School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dapplegray Elementary School	19 64865 6116172	October 26, 2022	November 29, 2022

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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

Dapplegray will continue to meet and discuss ways to better support our students and parents. Through School Site Council meetings, site leadership meetings, staff meetings, monthly PTA, ELAC and Booster Parent Organization meetings, all stakeholders will have the most current information available.

Dates of Review:
Initial Presentation, Review, and Goal Setting with School Site Council: October 26,2022
Initial Presentation, Review, and Goal Setting with School Site Leadership: October 10, 2022
SPSA Draft and Goal Approval with School Site Council: October 26, 2022
SPSA Draft and Goal Approval with School Site Leadership: October 26,2022
Presentation and Feedback with ELAC Members: October 6, 2022
SPSA and Budget Update with School Site Council: October 26, 2022
Presentation at PTA Meeting: October 2022
Mid-Year Evaluation and Progress Reporting with School Site Council: January 25,2023
Annual Evaluation with School Site Council: May 31, 2023
Annual Evaluation with ELAC: May 31, 2023

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.31%	0.3%	0.16%	2	2	1
African American	1.55%	1.7%	1.72%	10	11	11
Asian	17.21%	17.5%	17.53%	111	113	112
Filipino	2.48%	2.6%	2.97%	16	17	19
Hispanic/Latino	21.86%	20.6%	20.03%	141	133	128
Pacific Islander	0.16%	0.2%	0.16%	1	1	1
White	43.26%	42.0%	42.41%	279	272	271
Multiple/No Response	11.63%	13.5%	13.46%	75	87	86
			Total Enrollment	645	647	639

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	125	119	130
Grade 1	111	111	97
Grade 2	94	106	110
Grade 3	103	87	113
Grade 4	120	101	88
Grade 5	92	123	101
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	645	647	639

Conclusions based on this data:

1. Enrollment data show an increase in enrollment in Kindergarten. The COVID impact may have affected the enrollment numbers in 20-21.

2. Enrollment data shows a loss in overall enrollment in 21-22 per the trend of status quo in previous years.

3. Data shows that Dapplegray's enrollment data does not change much from year to year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	40	44	44	6.2%	6.80%	6.9%
Fluent English Proficient (FEP)	56	61	66	8.7%	9.40%	10.3%
Reclassified Fluent English Proficient (RFEP)	11	0		22.4%	0.00%	

Conclusions based on this data:

1. Dapplegray EL overall student population increased in 20-21, compared to 19-20 data.

2. The FEP has increased over the 3 year data trend.

3. The percentage of RFEP students were affected in 20-21 school year. The trend showed increase in RFEP students until the impact of COVID in education during the 20-21 school year. This is concerning data and will be monitored closely in the 22-23 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	117	87	109	115	0	106	115	0	106	98.3	0.0	97.2
Grade 4	92	100	87	91	0	85	91	0	85	98.9	0.0	97.7
Grade 5	122	125	102	121	0	98	121	0	98	99.2	0.0	96.1
All Grades	331	312	298	327	0	289	327	0	289	98.8	0.0	97.0

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2481.	NT	2483.	46.09	NT	45.28	34.78	NT	33.96	12.17	NT	16.98	6.96	NT	3.77
Grade 4	2535.	NT	2544.	48.35	NT	57.65	30.77	NT	23.53	17.58	NT	15.29	3.30	NT	3.53
Grade 5	2584.	NT	2571.	56.20	NT	46.94	28.10	NT	31.63	12.40	NT	17.35	3.31	NT	4.08
All Grades	N/A	N/A	N/A	50.46	NT	49.48	31.19	NT	30.10	13.76	NT	16.61	4.59	NT	3.81

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

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.22	NT	32.08	48.70	NT	65.09	6.09	NT	2.83
Grade 4	46.15	NT	31.76	50.55	NT	61.18	3.30	NT	7.06
Grade 5	55.37	NT	34.69	39.67	NT	61.22	4.96	NT	4.08
All Grades	49.24	NT	32.87	45.87	NT	62.63	4.89	NT	4.50

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

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	41.74	NT	35.85	52.17	NT	56.60	6.09	NT	7.55
Grade 4	47.25	NT	57.65	51.65	NT	38.82	1.10	NT	3.53
Grade 5	56.20	NT	50.00	42.15	NT	44.90	1.65	NT	5.10
All Grades	48.62	NT	47.06	48.32	NT	47.40	3.06	NT	5.54

