



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 |
|------------------------|-----------------------------------|--|---------------------------|
| San Andreas Elementary | 05-61564-6003438 | 5/23/23 | 6/13/23 |

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
Comprehensive Support and Improvement

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.

Site plan goals have been written with consideration of district LCAP goals. Specifically goals will address priority areas of basic services, student outcomes and parent and family engagement.

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).

Three separate surveys were administered this year. One for parents and guardians, one for staff, and one for 4th, 5th and 6th grade students. The results of those surveys are attached in the appendices of this document.

The format of the survey and the questions asked have stayed virtually the same over the past several years to allow an analysis of trends over time. The parent and guardian survey shows an overall satisfaction with the school in general. The survey data has been generally stable with that stakeholder group during the years assessed.. The impact of the COVID pandemic protocols can be seen in the parent and guardian responses as scores dipped on the questions about parents being welcomed and feeling involved. With the restrictions lifted and parents being allowed to return back to campus and help with events and activities, we are seeing those scores rebound back into similar results as pre-COVID surveys. Generally all of the parent responses are in the two most positive categories of "Always" or "Almost Always." The question, "I feel my child is safe at school" has a wider distribution of responses (with still over 80% responding "Always" or "Almost Always"). The comments on the school safety section of the survey reflect concerns at a national level, and not necessarily reflective of SAE in general. Many of the comments in the school safety section also discuss the desire for a fully fenced campus.

The staff survey also shows a generally positive feeling amongst the staff on a number of areas. Staff indicated that they enjoy the people that they work with and are happy to be at SAE. Facilities are rated a bit lower than what parents scored, with complaints about leaking ceilings being noted. Areas with lower scores include the questions "Student discipline is handled effectively," "There is good morale here," and "I feel safe working here." While those questions still had a majority of respondents in the two positive categories, there was a more diverse response with some respondents in the second to most negative category of "disagree."

The student survey has been administered every two years ('18-'19, '20-'21, and '22-'23). The most recent survey was administered to 4th graders for the first time, as well as to the 5th and 6th grade students, which was the standard for the two previous administrations. The student survey has shown the most change of the three regularly administered stakeholder surveys. While the responses are still in the more positive range, there has been a noticeable decline in the positiveness over the past 4 years. Practically every question showed a decline in the "Always" category. The survey administered in '20-'21 showed scores generally midway between the oldest and most recent survey, showing a general trend. This could be due to a number of things including the impact of COVID and the restrictions placed on students and the elimination of a number of programs including music, and limiting of field trips. Additionally we were not able to find a coach so we did not offer any interscholastic sports this year. A couple of bright spots in the student data was that the students rated the cafeteria food much high this time and they continued to have very high ratings for the art program as well as the library.

All three groups indicated an increase in concerns about bullying. For the first time a majority of students (52%) indicated that bullying is a problem. However, 26% of those respondents indicated that it was "rarely" a problem, the highest number of that lowest level of response of all three years this survey was administered.

Classroom Observations

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

The principal makes frequent classroom visits, attempting to visit every classroom a minimum of 3 times a week. Over the past several years, Calaveras Unified has been working with the International Center for Leadership in Education (ICLE). That training has focused on rigor, relevance and engagement. The focus of the classroom observations has been on the implementation of those instructional strategies. This year we have focused on academic discourse and formative assessments, which has been what the principal has been looking for when he enters the classroom. Overall our teachers use effective teaching strategies and have effective classroom management and student engagement strategies.

Additionally the district has been partnering with Educators Thriving to ensure that staff wellbeing is a priority. Frequent surveys are completed by staff and one of the identified areas to help support staff was frequent feedback. The principal has been working to incorporate more timely feedback from the classroom walk throughs for the staff.

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)

Due to the challenges of COVID, we made the decision to administer the CAASPP testing early in March in the 2021-22 school year so that way we could focus on preparing students for the next school year in the fourth quarter, once we returned from spring break. That meant that our students' scores on the CAASPP will be impacted and not particularly useful for modifying instruction.

