School Year:　2022-23

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
Willow Cove Elementary School	07617886004576		

Purpose and Description

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

Schoolwide Program

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

All schools receiving Title 1 funds operate as a schoolwide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The action/services to support students directly align with the district's LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PUSD did not administer the California Healthy Kids survey in the 21-22 school year. The survey will be administered in the 22-23 school year. Below are survey results from the previous administration.

Key surveys administered in PUSD include:
* CA Healthy Kids Student, Parent and Staff Surveys-to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities. Student surveys are administered to students in Grade 5. All Parents and Site Staff are invited to take the Parent and Staff surveys.
* ELAC needs assessment are administered annually regarding services and support for English Learners.
Key indicators from the CA Healthy Kids Survey in the 18-19 school year are used as summary indicators in our LCAP as District Level Local indicators as follows:

CA Healthy Kids Student & Family Surveys-Safety & Climate results from 2019-2020
Grade 5
Students feel connected at school 68%
Students feel safe at school   72%
Students have school pride 89%
Students feel meaningful participation 36%

Parents feel welcomed at school 84%
Parents feel school is safe   94%
Parents feel teacher communicates 78%
Parents feel involved at school 78%

ELAC Needs Assessment 2020-2021
Are you satisfied with the ELD Program at your school? 93%
Would you like to know more about ELD?   83% Yes
Is your child making adequate progress in English?   86% Yes

Classroom Observations

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

As we entered the 2021-2022 school year, we continued to adjust the needs for our EL students coming back from distance learning. With the highest percentage of EL students in the District, our previous work with WestEd helped us to target and focus our instruction during Designated and Integrated ELD. Utilizing the Lesson Study Cycle prior to the pandemic, teachers had the opportunity to observe grade level colleagues deliver a planned lesson and observe how the students responded to the lesson. Another focus of instruction has been student collaboration and student talk time with the opportunity to express their ideas to one another. Informal and formal classroom observations indicated that this continues to be an area of need. With the continued implementation

of AVID and WestEd strategies, it is our expectation that during classroom walkthroughs in the 2022-2023 school year, students will be seen to have higher engagement and collaboration with each other about their thinking leading to positive feelings of meaningful participation in school. This will be measured through walkthrough observations as well as teacher input and data collection.

For the 2022-2023 school year, we will once again monitor student progress regarding student engagement. Current observations have shown high student engagement around a lesson that focuses on student collaboration and student talk. With the continued use of Collaborative Text Reconstruction, Sentence Unpacking and Expert Group Jigsaw we anticipate higher student engagement leading to increased academic progress particularly for our EL students. Our goal is to be able to observe student behaviors that demonstrate that they are actively engaged and involved in the learning process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas.

State Assessments:
CAASPP
ELPAC
CAST

Local Assessments:
iReady (ELA and Math)
ACADIENCE
ELA Writing Assessments
LAS Links (Spanish Assessment for DLI Program)

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

At Willow Cove, data is used regularly to monitor the progress of students. Teachers in K-3 meet with our Early Literacy Coach every couple of weeks to analyze the progress monitoring of their students in their foundational literacy skills. All teachers meet each trimester with admin to go over District Benchmark assessments and ACADIENCE Benchmark assessments. These data meetings help the teachers plan for intervention during Universal Access in both ELA and Math and which particular skills will be targeted.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately assigned and credentialed in the subject areas, and for the students they are teaching.

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

All teachers are appropriately assigned and credentialed in the subject areas, and for the students they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subjects areas and a broad course of study.

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

Over the course of the school year, a number of professional development opportunities are offered the District and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students. In 2020 we had an emphasis on Google Classroom and teaching virtually to ensure quality instruction. This school year, 2022-2023, we will continue to utilize the online formats such as Google Classroom and Zoom for IEP and parent conferences.

Google Classroom
Zoom
Equity Professional Development-continuing with District training through EPOCH
SEL: Mindfulness Project-site professional development with site coach
Facilitative Teaching and Meaning-Making, Introduction to Understanding by Design
Writing Genres
Early Literacy Coaching (Phonics and Phonemic Awareness)
English Learners (Resources and strategies from WestEd)
iReady (data meetings)
Collaborative Conversations
AVID strategies (Conference and workshops for 3rd-5th grade teachers)
DLI Professional Development (WestEd-Cohesion Analysis, Collaborative Text Reconstruction, Sentence Unpacking, Joint Reconstruction, Expert Group Jigsaw)

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

PUSD offers instructional support to teachers in the form of instructional coaches focused on grades K-3 (Early Literacy). The goal is to build teacher capacity around teaching phonics and phonemic awareness to help develop proficient readers to allow them to access the general curriculum.

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

At Willow Cove teachers are given multiple opportunities to collaborate with their grade level team to plan and create lessons for their students. Teachers are given designated Wednesday meeting time for grade level collaboration. For our DLI teachers, collaboration with WestEd and with Foothill has allowed us to schedule at 4 planning meetings during Wednesday Meeting time for teachers to plan and create lessons together across the sites. Our SPED teachers are also given designated Wednesdays to meet together and plan for their program as well as attend any needed professional development opportunities.

Teaching and Learning

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

All teachers use District adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified:
English/Language Arts- MacMillan McGraw Hill – Wonders or Maravillas
Mathematics- Houghton Mifflin Harcourt Go Math
Social Studies- Scott Foresman
Science- Amplify Science
ELD-MacMillan McGraw Hill- Wonders

The ELD program consists of Wonders and ELD instructional strategies from the ELA/ELD Framework which are incorporated as supplemental supports for English Learners. Results from the ELPAC are used to strategically place students in their appropriate ELD level for Designated ELD instruction. Teachers use various resources to teach according to the ELPAC level.

Common lesson plans and pacing guides are provided for teachers. Standards Based Report Cards are also utilized. Benchmark assessments are conducted 3-4 times a year to monitor student progress towards mastering standards. Adherence to instructional minutes for physical education, and recommended instructional minutes for language arts and mathematics is consistent.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This English Language Development time is given priority and is placed within our daily schedule.

As we enter the 2022-2023 academic year, we will meet the requirements of instructional minutes.

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

PUSD offers a variety of opportunities for students in increase proficiency. This includes the use of daily Universal Access time, designated ELD time and classroom small group/individual support as needed.

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

All PUSD students have sufficient access to standards-aligned instructional material and are enrolled in required core subject areas and a broad course of study. For the 2022-2023 school year with both district and site support, we were able to ensure that each student at Willow Cove Elementary has access to electronic devices as an additional resource for learning in the classroom as well as at home.

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

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year.

Opportunity and Equal Educational Access

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

Core instructional programs are accompanied by support materials that provide remedial assistance for students when they fail to meet mastery of the standards. Supplementary materials are also incorporated into core content areas to provide additional opportunities for students to achieve success. Imagine Learning and Accelerated Reader are computer based adaptive programs that support language, literacy and fundamental reading skills.
Teachers provide students with a variety of instructional strategies so that they have multiple opportunities to achieve and demonstrate proficiency. During instruction, there are imbedded UA/small group instruction times to solidify priority standards taught.

*Continuous monitoring of student learning in ELA and Math Standards through District benchmark assessments and teacher-generated formative and summative classroom assessments.
*Continuous monitoring of students K-3 in early literacy skills through progress monitoring and benchmarks assessments on Acadience
*Differentiated instruction within the classroom for Universal Access and small group instruction.
*MacMillan McGraw Hill Wonders supplemental materials during ELD as well as ELD strategies from the ELA/ELD framework.
* Use of Accelerated Reader STAR assessment to help teachers identify reading levels of students for appropriate reading group placement
* TAT and Student Success Team supports within grade level as well as SPED Team consultation to provide and track interventions or assess students to identify learning disabilities and provide an individualized education plan.
*October goal-setting conferences for all students and March conferences for at-risk students.
* Positive Behavior Intervention System to promote a safe and nurturing learning environment such as our STAR Student Program, student awards recognition, Mindful Life Project and Rise Up.

Evidence-based educational practices to raise student achievement

For the K-3 classrooms, teachers use phonics and phonemic awareness materials for the development of foundational reading skills. Through ACADIENCE (DIBELS) progress monitoring we are able to see which students are struggling and requiring more support. We also use this data to help teachers plan and create targeted ELD activities during designated ELD time. For our 3rd-5th grade classes, the use of iReady and ACADIENCE data, teachers use various strategies from AVID and WestEd to help students with critical thinking, collaboration, leveled questioning, meaning making and facilitative teaching.

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaison, Parent-Teacher conferences facilitated by site administrator.