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

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.39	NT	16.98	59.13	NT	76.42	3.48	NT	6.60
Grade 4	41.76	NT	18.82	56.04	NT	75.29	2.20	NT	5.88
Grade 5	37.19	NT	16.33	59.50	NT	80.61	3.31	NT	3.06
All Grades	38.53	NT	17.30	58.41	NT	77.51	3.06	NT	5.19

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.65	NT	28.30	56.52	NT	70.75	7.83	NT	0.94
Grade 4	43.96	NT	28.24	48.35	NT	69.41	7.69	NT	2.35
Grade 5	52.89	NT	31.63	39.67	NT	59.18	7.44	NT	9.18
All Grades	44.34	NT	29.41	48.01	NT	66.44	7.65	NT	4.15

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

Conclusions based on this data:

1. Overall Participation for All Students remains steady

2. Grade 5 Standards Exceeded was lower than in previous years. first time testing for 5th graders because of COVID- no longitudinal data.

3. Grade 4 Standards Exceeded was higher than in previous years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	117	87	109	114	0	106	114	0	106	97.4	0.0	97.2
Grade 4	92	100	87	92	0	84	92	0	84	100	0.0	96.6
Grade 5	122	126	102	121	0	98	121	0	98	99.2	0.0	96.1
All Grades	331	313	298	327	0	288	327	0	288	98.8	0.0	96.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2484.	NT	2481.	35.09	NT	38.68	42.98	NT	38.68	19.30	NT	18.87	2.63	NT	3.77
Grade 4	2521.	NT	2530.	33.70	NT	39.29	35.87	NT	36.90	27.17	NT	17.86	3.26	NT	5.95
Grade 5	2572.	NT	2559.	52.89	NT	37.76	20.66	NT	32.65	19.83	NT	22.45	6.61	NT	7.14
All Grades	N/A	N/A	N/A	41.28	NT	38.54	32.72	NT	36.11	21.71	NT	19.79	4.28	NT	5.56

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.02	NT	50.94	37.72	NT	45.28	5.26	NT	3.77
Grade 4	50.00	NT	50.00	41.30	NT	42.86	8.70	NT	7.14
Grade 5	58.68	NT	35.71	26.45	NT	57.14	14.88	NT	7.14
All Grades	55.66	NT	45.49	34.56	NT	48.61	9.79	NT	5.90

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	46.49	NT	40.57	46.49	NT	51.89	7.02	NT	7.55
Grade 4	34.78	NT	32.14	52.17	NT	57.14	13.04	NT	10.71
Grade 5	47.11	NT	33.67	43.80	NT	56.12	9.09	NT	10.20
All Grades	43.43	NT	35.76	47.09	NT	54.86	9.48	NT	9.38

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	50.00	NT	33.96	43.86	NT	60.38	6.14	NT	5.66
Grade 4	39.13	NT	40.48	53.26	NT	53.57	7.61	NT	5.95
Grade 5	38.84	NT	21.43	48.76	NT	68.37	12.40	NT	10.20
All Grades	42.81	NT	31.60	48.32	NT	61.11	8.87	NT	7.29

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

Conclusions based on this data:

1. Overall Participation for All Students remains high

2. 5th grade had a lower % of students with standards exceeded- first time testing for 5th graders because of COVID- no longitudinal dat

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1435.3	1515.3	1506.4	1446.5	1503.3	1511.7	1409.0	1543.3	1494.2	13	12	12
1	*	*	*	*	*	*	*	*	*	9	9	8
2	1528.3	*	*	1525.6	*	*	1530.4	*	*	11	9	6
3	*	*	*	*	*	*	*	*	*	*	6	6
4	*	*	*	*	*	*	*	*	*	10	5	4
5	*	*	*	*	*	*	*	*	*	5	*	5
All Grades										51	44	41

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	58.33	50.00	46.15	16.67	33.33	38.46	8.33	8.33	7.69	16.67	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	56.82	65.85	33.33	25.00	26.83	21.57	11.36	4.88	3.92	6.82	2.44	51	44	41

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

Grade Level	Oral Language — Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	58.33	75.00	30.77	25.00	8.33	38.46	0.00	8.33	7.69	16.67	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	54.55	*	*	18.18	*	*	27.27	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.02	68.18	90.24	27.45	20.45	4.88	19.61	4.55	2.44	3.92	6.82	2.44	51	44	41

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

Grade Level	Written Language — Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	58.33	33.33	46.15	8.33	25.00	38.46	25.00	33.33	7.69	8.33	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.57	38.64	34.15	45.10	34.09	46.34	27.45	18.18	17.07	5.88	9.09	2.44	51	44	41