This year the district adopted i-Ready as the new math curriculum as well as the benchmark diagnostic assessment system. We administered the i-Ready assessments at the beginning, middle and end of the year and teachers used the results of those assessments to monitor student progress and then modify their instruction based on identified needs from the i-Ready Diagnostic Assessments.

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

i-Ready data was used to help identify students who needed additional instructional support as well as helping teachers to modify their instruction to help address learning gaps. Additionally, the program allowed individualized practice for students that was at the level that was correct for them.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

This year we had three teachers who were on an intern credential and are working through their programs to become fully credentialed.

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

Calaveras Unified School District seeks highly qualified and properly credentialed teachers for all positions. We have a highly-trained workforce, and teachers at San Andreas Elementary School hold the appropriate credentials for their assigned positions.

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

Staff development this year has focused on becoming familiar with both the new math adoption as well as the new diagnostic assessments. We had a significant turnover in staff with 50% of the teachers being new to the site this year, so we did some introductory work with the new staff on academic discourse and formative processes and tools, which are both CUSD Signature Instructional Practices, as well as indicators of Rigor and Student Engagement on the rubrics from ICLE. We will continue the work in those areas next year and will put a deeper focus on writing across the curriculum, which is another of the CUSD signature instructional practices

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

Calaveras Unified has partnered with the International Center for Leadership in Education (ICLE), and we have a consultant who has worked both directly with the teachers to focus on Rigor, Relevance and Engagement and in a coaching models with the principal to increase his capacity as an instructional leader for the past couple of years, and we plan on continuing that partnership for the next few years.

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

Calaveras Unified has an Instructional Leadership Team comprised of teachers and administrators from all the sites across the district. The ILT helps set direction for professional development needs and helps with instructional decisions. The district has three Core days throughout the year for professional development and grade level collaboration.

Additionally, this past year the elementary sites coordinated their schedules and provided time for a monthly grade-alike collaboration meeting for all the teachers across the district. We are a small school district and several of the sites only have one teacher at a grade level so our teachers need to work across school sites to collaborate with a same grade peer.

At San Andreas Elementary, every two weeks we have "Work Out Wednesday" (W.O.W.), where our sixth grade students become the leaders and they take the younger students from every class out and do P.E. activities with them while classified staff help to supervise. The certificated staff are then able to collaborate as grade band teams for approximately 30 minutes while the students are out doing their P.E.

Teaching and Learning

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

Calaveras Unified has adopted state approved curriculum in ELA, Mathematics and Science. In English Language Arts, we use the McGraw Hill Wonders program in grades K-5 and in 6th grade we use StudySync. We have also adopted the WonderWorks intervention curriculum. In mathematics we use Curriculum Associates' i-Ready in grades K-6th. In Science we utilize the Mystery Science program.

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

San Andreas Elementary has established daily instructional blocks for both ELA and Mathematics that adhere to the recommended instructional minutes for both ELA and Mathematics.

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

Teachers use publisher suggested pacing guides along with adjustments needed to create an appropriate schedule of lessons. An area of focus in the 22-23 school year will be to overlay the identified priority standards to build a more robust curriculum map to ensure student mastery of identified critical standards at each grade level.

This year we established "What I Need" or W.I.N. time where students in grades K-3rd were assessed on the reading skills and then were leveled for instruction

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

Guidelines established by the Williams Decision are honored. All students have access to standards-based materials. Consumable components of adoptions are replaced annually. Additionally students have access to online components for language arts, math and science curriculum. Students in grades 3 and up have an individually assigned Chromebook where they are able to access the online components of the adopted curriculum programs.

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

The Calaveras Unified School District follows an inclusive adoptions process that involves all stakeholders in the selection of core curricular materials. When new adoptions are being considered, a team of teachers from across the district is convened and materials are reviewed by that committee and then recommendations are made to the school board for adoption.