District Workshop offered to parents:
Loving Solutions-This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up and environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
Early Literacy Series-This is a series of workshops to support early literacy and how to embed literacy in daily life. This series is recommended for parents who have students in 1st grade and below. The series covers how to foster a love of reading, support language development, build phonemic awareness, support reading fluency, and build literacy skills through fun games that children will enjoy. This series is offered once in the Fall and once in the Spring.
English as a Second Language (ESL)-These classes are offered to parents in the Pittsburg Unified District who desire to build their English language skills throughout the school year.
College Night-Parents learn how to support habits of a scholar, how to prepare for college, the different types of colleges, and ways to pay for college. Our 3rd-5th grade teachers that implement AVID along with our Parent Liaison put this workshop together with various activities.
Soul Shoppe Parent Workshops-These workshops are created for parents to better understand the SEL standards and their use in the creation of the student workshops. Parents learn about the vocabulary that is used with the students and how to help their child resolve conflict through restorative practices. Parents learn how to incorporate the strategies used at the school in their home.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PUSD receives Title I, II, III and IV federal funds. Sites receive Title 1 funds while Title II, III, IV are distributed centrally. The School Site Council and English Language Advisory Committee are actively involved in the planning, implementation and monitoring of the SPSA which describes how Title 1 funds are used to support students. The School Site Council Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title 1 funds. At the District level, the District Advisory Committee and District English Language Advisory Committee monitor Title I,II,III and IV funds.

<u>Funding</u>

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

The following categorically funded positions and programs help under-performing students meet academic standards:

Teachers collaborate with colleagues during and after school to analyze data, set grade level goals, plan instruction and strategize to support students' learning needs. Our Early Literacy Coach, Admin and teacher leadership teams help to provide dialogue.

Universal Access in all classrooms has helped to provide targeted skills instruction. Small group intervention with classroom teachers and target students has been used strategically to impact student learning. With 1:1 chromebooks for all students, they can access supplemental reading programs, such as Accelerated Reader, Accelerated Math and Imagine Learning. This helps boost student engagement and participation.

Aside from the regular in-class intervention, our school also provides Extended Learning opportunities. This helps address the needs of our struggling learners in Early Literacy and provides extended, appropriate, and differentiated learning opportunities over the course of the school year.

Our school also uses categorical funding to supplement the number of leveled books in each classroom and additional classroom materials, to support universal access, in particular to non-fiction texts in support of our transition to Common Core State Standards. Intervention curriculum and additional teacher training in reading instruction has helped to support struggling students.

Willow Cove uses categorical funds to support a 1 FTE Bilingual Classroom Aide to provide intervention for students who are struggling with the core instruction. The support is provided in a small group and in a one-on-one settings. Support is provided by working with students to bring up their basic academic skills. The majority of these students are low income students that need academic help to catch up to their grade level peers. Due to the high number of struggling students and families enrolled at Willow Cove, this supplemental support position is needed to ensure that students have access to core instruction and to the overall educational program.

Parent Communication folders enhance regular parent-school communication. Parent trainings and events are held to help parents support their students in being academically successful. The school continues to maintain efforts to communicate regularly with parents, reinforce the importance of regular attendance at school and support their involvement in their children's education at Willow Cove through organizing communication, events, publicity, contacting outside speakers and so forth.

Technology will continue to be updated as needed to provide students and teachers access to technology that will support and enhance student learning.

The Instructional Leadership Team and Community Leadership Team will meet regularly to engage in ongoing data analysis to monitor student progress, to monitor effectiveness of instructional strategies, to provide input into ongoing professional development, to provide focus and vision for keeping a safe learning environment throughout the school campus and to ensure the school's progress towards the school's mission and vision. Our Community Leadership Team meets regularly as well to help provide a positive school climate through various activities that help to promote culture and identity. We have also created an AVID Leadership team of 3 teachers that help our upper grades focus on our AVID goals. The goal is to enhance our AVID program to the lower grades in the next couple of years.

Fiscal support (EPC)

While meeting the requirements of the teachers contract for site and prep time, we have been able to exceed the minimum required instructional minutes with strategic scheduling. Pittsburg families continue to experience hardships with housing, food, clothing and unemployment. Other families are having to work multiple jobs just to make ends meet, making the population more mobile and causing high stress factors for students and families. While this could be a barrier to improvement in student achievement, Willow Cove is dedicated to providing the best educational experience for the students with the hopes that they will learn all that they can and experience a great amount of success. We have been fortunate to provide donated uniforms to over 300 of our students through Operation School Bell sponsored by the Diablo Valley Assistance League. In addition, we have parented up with St. Perpetua Church in Lafayette with the Shoes that Fit program giving at least 40 students with a new pair of students. In the winter time we receive coats and socks for students that need them through St. Perpetua Church. For two years we became a sister school with Bollinger Canyon Elementary in San Ramon, that helped to provide food for various of our families at Thanksgiving. Our Parent Liaison works well with many community partners to help provide for our neediest families to help reduce and remove any barriers to improvement in student 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

Communication with SSC is conducted throughout the school year so that evaluation of programs and actions proposed in the SPSA are effective. Members from both SSC and ELAC provide input in the development of the SPSA. Annual evaluation is done by SSC members to help determine new actions and/or continue previous to help the school achieve the proposed goals as outlined in the plan.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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	6.88%	7.2%	7.57%	45	45	46
Asian	2.14%	2.7%	1.81%	14	17	11
Filipino	2.91%	3.1%	2.96%	19	19	18
Hispanic/Latino	78.13%	77.7%	78.29%	511	483	476
Pacific Islander	0.31%	0.5%	0.66%	2	3	4
White	5.5%	4.5%	4.77%	36	28	29
Multiple/No Response	3.82%	4.0%	3.62%	25	25	22
			Total Enrollment	654	622	608

Table header: **Student Enrollment by Subgroup**

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	97	110
Grade 1	118	100	86
Grade 2	97	121	100
Grade3	109	96	115
Grade 4	107	106	90
Grade 5	104	102	107
Total Enrollment	654	622	608

Conclusions based on this data:

1. Willow Cove has a Dual Language Immersion program which typically has a large enrollment of students Kindergarten through 3rd Grade. This is not the case in our 4th and 5th grade DLI classrooms. We see a drop in enrollment over the years due to attrition and students moving out of District. Our goal as a school with a DLI Program is to make sure that those students K-3 stay enrolled and continue on to 4th and 5th grade. Enrollment in our K-3 DLI classrooms has stayed steady over the years but in the 2020-2021 school year we have seen a decrease in Kinder DLI enrollment which may be a result of Shelter-In Place.

2. We have had a significant decrease in enrollment with our non-dual language immersion students or English Only classes. We believe this to be due to families moving out of the area and no new families coming in. We are hoping that the enrollment numbers pick up and we will begin to work on attracting families to enroll at our school with the help of our Parent Liaison.

3. Our data indicates that we have had very little change in the population of students by ethnic groups. We will focus our teaching strategies to make sure that they are culturally relevant to support our diverse population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	299	289	289	45.7%	46.50%	47.5%
Fluent English Proficient (FEP)	112	95	93	17.1%	15.30%	15.3%
Reclassified Fluent English Proficient (RFEP)	30	6		9.4%	1.00%	

Conclusions based on this data:

1. The data shows that we continue to have a high percentage of English Learners at our school. It is imperative that we continue our focus on our EL students and continue to prepare targeted instruction to help them develop and demonstrate proficiency of the English language.

3. Reclassification:

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	100	92	112	100	0	104	100	0	104	100	0.0	92.9
Grade 4	104	106	89	103	0	86	103	0	86	99	0.0	96.6
Grade 5	105	100	105	104	0	102	104	0	102	99	0.0	97.1
All Grades	309	298	306	307	0	292	307	0	292	99.4	0.0	95.4

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

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 Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 3	2391.		2365.	16.00		10.58	14.00		18.27	29.00		23.08	41.00		48.08
Grade 4	2425.		2406.	9.71		8.14	25.24		15.12	22.33		24.42	42.72		52.33
Grade 5	2460.		2408.	7.69		3.92	27.88		14.71	25.00		17.65	39.42		63.73
All Grades	N/A	N/A	N/A	11.07		7.53	22.48		16.10	25.41		21.58	41.04		54.79

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.00		7.69	44.00		61.54	41.00		30.77
Grade 4	8.74		4.65	55.34		58.14	35.92		37.21
Grade 5	14.42		2.94	46.15		62.75	39.42		34.31
All Grades	12.70		5.14	48.53		60.96	38.76		33.90

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 Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	14.00		8.65	45.00		36.54	41.00		54.81
Grade 4	11.65		6.98	49.51		50.00	38.83		43.02
Grade 5	18.27		2.94	44.23		30.39	37.50		66.67
All Grades	14.66		6.16	46.25		38.36	39.09		55.48

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 Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	13.00		3.85	58.00		76.92	29.00		19.23
Grade 4	5.83		5.81	68.93		73.26	25.24		20.93
Grade 5	6.73		4.90	61.54		65.69	31.73		29.41
All Grades	8.47		4.79	62.87		71.92	28.66		23.29

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.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	12.00		6.73	48.00		60.58	40.00		32.69
Grade 4	11.65		9.30	57.28		62.79	31.07		27.91
Grade 5	13.46		3.92	49.04		47.06	37.50		49.02
All Grades	12.38		6.51	51.47		56.51	36.16		36.99

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

Conclusions based on this data:

1. (Eileen added) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: (Eileen: add your site's data from Kevin)

   CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.

