School Year: **2023-24**

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
Lone Tree School	58-72751-6056832	September 18, 2023	October 19, 2023

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.

The site plan and expenditures within the site plan benefit the school-age students as a whole, therefore this is a School Wide Program (SWP). All students will be provided educational opportunities designed for academic progression and community connectivity to school. As part of California's Local Control Funding Formula (LCFF), as Local Education Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners and foster youth). This Site plan includes annual actions that are aligned with the district's LCAP plan.

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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).

The Principal maintains an open door policy for communication with parents, teachers and students. We utilize Smore newsletter, Google Forms, Aeries, social media, website, calendar on website, classroom apps for instant updates, regular email communication to parents and paper notices home to communicate with families. We hold open meetings on topics with invitations to all. Summary of results is that our parental concerns are addressed promptly.

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

Classroom walkthroughs by administration occur unannounced and frequently. At the door conversations are held with staff and follow ups as needed. Formal observations and evaluations are conducted per district schedule. Our staff adheres to professional standards and curricular instructional methods.

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)

A variety of assessments are available to guide instruction.
- Kindergarten pre and post standards based assessment
- Trimester Kindergarten through 5th grade Standards Based Report Card
- Data from school entry diagnostics and each trimester diagnostic accountability assessments in reading and math (i.e. iReady, STAR Early Literacy, STAR Reading, curriculum diagnostics, Moby Max) is compiled and evaluated at a staff meeting for each classroom, grade level and for the whole school. Based on this, needs are identified and an action plan is developed. Also, students performing at far below, below basic, and basic levels are identified, RTI differentiated instruction in place, and any other applicable interventions are put into place.
- STAR Literacy/SIPP/SORT, iReady and McGraw-Hill Wonders diagnostics for reading fluency scores are obtained each trimester and are used to address students at reading level for growth.
- English Language Learner testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming fluent English proficient.
- State testing, CAASPP, is administered annually to all students in 5th grade to measure student achievement in Science. CAASPP is administered to all 3rd-5th grade students in ELA and Math. This information is used to identify areas of for growth in the site program to create an action plan for site program improvement. Further, the data is used for the next teacher to help guide areas of intervention or enrichment for the students.

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

Curriculum embedded assessments/diagnostics are given at the beginning of the year, at end of unit and/or at end of trimester depending on grade level. This information assists the instructional planning and individual response to intervention as needed for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the ESEA standards. Staff attends curriculum development, pacing and instructional planning meetings, to include new adoption training. We hold staff meetings regularly with topics ranging from student/family event planning to collaborative conversations for curriculum development and refinement to standards. We have curriculum leaders who provide peer-to-peer training for implementation into instructional lessons. District plans curriculum, technology, safety and student social growth training for staff.

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

All staff have access to instructional supplies, standards-based/adopted curriculum, materials, textbooks and technological devices in order to provide standards-based instruction. Staff development is scheduled on our school year calendar and provided on a needs-based and current topic implementation plan basis each year. Staff has peer-to-peer collaboration.

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

Staff development focuses on these areas:
- Research based instructional techniques: Essential Instructional Skills will continue with staff and administrative communication. Input sessions and classroom walk-through observations identify and expand appropriate application of this information. Walk through observations will be followed up by reflective conferences to further discuss and elaborate on instruction.
- Content specific instructional techniques: Content specific staff development sessions are available to teachers on a yearly basis through webcasts and in training sessions. Additionally, teachers have been provided with training in the use of software programs and curriculum.

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

Publisher trainings, virtual/distance learning components, software/app technology-based, off site trainings when available and webinar platform trainings.

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

Scheduled staff meetings and calendared minimum days.

Teaching and Learning

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

At each grade level in the district, teachers use the state content area standards in reading and math to address essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. State adopted curriculums, McGraw-Hill Math, Wonders and Amplify, are used at Lone Tree School. Curriculum is standards based and utilize an explicit research based sequence of instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and are used within each classroom. Each year textbook funds are used to explore standards based materials. With Common Core Standards, teachers and administration work together to expand opportunities for curricular expansion.

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

Our district reports minutes annually and is annually over the required instructional minute total. Our teachers have a schedule that allows for ELA and math instructional blocks.

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

We surpass state requirements for overall mandated school day minutes. The majority of our school day is spent with ELA and math.

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

The McGraw-Hill series incorporates social studies and science into their instructional activities throughout the year. As a result, the vocabulary and content incorporate diversity and are thus of interest to an ethnically diverse student population. In addition, the social studies standards-based instruction and Amplify Science curriculum have EL components, as well as levelized readers, computer based programs and supplemental standards-based social studies and science supplements which make it accessible to all students in a classroom. All students benefit from curriculum that is repetitious, scaffolded, each element builds upon previous learning, explicit and sequential (i.e. small steps build progressively). McGraw-Hill and Amplify have these features built into their activities, materials and instructional sequence.

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

Materials utilized for Response to Intervention (RTI) are standards based and associated with our ELA and math publishers, including on the state list of intervention materials. We also use standards aligned support materials to differentiate instruction.

Opportunity and Equal Educational Access

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

Within the general education classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group and small group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Students of RTI Tier 3 will receive intensive reading instruction. Tiers 1 and 2 RTI are instructed in their classrooms or within grade level homogeneous ability groups. The curriculum for the intervention groups includes a state adopted intervention program, Sonday, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs), Early Reading Intervention (ERI), Language for Learning and/or Reading Mastery, and iReady lessons. The mid-level groups may be working with Read Naturally, Accelerated Reader Power Lessons and iReady to better develop comprehension strategies, and the high-level groups will be working with Accelerated Reader Power Lessons and iReady. Additionally, the Common Core connectivity to integrating social science and science with reading instruction is in place. Supplemental writing lessons along with Wonders curriculum components are in place for writing in each grade level. In each classroom, one-to-one computer carts in each 1st - 5th grade classroom make it possible to supplement and reinforce instruction with additional practice. Software is available for reading and math practice as well as English Language Development. Additionally, our technology infrastructure has been updated to allow each classroom to access Moby Max, Accelerated Reader, iReady and McGraw-Hill ELA and math. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate smaller group instruction at these grade levels.

Evidence-based educational practices to raise student achievement

All state adopted curriculum is in place for core subject of ELA and Math.

Parental Engagement

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

Lone Tree has a sitewide Response to Intervention (RTI) program, starting with intervention in each general education classroom and teachers communicating student progress with families. The Principal maintains an open door policy for communication with parents, teachers and students. We utilize Smore newsletter, Aeries, Google Forms, social media, website, calendar on website, classroom apps for instant updates, regular email communication to parents and paper notices home to communicate with families.   We hold open meetings on topics with invitations to all. These district holds open events that include English Language Development meetings centrally located at the Wheatland Elementary School site. The Lone Tree School Family Resource Center and School Counselor host activities for parents to get information about the area and opportunities for parents to come to school for family activities (i.e. Yellow Ribbon Club). We hold events annually (as health guidelines, mandates and restrictions allow) to increase family connection to school (i.e. book fairs, parent/student dance, fall carnival). We support students through a myriad of programs to involve students, support specific basic needs for social connection, and encourage positive self-esteem (i.e. Yellow Ribbon Club, Recycling Club, Renaissance Leadership program, school counselor skill groups in the areas of school skills, friendship, and social-emotional growth). Our excellent volunteer parents are involved with campus fundraisers to provide opportunities for field trip experiences for students, assistance in the classrooms with projects and curriculum support, physical activity enhancements for students (i.e. Jump for Heart), and field trip chaperones. Parents and teachers working directly and personally for volunteer opportunities and supported by school administration communication for any whole campus opportunities. Lone Tree houses a State Preschool program. Sunset Housing, Bear River Apartments and a new houseing developments offer affordable housing within the Wheatland city limits, with more under construction. The military base offers a Family Support service which provides counseling, respite and parent education classes. The military base also has a variety of medical and community resources for military families. Other families are limited by Wheatland and Smartsville's geographic isolation and the lack of affordable transportation.

For 2023/2024 31% of our enrollment was through interdistrict (families choosing to attend Lone Tree School from outside our school zone) transfer and an additional 1% who attend Lone Tree School as intradistrict (families choosing to attend Lone Tree School from other schools in our district).

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)

Our elementary school site council is comprised of parents, school staff and principal. The District follows the guidelines established in California Code 3932.

Funding

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

Special Education: Educational assessments are provided for those students who have received a variety of general education and specialized interventions and continue to experience academic difficulties. The special education program also provides intervention for identified special education students as prescribed in their IEPs. Early Intervention/Response to Intervention: Interventions are available through specially structured groups. Small group instruction is available to at-risk (RTI Tier III) students who have not mastered grade level standards as a result of general education instruction and general education intervention. The learning center also provides intervention to at-risk students in need of small group instruction. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This early intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards. K –1st Intervention program: Achieving our goal of having every child at grade level in reading and math requires that no child falls behind in the beginning. Therefore additional resources are applied at the K-1st grade levels to accelerate and support learning of our at-risk students. A para-educator is in place within each kindergarten and 1st grade classroom. Para-educators provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. Our most at-risk early readers receive support using research based WonderWorks, ERI program, SIPPS, Sonday or Reading Mastery. After School Program: The after school program provides homework support, expanded interest enrichment activities, and specific remedial academic instruction in the areas of reading and math. Classroom support materials and instructional para-educators are provided using a portion of categorical funds to support student with continued progress with meeting standards. As of 2023/2024, we have an intervention teacher to help support reading and math progress.

Fiscal support (EPC)

Our title 1 dollars are spent on the curricular support of students through technology (hardware and software), student connectivity to school via a schoolwide culture of Renaissance, the promotion of positive behaviors and development of resilience and personal best with the support of Lifeskills staffing, plus classroom tools for student use to further develop skills. Title 1 and categorical funds are expended to meet site goals. Students are supported with materials, technology and programmatic support systems with goal of further growth for students.

