepts beyond the algorithms. Our staff will continue collaborating around math instructional strategies and explicit data analysis throughout the year to monitor progress toward this goal.

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. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 2: English Language Arts

By May 2023, 100% of students will demonstrate measurable growth in reading foundational skills, phonics, vocabulary and comprehension, as measured by the iReady assessments, Lexia reports, Core Assessments, Reading Records work samples, teacher observation, and CAASPP data. 85% of students in grades 2-5 will be "At or Above Grade Level" as measured by spring 2023 iReady.

School goals this year are generated from analysis and determinations of each grade level team, identified in the annual measure outcomes including specific grade level strategies.

Identified Need

Teacher teams have met and analyzed iReady assessment data from last Spring and this Fall. The primary areas of focus have been determined as application of phonological applications at primary grades, vocabulary at all grades and comprehension in both literature and informational text.

Alternative Metrics

Teachers will collect and analyze regular curriculum based formative measures through iReady & Lexia reports, student work samples, core curriculum assessments, district core assessments, student survey and regular assessments administered across each grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Student progress will be monitored frequently using curriculum tests, CORE assessments, running records, teacher observation, triennially through iReady and Lexia testing, and annually with Smarter Balanced testing.</p>	<p>School Wide – Overall Reading iReady Results -Fall 2022 (pulled from iReady Reports)</p> <p><u>Overall Results</u> % of Students At or Above Grade Level: 58% % of Students One Grade Level Below Grade Level: 30% % Two or More Students at Grade Levels Below: 12%</p> <p><u>Phonological Awareness</u> % Students, At or Above Grade Level: 97% % One Grade Level Below Grade Level: 1% % Two or More Grade Levels Below: 2%</p>	<p>School Wide – Overall Reading Goals</p> <p><u>Overall Results</u> % of Students At or Above Grade Level: 80%</p> <p><u>Phonological Awareness</u> % Students, At or Above Grade Level: 100%</p> <p><u>Phonics</u> % At or Above Grade Level: 90%</p> <p><u>High Frequency Words</u> % At or Above Grade Level: 95%</p> <p><u>Vocabulary</u> % At or Above Grade Level: 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p><u>Phonics</u> % At or Above Grade Level: 76% % One Grade Level Below Grade Level: 10% % Two or More Grade Levels Below: 14%</p> <p><u>High Frequency Words</u> % At or Above Grade Level: 90% % One Grade Level Below Grade Level: 5% % Two or More Grade Levels Below: 4%</p> <p><u>Vocabulary</u> % At or Above Grade Level: 56% % One Grade Level Below Grade Level: 28% % Two or More Grade Levels Below: 16%</p> <p><u>Comprehension: Literature</u> % At or Above Grade Level: 59% % One Grade Level Below Grade Level: 25% % Two or More Grade Levels Below: 15%</p> <p><u>Comprehension: Informational</u> % At or Above Grade Level: 54% % One Grade Level Below Grade Level: 27% % Two or More Grade Levels Below: 19%</p>	<p><u>Comprehension: Literature</u> % At or Above Grade Level: 78%</p> <p><u>Comprehension: Informational</u> % At or Above Grade Level: 73%</p> <p><u>Grade Level Identified Goals:</u> TK- 83% of students will pass grade level sound ID (20 sounds) by the end of the year.</p> <p>Kindergarten- 70% of students will pass a RR 4 or above with fluency, comprehension, and accuracy by the end of the year.</p> <p>1st Grade- 80% of students will pass a RR 17 or above with fluency, comprehension, and accuracy by the end of the year.</p> <p>2nd Grade- 90% of students will be at or above grade level as measured by iready reading end of year diagnostic.</p> <p>3rd Grade- 70 % of students will be at or above grade level in comprehension with informational text.</p> <p>4th Grade- 4th Grade Comprehension- By end of school year 2022, 80% of Grade 4 students will score at the Early and Above Grade Levels in reading comprehension - informational and literary text.</p> <p>5th Grade- Decrease the percentage of students scoring overall one or two grade levels below</p>
<p>English Learner Through teacher release days, our team will conduct deep-dive analyses and monitoring of students identified as Educationally Disadvantaged.</p>	<p>spring 2022 CAASPP Results show our ELLs (28 students in grades 3-5) ELA: % of Students Standards Exceeded: 19.23% % of Students Standards Met: 11.54%</p>	<p>41% (10% percentage point increase from spring 2022) of ELs will score in the "standard met or exceeded" in CAASPP performance by the end of June 2023</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% of Students Standards Nearly Met: 19.23% % of Students Standards Not Met: 50%	
EDY/Title I Through teacher release days, our team will conduct deep-dive analyses and monitoring of students identified as Educationally Disadvantaged.	spring 2022 CAASPP Results show our EDYs (56 students in grades 3-5) ELA: % of Students Standards Exceeded: 27.27% % of Students Standards Met: 12.73% % of Students Standards Nearly Met: 25.45% % of Students Standards Not Met: 34.55%	50% of students identified as EDY will score in the "standard met or exceeded" in CAASPP performance by the end of June 2023 (11% percentage point increase from spring 2022)
Student with Disabilities Through teacher release days, our team will conduct deep-dive analyses and monitoring of students identified with Learning Differences.	Spring 2022 CAASPP Results show our Students with Disabilities (59 students in grades 3-5) ELA: % of Students Standards Exceeded: 22.03% % of Students Standards Met: 16.95% % of Students Standards Nearly Met: 30.51% % of Students Standards Not Met: 30.51%	45% of students with Learning Differences will score in the "standard met or exceeded" in CAASPP performance by the end of June 2023 (7% percentage point increase from spring 2022)