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

	Listing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	58.33	66.67	76.92	25.00	25.00	0.00	16.67	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.22	59.09	73.17	58.82	34.09	24.39	1.96	6.82	2.44	51	44	41

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	66.67	66.67	61.54	16.67	25.00	30.77	16.67	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.06	72.73	85.37	43.14	20.45	12.20	9.80	6.82	2.44	51	44	41

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

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	50.00	41.67	92.31	41.67	50.00	7.69	8.33	8.33	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	45.45	36.59	60.78	40.91	56.10	9.80	13.64	7.32	51	44	41

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

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.85	75.00	50.00	38.46	8.33	33.33	7.69	16.67	16.67	13	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.29	43.18	63.41	58.82	50.00	31.71	5.88	6.82	4.88	51	44	41

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

Conclusions based on this data:

1. Not enough student data to draw statistically accurate conclusions (10 or under per grade level is an *)

2. Number of students remains steady.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Chronic absenteeism continues to be an area to focus.

2. ELA and math remain in blue academic performance indication.

3. Suspension rate remains low.

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

CONDITIONS OF LEARNING

LEA/LCAP Goal

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with California State Standards that provides all students access to required college and career readiness.

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADS and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

SARC- Fair Condition
work with FAC to prioritize the facilities at Dapplegray

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARC Conditions	Fair Conditions	Remain fair or improve
Per SARC, teachers fully credentialed	27 fully credentialed 0 vacancies 0 misassignments	Maintain or increase fully credentialed teachers Maintain 0 vacanies and misassignments
Williams Compliance	100% Williams Compliance	Maintain 100% for Williams Compliance
Standards Aligned Curriculum as indicated in the SARC	100% are using standards aligned curriculum	Maintain 100%

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

PTA and parent volunteers have pledged money for purchasing new books and technology for our school library.
100% of those pledged funds are to buy new books and iPads.

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)
6000	Booster and PTSA 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers are using standards aligned curriculum and receiving training in new adoptions.
During grade level discussions, teachers will align instruction using district pacing guides and discuss/share best instructional practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified Teachers to use allotted time for pacing/instructional practices conversations

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

Our highly skilled instructors will implement targeted assessments and discuss progress data during site data meetings every 6-8 weeks. This is an expected ongoing practice and will continue throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Supplemental Grant 1000-1999: Certificated Personnel Salaries sub time

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

Dapplegray will continue to assess facility needs by talking with FAC, Booster, and PTA. With support from the district, dappegray will continue to ensure facilities are maintained and safe.

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Continuing to focus on maintaining highly skilled staff to deliver curriculum aligned with state standards. School wide professional development in writing, science, social studies will continue throughout this year and next. Grade level targeted training is an effective way to align instructional practices across all elementary sites.

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

The budget expenditures are designed for teacher data meeting subs and training meetings. The budget expenditures are on track and will supplement the support needed.

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.

There are no changes to the goal. We resumed the state wide assessments and will continue to use data meetings to discuss student progress and teacher supports moving forward.

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

PUPIL OUTCOMES

LEA/LCAP Goal

Provide a rigorous instructional program that raises achievement for all students in the four core California content standards by working in partnership with students, parents, teachers, and the community.

Goal 2

Provide a comprehensive and inclusive instructional program for English Language Learners, students with IEPs, and students identified as Gifted and Talented (GATE).

Identified Need

EL Students- Mathematics-current 5th graders at 50%
ELPAC- 4th-grade level 4 only 50%
80% of EL students did not meet CAST standards
11% of students with IEPs did not meet Math standards (CAASPP)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Math CAASPP Data 2021-22	Met or Exceeded 3rd- 83% 4th-50% 5th- 40%	maintain EL progress and monitor students in grades 3-5 that qualify for RFEP.
English Learner ELA CAASPP Data 2021-22	Met or Exceeded 3rd- 66% 4th-50% 5th-40%	maintain EL progress and monitor students in grades 3-5 that qualify for RFEP.
2021-22 Summative ELPAC	Level 4 K-50% 1st-87% 2nd- 66% 3rd- 66% 4th-50% 5th-80%	maintain and/or increase summative scores to target RFEP promotion in our EL learners.
English Learner CAST Data 2021-22	5th grade Met or Exceeded 20%	maintain baseline or increase.
GATE Students 2022-2023	5th Grade= 6 students	maintain baseline or increase.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade- testing has not occurred at time of writing the SPSA	
Students with IEPs ELA CAASPP 2021-22 As measured by local Student Information System	Met or Exceeded ELA CAASPP 75%	maintain baseline or increase.
Students with IEPs Math CAASPP 2021-22 As measured by local Student Information System	Met or Exceeded ELA CAASPP 79%	maintain baseline or increase.