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

Annual Site Council meetings, staff meetings, annual events for families, conversations with parents, staff review of data, district goals reviewed, district programs implemented and collaboration with area services.

Resource Inequities

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

There are programmatic and supplemental opportunities that we would like to expand, however, we have funding limitations. Our geographic location limits the travel to experiences and events. Please note that many of the budget items relate to all four goals and a large portion of the funding expenditure budget is listed in goal 1, but so many areas are crossover supports to goals 2 - 4.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.28%	0.85%		1	3
African American	5.6%	4.84%	6.25%	18	17	22
Asian	0.3%	0.28%	0.28%	1	1	1
Filipino	0.9%	0.57%	1.14%	3	2	4
Hispanic/Latino	24.4%	21.08%	25.28%	79	74	89
Pacific Islander	0.3%	0.28%	0%	1	1	0
White	48.5%	54.13%	45.17%	157	190	159
Multiple/No Response	18.5%	15.38%	18.75%	60	54	66
			Total Enrollment	324	351	352

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	88	97
Grade 1	63	63	61
Grade 2	42	51	62
Grade3	69	44	49
Grade 4	43	53	40
Grade 5	31	52	43
Total Enrollment	324	351	352

Conclusions based on this data:

1. For 2023-2024, we have 32 new students in 1st - 5th and many who moved. As of 9/5/2023, our enrollment is 321, so a decrease over last year as we begin the school year.

2. Students rolling over from K to 1st, 3rd to 4th and 4th to 5th do not always remain enrolled for consecutive years, due to military location and population of our school, therefore the ability to review longevity of progress is challenging

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	9	10	3.4%	2.6%	2.8%
Fluent English Proficient (FEP)	3	7	8	0.9%	2.0%	2.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Data will be reviewed from classroom performance and 2023/2024 ELPAC to determine reclassification for EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	39	51	57	39	49	57	39	49	93.4	100.0	96.1
Grade 4	43	48	38	41	47	37	41	47	37	95.3	97.9	97.4
Grade 5	29	50	46	25	47	44	25	47	44	86.2	94.0	95.7
All Grades	133	137	135	123	133	130	123	133	130	92.5	97.1	96.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2453.	2454.	2448.	31.58	38.46	28.57	33.33	28.21	32.65	17.54	15.38	18.37	17.54	17.95	20.41
Grade 4	2456.	2516.	2516.	19.51	42.55	45.95	14.63	31.91	27.03	36.59	17.02	13.51	29.27	8.51	13.51
Grade 5	2510.	2529.	2507.	16.00	25.53	13.64	44.00	31.91	40.91	20.00	27.66	27.27	20.00	14.89	18.18
All Grades	N/A	N/A	N/A	24.39	35.34	28.46	29.27	30.83	33.85	24.39	20.30	20.00	21.95	13.53	17.69

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.82	28.21	20.41	61.40	61.54	65.31	8.77	10.26	14.29
Grade 4	19.51	23.40	40.54	65.85	72.34	48.65	14.63	4.26	10.81
Grade 5	*	29.79	20.45	*	63.83	70.45	*	6.38	9.09
All Grades	24.39	27.07	26.15	63.41	66.17	62.31	12.20	6.77	11.54

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.05	17.95	20.41	63.16	66.67	61.22	15.79	15.38	18.37
Grade 4	9.76	27.66	21.62	58.54	61.70	70.27	31.71	10.64	8.11
Grade 5	*	14.89	11.36	*	74.47	65.91	*	10.64	22.73
All Grades	17.07	20.30	17.69	62.60	67.67	65.38	20.33	12.03	16.92

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	19.30	15.38	14.29	66.67	71.79	77.55	14.04	12.82	8.16
Grade 4	2.44	12.77	16.22	85.37	80.85	75.68	12.20	6.38	8.11
Grade 5	*	12.77	6.82	*	80.85	81.82	*	6.38	11.36
All Grades	12.20	13.53	12.31	73.98	78.20	78.46	13.82	8.27	9.23

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	22.81	28.21	16.33	66.67	58.97	73.47	10.53	12.82	10.20
Grade 4	9.76	21.28	32.43	68.29	70.21	62.16	21.95	8.51	5.41
Grade 5	*	25.53	15.91	*	59.57	70.45	*	14.89	13.64
All Grades	18.70	24.81	20.77	66.67	63.16	69.23	14.63	12.03	10.00

Conclusions based on this data:

1. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

2. For 2020/2021 to 2021/2022, all grades made positive progress to Standard Exceeded by 10.95% and there was an 8.42% decrease in the overall Standard Not Met, which indicates positive progressions.

3. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	39	51	57	39	49	57	39	49	93.4	100.0	96.1
Grade 4	43	48	38	41	47	37	41	47	37	95.3	97.9	97.4
Grade 5	29	50	46	25	48	44	25	48	44	86.2	96.0	95.7
All Grades	133	137	135	123	134	130	123	134	130	92.5	97.8	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2444.	2442.	2431.	26.32	12.82	18.37	35.09	51.28	28.57	15.79	17.95	34.69	22.81	17.95	18.37
Grade 4	2441.	2502.	2502.	7.32	27.66	24.32	19.51	42.55	43.24	39.02	14.89	24.32	34.15	14.89	8.11
Grade 5	2486.	2499.	2504.	8.00	12.50	13.64	20.00	20.83	27.27	36.00	41.67	36.36	36.00	25.00	22.73
All Grades	N/A	N/A	N/A	16.26	17.91	18.46	26.83	37.31	32.31	27.64	25.37	32.31	29.27	19.40	16.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.07	33.33	22.45	50.88	53.85	59.18	21.05	12.82	18.37
Grade 4	17.07	27.66	27.03	36.59	53.19	62.16	46.34	19.15	10.81
Grade 5	*	18.75	13.64	*	47.92	54.55	*	33.33	31.82
All Grades	21.14	26.12	20.77	47.97	51.49	58.46	30.89	22.39	20.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33.33	25.64	16.33	45.61	48.72	65.31	21.05	25.64	18.37
Grade 4	2.44	29.79	27.03	65.85	55.32	62.16	31.71	14.89	10.81
Grade 5	*	12.50	20.45	*	62.50	52.27	*	25.00	27.27
All Grades	18.70	22.39	20.77	55.28	55.97	60.00	26.02	21.64	19.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	33.33	15.38	16.33	50.88	79.49	63.27	15.79	5.13	20.41
Grade 4	12.20	27.66	24.32	63.41	55.32	62.16	24.39	17.02	13.51
Grade 5	*	10.42	9.09	*	70.83	75.00	*	18.75	15.91
All Grades	21.95	17.91	16.15	56.10	67.91	66.92	21.95	14.18	16.92

Conclusions based on this data:

1. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

2. For 2020/2021 to 2021/2022, all grades made positive progress to Standard Exceeded by 1.65% and there was an 9.87% decrease in the overall Standard Not Met, which indicates positive progressions.

3. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	4	*
1	*		*	*		*	*		*	*		4
3	*	*	*	*	*	*	*	*	*	5	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										9	10	12

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	25.00	*	*	41.67	*	*	16.67	*	*	16.67	*	*	12

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	16.67	*	*	25.00	*	*	41.67	*	*	16.67	*	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12

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

Conclusions based on this data:

1. ELPAC is an annual assessment with results reviewed at school level as they are received. The Dashboard is not updated as of 9/5/2023.

2. Less than 3% of our student population are English Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
351	**34.2**	**2.6**	**1.1**
Total Number of Students enrolled in Lone Tree School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.6
Foster Youth	4	1.1
Homeless	7	2.0
Socioeconomically Disadvantaged	120	34.2
Students with Disabilities	30	8.5

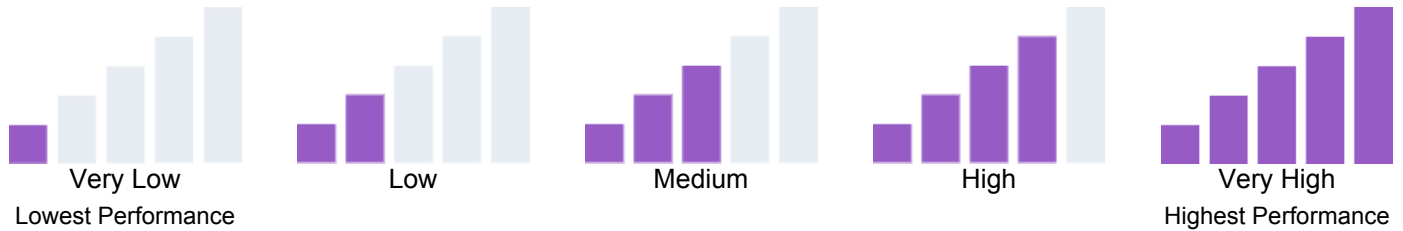| Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	4.8
American Indian	1	0.3
Asian	1	0.3
Filipino	2	0.6
Hispanic	74	21.1
Two or More Races	54	15.4
Pacific Islander	1	0.3
White	190	54.1

Conclusions based on this data:

1. Our enrollment fluctuates throughout the year with our military community assignment changes.

2. As we enter 2023/2024, our socioeconomic disadvantage rate is 50%,

3. Diversity of enrollment is generally consistent from one year to next, however, this year we have a larger increase in socioeconomic disadvantaged by 16% based on the income survey as part of our Aeries Data Confirmation.
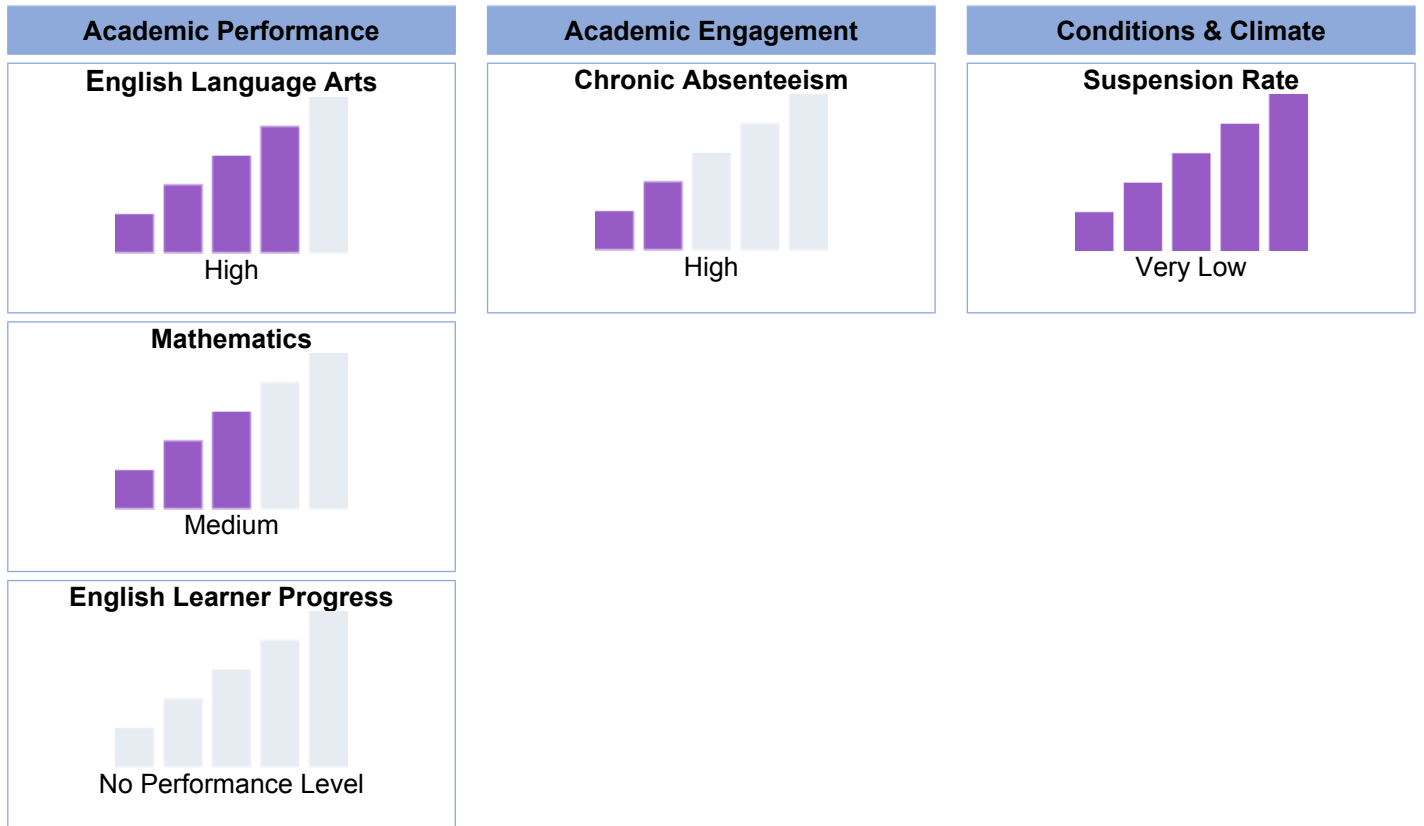
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — High	**Chronic Absenteeism** — High	**Suspension Rate** — Very Low
Mathematics — Medium		
English Learner Progress — No Performance Level		

Conclusions based on this data:

1. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

2. For 2023/2024, we have revised Reading Skills Groups and Math Intervention to include an Intervention teacher.
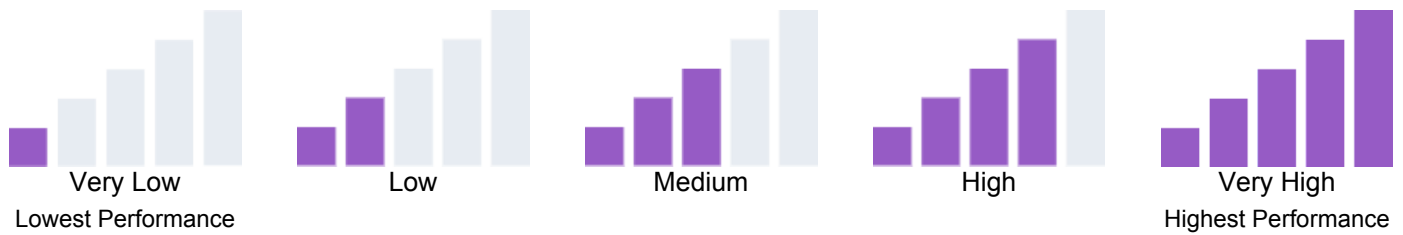
3. 2021/2022 was our return to a usual school day schedule for the complete school year following the pandemic.
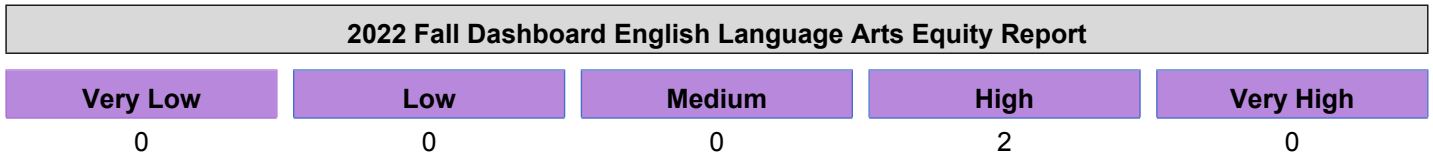
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
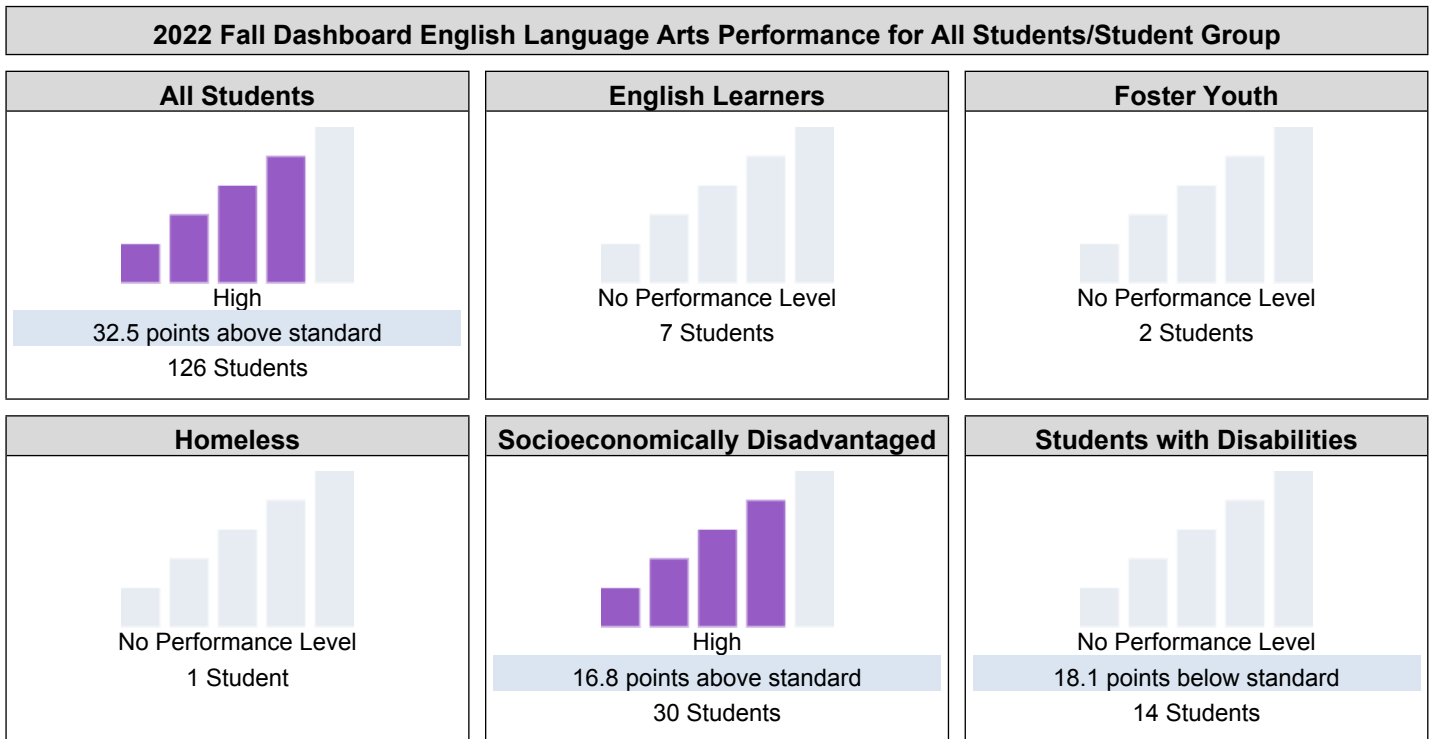
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
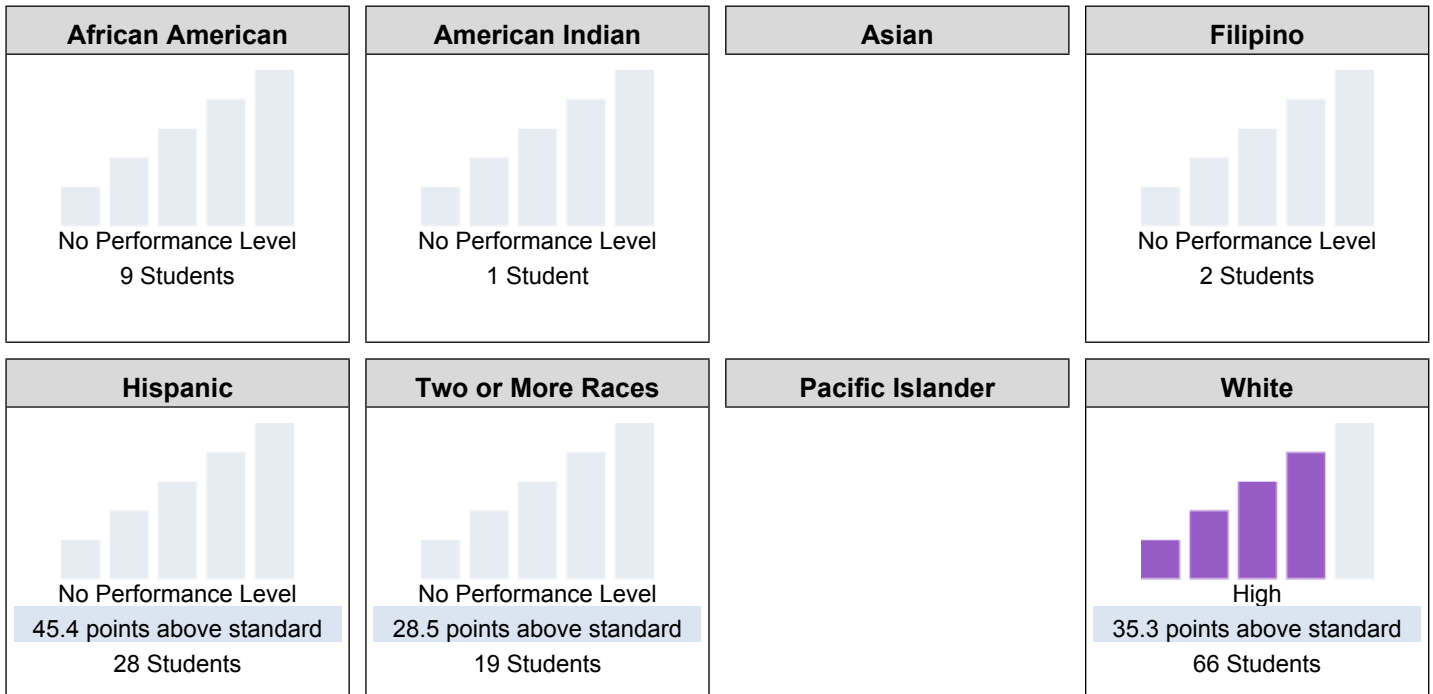
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
32.5 points above standard	7 Students	2 Students
126 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
1 Student	16.8 points above standard	18.1 points below standard
	30 Students	14 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
9 Students	1 Student		2 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		High
45.4 points above standard	28.5 points above standard		35.3 points above standard
28 Students	19 Students		66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