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 including students served by the English Language Learner program, Economically Disadvantaged services, and Special Education instruction, as directed by their Individualized Education Plan (IEP), will participate in the district identified and school developed curricula and instructional program. as well as have instruction aligned to the California Academic Standards.

Teachers will utilize the core curriculum of Benchmark Advanced, as well as supplemental resources such as StoryWorks, ReadWorks, iReady, Lexia, IMSE (Heggerty), and Orton-Gillingham strategies to differentiate instruction for all students.

School instructional staff will implement and monitor individual students and student groups periodically through grade level meetings, "Data Dive meetings", Response to Intervention (RTI) meetings and collaborative team meetings. The intention of these meetings is to review progress of student and groups and adjust curriculum as well as develop strategies for instructional support. iReady assessments will be taken each trimester to ensure students are achieving progress on their goals as well as to monitor the performance of student groups in this plan and the CAASSP.

Strategy/Activity

1. Staff will differentiate for the unique learning needs through small group instruction and rigorous choice board activities
2. All primary staff will be trained in IMSE strategies and will begin implementing in order to develop phonics, decoding and phonemic awareness for all students
3. Several primary teachers will implement Orton-Gillingham strategies in conjunction with IMSE (Heggerty) strategies
4. Teachers will receive release days this year to focus on data and strategies to intervene for students who are not meeting their goals. This will also be an opportunity to see their colleagues in action.
5. The RTI/S3 process will become a collaborative, brainstorming system this year
6. Ongoing Feedback will be given to parents by the teachers and staff
7. Credentialed EL Impact Teacher to provide supplemental intervention for identified EL students.

Grade Level Identified Key Strategy:

TK - monitor student usage of Lexia Core 5 practice, utilize Lesson resources as needed, share access at P/T Conferences.

Kinder - Implementation of OG Strategies and Heggerty in the classroom. Support from Impact and volunteers.

1st Grade - Haggerty Phonics, Small group instruction, SIPPS, targeted Impact, read to self, Benchmark phonics,

2nd Grade- Orton Gillingham training, small group instruction according to student needs

3rd Grade- small group instruction, focus on non-fiction/ informational text, RACE strategies

4th Grade- iReady minutes, targeted small group instruction, strategic grouping, focused instruction on vocabulary/informational text, frequent comprehension checks and reteaching for written responses to texts.