The data from 2018-2019 tells us that 30% at 3rd grade, 35% at 4th grade and 36% at 5th grade met or exceeded standard. Our 4th grade had a increase of 2% and our 5th grade had an increase of 18% from the previous year. We are expecting these grade levels to continue their gains with targeted instructional strategies. Our 3rd grade had a decrease of 1% from the previous year but with a focused effort on targeted skills instruction during Universal Access and small group instruction we expect gains this year. Over the course of the past three year, we have shown gains in ELA and hope to continue this trend.

The data also tell us that we have a percentage of students whom have nearly met standard (29% at 3rd grade, 22% at 4th grade, and 25% at 5th grade). Our plan is that with targeted efforts on these students they will meet standard very soon. Finally, the percentage of students "not met " standards (39%) in 5th grade decreased by 23% from the previous year indicating that more students moved into "nearly met", "met" and "exceeded" standards. This is a decline that we hope to continue to report.

2. A focus on early literacy skills is imperative to give students the tools to access the rigorous text on formative and summative assessments with English Learners needing the most support of all the significant subgroups. We see this in the data, both in the scores of our 3rd grade students (where 41% did not meet standard) and in the data disaggregated by ELA strand (where approximately 50% of our 3rd grade students were below standard in reading and writing strands.

3. A focus on reading comprehension and strategies and vocabulary knowledge in 3rd, 4th and 5th grades are needed to access complex text on formative and summative assessments with English Learners needing the most support of all the significant subgroups. We have also placed a focus of instruction on our ELL student population with a concentrated focus on Designated an Integrated ELD instruction using strategies from WestEd. Amongst our English Language Learners there was a decrease from 15% proficient in 2018 to 8% proficient in 2019. Therefore it is imperative that we continue our partnership with WestEd and the Lesson Study Cycle to deepen teacher's capacity in teaching for our English Learners.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	100	92	112	100	0	105	100	0	104	100	0.0	93.8
Grade 4	104	106	89	103	0	88	103	0	88	99	0.0	98.9
Grade 5	105	100	105	104	0	102	104	0	102	99	0.0	97.1
All Grades	309	298	306	307	0	295	307	0	294	99.4	0.0	96.4

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

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 Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 3	2378.		2370.	4.00		4.81	22.00		17.31	20.00		22.12	54.00		55.77
Grade 4	2421.		2383.	4.85		2.27	12.62		10.23	37.86		22.73	44.66		64.77
Grade 5	2433.		2389.	4.81		1.96	9.62		0.98	25.96		14.71	59.62		82.35
All Grades	N/A	N/A	N/A	4.56		3.06	14.66		9.52	28.01		19.73	52.77		67.69

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		7.69	33.00		41.35	57.00		50.96
Grade 4	8.74		4.55	24.27		27.27	66.99		68.18
Grade 5	6.73		1.96	26.92		16.67	66.35		81.37
All Grades	8.47		4.76	28.01		28.57	63.52		66.67

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.00		9.62	37.00		39.42	51.00		50.96
Grade 4	9.71		2.27	41.75		37.50	48.54		60.23
Grade 5	4.81		2.94	33.65		28.43	61.54		68.63
All Grades	8.79		5.10	37.46		35.03	53.75		59.86

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.00		7.69	43.00		49.04	43.00		43.27
Grade 4	8.74		2.27	41.75		40.91	49.51		56.82
Grade 5	2.88		0.98	39.42		37.25	57.69		61.76
All Grades	8.47		3.74	41.37		42.52	50.16		53.74

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

Conclusions based on this data:

1. (Eileen added) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: (Eileen: add your site's data from Kevin)

   CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.
   _____

   The data from 2018-2019 tells us that 26% at 3rd grade, 15% at 4th grade and 15% at 5th grade met or exceeded standard. In comparison to previous year's results, our students have shown gains in Math on the CAASPP. While these are not the percentages that we want, the data also tell us that we have a significant percentage of students whom have nearly met standard (20% at 3rd grade, 38% at 4th grade, and 26% at 5th grade). Our plan is that with targeted efforts on these students they will met standard very soon.

2. A focus on concepts and procedures as well as problem solving and data analysis is imperative in order to enable students to breakdown more complex math problems including performance tasks. We will continue our focus on problem solving strategies with multi-step problems using MARs Tasks and Number Talks to help students understand what they solve.

3. Our students in 3rd, 4th and 5th grade have shown the biggest gap in their CCSS math knowledge. Therefore we need to focus on providing specific instructional support for 3rd-5th Grade CCSS math standards to make sure that all are effectively taught. We have added additional resources for teachers to use to help students understand mathematical concepts and most importantly make meaning out of what they are learning and being able to apply to real life situations.

School and Student Performance Data

ELPAC Results

	Overall			Oral Language			Written Language			Number of Students Tested		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
Grade Level	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	1424.5	1423.9	1429.1	1436.5	1432.9	1438.8	1396.4	1402.5	1406.3	71	43	58
1	1457.7	1425.5	1433.6	1469.7	1445.5	1447.9	1445.2	1405.0	1418.8	55	36	39
2	1481.0	1468.6	1465.8	1492.5	1480.7	1480.0	1468.9	1456.1	1451.0	64	65	43
3	1490.0	1476.7	1497.2	1489.4	1486.9	1508.2	1490.0	1466.0	1485.7	43	46	59
4	1523.8	1504.1	1505.8	1523.7	1509.7	1514.1	1523.3	1497.9	1497.1	48	51	43
5	1525.4	1523.4	1520.0	1513.4	1537.6	1526.4	1537.0	1508.7	1513.2	35	33	47
All Grades										316	274	289

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.

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Overall Language **Percentage of Students at Each Performance Level for All Students**															
Grade Level	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	8.45	18.60	18.97	40.85	37.21	43.10	47.89	27.91	25.86	2.82	16.28	12.07	71	43	58
1	9.09	0.00	7.69	38.18	27.78	23.08	45.45	38.89	38.46	7.27	33.33	30.77	55	36	39
2	12.50	4.62	4.65	48.44	41.54	32.56	26.56	44.62	51.16	12.50	9.23	11.63	64	65	43
3	11.63	2.38	10.17	34.88	42.86	49.15	46.51	42.86	35.59	6.98	11.90	5.08	43	42	59
4	29.17	17.02	16.28	33.33	34.04	34.88	33.33	34.04	34.88	4.17	14.89	13.95	48	47	43
5	11.43	15.63	17.02	54.29	46.88	27.66	31.43	34.38	44.68	2.86	3.13	10.64	35	32	47
All Grades	13.29	9.43	12.80	41.46	38.49	36.33	38.92	37.74	37.72	6.33	14.34	13.15	316	265	289

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	9.86	23.26	27.59	47.89	41.86	37.93	35.21	16.28	25.86	7.04	18.60	8.62	71	43	58
1	18.18	22.22	28.21	54.55	30.56	23.08	21.82	36.11	33.33	5.45	11.11	15.38	55	36	39
2	31.25	26.15	30.23	50.00	41.54	32.56	10.94	27.69	32.56	7.81	4.62	4.65	64	65	43
3	20.93	33.33	45.76	53.49	42.86	37.29	18.60	14.29	13.56	6.98	9.52	3.39	43	42	59
4	45.83	40.43	41.86	31.25	36.17	41.86	20.83	17.02	9.30	2.08	6.38	6.98	48	47	43
5	31.43	37.50	44.68	57.14	62.50	38.30	8.57	0.00	14.89	2.86	0.00	2.13	35	32	47
All Grades	25.00	30.19	36.68	48.73	41.89	35.64	20.57	19.62	21.11	5.70	8.30	6.57	316	265	289

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	4.23	13.95	8.62	22.54	18.60	34.48	67.61	46.51	34.48	5.63	20.93	22.41	71	43	58
1	7.27	0.00	5.13	23.64	22.22	10.26	36.36	13.89	35.90	32.73	63.89	48.72	55	36	39
2	4.69	0.00	2.33	34.38	27.69	27.91	40.63	33.85	37.21	20.31	38.46	32.56	64	65	43
3	6.98	0.00	3.39	20.93	14.29	23.73	51.16	50.00	50.85	20.93	35.71	22.03	43	42	59
4	16.67	4.26	0.00	31.25	21.28	27.91	33.33	38.30	39.53	18.75	36.17	32.56	48	47	43
5	8.57	0.00	10.64	20.00	15.63	10.64	65.71	62.50	42.55	5.71	21.88	36.17	35	32	47
All Grades	7.59	3.02	5.19	25.95	20.75	23.18	49.05	40.00	40.48	17.41	36.23	31.14	316	265	289