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)

GATE students

Strategy/Activity

Students will receive an opportunity in fourth grade to participate in GATE qualification testing. The students who qualify for GATE opportunities will receive on-site and district program support. Dapplegray will be offering GATE opportunities to qualifying students from a credentialed teacher.

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

Amount(s)	Source(s)
0	Site, District, Supplemental None Specified 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 English Learner Students

Strategy/Activity

Dapplegray will provide an instructional program that raises achievement levels for all English learners including long-term English learners and reclassified English learners. Our EL teacher

and classroom teachers will provide supplemental instruction and tiered supports in reading, writing, and math. Areas of focus will be fluency, comprehension, writing and vocabulary development.

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)
19,000	Site, District, Supplemental 1000-1999: Certificated Personnel Salaries EL aide

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

Students with IEPs

Strategy/Activity

Students who qualify for Special Education services will be provided accommodations to better access the curriculum. They will be provided tiered support in math, reading, and writing using qualified teacher support, Sonday system, iReady, and other approved intervention program at their readiness level to remediate and reteach.

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)
1000	Site, District, Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

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

The bases for goal 2 and goal 3 was to have a strong instructional program that raises the achievement of all students. There was targeted push in and pull out supports with highly qualified teachers. RtI was implemented in reading and math to support students in Tiered instruction. This

tiered intervention proved effect in keeping student progressing at their individual level. After school intervention and homework club also supported student growth in reading and math.

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

The consistency of supports made a difference with the learning gaps during COVID. The students that needed support were able to get access to a teacher and intervention was made assessable throughout the school year. This proved effective and helped bridge the learning gap from COVID. The budgeted money was all spent to support the extra services.

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

The goal will be to continue interventions, all supports with EL and RtI and Special Education students, and to continue the iReady diagnostic and state assessments to support growth data and analysis of effective program components.

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

PUPIL OUTCOMES

LEA/LCAP Goal

Provide a rigorous instructional program that raises achievement for all students in the four core California content standards by working in partnership with students, parents, teachers, and the community.

Goal 3

Ensure a comprehensive and rigorous instructional program addressing meeting students where they are and using data to assess student progress and growth.

Identified Need

Attendance is an area of concern. This is identified by SST meeting and attendance letters sent to families.
iReady Data
CAASPP data for ELA
CAASPP data for math
CAST data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 CAASPP Math	Met or Exceeded Standards 3rd: 77% 4th:76% 5th: 70%	Increase outcomes by 3% in met standards
2021-22 CAASPP ELA	Met or Exceeded Standards 3rd: 79% 4th: 81% 5th: 78%	Increase outcomes by 3% in met standards
2021-22 CAASPP CAST (Science)	Met or Exceeded Standards 5th:50%	Increase outcomes by 3 % in met standards
i-Ready Reading Diagnostic 1 (Aug-Sep 2022)	K 51% 1 24% 2 43% 3 85% 4 50% 5 55% On or above grade level	Increase outcomes in each grade level by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic 1 (Aug-Sep 2022)	K Not tested at time of writing 1 20% 2 18% 3 45% 4 42% 5 59% On or above grade level	Increase outcomes in each grade level by 3%

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

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

All Students

Strategy/Activity

Teachers will participate in writing training with the Momentum Group during the 22-23 school year. The training components will include site based observations and all day district training. The 3 year training support plan will include literacy and connections with writing in all subject areas.

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

Amount(s)	Source(s)
0	District Funded PD is 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

All students will participate in 3 iReady diagnostic assessments in both reading and math. Students that qualify for Tier 2 and Tier 3 supports will have access to RtI support aide and RtI teacher for both reading and math. The RtI supports are during the school day. Data meetings every 6-8 weeks will target student need and further supports. After school reading intervention will be offered to Tier 2 students in 1st-5th grade. Air tutors will be offered to Tier 2 students that cannot attend after school intervention with Dapplegray instructor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded District funds use of iReady
0	District Funded District funds RtI teachers and after school intervention programs

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

Teachers will implement new science program. District TOSA will support teachers with implementation. Site TOSA will work with teachers to organize and order materials, support teachers with maintaining the pacing and rigor of the new program.