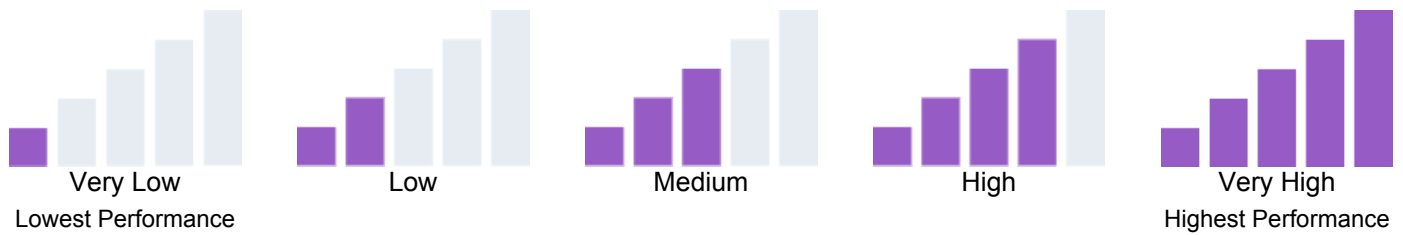| Current English Learner	Reclassified English Learners	English Only
5 Students	2 Students	36.3 points above standard
		118 Students

Conclusions based on this data:

1. All Students and Socioeconomically Disadvantaged are testing areas with 11 students or more and indicated performance in HIGH range.

2. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

3. 2021/2022 was our return to a usual school day schedule for the complete school year following the pandemic.

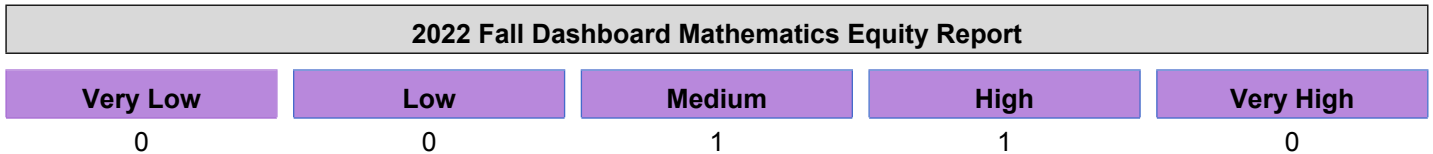# School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
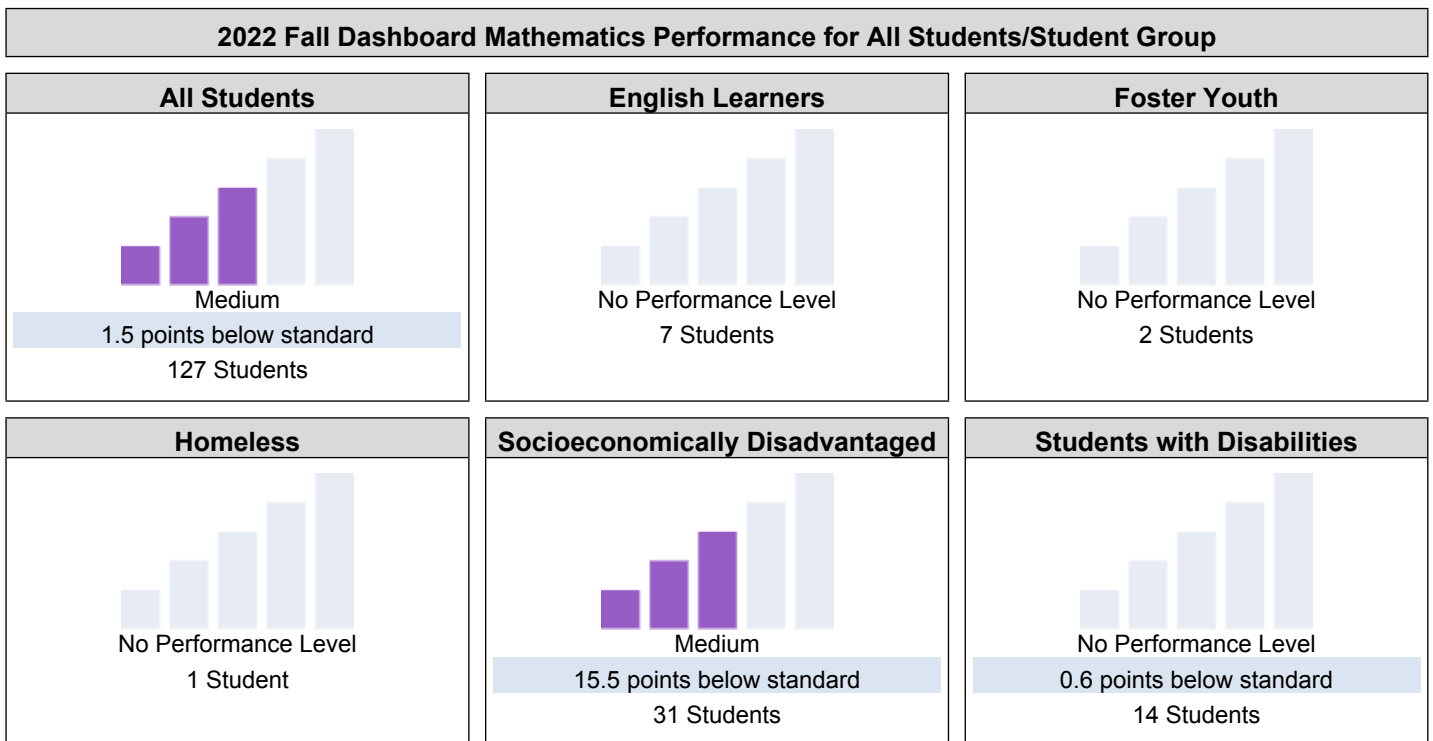
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
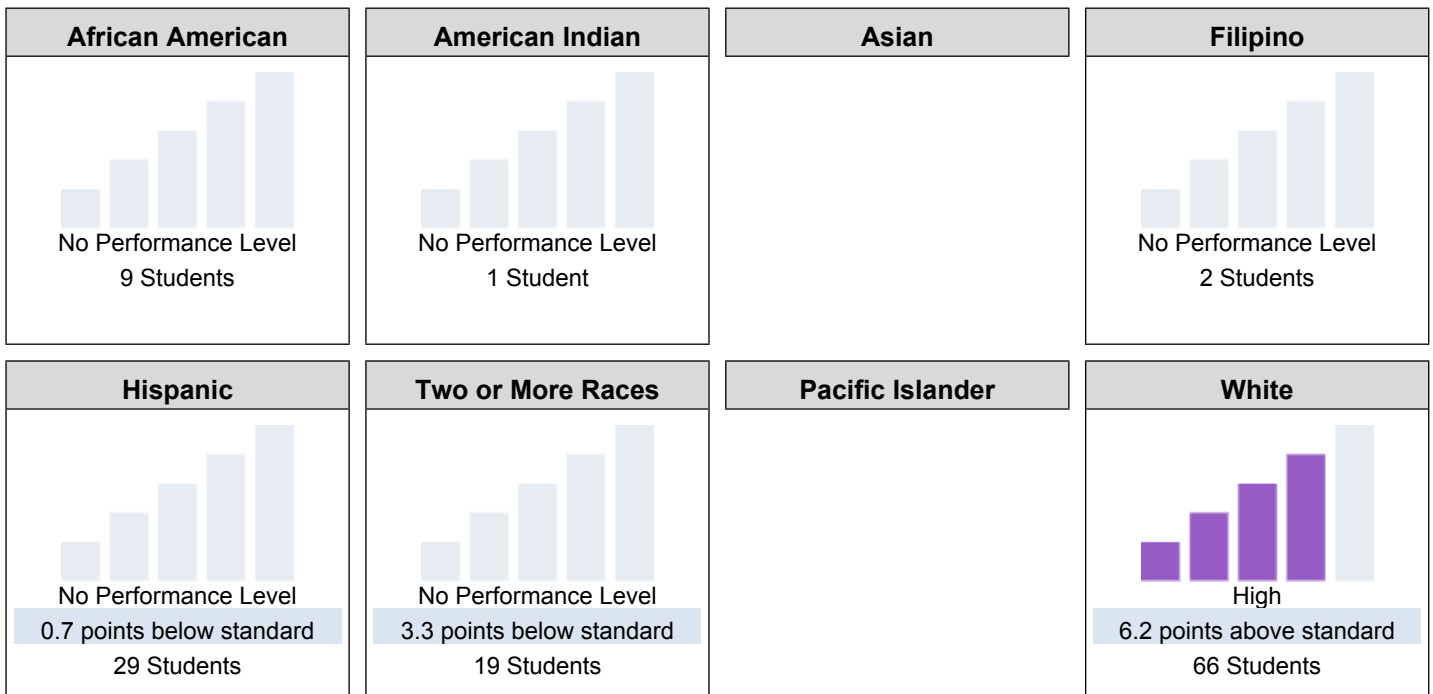
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium 1.5 points below standard 127 Students	No Performance Level 7 Students	No Performance Level 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 1 Student	Medium 15.5 points below standard 31 Students	No Performance Level 0.6 points below standard 14 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
9 Students	1 Student		2 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		High
0.7 points below standard	3.3 points below standard		6.2 points above standard
29 Students	19 Students		66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	2 Students	2.2 points above standard
		118 Students