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	15.49	18.60	22.41	77.46	69.77	65.52	7.04	11.63	12.07	71	43	58
1	43.64	16.67	25.64	50.91	75.00	58.97	5.45	8.33	15.38	55	36	39
2	23.44	18.46	9.30	67.19	69.23	74.42	9.38	12.31	16.28	64	65	43
3	4.65	11.90	32.20	60.47	73.81	55.93	34.88	14.29	11.86	43	42	59
4	35.42	21.28	32.56	52.08	65.96	60.47	12.50	12.77	6.98	48	47	43
5	5.71	18.75	12.77	85.71	75.00	68.09	8.57	6.25	19.15	35	32	47
All Grades	22.47	17.74	22.84	65.51	70.94	63.67	12.03	11.32	13.49	316	265	289

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	12.68	25.58	25.86	73.24	48.84	63.79	14.08	25.58	10.34	71	43	58
1	16.36	22.22	28.21	80.00	58.33	48.72	3.64	19.44	23.08	55	36	39
2	46.88	33.85	48.84	43.75	61.54	46.51	9.38	4.62	4.65	64	65	43
3	65.12	52.50	64.41	34.88	37.50	32.20	0.00	10.00	3.39	43	40	59
4	50.00	63.04	51.16	45.83	30.43	41.86	4.17	6.52	6.98	48	46	43
5	74.29	90.63	74.47	20.00	9.38	21.28	5.71	0.00	4.26	35	32	47
All Grades	39.87	45.80	49.13	53.16	43.51	42.56	6.96	10.69	8.30	316	262	289

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.

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	2.82	9.30	8.62	94.37	72.09	68.97	2.82	18.60	22.41	71	43	58
1	18.18	8.33	10.26	47.27	30.56	25.64	34.55	61.11	64.10	55	36	39
2	6.25	4.62	9.30	71.88	64.62	55.81	21.88	30.77	34.88	64	65	43
3	6.98	0.00	3.39	48.84	42.86	52.54	44.19	57.14	44.07	43	42	59
4	16.67	4.35	2.33	52.08	58.70	46.51	31.25	36.96	51.16	48	46	43
5	11.43	6.25	10.64	80.00	56.25	44.68	8.57	37.50	44.68	35	32	47
All Grades	9.81	5.30	7.27	67.41	55.68	50.52	22.78	39.02	42.21	316	264	289

Reading Domain
Percentage of Students by Domain Performance Level for All Students

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.

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	33.80	18.60	45.61	49.30	58.14	26.32	16.90	23.26	28.07	71	43	57
1	12.73	0.00	5.13	61.82	44.44	64.10	25.45	55.56	30.77	55	36	39
2	6.25	1.54	4.65	75.00	56.92	58.14	18.75	41.54	37.21	64	65	43
3	11.63	9.76	8.47	81.40	63.41	83.05	6.98	26.83	8.47	43	41	59
4	20.83	8.51	16.28	68.75	63.83	67.44	10.42	27.66	16.28	48	47	43
5	25.71	3.13	8.51	68.57	84.38	74.47	5.71	12.50	17.02	35	32	47
All Grades	18.67	6.82	15.97	66.14	60.98	61.81	15.19	32.20	22.22	316	264	288

Writing Domain
Percentage of Students by Domain Performance Level for All Students

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

Conclusions based on this data:

1. Due to shelter in place the ELPAC was not fully administered in 2019-2020. It will resume in the 2020-2021 school year.

School and Student Performance Data
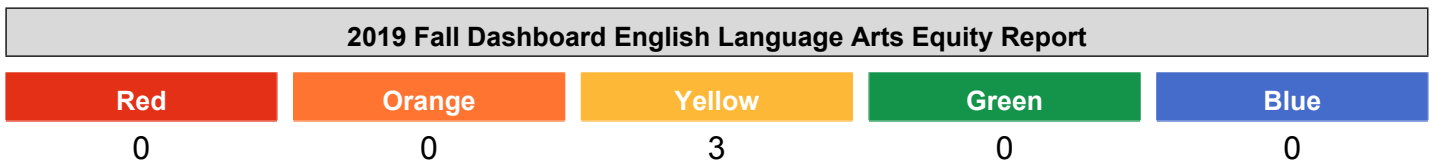
Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
622	**78.6**	**46.5**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	289	46.5
Foster Youth	4	0.6
Homeless	11	1.8
Socioeconomically Disadvantaged	489	78.6
Students with Disabilities	84	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	45	7.2
American Indian or Alaska Native		
Asian	17	2.7
Filipino	19	3.1
Hispanic	483	77.7
Two or More Races	25	4.0
Native Hawaiian or Pacific Islander	3	0.5
White	28	4.5

Conclusions based on this data:

1. Dashboard not updated due to Shelter in Place going into effect March of 2020.

We continue to have a significant amount of English Learners at our school (56.6%). We will continue our focus on ELD strategies during designated and integrated ELD instruction to get our EL students the skills they need to reclassify and be successful in meeting grade level standards. English Learners also use Imagine Learning both school and home to reinforce language development skills. Teachers are given training around EL strategies several times a year to help ensure that their teaching instruction is focused on their language development.

2. A significant percentage (80.4%) of our total student population are socioeconomically disadvantaged. We provide free breakfast for all students and a majority of them also receive free lunch based on their family income status. We also work through the Diablo Valley Assistance League with their Operation School Bell program providing us with 250 uniform bags that include uniforms and under garments. Our school has also partnered up the Shoes that Fit program providing 100 students with a new pair of shoes. We will continue to use these programs to help support our families.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Dashboard not updated due to Shelter in Place going into effect March of 2020.

   Our data indicates that we have difficulties with some students being chronically absent. Our Parent/Family Liaison works diligently with our families to ensure that their child is brought to school regularly and on time. Admin and the attendance set up Student Attendance Review meetings to stress the importance of attending schools and to see if the family needs support in bringing their child to school. We will continue to provide incentives to families to about the importance of attendance. Monthly certificates that include perfect attendance are given out and the classroom with the highest attendance rate receives a prize.

2. Our academic performance in ELA and Math show that we are in the yellow band which indicates we remained stagnant in performance. We will continue to focus on the academic performance of our students in both areas with targeted instructional strategies, specifically from AVID and WestEd. Our teachers analyze data consistently and are always regrouping students for targeted intervention. We will also continue to use DIBELS as a measure of success for early literacy skills K-3. Teachers meet every few weeks with our Early Literacy Coach analyzing current data creating SMART goals.

3. Our suspension rate has shown an increase and with the creation of the Positive Student Behavior Committee we are hopeful that this rate will decrease. The committee's goals are to outline procedures for implementing effective behavioral RTI, create and provide resources to all staff for implementation of behavioral RTI strategies, and implement a Reflection Room for students instead of having detention. The students will need a referral by the teacher for entering the Reflection Room during recess time and data will be gathered and given to the committee for analysis. We will work to decrease the amount of suspensions and behavioral referrals.

School and Student Performance Data

Academic Performance
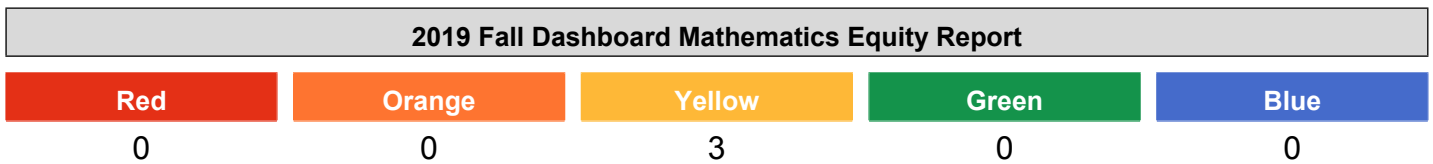## English Language Arts

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
40.4 points below standard	41.6 points below standard	0 Students
Increased Significantly ++15.2 points	Increased ++12.6 points	
299	209	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45 points below standard	137.6 points below standard
	Increased Significantly ++16.6 points	Declined -9.9 points
2	255	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
80 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.5 points above standard
Increased ++11.6 points	1	9	12
18			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
41.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.9 points	9		8
242			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.8 points below standard	24.7 points above standard	37.6 points below standard
Declined -15 points	Increased ++6.9 points	Increased Significantly ++21.3 points
120	89	90

Conclusions based on this data:

1. (Eileen added) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: (Eileen: add your site's data from Kevin)

Dashboard not updated due to Shelter in Place going into effect March of 2020. CAASPP was suspended for 2019 - 2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.