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)
1000	Site Discretionary 4000-4999: Books And Supplies Science suppplies

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

Data meetings will be held every 6-8 weeks to discuss progress data. The data will consist of classroom assessments, iReady progress data, diagnostic testing, IAB's in 3-5 grade and other informative student data to help track student progress.

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

Amount(s)	Source(s)
2000	Supplemental Grant 1000-1999: Certificated Personnel Salaries sub time

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Participation in intervention and after school homework club help maintain student engagement and bridge the gap in learning. We had a 30% schoolwide participation rate in the after school programs offered in 21-22 school year. This resulted in positive results in CAASPP and iReady overall data. Areas for focus per data collected are in informational text comprehension and academic vocabulary-per the 21-22 CAASPP test scores.

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

No discrepancy in budged items because the district received COVID money to help support salary and program intervention components last year.

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

The teachers in the classroom and intervention instruction will continue to focus on strengthening non-fiction reading skills. Dapplegray will continue to have a credential RtI instructor , EL instructor and RtI Aide work with identified students and participate in the data meetings regularly to discuss progress towards these goals.

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

ENGAGEMENT

LEA/LCAP Goal

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement.

Goal 4

Provide a supportive school environment with monitoring and support for the mental health of staff and students, including professional development and resources, one that proactively engages students and utilizes tiered re-engagement strategies for any students in need of support.

Identified Need

Ed Code 215- requires suicide prevention , intervention and post intervention, which at the elementary level includes age-appropriate and sensitive lessons that take into account the needs of the young learners. Implementation of Second Step to deliver appropriate grade level lesson to support Ed Code 215 will continue.
Attendance concerns, and continue to reduce suspensions at the site.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions 2021-22 As reported by Student Information System	1 student suspention	0 suspensions
Students Chronically Absent	5 students	less than 3 students with chronic absent indicators
Students Tardy	8% of all students are chronically tardy	improve percentage by 2%
California Healthy Kids Survey- 5th Grade 2021-22	School Connectedness: 81% Feeling safe at school: 83% Understanding of school rules: 94%	improve all areas by 5%

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

PBIS will continue as a main reinforcer of expected behaviors and positive support for all students. The tiered supports include monthly assemblies, weekly acknowledgement with Friday prizes, daily Colts Care Cards and weekly messages from the TOSA and principal. All staff members are trained to use the PBIS system for fidelity and continued follow through with expectations.

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

Amount(s)	Source(s)
2000	Site Discretionary 1000-1999: Certificated Personnel Salaries sub time

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

Second Step lessons will be implemented in all classrooms. On-site TOSA will support student social emotional needs by providing structured activities at recess breaks, frequent check ins during the day and conflict resolutions opportunities throughout the week. This will provide a safe adult on campus that can be easily accesssed during unstructured recess play. PTA will provide organized activities for students during lunch recess throughout the school year.

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

Amount(s)	Source(s)
1000	Site Discretionary 4000-4999: Books And Supplies
1000	Booster and PTSA 4000-4999: Books And Supplies

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

Monthly attendance letters will be sent home and followed up with SST meetings for those that continue with chronic attendance concerns. SARB and SART meetings will be scheduled as needed.

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

Amount(s)	Source(s)
0	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

The principal will continue to work with RPV City Leaders to address traffic safety, crossing guard, and other signage to help with traffic flow and student safety coming to and from school.

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Dapplegray has over 650 students and only one administrator. Principal has asked for administrative help to provide school wide PBIS supports and student wellness goals. It was granted for the 22-23 school year. The administrative TOSA will be part of the school team this year to help with administrative duties, student wellness, staff training and other obligations to help

student and staff supports in all areas. TOSA focus will be on student wellness, administrative duties and teacher training supports.

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

No difference in budgeted goals to help with strategies or activities.

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

The changes that will be tracked and supported are attendance and student wellness. Monthly attendance meetings, PBIS and Wellness Wednesday supports, and parent learning opportunities will be a highly focus goal this year.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Gina Stutzel	Principal
Dawn Ward	Classroom Teacher
Ashley Rehkemper	Classroom Teacher
Karen Clavadetscher	Classroom Teacher
Eboni Buenrostro	Other School Staff
Becky Gallagher	Other School Staff
Ryan McCormick	Parent or Community Member
Mary Eno	Parent or Community Member
Marianne Mansour	Parent or Community Member
Rachelle Dillon	Parent or Community Member
Becky Cohu	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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 October 26, 2022.

Attested:

	Principal, Gina Stutzel on 10/26/2022
	SSC Chairperson, Ashley Rehkemper on 10/26/2022