Conclusions based on this data:

1. All Students and Socioeconomically Disadvantaged are testing areas with 11 students or more and indicated performance in MEDIUM to HIGH range.

2. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

**3.** 2021/2022 was our return to a usual school day schedule for the complete school year following the pandemic.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level
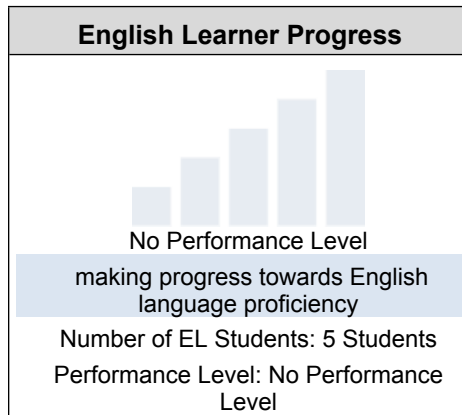
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The dashboard did not indicate results in this area perhaps because we had few EL students. Reference other pages in this plan regarding EL student progress.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
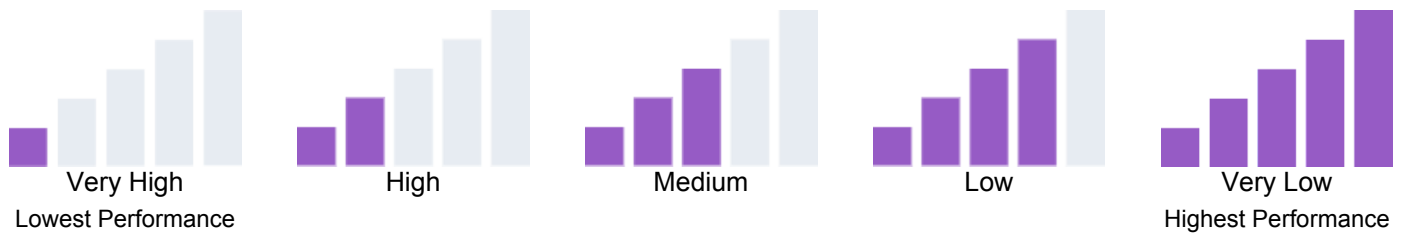
Conclusions based on this data:

1. Non-indicative report. We are a TK - 5th grade school.
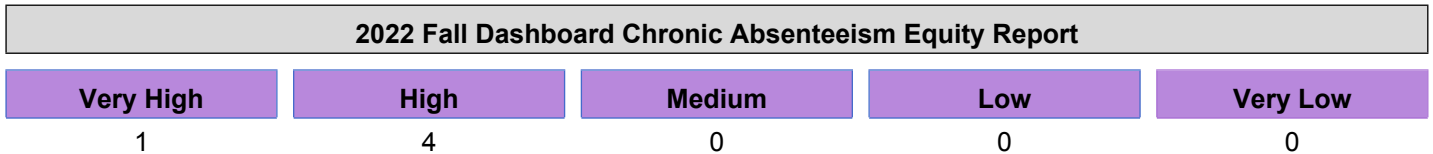
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
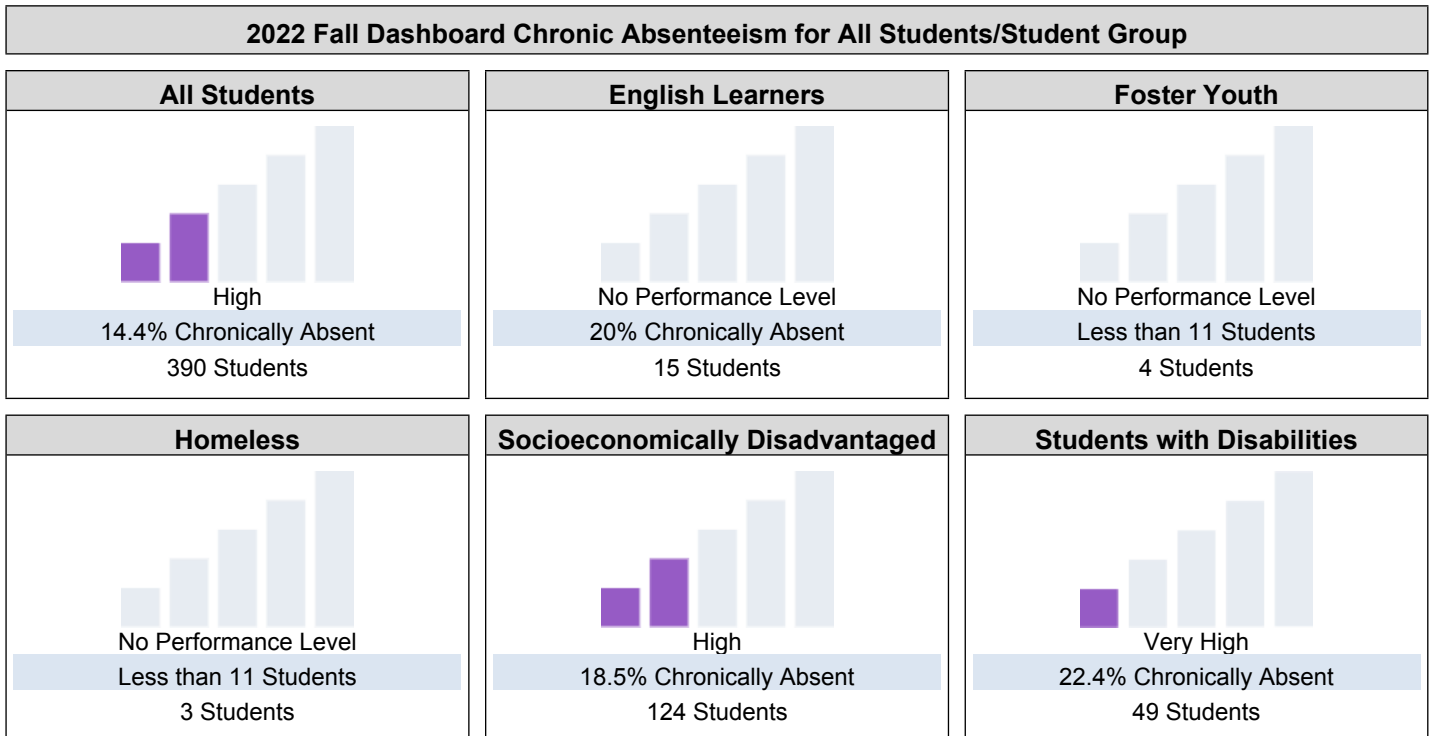
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
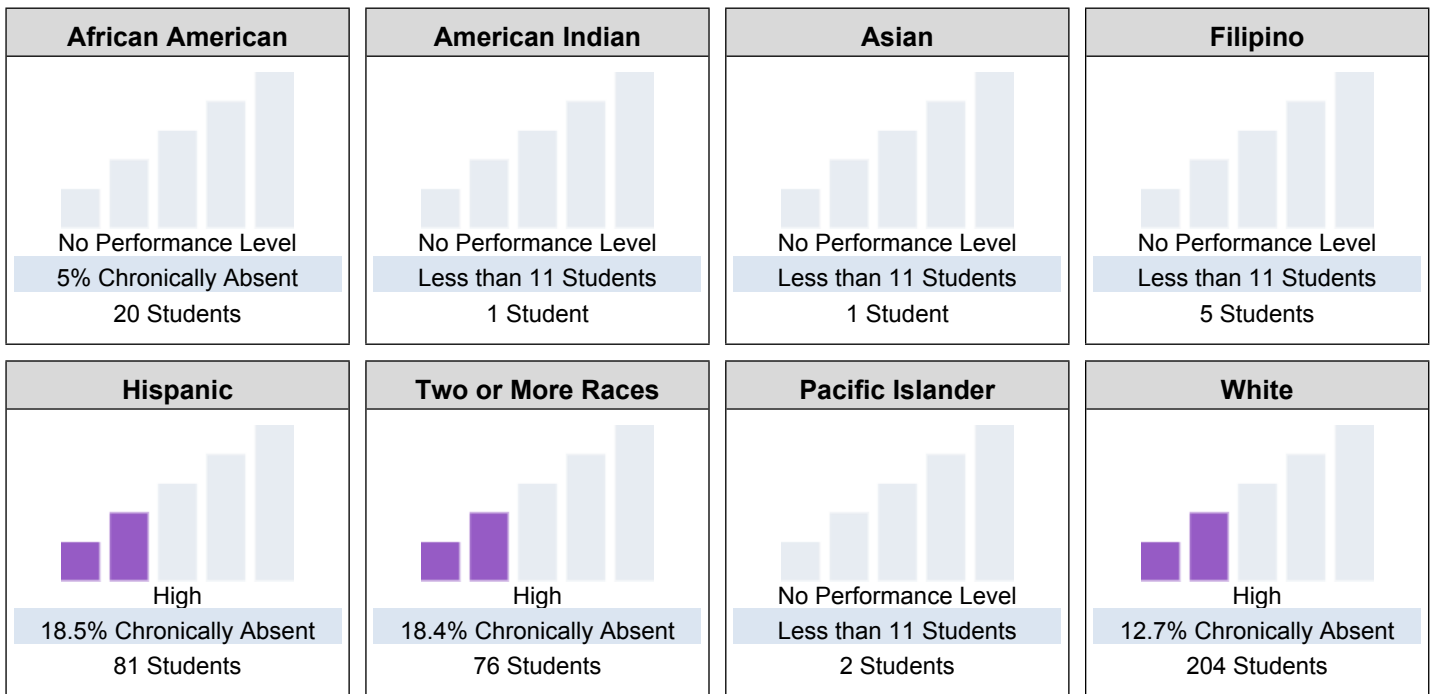
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	4	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
14.4% Chronically Absent	20% Chronically Absent	Less than 11 Students
390 Students	15 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very High
Less than 11 Students	18.5% Chronically Absent	22.4% Chronically Absent
3 Students	124 Students	49 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
5% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
20 Students	1 Student	1 Student	5 Students