2. The most recent CA Dashboard information reflects (indicate the year. Most are 2018-2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022..

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	
69.7 points below standard	67.6 points below standard	
Increased ++10.1 points	Increased ++6.9 points	
299	209	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	70.6 points below standard	149.9 points below standard
	Increased ++13.7 points	Declined -12.2 points
2	255	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
114.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	39.2 points below standard
Maintained -1.8 points			12
18	1	9	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
70.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	9		8
242			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.7 points below standard	27 points below standard	74.6 points below standard
Declined -9.9 points	Increased ++3.2 points	Increased Significantly ++17.7 points
120	89	90

Conclusions based on this data:

1. (Eileen added) PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: (add your site's data from Kevin

2. The most recent CA Dashboard information reflects (indicate the year. Most are 2018-2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022.

School and Student Performance Data

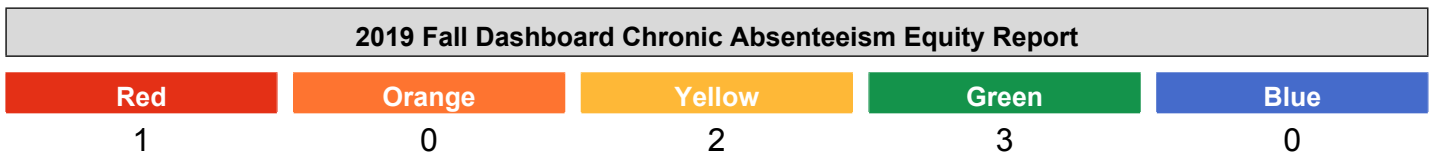## Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61 making progress towards English language proficiency
Number of EL Students: 236
Performance Level: High
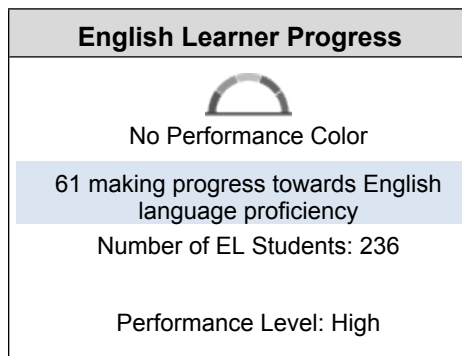
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7	26.2	2.1	58.8

Conclusions based on this data:

1. Eileen The most recent CA Dashboard information reflects 2018-2019. The Dashboard is expected to be updated in December 2022

   This data shows that our lowest percentage of students are within Level 1 Beginning Stage for English Learner Progress. The highest percentage of students are at the Level 3 Moderately Developed. With are continued efforts in teaching specific EL strategies, our students will continue to progress and move from Level 1 through Level 4. We will also continue to focus on the students at Level 3 and make sure that they move onto Level 4 through our Designated ELD time.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
8.6	3.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.8	Declined -2.4	5
665	397	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	8.7	15.3
10	Declined Significantly -4.6	Declined -4.7
	554	72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
29.8	Less than 11 Students - Data Not Displayed for Privacy	5.6	8.7
Maintained +0.4	1	Declined -6.2	Increased +8.7
47		18	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	No Performance Color
6.6	12.9	Less than 11 Students - Data Not Displayed for Privacy	6.9
Declined Significantly -3.9	Declined -2.5	2	Declined -25.2
514	31		29

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019. The Dashboard is expected to be updated in December 2022

   Our data indicates that we have difficulties with all students being chronically absent. Our Parent/Family Liaison works diligently with our families to ensure that their child is brought to school regularly and on time. Admin and the attendance set up Student Attendance Review meetings to stress the importance of attending schools and to see if the family needs support in bringing their child to school. We will continue to provide incentives to families to about the importance of attendance. Monthly certificates that include perfect attendance are given out and the classroom with the highest attendance rate receives a prize.

School and Student Performance Data
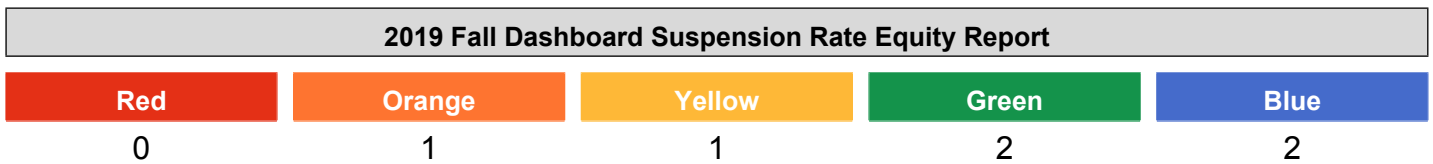
Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
0.9	0.5	Less than 11 Students - Data Not 6
Declined -0.7	Increased +0.5	
705	408	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Orange
Less than 11 Students - Data Not 10	0.8	3.7
	Declined Significantly -1	Increased +0.9
	589	81

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
3.6	Less than 11 Students - Data 2	0	0
Declined -5.9		Maintained 0	Maintained 0
56		18	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	No Performance Color
0.7	0	Less than 11 Students - Data 4	0
Maintained +0.2	Declined -7.7		Maintained 0
535	35		32

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.6	0.9

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019. The Dashboard is expected to be updated in December 2022

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Instruction to Support Student Achievement

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured At or Above will increase by 15% on the i-Ready Benchmark 3 in ELA and Math.
By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured Two or More Grade Levels below will decrease by 15% on the i-Ready Benchmark 3 in ELA and Math.
By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured One Grade Level Below will decrease by 15% on the i-Ready Benchmark 3 in ELA and Math.

By the end of the 2022-2023 school year, the percentage of All Students Kinder-3rd grade measured At or Above Benchmark on Reading Composite Acadience Benchmark by 10%

By the end of the 2022-2023 school year, 3rd-5th grade students will increase between 5-15 points on the CAASPP ELA and Math as reported by the California Dashboard Indicators.

Identified Need

For the past couple of years, data from i-Ready and Acadience were used to help determine effectiveness of instruction and develop intervention groups during classroom Universal Access and Small Group Instruction. At the beginning of this academic year we see a strong need for our students K-3 to solidify their early literacy development in phonics and phonemic awareness through the Acadience data. As students master these early literacy foundational skills they are learning through reading by 3rd grade. Our Early Literacy coach will help support our K-3 teachers through data meetings, progress monitoring and coaching throughout the 2022-2023 school year.

Our i-Ready data in ELA and Math also show a need to help improve comprehension skills and vocabulary development along with number sense and problem solving across all grade levels. Our Math data continues to remain the lowest performance area for all of our students. Our Fall 2022 i-Ready Benchmark 1 data indicates that a majority of our students 1st-5th grade performed Two Grade Levels or More Below grade levels.

Our 2021-2022 CAASPP Data in ELA and Math indicates the continued need for comprehension and vocabulary development and number sense and problem solving. On the ELA CAASPP, 29%

of 3rd Graders and 23% of 4th Graders are proficient. On the Math CAASPP, 22% of our 3rd Graders and 12% of 4th Graders are proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 Fall Benchmark: 1st-5th Grade ELA	i-Ready ELA Baseline Benchmark: Two or more grade levels below: 51% One grade level below: 34% At or Above: 15%	i-Ready ELA Baseline Benchmark: Two or more grade levels below: 36% One grade level below: 19% At or Above: 30%
2022 Fall Benchmark: 1st-5th Grade Math	i-Ready Math Baseline Benchmark: Two or more grade levels below: 58% One grade level below: 39% At or Above: 3%	i-Ready Math Baseline Benchmark: Two or more grade levels below: 43% One grade Level below: 24% At or Above: 18%
Acadience Fall Benchmark: Kinder-3rd Grade	Fall Reading Composite Acadience Benchmark: At or Above Benchmark Kinder 25% At or Above Benchmark 1st Grade 42% At or Above Benchmark 2nd Grade 49% At or Above Benchmark 3rd Grade 37%	Spring Reading Composite Acadience Benchmark: At or Above Benchmark: Kinder 35% At or Above Benchmark: 1st Grade 52% At or Above Benchmark: 2nd Grade 59% At or Above Benchmark 3rd Grade 47%
2021-2022 CAASPP ELA	Students Proficient in ELA 3rd Grade 29% 4th Grade 23% 5th Grade 19%	Students proficient in ELA will increase between 5-15 points as measured on the California Dashboard Indicators 3rd Grade 5-15 point increase on Dashboard Indicator 4th Grade 5-15 point increase on Dashboard Indicator 5th Grade 5-15 point increase on Dashboard Indicator
2021-2022 CAASPP Math	Students Proficient in Math 3rd Grade 22% 4th Grade 12% 5th Grade 3%	Students proficient in Math will increase between 5-15 points as measured on the California Dashboard Indicators. 3rd Grade 5-15 point increase on Dashboard Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		4th Grade 5-15 point increase on Dashboard Indicator 5th Grade 5-15 point increase on Dashboard Indicator

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

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

All Students

Strategy/Activity

Teachers will provide small group instruction in ELA and math as well as a dedicated time 30-40 minutes of UA in ELA and Math. A retired teacher will help to provide intervention during the school through small group instruction. Acadience and i-Ready data will be used to help create these intervention groups. Teachers will be given various resources such as supplemental curriculum aligned to the CCSS that will assist teachers in providing differentiated instruction in ELA and Math. Our Early Literacy Coach will help support teachers through data meetings and after school professional development sessions on foundational reading skills as well as instructional strategies for UA 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)
20,000.00	3010 Title I All Materials and Supplies
6,000.00	9500 LCFF All Technology to help teachers deliver high quality instruction
8,000.00	9500 LCFF All Substitutes and extra pay for Teachers
8,000.00	9500 LCFF All Intervention Teacher for extra academic instructional support provided during the school day to K-5 students that are not meeting ELA standards.