Opportunity and Equal Educational Access

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

Teams collaboratively provide instruction using strategies that include flexible groupings to ensure that underperforming students receive additional instruction while preserving opportunities to participate in heterogeneous discussions and full exposure to core instruction. Two categorically funded instructional aides provide interventions to students targeted through analysis of data obtained from multiple assessments. Additionally we have an experienced credentialed intervention teacher who works with small groups of students who have been identified as needing additional support in reading.

Special education teachers schedule blocks of time during which the majority of students with IEP driven services are included in regular classroom activities. These blocks of time free the special education teachers to provide integrated services to students with and without IEPs. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Accelerated Reading and Accelerated Math, computer based programs that provided targeted instruction geared to the students level/needs, are used from first through sixth grade.

Evidence-based educational practices to raise student achievement

Research-based learning practices commonly used at San Andreas Elementary School include direct instruction, cooperative learning, peer tutoring, advanced organizers, individual and small group tutoring, the use of multiple assessments to inform and target student needs, metacognition and teaching specific language. Teachers are creating common formative assessments to analyze teaching focused on student needs.

Parental Engagement

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

San Andreas School serves a small, diverse and socio-economically disadvantaged community. The support we receive from our community is one of our greatest resources. We have a very active Parent Group and a very consistent group of volunteers that provide services for our students daily. We have community-based after-school sports programs that include soccer, basketball, and baseball. Our students also benefit from scouting, and a variety of services provided by clubs, churches, and other organizations. Our Parent Teacher Organization purchases instructional materials, pays for supplementary instruction in Fine Arts, purchases incentives for students, and supports our school in a variety of other ways.

A comprehensive special education program is provided through our local Special Education Local Plan Area. Counseling services are available through the Calaveras County Mental Health Department. Calaveras Head Start, My Own Preschool, and the Calaveras Unified Growing Together Preschool provide preschool opportunities. The Calaveras County Office of Education provides many enrichment activities, staff and community training, and coordinates a School Attendance and Review Board (SARB) that intervenes when attendance issues negatively influence school performance. The Resource Connection of Calaveras County provides a variety of social services that support children and families. Our families in need have access to a food bank, temporary housing, and other services through the local agencies located in our attendance area. The Calaveras Crisis Center provides shelter for women and children escaping abusive situations. The Family Resources Network provides information and support for families dealing with medical, developmental, or behavioral issues. The Valley Mountain Regional Center provides early intervention assessment and advocacy for special needs students. Our Calaveras County Office of Education provides a variety of services, including a program aimed at helping primary age students adjust to the school environment.

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)

San Andreas Elementary School's School Site Council acts in an advisory capacity for planning, implementation and evaluation of programs. The School Site Council is constituted based on requirements established to establish parity among the school and parent/community groups. At least four meetings are held each year and the meetings are open to all interested parties. The voting members are elected by peers.

Funding

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

San Andreas Elementary School utilizes categorical funding to hire intervention para-educators to help underperforming student through small group instruction. Professional development give teachers the opportunity to develop as professional educators. Yard duty supervision provides teachers with time to collaborate as Professional Learning Communities while books, references materials, instructional materials, supplies and equipment all provide teachers with the resources they need to differentiate instruction for our students.

Fiscal support (EPC)

The Calaveras Unified School District provides budget oversight of all site categorical budgets. Tracking and audit trails are maintained to monitor and provide assistance and assuring that funds are spent as stated in the Single Plan For Student Achievement. Our Business Department tracks all expenditures.

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

Our School Site Council, comprised of parents and guardians, certificated and classified staff selected by their peers and the school principal, met monthly throughout the year to analyze school data including; SBAC assessment data, diagnostic benchmark assessments, student discipline data, attendance data, California School Dashboard data, and parent, staff and student survey data. Additionally, data, goals and actions were discussed with staff during bi-monthly staff meetings. Parents and caregivers gave input via surveys.