Hispanic	Two or More Races	Pacific Islander	White
High	High	No Performance Level	High
18.5% Chronically Absent	18.4% Chronically Absent	Less than 11 Students	12.7% Chronically Absent
81 Students	76 Students	2 Students	204 Students

Conclusions based on this data:

1. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

2. Our office makes phone calls to families who do not report absences, we meet with families who have a growing number of absences and we have an open door system of greeting students coming to school with our administrator, school counselor and school psychologist.

3. Expanded school enrichment program to appeal to a broader range of 3rd - 5th grade students, student activities, counseling services and integrated MTSS supports may influence positive student attendance, as we'll be monitoring as we move forward through this school year.

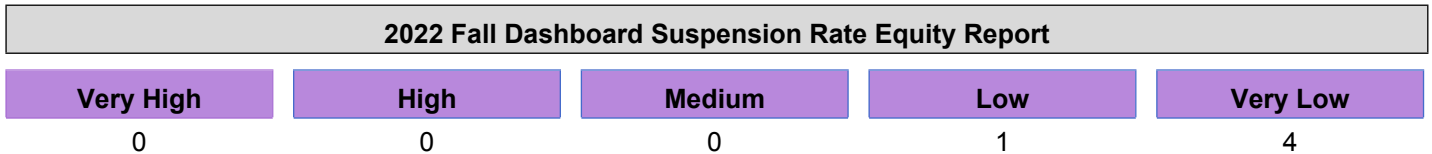# School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
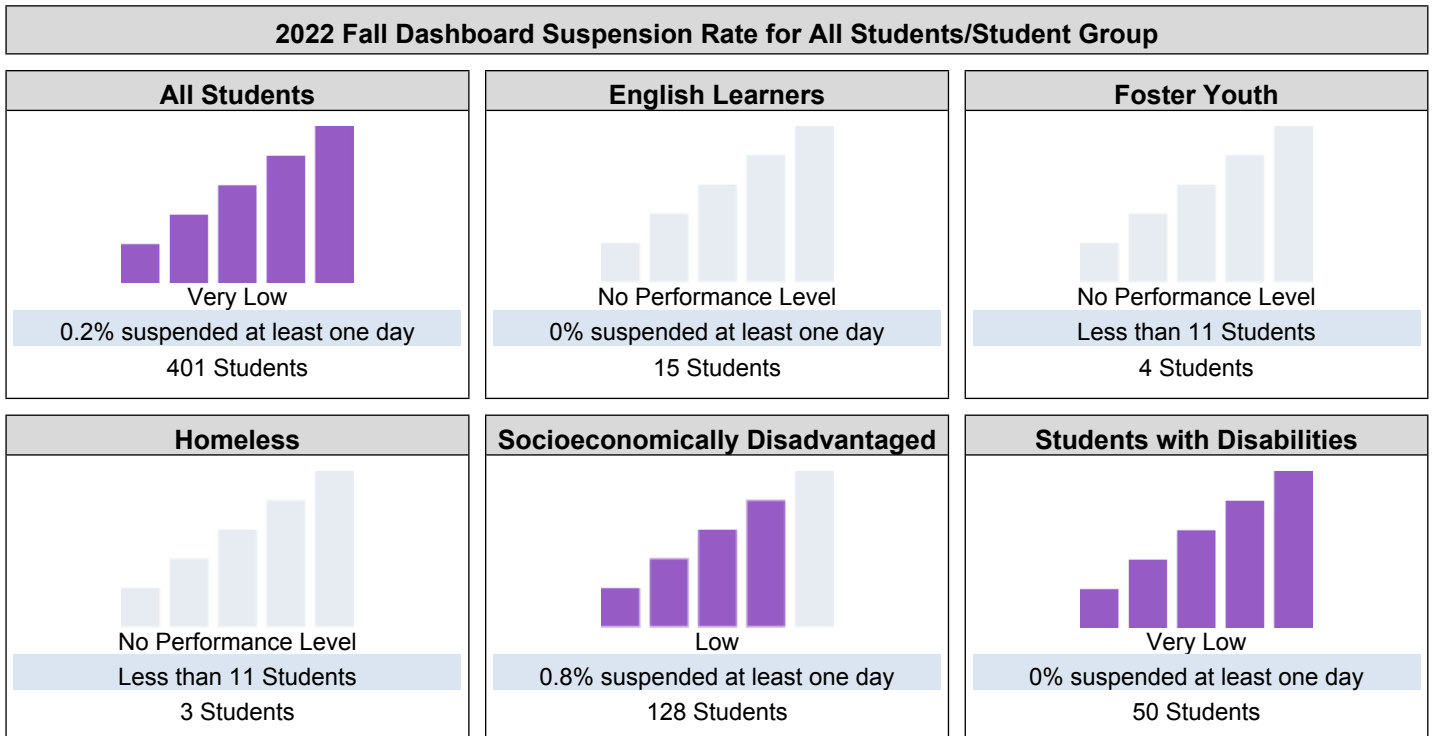
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Non-indicative report. We are a TK - 5th grade school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	1	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
0.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
401 Students	15 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
Less than 11 Students	0.8% suspended at least one day	0% suspended at least one day
3 Students	128 Students	50 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity
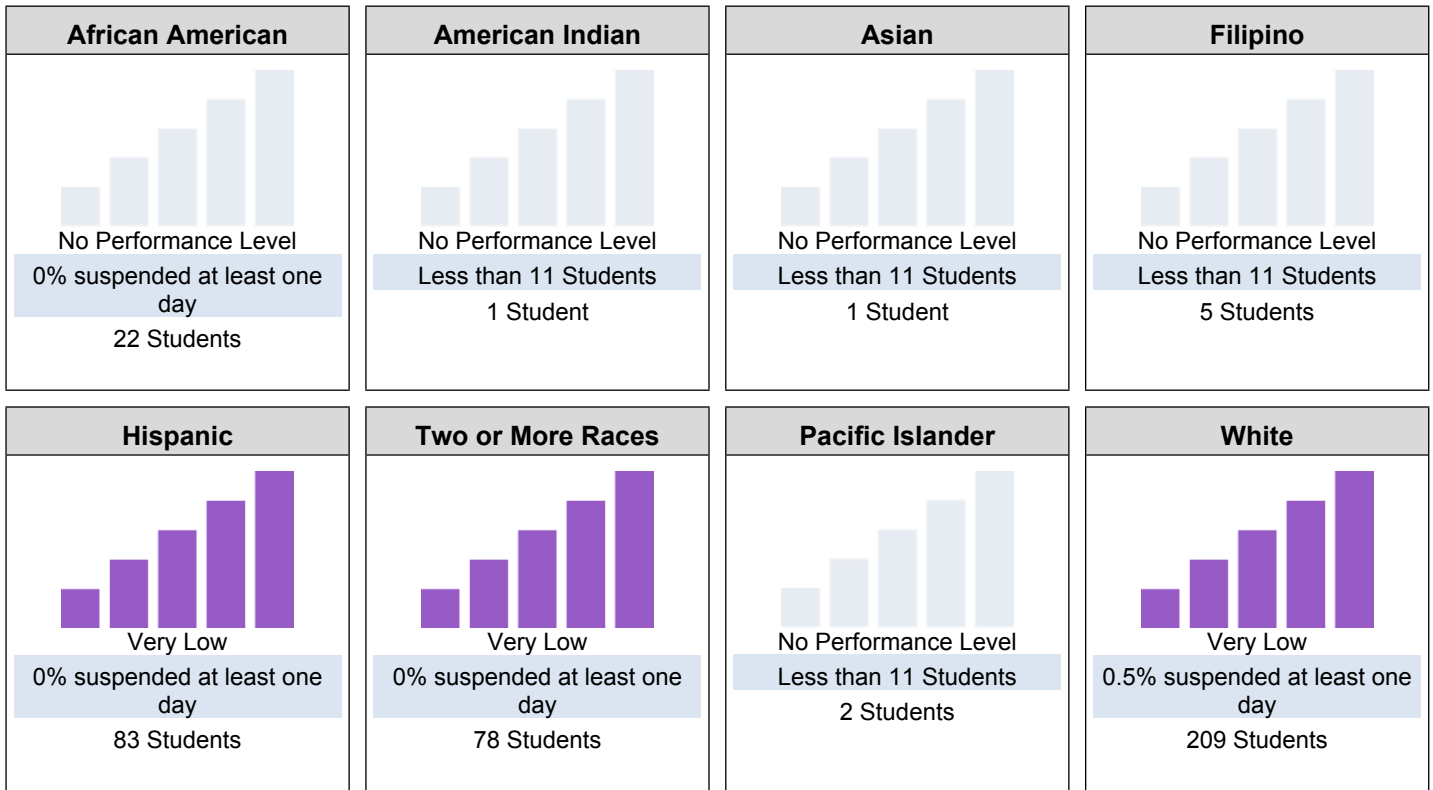
African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
22 Students	1 Student	1 Student	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.5% suspended at least one day
83 Students	78 Students	2 Students	209 Students