23,000.00	9500 LCFF All Materials and Supplies

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

Willow Cove will make sure that students are given access to 50% fiction and 50% nonfiction text through various on-line applications. Software licenses such as Accelerated Reader will continue to be used by classroom teachers as a diagnostic assessment to help address their students' differentiated reading needs. By understanding their reading needs teachers will be given the opportunity to help build a leveled reading library in their classroom so that our English Learners have access to books at their independent reading level. For our African American students, teachers will have the opportunity to purchase culturally responsive books for their classroom library to help create a positive and enriching classroom environment in which students see the school and classroom related to who they are.

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)
3,000.00	3010 Title I AA Purchase supplemental culturally responsive books for classroom libraries.
39,297.00	3010 Title I All Software Licenses
3,000.00	3010 Title I EL/FEP Leveled classroom reading books for EL's

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

English Learners

Strategy/Activity

Teachers will provide ELD instruction focusing on language development through our Designated ELD instruction block for 40 minutes each morning. Students also receive ELD instruction through

integrated ELD across content areas. Teachers will be supported with additional materials, professional development and extra planning time to create and deliver high quality 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)
2,856.00	9500 LCFF EL/FEP Materials and Supplies for ELD activities
2,000.00	9500 LCFF EL/FEP Extra planning time for teachers to plan ELD activities integrating WestEd strategies
6,000.00	3010 Title I All Attend targeted PD/Conferences to address the needs of EL students such as CABE and CAAASA Conference for AA students

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

Students at Willow Cove will have the opportunity to participate in extended learning programs with an academic as well as an enrichment focus through music, drama and building leadership skills through esteem building activities such as Girls on the Run, Garden Club and our yearly school musical using the Disney in the School music program license.

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)
5,000.00	9500 LCFF All Extra pay for teachers and staff that support enrichment activities.
3,000.00	9500 LCFF

	All Materials, resources, items needed for academic/enrichment/ activities

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.

Our Intervention Teacher worked with students one on one and in small groups while the Early Literacy Coach worked with teachers individually to create focused and strategic activities during Universal Access as well as whole class instruction. It is evident from our data that this intervention was successful in getting many of our students to proficiency in reading. For the 2021-2022 school year we included our instructional bilingual aide to help work one to one with students needing reading support.

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

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.

AVID program will be offered for third, fourth and fifth grade students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

By the end of the 2022-2023 school year, 80% of our English Learner students who score a FOUR on the ELPAC will be reclassified.
By the end of the 2022-2023 school year, 70% of our Kindergarten and First Graders will by proficient as measured by Acadience Benchmark 3 Assessment

By the end of the 2022-2023 school year, ALL of our 3-5 grade students will show an increase of 15% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, ALL of our 3-5 grade students will show an increase of 15% proficiency as measured on the Math CASSPP reported by the California Dashboard Indicators.

By the end of the 2022-2023 school year, our 3-5 grade EL students will show an increase of 28% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, our 3-5 grade SWD students will show an increase of 33% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.

By the end of the 2022-2023 school year, our 3-5 grade EL students will show an increase of 18% proficiency as measured on the Math CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, our 3-5 grade SWD students will show an increase of 24% proficiency as measured on the Math CAASPP reported by the California Dashboard Indicators.

Identified Need

After a full year back from Distance Learning we saw many students needing more Tier 2 supports in academics. For our 1st Grade students, the 2021-2022 school year was the first time they attended school with a lot of adjustments to a school schedule, routines as well as social emotional learning. We are hopeful that this school year with supports in place such as interventions, small group instruction and UA, they make the expected progress. Our new group of Kinder students are coming to school with greater needs than we have seen previously therefore we need to make sure that our teachers are supported and provided high quality instruction to get a majority of them proficient in reading before they enter 1st grade.

Willow Cove has the largest student population of English Learners and we have dedicated planning time and supports to get these students to reclassify as English Proficient Learners. In the 2021-

2022 school we had 10 students reclassify coming off of a year of distance learning. With school back in session last year, we were able to incorporate different learning opportunities for our EL Learners. Our 2022 ELPAC data along with our Fall ELA i-Ready data, indicate that we have 22 students ready to reclassify with another 8 more in January. We see the need to continue our focused instructional practices during Designated ELD using various strategies that our teachers have acquired from West Ed and AVID.
Our Students With Disabilities (SWD) also need specialized instruction and our SPED Team of teachers and para professionals need additional professional development, trainings, conferences and planning time.

Teachers will be given additional planning time to analyze data and create targeted instructional activities to help increase student proficiency as measured on ELPAC, ACADIENCE, i-Ready and CAASPP assessments. Teachers will also have Professional Development opportunities provided through conferences and workshops and will implement new instructional strategies which will be observed in classrooms. Further, teachers will have additional planning time to meet the needs of our EL students and SDC students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP ALL Students	24% Meets and Exceeds	39% Meets and Exceeds
Math CAASPP All Students	12% Meets and Exceeds	27% Meets and Exceeds
ELA CAASPP SWD	6% Meets and Exceeds	39% Meets and Exceeds
Math CAASPP SWD	3% Meets and Exceeds	27% Meets and Exceeds
ELA CAASPP English Learners	11% Meets and Exceeds	39% Meets and Exceeds
Math CAASPP English Learners	9% Meets and Exceeds	27% Meets and Exceeds
Acadience Benchmark Data for Kinder Fall 2022	25% Proficient	70% Proficient
Acadience Benchmark Data for 1st Grade Fall 2022	42% Proficient	70% Proficient

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

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

Additional planning time will be given to teachers to develop instructional strategies that help to promote an increase in student engagement and progress on all assessments.

All Students

Strategy/Activity

Teachers will meet to analyze data, discuss curriculum and plan instructional activities that include any new strategies learned this school year 2022-2023. Teachers will be given professional development opportunities through in person or virtual conferences and workshop to build teacher's capacity in implementing CCSS and differentiated instruction for ALL students.

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)
4,000.00	9500 LCFF All Teacher Planning Time
6,000.00	3010 Title I All AVID Membership Subscription and Conference Fees for Teachers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

A Bilingual Instructional Assistant will be used to work with EL students in small groups focusing on specific early literacy skills. The aide will also communicate with families orally and in written format. Student outcomes will be measured by reclassification of students and proficiency on Acadience.

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)
42,500.00	3010 Title I EL/FEP 1 FTE Bilingual Instructional Aide

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

Students with Disabilities

Strategy/Activity

Willow Cove SPED Team will have the opportunity to meet together after school for planning time and sharing of instructional strategies and practice. Willow Cove has been awarded a Unified Champion School for two years in a row and we plan to continue providing inclusion at our school for our SWD students. There are three components to remain a Unified Champion School: Unified Sports, Inclusive Youth Leadership and Whole School Engagement. A few of our SDC teachers will meet together with a few of our General Education teachers to plan for these Unified events.

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

Amount(s)	Source(s)
2,500.00	9500 LCFF SWD Materials, Supplies & Technology
3,000.00	9500 LCFF SWD Professional Development opportunities such as trainings in person or virtual as well as conferences such as CARS Plus Conference
800.00	9500 LCFF SWD Lesson Pix License's
2,000.00	9500 LCFF SWD Extra Pay for Teacher Planning Time
1,500.00	9500 LCFF All Teacher Progress Monitoring System licenses to help support Early Literacy Skills

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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.

Our Designated ELD was conducted differently during the 2021-2022 school year as classes did not do rotations that we are use. Due to high COVID rates it was difficult to deliver continuous ELD instruction as many students missed multiple days of school and teachers had to review previously taught lessons a few times. We noticed that this was not effective for our English Learners and look forward to incorporated our designation rotation block of ELD this school year 2022-2023. We will continue to give teachers extra planning time for analyzing ELPAC data and developing ELD lessons.