Resource Inequities

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

Our socio-economically disadvantaged students historically perform below the established standards. Additionally, students with disabilities is another subgroup that does not perform well on standardized measurements.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 41 | 35 | 66 |
| Grade 1 | 45 | 43 | 30 |
| Grade 2 | 44 | 47 | 48 |
| Grade3 | 34 | 48 | 56 |
| Grade 4 | 27 | 35 | 52 |
| Grade 5 | 37 | 34 | 32 |
| Grade 6 | 43 | 41 | 35 |
| Grade 7 | | 1 | 1 |
| Grade 8 | 1 | | |
| Total Enrollment | 272 | 284 | 320 |

Conclusions based on this data:

1. San Andreas Elementary had a significant growth in students in the past, growing by nearly 20%. Due to COVID school closures, and parents making different choices for their children's education, our enrollment dropped at the beginning of the 2020-21 school year, down to 257 students. Throughout the year, we have had a slow, and steady increase in students, similar to the pattern we've seen over the past few years, so enrollment at the end of the 2021-2022 school year was over 300 students. With the removal of COVID restrictions including the requirements to wear masks, our enrollment has continued to increase in the 2022-23 school year as several families who chose education alternatives have decided to return to the public schools.
2. The town of San Andreas has some of the most affordable housing in the region, and we have lower income families moving in to the area to take advantage of the cheaper housing prices.

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 | 15 | 17 | 4.00% | 5.3% | 5.3% |
| Fluent English Proficient (FEP) | 4 | 4 | 7 | 1.50% | 1.4% | 2.2% |
| Reclassified Fluent English Proficient (RFEP) | 0 | | | 0.0% | | |

Conclusions based on this data:

1. While our English Language Learners remain a small percentage of the total population, they are a subgroup that has shown growth in recent years and that trend looks to be continuing.

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 | | |
| | 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 | 35 | 48 | | 27 | 43 | | 27 | 41 | | 77.1 | 89.6 | |
| Grade 4 | 29 | 35 | | 15 | 28 | | 15 | 26 | | 51.7 | 80.0 | |
| Grade 5 | 37 | 34 | | 23 | 30 | | 22 | 30 | | 62.2 | 88.2 | |
| Grade 6 | 38 | 37 | | 35 | 34 | | 34 | 34 | | 92.1 | 91.9 | |
| All Grades | 139 | 154 | | 100 | 135 | | 98 | 131 | | 71.9 | 87.7 | |

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 | 2357. | 2364. | | 11.11 | 4.88 | | 11.11 | 19.51 | | 22.22 | 17.07 | | 55.56 | 58.54 | |
| Grade 4 | 2352. | 2372. | | 0.00 | 0.00 | | 6.67 | 7.69 | | 0.00 | 38.46 | | 93.33 | 53.85 | |
| Grade 5 | 2404. | 2466. | | 0.00 | 3.33 | | 22.73 | 30.00 | | 4.55 | 23.33 | | 72.73 | 43.33 | |
| Grade 6 | 2465. | 2466. | | 5.88 | 11.76 | | 14.71 | 8.82 | | 35.29 | 26.47 | | 44.12 | 52.94 | |
| All Grades | N/A | N/A | N/A | 5.10 | 5.34 | | 14.29 | 16.79 | | 19.39 | 25.19 | | 61.22 | 52.67 | |

| 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 | * | 9.76 | | * | 65.85 | | * | 24.39 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 16.67 | | * | 63.33 | | * | 20.00 | |
| Grade 6 | 3.03 | 14.71 | | 57.58 | 38.24 | | 39.39 | 47.06 | |
| All Grades | 6.19 | 10.77 | | 48.45 | 56.92 | | 45.36 | 32.31 | |

| 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 | * | 0.00 | | * | 34.21 | | * | 65.79 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 6.67 | | * | 60.00 | | * | 33.33 | |
| Grade 6 | 12.12 | 2.94 | | 33.33 | 32.35 | | 54.55 | 64.71 | |
| All Grades | 5.21 | 2.34 | | 40.63 | 40.63 | | 54.17 | 57.03 | |