Conclusions based on this data:

1. 2022/2023 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.

2. Communication between teachers, students, parents and admin is fluid to assist with positive student behavior. Expanded 3rd - 5th grade enrichment program, student activities, counseling services and integrated MTSS supports may influence student behavior, as we will monitor as we go through the school year.

3. Lifeskills is in place when onsite/in-person instruction is open on campus to support daily interventions with redirection and in class support of student behaviors, which may influence our low suspension rate. In addition, since 2021/2022 we have social emotional learning support para-eds through a grant funded opportunity that will continue into 2024/2025 through the grant.

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 Academic Acheivement

LEA/LCAP Goal

WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP 2022/2023 GOAL 1)

Goal 1

75% of students are ready for next grade, or meet level 3 or above, for ELA and math.

Identified Need

Readiness for next grade level across school student body.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA.	2022 Dashboard- Overall Medium, 1.5 points below standard. The Dashboard ranges Very Low, Low, Medium, High, Very High	2023 Dashboard - Overall High
Percent of students advancing grade level on Accelerated Reader	2023/2024 entry Accelerated Reading STAR Assessment - 66.24% of 2nd - 5th grade students scored in the At or Above Grade Level	2023/2024 end of year Accelerated Reading STAR Assessment - 75% of 2nd - 5th grade students to score in the At or Above Grade Level
Percent of students advancing grade level on IReady Reading	2023/2024 entry IReady Reading Diagnostics - 38.57% of 1st - 2nd grade students scored in the Early on Grade Level to Mid or Above Grade Level	2023/2024 entry IReady Reading Diagnostics - 50% of 1st - 2nd grade students to score in the Early on Grade Level to Mid or Above Grade Level
Percent of students advancing grade level on IReady Math	2023/2024 entry IReady Math Diagnostics - 13.19% of 1st - 2nd grade students scored in the Early on Grade Level to Mid or Above Grade Level	2023/2024 entry IReady Math Diagnostics - 50% of 1st - 2nd grade students to score in the Early on Grade Level to Mid or Above Grade Level

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

1. Provide differentiated instruction within the instructional day..

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)
2,830	Lottery: Instructional Materials

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

Students with classroom performance data indicating tier 3 RTI after in class intervention or identified disabilities.

Strategy/Activity

2. Learning Center services are available to tier 3 RTI students in addition to students with identified disabilities.

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)
	Special Education
	District Salaries

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

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar and English language acquisition.

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	EIA Funds
800	Title I

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

4. Provide equal access to technology for students and staff.

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	EIA Funds

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,490	Lottery: Instructional Materials

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. All teachers will use research based instructional skills to promote standards based learning in the classroom. Classroom materials and supplies.

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)
3,500.00	LEP

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

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)
	None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

8. Staff development efforts will target instructional efficacy and content mastery.

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)
	Title II Part A: Improving Teacher Quality
	District Funds

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

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)
	None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.

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)
	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

11. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

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	Admin
2,000	General Education

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

12. Learning Center para-educators, Lifeskill para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk 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)
31,500	Title I
	Lifeskills staffing

	District Salaries

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1st - 5th Grade Students

Strategy/Activity

13. Use of web based software programs will be used in grades 1st -5th to enhance student achievement in ELA and Mathematics.

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	LEP
600	Title I
2,000.00	EIA Funds

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

14. Expand available software to support remedial 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)
	None Specified

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

2nd - 5th Grade Students

Strategy/Activity

15. Maintain one to one electronic tablets for all 2nd-5th grade 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	EIA Funds
5,000.00	Lottery: Instructional Materials

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3rd - 5th grade students and 2nd grade students in spring

Strategy/Activity

16. Schedule interim CAASPP assessments and work with teachers to review data.

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)
	None Specified

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

17. Supplemental instructional lessons, activities and experiences tied to common core standards with direct student lessons. Intervention teacher on staff.

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)
10,000	EIA Funds
	District Funded
5,000	General Education
450	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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.

tFor 2022/2023, the goal annual measurable outcomes was specified to CAASPP scores. The 2023 Dashboard is not updated as of the date of this 2023/2024 plan.

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

n/a

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

For 2023/2024, the goal remains the same. The annual measurable outcomes are updated to reflect CAASPP scores, Accelerated Reader and IReady. Accelerated Reader and IReady are diagnostic and instructional tools active in our classrooms.

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 Attendance

LEA/LCAP Goal

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing and communication (LCAP 2022/2023 #3)

Goal 2

Student attendance rates for all students.

Identified Need

Increase student attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance rate for all students	2022/2023 rate of student attendance was 95.48%	2023/2024 rate of student attendance to be 97%

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

1. Schoolwide Social Emotional Learning programs and school counseling.

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

Amount(s)	Source(s)
500	Title I

1,000	EIA Funds
1,000	LEP
2,000	General Education
	District Funded

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

2. Learning Center services are available to at-risk students in addition to students with identified disabilities.

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)
	None Specified District Salaries

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

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.

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)

	EIA Funds
	Technology (budget included in goal 1)

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

4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each classroom.

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

Amount(s)	Source(s)
	Lottery: Instructional Materials
	All budget noted in goal 1

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5. All teachers will use research based instructional skills to promote standards based learning in the classroom.

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Student achievement incentive programs will be in place and will be implemented consistently across each grade level.	

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)
1,000	Admin Academic Incentive Programs (budget included in goal 1)

Strategy/Activity 7
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.

	None Specified

Strategy/Activity 8
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.

1,000	Admin
	General Education Academic Incentive Programs (budget included in goal 1) and District Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

2022/2023 goal was to increase English Language Acquisition. Less than 3% of our students are English Language Learners. For 2022/2023, 12 English Learners enrolled in Lone Tree School. 1 student was reclassified fluent English and 2 other students were ready are on watch for readiness of reclassification.

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

n/a

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.

2023/2024 this goal is shifted to attendance rate for all 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

Improve Student Engagement and Climate Outcomes

LEA/LCAP Goal

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing and communication (LCAP 2022/2023 goal #3)

Goal 3

Staff will use behavior interventions and educational enrichment programs to maximize student learning, advancement with social emotional well-being and motivation in all academic subjects. This goal will continue.

Identified Need

Student connectivity to school and performance with personal best.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	2018/2019 = 6 2019/2020 = 2 (shortened onsite school year with COVID-19 2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data. 2021/2022 = 1 2022/2023 = 2	2 or less
Referrals	2018/2019 = 27 2019/2020 = 7 (shortened onsite school year with COVID-19 2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a	20 or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data. 2021/2022 = 16 15 of the 16 earned back merit points through classroom restorative practices 2022/2023 =25 24 of 25 earned back merit points through classroom restorative practices.	

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

1. Anti-Bully, social-emotional learning, positive behavior and resilience curriculum (Lifeskills, DoDEA grant "Pals" & School Counseling) will continue to be in place in TK – 5th grades.

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	General Education DoDEA Grant
2,250	Lottery: Instructional Materials

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

2. A Life Skills para-ed and DoDEA grant "Pals" to support social-emotional learning strategies and skills for 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)
	Title I
	Lifeskills (All budget listed in goal 1) and DoDEA Grant

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

3. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.