5th Grade- iReady minutes, targeted small group instruction, strategic grouping, focused instruction on vocabulary/informational text, frequent comprehension checks and reteaching for written responses to texts.

Other strategies may include, and are not limited to:

- Focused instruction using Benchmark Advanced, Storyworks, Readworks, IMSE (Heggerty) and Orton Gillingham
- Writing instruction and rubric calibration
- Data analysis
- Frequent discussions with Impact teachers
- Student Goal Setting
- Oasis tutors
- Parent Volunteers
- S3 Meetings
- Leveled reading groups

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)

2,500.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Morning Creek will use these funds to address Goal #1 to provide release time for teacher to monitor EDY progress and to plan collaboratively around how to differentiate ELA instruction to meet the unique needs of each learner. This will involve data analysis and deliberate, lesson planning.
6,471.47	English Learners 1000-1999: Certificated Personnel Salaries Morning Creek will apply these funds to pay for an EL Impact Teacher who can work with ELL students in the areas of vocabulary, and language development in reading, writing, listening and speaking.
500	Educationally Disadvantaged Youth 4000-4999: Books And Supplies MCES will purchase supplies, and supplemental resources, for implementation of ELL intervention, IMSE strategies and small groups in ELA.
580	English Learners 2000-2999: Classified Personnel Salaries IA timesheet to supervise after school peer tutoring for additional ELA support
750	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries IA timesheet to supervise after school peer tutoring for additional ELA support

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.

Spring 2022- End of Last Year (pulled from iReady reports) Goal vs: actual results. We were 1-6 percentage points away from meeting all our goals from last year.

Overall Results % of Students At or Above Grade Level: 83% end of the year

actuals: 58%+20%= **78%** (up from 34%+21%= 55%)

Phonological Awareness % Students, At or Above Grade Level: 97% end of the year actuals: **98%** (up from 97%)

Phonics% At or Above Grade Level: 90% end of the year actuals: 84%+2%= **86%** (up from 70%+3%= 73%)

High Frequency Words% At or Above Grade Level: 95% end of the year actuals: **96%** (up from 92%)

Vocabulary% At or Above Grade Level: 79% end of the year actuals: 56%+22%= **78%** (up from 32%+22%= 54%)

Comprehension: Literature% At or Above Grade Level: 81% end of the year actuals: 61%+16%= **77%** (up from 39%+21%= 50%)

Comprehension: Informational% At or Above Grade Level: 78% end of the year actuals:
 $55\% + 17\% = 72\%$ (up from $29\% + 20\% = 49\%$)

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

There were no major differences between the intended expenditures and the actual expenditures.

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

The staff analyzed the data and determined new goals for the 22-23 school year based on Fall baseline data as well as previous goals and results.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 3: Socio-Emotional/Behavior

By June 2023, All students at Morning Creek Elementary School will express emotional and physical safety at school, as well as demonstrate social-skill development with peers as measured by the California Healthy Kids Survey, student and parent surveys, and a decrease in office discipline referrals (and suspensions). Our goal is to ensure the social-emotional and physical well-being of all students, staff and community members in order to create a productive and positive learning environment.

Identified Need

Implement a consistent Positive Behavior Intervention and Support (PBIS) system for all staff to reinforce the behaviors we want to see in students.

Expand counseling services to 5 days a week.

Alternative Metrics

PBIS Team will continue to analyze the students receiving (and number of) positive and disciplinary office referrals, particularly the suspensions across all student groups.