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

During the 2021-2022 school year we were excited to have our students back on campus. For the 2022-2023 we would like to continue our AVID trainings and focus this year with Organization, Writing (focused note taking), Collaboration, Critical thinking and Goal Setting. By developing an AVID Leadership team that comprised of the Principal and three teachers, we will be able to meet and hone in particular whole school activities as well as setting accountable measures for teachers and students.

Willow Cove was continued to be recognized as a Unified Champion School. As a Unified Champion School we promote inclusion and acceptance by participating in three components of the program: Unified Sports, Inclusive Youth Leadership and Whole School Engagement. We are partnering up with Pittsburg Highschool for Unified Sports where students with disabilities and students without intellectual disabilities participate on the same team for Unified Soccer and Basketball.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning. Students will be supported physically, socially, emotionally and psychologically in environments that are conducive to learning. Community and parent/guardian engagement will increase through improved communication and the coordination of resources and efforts to ensure students are college and career ready upon graduation.

Goal

Our goal is to make parents feel welcomed by giving them various opportunities to use their voice in ELAC, SSC, Parent Club and volunteerism. Willow Cove will provide opportunities for our Parents/Families to have positive communication between home and school. As we look to conduct the California Healthy Kids Survey for the 2022-2023 school we will strive to improve student self-efficacy as evidenced by increased self-reporting of "most or "All-of-the-time" on the indicators of Connectedness, Meaningful Participation in School and Voice by 5%, on the California Healthy Kids Survey (CHKS). At Willow Cove we focus on positive behaviors reinforcing the 3 B's through our STAR Student program. During the 2022-2023 we look to reduce student suspension and discipline referrals by 50% by increasing supports through our COST Team, Behavior Support Aide, School Counselor and Mindful Life Project. We also look to increase our attendance rate to 95% or higher.

Identified Need

We will continue to address social emotional needs through our proactive Tier 1 Assemblies provided by our School Counselor. We also will continue to use the Mindful Life Project in our classrooms as well as targeting specific students that need additional support in our Rise Up groups. At Willow Cove Elementary, a priority has been identified in the area of engaging families, forming community partnerships and ensuring a safe learning environment. Our parent groups want to be involved and they want to feel appreciated and respected for their efforts. They desire to have more opportunities to learn and to continue to improve communication between home and school. Another area is student behavior with a focus on positive behavior recognition through our STAR Student program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	8 suspensions	reduce by 50%
Attendance	93% August/September	95%

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

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

All Students

Strategy/Activity

Willow Cove will actively recruit parent/families to participate in site and district level decision making and advisory groups (i.e. School Site Council, ELAC, PAAACT, DAC, DELAC, etc) Parents will be encouraged to attend family nights and parent workshops. Increase of parent participation at family events and increase of positive school climate will be measured on parent portion of the 2022-2023 CHKS.

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)
2,000.00	9500 LCFF All Materials and Supplies for Parent Groups

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Positive communication between home and school.

Strategy/Activity

Willow Cove will use two-way parent communication folders that will be sent home with students once a week. Another form of communication will be student planners. Students in 3rd-5th grade will use student planners to write down their homework and assignments due and parents will be instructed to review their child's planner daily and/or weekly.

Written Communication to families regarding school activities, meetings and student progress will be mailed out as needed as well as posted on Class Dojo.

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)
2,000.00	9500 LCFF

Amount(s)	Source(s)
	All Two-Way Communication Folders
5,000.00	3010 Title I All Student Planners
2,000.00	9500 LCFF All Postage

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

Willow Cove will continue to Improve student self-efficacy through our student STAR Program and an increase of a positive school climate that helps students focus on self reflection. We will increase student motivation through recognition of achievements at awards assemblies throughout the school year. Students will have the opportunity to reflect on the impact of their negative behaviors and have opportunities to meet with an adult focusing on mediation, mindfulness practices and social skills groups with a targeted focus. Our Student Leadership Group of 4th and 5th Graders meet weekly with a classroom teacher and our BSA helping them develop leadership skills and be involved positively with the 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)
5,000.00	9500 LCFF All Certificates, medals, trophies, student incentives for STAR Student Program
1,200.00	9500 LCFF All Materials and Supplies for Student Leadership Group
1,000.00	9500 LCFF All Teacher Extra Pay for Student Leadership Group

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

Parents are an important aspect of a students life at school and have also expressed interest in having parent workshops focusing on desired topics.

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)
2,000.00	9500 LCFF All Materials for Parent Workshops

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.

During the 2020-2021 school year, Willow Cove did not receive a CHKS report due to lack of student and parent participation while in distance learning. We anticipate to conduct the CHKS survey this school year, 2022-2023.

In analyzing our California Health Kids Survey from 2019 results, it is evident that there is still a continued need to create and maintain a positive school environment for our students and families for the 2022-2023 school year. This includes the need for our students to feel that they are connected to school and are asked to provided input of their ideas in daily lessons. It has become one of our school's mission and goal this year to give students the opportunity to participate in the learning process and express their ideas not only with the teacher but with their peers through collaboration activities. The use of the student planners has been an effective tool for teachers and parents to communicate around the learning goals and needs of their student. We will continue to use students planners as an effective organizational and communication tool. Our STAR Student program continues to provide an opportunity for our teachers to celebrate those students that are working on or accomplishing positive behavior goals.

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

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 school year we have implement Student Leadership comprised of 4th and 5th Grade students led by one of our teachers and Behavior Support Aide. Some of the students included in this group

are from our 4/5 SDC class. We have already seen positive effects of this leadership group and we hope to continue it throughout the school year. We are also excited to finally have our Families back on campus either volunteering and/or participating in our parent groups and Family Nights. We are hoping to elevate a positive school culture with this activities.

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	$211,653.00

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 ($)
3010 Title I	$124,797.00

Subtotal of additional federal funds included for this school: $124,797.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
9500 LCFF	$86,856.00

Subtotal of state or local funds included for this school: $86,856.00

Total of federal, state, and/or local funds for this school: $211,653.00

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
9500 LCFF	86,856	0.00
3010 Title I	124,797	0.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	124,797.00
9500 LCFF	86,856.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	3,000.00
All	149,997.00
EL/FEP	50,356.00
SWD	8,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	3010 Title I	3,000.00
All	3010 Title I	76,297.00
EL/FEP	3010 Title I	45,500.00
All	9500 LCFF	73,700.00
EL/FEP	9500 LCFF	4,856.00
SWD	9500 LCFF	8,300.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		129,153.00
Goal 2		62,300.00
Goal 3		20,200.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Catherine Borquez	Principal
Veronica Carrasco	Classroom Teacher
Anna Gabriela Velasquez	Classroom Teacher
Ana Acevedo	Classroom Teacher
Yesenia Venegas	Other School Staff
Jessica Rojo	Parent or Community Member
Maria Bernal	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/22/2020.

Attested:

C. Borquez (signature)	Principal, Catherine Borquez on 10/22/2020
Kampel (signature)	SSC Chairperson, Kendaline Kampel on 10/22/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Willow Cove	Year: 2022 - 2023	Principal: Catherine Borquez

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured At or Above will increase by 15% on the i-Ready Benchmark 3 in ELA and Math.

By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured Two or More Grade Levels below will decrease by 15% on the i-Ready Benchmark 3 in ELA and Math.

By the end of the 2022-2023 school year, the percentage of All Students 1st-5th grade measured One Grade Level Below will decrease by 15% on the i-Ready Benchmark 3 in ELA and Math.

By the end of the 2022-2023 school year, the percentage of All Students Kinder-3rd grade measured At or Above Benchmark on Reading Composite Acadience Benchmark will increase by 10%

By the end of the 2022-2023 school year, 3rd-5th grade students will increase between 5-15 points on the CAASPP ELA and Math as reported by the California Dashboard Indicators.

Area of Need:

For the past couple of years, data from i-Ready and Acadience were used to help determine effectiveness of instruction and develop intervention groups during classroom Universal Access and Small Group Instruction. At the beginning of this academic year (2022-2023) we see a strong need for our students K-3 to solidify their early literacy development in phonics and phonemic awareness through the Acadience data. As students master these early literacy foundational skills they are learning through reading by 3rd grade. Our Early Literacy coach will help support our K-3 teachers through data meetings, progress monitoring and coaching throughout the 2022-2023 school year.

Our i-Ready data in ELA and Math also show a need to help improve comprehension skills and vocabulary development along with number sense and problem solving across all grade levels. Our Math data continues to remain the lowest performance area for all of our students. Our Fall 2022 i-Ready Benchmark 1 data indicates that a majority of our students 1st-5th grade performed Two Grade Levels or More Below grade levels.