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

Amount(s)	Source(s)

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

All Students

Strategy/Activity

4. Trimester Renaissance assemblies (adjusted recognition program during distance learning) will honor all students who have positive attendance, have met academic goals, have high grades and show strong evidence of all- around effort and character with enhancement for academic and non-academic achievement.

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	Admin

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. A counselor is available 5 days a week on site.

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)
	District Salaries

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, seating options, chairs, white boards, visual aides, computers etc.) will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment.

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)
	None Specified
	District Maintenance
6,000	General Education

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Playgrounds will be maintained with activities to support physical development and organized games further developed for teambuilding and cooperative skills.

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)
	DoDEA Grant and District Maintenance

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Incentives and activities, active engagement curriculum lessons, including family activities (i.e. STEAM) to encourage reading, academic achievement and strong character will continue to be in place coordinated by grade levels.

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)
1,000	Admin
	General Education All budget listed in goal 1
950	Title I
	DoDEA Grant Team STEAM and PALS

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9.   Jet Blast positive behavior recognition notes will be sent home with students and accounted for in the office along with Jet Cash for students to earn "cash" for positive actions on site with a classroom community banking system for classroom redemption of cash for unified incentive.

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)
1,000	Admin

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Expanded communication booklet is provided to parents to describe Renaissance programs and associated supports.

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)
200	Admin

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

11. Family engagement events are calendared and publicized for students and their families to come to school in the afternoons for scheduled events as COVID-19 restrictions allow (i.e. harvest festival, student & parent dance, STEAM night)

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)
	Other

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

12. New student and exiting students will receive assistance with transition to new school and closure to leaving this school, as applicable, through school counseling and site events, such as new student social.

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)
400	Admin

Strategy/Activity 13
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.

	Source(s)
	Other

Annual Review

SPSA Year Reviewed: 2022-23

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.

2019/2020
*school counselor as a full time staff member.
*expanded counselor's program to include weekly lessons for each class (TK - 5th), along with continuation of small group for focused/specific skills. All part of Multi-Tiered System of Support (MTSS)
*expanded Kitchen Cool Cats to include a junior program for 1st - 3rd grades to grow leadership skills.
*Positive Behavior Intervention System (PBIS) component for training as a district and a team was comprised from Lone Tree to gain training and bring it back for peer-to-peer.
*Renaissance program with incentives and built-in "job" opportunities for students to continue - adjusted for distance learning.
*Positive reinforcement with Jet Blasts to continue - adjusted for distance learning
*Teachers to continue use of classroom apps for expedient communication with parents.
2020/2021
*Staff at entry points to personally greet student.
*All teachers supporting school dismissal for direct hand off of students
*Enhanced student recognitions through added positive calls and mailed cards from school principal
2021/2022
*Jet Cash as classroom currency for community building within the classroom - earn it as an individual, but deposit in the classroom banking system for community redemption for class incentive
*Mix It Up Lunches to grow conversation starters, re-establish interpersonal communication/conversation amongst students and introduce new friends.
2022/2023
*Curriculum based school counseling groups to support student skills (i.e. Zones of Regulation)
*Support staff communication meetings to increase intervention supports academically, socially and student skill based for regulation, emotional response and self-reflection of best self
*Expansion of sensory responsive atmosphere in counseling center.
*Expansion of sensory walks on site
*Continuance of positive reinforcement awards, incentives, and personalized messages provided to students.
2023/2024
*Expansion of sensory walks on site.
*Team STEAM DoDEA grant 2022-2027 with the opening of our school day STEAM room
*Expansion of counseling curriculum (Wayfinder)
*Addition of IReady diagnostic and curriculum tool
*Expansion of school attendance monitoring as a district and local School Attendance Review Board (SARB)
*Continuation of merit system and restorative practices.

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

n/a

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.

2020/2021
Site health aide extended to support students' school day hours
2021/2022
Goal to Continue with PBIS supports and counseling services.
Para-educator hours extended to support students' school day hours
2022/2023
The piloted newsletter for families was well received in 2021/2022 and will continue for 2022/2023
Yellow Ribbon Reunion parties with parents moved to end of school day to better accommodate parental schedules and less impact to curriculum time in school day
Reni rallies piloted outdoors for 2021/2022 will continue for 2022/2023 as more space and open format allows for more community and decreased sound level for all
Reni awards have been reviewed by staff and based on feedback from famillies and students, some awards have been adjusted.
2023/2024
Family communication newsletter Parent Info tool continues
Renaissance school culture program continues
Enrichment after school opportunities expanded 3rd - 5th and three classes per session offered: Theater, Reni Leadership and STEAM

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

Improve instructional practice through professional development and professional learning communities.

LEA/LCAP Goal

WSD will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning (LCAP 2022/2023 GOAL 2) and WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP 2022/2023 GOAL 1)

Goal 4

Staff will attend professional development and work collaboratively to further promote instructional development and become leaders within the community with peer to peer training. This goal will continue.

Identified Need

Evolving and changing student needs. Technological advancements. Community health. Continued growth with providing lessons to involve and engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Training and Implementation of Professional Learning	2019/2020 One Note training, however teachers did not find it useful for their applications to instructional outcomes for students. 2019/2020 Moby Max, LanSchool, Office 365 and ESGI. 2020/2021 expand training based on districtwide teacher survey conducted before school started. 2020/2021 Training from 2019/2020 carried over to classroom integration. Moby Max is utilized by all K - 5th. LanSchool has been replaced with a new program for which training was provided. Office 365 is utilized by all teachers. ESGI is a testing tool in use by TK - 1st grade. 2021/2022 Amplify, CATCH PE and Stop the Bleed	2023/2024 *iReady *STEAM program *Enrichment courses *Moby Max *Wayfinder

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022/2023 Amplify, Sonday, SiPPS, Stop the Bleed, Zones of Regulation, Second Steps	

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

1. Staff offers input on areas of need to carry out the technology and curriculum adoption plan developed by the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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

2. Scheduled staff development days, staff meetings and trainings.

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)
	Title II Part A: Improving Teacher Quality

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

3.   Communication to remain open with teachers and administration for peer-to-peer trainings/collaborative experiences.

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)
	None Specified

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

4. Stay current with updated technology programs in the district for student access, resource for teachers and to support 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)
	Title II Part A: Improving Teacher Quality

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5. Equip classrooms with technology tools to improve educational experiences in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,700	

Source(s)

EIA Funds	
LEP All budget listed in goal 1	

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6.   Support supplemental curriculum and instruction needed to teach standards for 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)

8,000	
3,000	

Source(s)

Lottery: Instructional Materials	
General Education	

Annual Review

SPSA Year Reviewed: 2022-23

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.

Administrative team works with Technology Department to seek and bring training to our district. Teacher input requested/received for training needed/requested.
2019/2020 off site and district provided training with a PBIS training component.

2020/2021 continue with PBIS component to integrate into school culture. Virtual conferences and district provided training will continue.
2021/2022 restorative practices through classroom supports to give students opportunity to earn back merit points following referral
2022/2023 Continue science adoption development. Create pacing guide for Second Steps by grade level and integrate with school counseling program support for a web of student support. Expand Zones of Regulation verbage, tools and implementation.

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

n/a

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.

2023/2024 to continue what we've built and developed, while growing our opportunieis for students to engage and develop interests (i.e. STEAM Classroom & Enrichment). Employ the tools of student progress monitoring and diagnostics with curricular toolboxes for teachers through further software options (i.e. iReady and Moby Max). Increase the social-emotional breadth of experience and support for students, staff and families (i.e. Renaissance program, counseling and Wayfinder).

Goal to continue.

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	$128,170.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$34,800.00

Subtotal of additional federal funds included for this school: $34,800.00

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 ($)
Admin	$11,600.00
EIA Funds	$28,700.00
General Education	$23,000.00
LEP	$6,500.00
Lottery: Instructional Materials	$23,570.00

Subtotal of state or local funds included for this school: $93,370.00

Total of federal, state, and/or local funds for this school: $128,170.00

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
General Education	35,200.00	12,200.00
Title I	34,809.13	9.13
Lottery: Instructional Materials	23,584.00	14.00
EIA Funds	30,724.002	2,024.00
LEP	8,288.85	1,788.85
Admin	21,640.96	10,040.96

Expenditures by Funding Source

Funding Source	Amount
Admin	11,600.00
EIA Funds	28,700.00
General Education	23,000.00
LEP	6,500.00
Lottery: Instructional Materials	23,570.00
Title I	34,800.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Admin	11,600.00
	EIA Funds	28,700.00
	General Education	23,000.00

	LEP	6,500.00
	Lottery: Instructional Materials	23,570.00
	Title I	34,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,170.00
Goal 2	6,500.00
Goal 3	21,800.00
Goal 4	18,700.00

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

5 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jodie Jacklett	Principal
Melissa Jensen (23 - 25)	Classroom Teacher
Kaleene Appleton (23 - 25)	Classroom Teacher
Jackie Smith (23 - 25)	Classroom Teacher
Jennifer Walsh (22 - 24)	Classroom Teacher
Dylan Purbaugh (22 - 24)	Classroom Teacher
Jennifer Bender (23 - 25)	Other School Staff
Teresa Jesus Pate (23 - 25)	Parent or Community Member
Lakia Lopez (22 - 24)	Parent or Community Member
Jaime Beckman (22 - 24)	Parent or Community Member
Jessica Gaffney (23 - 25)	Parent or Community Member
Larissa Newman (23 - 25)	Parent or Community Member
Alt. Melissa Leahy (22 - 24)	Other School Staff
Alt. Cory Garcia (22 - 24)	Classroom Teacher
Alt. Meagon Reed (23 - 25)	Classroom Teacher

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 9/18/2023.

Attested:

Principal, Jodie Jacklett on 9/18/2023

SSC Chairperson, Chairperson, _____ on 9/18/2023