Parent, staff, and student perception of safety and support as measured through informal feedback at Parent-Principal Chats and occasional surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Our school will increase positive office referrals and decrease disciplinary referrals by 5% from last year.	Last year there were around 150 documented disciplinary office referrals and only 7 positive referrals in the Principal's Book.	The number of positive phone calls will exceed the number of disciplinary referrals.
English Learner Our school will increase positive office referrals and decrease disciplinary referrals by 5% from last year.		The number of positive phone calls will exceed the number of disciplinary referrals. When an EL is referred to the office for disciplinary reasons, the PBIS team will implement interventions to help that student avoid future infractions
EDY/Title I Our school will increase positive office referrals and decrease disciplinary referrals by 5% from last year.		The number of positive phone calls will exceed the number of disciplinary referrals. When a student identified as EDY is referred to the office for disciplinary reasons, the PBIS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		team will implement interventions to help that student avoid future infractions
<p>Student with Disabilities Our school will increase positive office referrals and decrease disciplinary referrals by 5% from last year.</p>		<p>The number of positive phone calls will exceed the number of disciplinary referrals.</p> <p>When a Student with Learning Differences is referred to the office for disciplinary reasons, the PBIS team and sped team will implement interventions to help that student avoid future infractions</p>

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 will participate in the Positive Behavior Intervention Support Program (PBIS). The school will implement a new set of positive behavior interventions including Blue Colt Cards, a grade level Cafe Competition, and level 2 positive referrals (Colt Kudos) resulting in positive phone calls home.

Positive response by site administration for improved attendance and a character counts reward program.

Student discipline response will focus on alternative discipline measure focused on restorative practices.

The school will continue the development and implementation of a social emotional learning curriculum for inclusion classroom meetings, utilizing Second Step curriculum, classroom meetings, conflict resolution, and character development.

These will aligned with the No Place for Hate commitment, and also be included Friday Flag and community building with families as well as specific positive behavior assemblies.

This year, our team is implementing PBIS to positively reinforce behaviors, and our PBIS team analyzes data around referred students each month. This will help to mitigate the possibility of a student receiving multiple suspensions.

Strategy/Activity

- Continue with first 20 days (PBIS)
- Positive reward behaviors such as Character Counts and Colt Kudos/Positive Referrals
- Student school culture survey, as data for goal (PTA Award of Excellence, California Healthy Kids Survey)
- Behavior Assemblies for all students, appropriate for age of each group
- Add universal school rules

- Signage on campus explaining expectations and rules.

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)
	<p>Educationally Disadvantaged Youth</p> <p>As part of the wheeling rotations, all students will have outlets through Art, STEAM lab, and receive social-emotional support through Second Step lessons taught by the SSA and counselor.</p>
	<p>English Learners</p> <p>As part of the EL Impact teacher's small group interventions (see goal 1 & 2 for budgetary allocation), ELs will have access to another supportive adult in a language-safe environment by means of developing socially and emotionally.</p>

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

This is our second year implementing Student Leadership Opportunities. This builds student ownership of our school, as well as empowers them to develop several social-emotional skills. All students have the opportunity to apply for leadership roles. This year roles will be re-opened in January so more leaders can be selected to serve on the teams of their passions, interested and talents.

Leadership roles include, but are not limited to:

- Student Council
- No Place for Hate
- Peace Patrol
- School News Crew
- Welcome Committee
- Friday Flag Leaders
- Peer Tutoring
- Recycling Club
- Running Club Leaders

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)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Positive Behavior Intervention plan was implemented in the 2021-22 school year. Our school team analyzed results and made necessary adjustments for the 2022-23 school year. Student perception data, suspension and referral data were utilized to analyze and adjust positive school behavior and culture.

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

There were no major differences in the intended implementation and/or budgeted expenditures.

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

Morning Creek will continue to monitor student behavior and work with the PBIS team. The student survey will be extended to additional grades to understand more students' perceptions and provide early interventions and proactive prevention strategies.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

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

By June 2023, Morning Creek students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism and "othering" at our school. Staff will participate in district equity workshops and develop the No Place for Hate Program. We will also continue collaborating with district team members on strategies and supports to build an inclusive environment and implement identified effective practices.

Identified Need

California Healthy Kids Survey data, parent perception surveys and study groups will be administered in the 2022-23 school year to determine a baseline of parent opinion specifically targeting all families and students being an equal member of the community. Data and follow up analysis study and utilized to determine and address perceived barriers to equitable inclusion and support of all student groups, with an initial target of 100% satisfaction at the end of the 2023-24 school year (two year goal).