Our 2021-2022 CAASPP Data in ELA and Math indicates the continued need for comprehension and vocabulary development and number sense and problem solving. On the 2021 ELA CAASPP, 29% of 3rd Graders and 23% of 4th Graders are proficient. On the 2021 Math CAASPP, 22% of our 3rd Graders and 12% of 4th Graders are proficient.

Student groups to participate in this goal: All Students and English Learners		
Actions taken to reach LCAP Goal #1:	**Analysis of verifiable data to ensure students meet state Academic Standards**	**Recommendations to improve, modify or drop activities**
-Teachers will provide small group instruction in ELA and math as well as a dedicated time 30-40 minutes of UA in ELA and Math. A retired teacher will help to provide intervention during the school through small group instruction. Acadience and i-Ready data will be used to help create these intervention groups. Teachers will be given various resources such as supplemental curriculum aligned to the CCSS that will assist teachers in providing differentiated instruction in ELA and Math. Our Early Literacy Coach will help support teachers through data meetings and after school professional development sessions on foundational reading skills as well as instructional strategies for UA groups. • Materials and Supplies that will be used with all students in the classroom to help support instruction for ELA and Math. 3010 $20,000.00 -Willow Cove will make sure that students are given access to 50% fiction and 50% nonfiction text through various on-line applications. Software licenses such as Accelerated Reader will continue to be used by classroom teachers as a diagnostic assessment to help address their students' differentiated reading needs. By understanding their reading needs teachers	i-Ready ELA Baseline Benchmark: Two or more grade levels below: 51% One grade level below: 34% At or Above: 15% i-Ready Math Baseline Benchmark: Two or more grade levels below: 58% One grade level below: 39% At or Above: 3% Fall Reading Composite Acadience Benchmark: At or Above Benchmark Kinder 25% At or Above Benchmark 1st Grade 42% At or Above Benchmark 2nd Grade 49% At or Above Benchmark 3rd Grade 37%	

will be given the opportunity to help build a leveled reading library in their classroom so that our English Learners have access to books at their independent reading level. For our African American students, teachers will have the opportunity to purchase culturally responsive books for their classroom library to help create a positive and enriching classroom environment in which students see the school and classroom related to who they are.

- Purchase supplemental culturally responsive books for classroom libraries for AA students.

3010 $3,000.00

- Leveled classroom reading books for EL students.

3010 $3,000.00

- Software Licenses

3010 $39,297.00

-Teachers will provide ELD instruction focusing on language development through our Designated ELD instruction block for 40 minutes each morning. Students also receive ELD instruction through integrated ELD across content areas. Teachers will be supported with additional materials, professional development and extra planning time to create and deliver high quality instruction for all their students but specifically targeting our EL's and AA students.

• Attend targeted PD/Conferences to address the needs of EL students such as CABE and CAAASA conference for AA students. 3010 $6,000.00	

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

School Goal #2
By the end of the 2022-2023 school year, 80% of our English Learner students who score a FOUR on the ELPAC will be reclassified.
By the end of the 2022-2023 school year, 70% of our Kindergarten and First Graders will by proficient as measured by Acadience Benchmark 3 Assessment

By the end of the 2022-2023 school year, ALL of our 3-5 grade students will show an increase of 15% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, ALL of our 3-5 grade students will show an increase of 15% proficiency as measured on the Math CAASPP reported by the California Dashboard Indicators.

By the end of the 2022-2023 school year, our 3-5 grade EL students will show an increase of 28% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, our 3-5 grade SWD students will show an increase of 33% proficiency as measured on the ELA CAASPP reported by the California Dashboard Indicators.

By the end of the 2022-2023 school year, our 3-5 grade EL students will show an increase of 18% proficiency as measured on the Math CAASPP reported by the California Dashboard Indicators.
By the end of the 2022-2023 school year, our 3-5 grade SWD students will show an increase of 24% proficiency as measured on the Math CAASPP reported by the California Dashboard Indicators.

Area of Need:
After a full year back from Distance Learning we saw many students needing more Tier 2 support in academics. For our 1st Grade students, the 2021-2022 school year was the first time they attended school with a lot of adjustments to a school schedule, routines as well as social emotional learning. We are hopeful that this school year with supports in place such as interventions, small group instruction and UA, they make the expected progress. Our new group of Kinder students are coming to school with greater needs than we have seen previously therefore we need to make sure that our teachers are supported and provided high quality instruction to get a majority of them proficient in reading before they enter 1st grade.

Willow Cove has the largest student population of English Learners and we have dedicated planning time and support to get these students to reclassify as English Proficient Learners. In the 2021-2022 school we had 10 students reclassify coming off of a year of distance learning. With school back in session last year, we were able to incorporate different learning opportunities for our EL Learners. Our 2022 ELPAC data along with our Fall ELA i-Ready data, indicate that we have 22 students ready to reclassify with another 8 more in January. We see the need to continue our focused instructional practices during Designated ELD using various strategies that our teachers have acquired from West Ed and AVID. Our Students With Disabilities (SWD) also need specialized instruction and our SPED Team of teachers and paraprofessionals need additional professional development, training, conferences and planning time.

Teachers will be given additional planning time to analyze data and create targeted instructional activities to help increase student proficiency as measured on ELPAC, ACADIENCE, i-Ready and CAASPP assessments. Teachers will also have Professional Development opportunities provided through conferences and workshops and will implement new instructional strategies which will be observed in classrooms. Further, teachers will have additional planning time to meet the needs of our EL students and SDC students.

Student groups to participate in this goal: All Students, EL Students

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
-Teachers will meet to analyze data, discuss curriculum and plan instructional activities that include any new strategies learned this school year 2022-2023. Teachers will be given professional development opportunities through in person or virtual conferences and workshops to build teacher's capacity in implementing CCSS and differentiated instruction for ALL students. • AVID Membership Subscription and Conference Fees for Teachers 3010 $6,000.00 -A Bilingual Instructional Assistant will be used to work with EL students in small groups focusing on specific early literacy skills. The aide will also communicate with families orally and in written format. Student	i-Ready ELA Baseline Benchmark: Two or more grade levels below: 51% One grade level below: 34% At or Above: 15% i-Ready Math Baseline Benchmark: Two or more grade levels below: 58% One grade level below: 39% At or Above: 3% Fall Reading Composite Acadience Benchmark: At or Above Benchmark Kinder 25% At or Above Benchmark 1st Grade 42% At or Above Benchmark 2nd Grade 49% At or Above Benchmark 3rd Grade 37%	

outcomes will be measured by reclassification of students and proficiency on Acadience.

- 1 FTE Bilingual Instructional Aide

3010 $42,500.00

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAP Goal #3
Our goal is to make parents feel welcomed by giving them various opportunities to use their voice in ELAC, SSC, Parent Club and volunteerism. Willow Cove will provide opportunities for our Parents/Families to have positive communication between home and school. As we look to conduct the California Healthy Kids Survey for the 2022-2023 school we will strive to improve student self-efficacy as evidenced by increased self-reporting of "most or "All-of-the-time" on the indicators of Connectedness, Meaningful Participation in School and Voice by 5%, on the California Healthy Kids Survey (CHKS). At Willow Cove we focus on positive behaviors reinforcing the 3 B's through our STAR Student program. During the 2022-2023 we look to reduce student suspension and discipline referrals by 50% by increasing supports through our COST Team, Behavior Support Aide, School Counselor and Mindful Life Project. We also look to increase our attendance rate to 95% or higher.

Area of Need:
We will continue to address social emotional needs through our proactive Tier 1 Assemblies provided by our School Counselor. We also will continue to use the Mindful Life Project in our classrooms as well as targeting specific students that need additional support in our Rise Up groups.
At Willow Cove Elementary, a priority has been identified in the area of engaging families, forming community partnerships and ensuring a safe learning environment. Our parent groups want to be involved and they want to feel appreciated and respected for their efforts. They desire to have more opportunities to learn and to continue to improve communication between home and school. Another area is student behavior with a focus on positive behavior recognition through our STAR Student program.

Student groups to participate in this goal: All Students

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Willow Cove will actively recruit parent/families to participate in site and district level decision making and advisory groups (i.e. School Site Council, ELAC, PAAACT, DAC, DELAC, etc)	Suspension Data 8 suspension for 2021-2022 school year. Attendance 93% For August and September of 2022	

Parents will be encouraged to attend family nights and parent workshops. Increase of parent participation at family events and increase of positive school climate will be measured on parent portion of the 2022-2023 CHKS.

Willow Cove will use two-way parent communication folders that will be sent home with students once a week. Another form of communication will be student planners. Students in 3rd-5th grade will use student planners to write down their homework and assignments due and parents will be instructed to review their child's planner daily and/or weekly.

Written Communication to families regarding school activities, meetings and student progress will be mailed out as needed as well as posted on Class Dojo.

- Student Planners

3010 $5,000.00