Alternative Metrics

Third, fourth and fifth graders will be surveyed at the beginning of the year, as well as at the end of the year as a "pre/post" survey. They also complete a District Equity survey, California Healthy Kids Survey (5th grade only), and a Panorama survey.

Parents from specific student groups will be invited for dialogue and outreach for inclusive practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide By May of 2023, Morning Creek families will demonstrate a deeper satisfaction with how the school welcomes and integrates families of multiple ethnicities based on a baseline survey, and results from a follow up survey.</p>	<p>2020-21 CHKS survey results:</p> <p>Promotion of parental involvement 38%</p> <p>Parental involvement in school 28%</p> <p>School encourages me to be an active partner 40%</p> <p>School actively seeks the input of parents 31%</p> <p>Parents feel welcome to participate at this school 38%</p>	<p>All parents will feel welcomed and included. 2022-23 CHKS will demonstrate at least 70% positive responses in all questions under Parent Involvement</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner By May of 2023, our English Learners and their parents will demonstrate a deeper satisfaction with how the school welcomes and integrates with our students and families.</p>	<p>Develop and implement a parent satisfaction survey for implementation in 2022-23 with an emphasis on inclusion and connectedness. Survey data will be used to establish baseline data for future goals. Parents will be asked to identify if they have a student who is an English Learner on the survey</p>	<p>70% of parents will respond positively in survey questions around feeling welcome and included</p>
<p>EDY/Title I By May of 2023, our Educationally Disadvantaged and their parents will demonstrate a deeper satisfaction with how the school welcomes and integrates our students and families.</p>	<p>Develop and implement a parent satisfaction survey for implementation in 2022-23 with an emphasis on inclusion and connectedness. Survey data will be used to establish baseline data for future goals.</p>	<p>70% of parents will respond positively in survey questions around feeling welcome and included</p>
<p>Student with Disabilities By May of 2023, our Students with Disabilities and their parents will demonstrate a deeper satisfaction with how the school welcomes and integrates our students and families.</p>	<p>Develop and implement a parent satisfaction survey for implementation in 2024 with an emphasis on inclusion and connectedness. Survey data will be used to establish baseline data for future goals. Parents will be asked if they have a student with identified learning differences on the survey.</p>	<p>70% of parents will respond positively in survey questions around feeling welcome and included</p>

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 and families will be served through activities associated with the No Place for Hate curriculum and associated community building activities. Continue to work with the PTA for events that welcome our families to campus (picnic lunch, Multicultural Nights, choir performances, Cultural Shares)

Focus work on understanding effective practices across the district to identify areas of improvement for all families in an effort to build a fully inclusive culture of the school.

Strategy/Activity

The No Place for Hate student leaders will work with the counselor to create videos that can be linked and sent to all.

- Parent group participation and leadership will also be employed to establish these practices as a key message and method for communication with students, rewards and inclusion in the school positive discipline program.
- Community conversations will serve as a cornerstone of building understanding of parent perceptions, obstacles to equity and implementation strategies.
- Students will sign the No Place for Hate pledge,
- The principal will hold principal coffees to discuss the No Place for Hate program during the school year.

- Staff will participate in district equity workshops and develop the No Place for Hate Program, as well as investigate other elementary school efforts to build an inclusive environment implement identified effective practices during this year and into the next school year.

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	Educationally Disadvantaged Youth 4000-4999: Books And Supplies As part of the wheeling rotation, equity, diversity, and inclusion topics will be addressed through art expression, the library books read-aloud, and social-emotional Second Step lessons
	English Learners As part of the ELL Impact Intervention small groups, ELLs will be able to discuss any equity/diversity/inclusion situations they are encountering.
500	Educationally Disadvantaged Youth 5900: Communications create signage around campus to promote safe, equitable and inclusive environments for all.

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.

Last year we worked to bring families back on campus after the covid-19 restrictions around visitors and volunteers. I held a "Meet the Principal" forum before school started, and we started a Meet the Teacher event before the first day of school, and we were able to invite families onto campus to attend Friday Flag assemblies with us. We celebrated our volunteers at the Volunteer Luncheon, and attempted virtual Coffee with the Principal (these were not as well attended, so this year, we are shifting to in-person gatherings following Friday Flag).

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 implementations were limited due to Covid-19 visitor and volunteer restrictions throughout the year.

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

Analysis and implementation of effective practices and the elements of the No Place for Hate curriculum as well as input from parents, students and the Anti-Defamation League will guide adjustments through the course of the school year and into the next school year.

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. Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences.

Goal 5: Chronic Absenteeism

Develop comprehensive approaches to ensuring all students are attending school and chronic absenteeism is absent in the school.

Identified Need

As of 10/22/22, there are 123 students (out of current enrollment 609) or 20% of the student population chronically absent with 5 or more absences, therefore we will focus efforts to ensure they don't move to 10% or 18 absences by the end of the year.

A significant percentage is due to absences directed by COVID protocols, outbreaks of communicable diseases, the early start time in school hours, and families taking trips they had post-poned during covid.

Alternative Metrics

n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Chronic absentee data is measured at the beginning of each month through Attendance Letters and ongoing collaborative monitoring on our shared Google Spreadsheet.</p>	<p>As of October 2022, 123 of students have been chronically absent with 5 or more absences.</p> <p>(37 of them have 5 absences)</p> <p>TK= 3 students Kinders= 31 First graders= 22 Second graders= 20 Third graders= 14 Fourth graders= 17 Fifth graders= 16</p> <p>4 - African American or Black 31- Asian 7- Filipino 28- Hispanic or Latino 21- two or more races 32- White</p>	<p>We will reduce the chronically absent percent to 15%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Chronic absentee data is measured at the beginning of each month through Attendance Letters and ongoing collaborative monitoring on our shared Google Spreadsheet.	As of 10/22/22, 22 of the 123 chronically absent students are ELs.	We will reduce the number of chronically absent ELs to 12 students.
EDY/Title I Chronic absentee data is measured at the beginning of each month through Attendance Letters and ongoing collaborative monitoring on our shared Google Spreadsheet.	27 of the 123 chronically absent students are EDY	We will reduce the number of chronically absent EDY students to 15
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

Absentee data will be analyzed at the beginning of each month. Personal contacts will be made for all students with excessive absences including phone calls, home visits and positive follow up calls or letters when attendance has improved. Individualized incentive plans will be made through Calendar Club and Blackboard pre-recorded calls home. Counseling services and community support resources, such as the Caring Connections program, will be applied to support families and students. Continue to expand analysis of absenteeism by student group.

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)

1,000

Source(s)

Educationally Disadvantaged Youth
 1000-1999: Certificated Personnel Salaries
 Additional roving sub for attendance meetings with families.

English Learners

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.

Last year, our chronic absentee rates were higher due to Covid quarantining restrictions. This year, we have an earlier start time (one hour earlier) that has been presenting challenges for some families.

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

Covid quarantine regulations increased absences.

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.

COVID related absences will potentially be an ongoing significant impact. This will be taken into account as data is reviewed.

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	\$26,051.47

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$12,000.00
English Learners	\$14,051.47

Subtotal of state or local funds included for this school: \$26,051.47

Total of federal, state, and/or local funds for this school: \$26,051.47

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
Educationally Disadvantaged Youth	5,600.00	-6,400.00

Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	12,000.00
English Learners	14,051.47

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,971.47
2000-2999: Classified Personnel Salaries	2,330.00
4000-4999: Books And Supplies	1,250.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	8,500.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	1,750.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	1,250.00
5900: Communications	Educationally Disadvantaged Youth	500.00
1000-1999: Certificated Personnel Salaries	English Learners	13,471.47
2000-2999: Classified Personnel Salaries	English Learners	580.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,250.00
Goal 2	10,801.47
Goal 4	1,000.00
Goal 5	1,000.00

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.