| 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 | * | 2.44 | | * | 85.37 | | * | 12.20 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 3.33 | | * | 83.33 | | * | 13.33 | |
| Grade 6 | 3.03 | 20.59 | | 69.70 | 58.82 | | 27.27 | 20.59 | |
| All Grades | 3.16 | 6.87 | | 64.21 | 79.39 | | 32.63 | 13.74 | |

| 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 | * | 7.32 | | * | 63.41 | | * | 29.27 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 6.67 | | * | 80.00 | | * | 13.33 | |
| Grade 6 | 5.88 | 11.76 | | 67.65 | 64.71 | | 26.47 | 23.53 | |
| All Grades | 5.10 | 6.87 | | 62.24 | 70.99 | | 32.65 | 22.14 | |

Conclusions based on this data:

1. The COVID-19 global pandemic forced schools into a variety of instructional models over the past two years, from distance learning, to hybrid and in person instruction. These challenging instructional methods where students were frequently not able to receive close, immediate help from their classroom teacher had an impact on our test scores, with fewer students achieving at above standard and more students in the below standard range.
2. Historically San Andreas students have underperformed on standardized testing measures such as the SBAC. Due to small numbers of students taking the tests, large variabilities in test scores exist due to variations in the small sample size.
3. In the 2021-2022 school year we made the chose to administer the SBAC assessment prior to our spring break to provide additional time after break to focus on preparing students for the upcoming year. Due to that decision, our test scores show a decrease due to the few days of instruction as well as a overall lower participation rate.

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 | 35 | 48 | | 26 | 44 | | 25 | 42 | | 74.3 | 91.7 | |
| Grade 4 | 29 | 34 | | 18 | 26 | | 18 | 26 | | 62.1 | 76.5 | |
| Grade 5 | 38 | 33 | | 21 | 30 | | 21 | 30 | | 55.3 | 90.9 | |
| Grade 6 | 38 | 37 | | 36 | 34 | | 36 | 34 | | 94.7 | 91.9 | |
| All Grades | 140 | 152 | | 101 | 134 | | 100 | 132 | | 72.1 | 88.2 | |

* 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 | 2353. | 2354. | | 4.00 | 4.76 | | 16.00 | 9.52 | | 28.00 | 23.81 | | 52.00 | 61.90 | |
| Grade 4 | 2415. | 2382. | | 5.56 | 0.00 | | 5.56 | 11.54 | | 38.89 | 23.08 | | 50.00 | 65.38 | |
| Grade 5 | 2418. | 2447. | | 4.76 | 10.00 | | 9.52 | 10.00 | | 9.52 | 36.67 | | 76.19 | 43.33 | |
| Grade 6 | 2426. | 2469. | | 2.78 | 8.82 | | 5.56 | 11.76 | | 33.33 | 17.65 | | 58.33 | 61.76 | |
| All Grades | N/A | N/A | N/A | 4.00 | 6.06 | | 9.00 | 10.61 | | 28.00 | 25.00 | | 59.00 | 58.33 | |

| 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 | * | 0.00 | | * | 26.83 | | * | 73.17 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 10.00 | | * | 40.00 | | * | 50.00 | |
| Grade 6 | 2.78 | 11.76 | | 30.56 | 32.35 | | 66.67 | 55.88 | |
| All Grades | 3.00 | 5.34 | | 32.00 | 35.11 | | 65.00 | 59.54 | |

| 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 | * | 9.52 | | * | 45.24 | | * | 45.24 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 13.33 | | * | 56.67 | | * | 30.00 | |
| Grade 6 | 0.00 | 5.88 | | 41.67 | 44.12 | | 58.33 | 50.00 | |
| All Grades | 4.00 | 8.33 | | 42.00 | 43.94 | | 54.00 | 47.73 | |

| 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 | * | 0.00 | | * | 54.76 | | * | 45.24 | |
| Grade 4 | * | * | | * | * | | * | * | |
| Grade 5 | * | 3.33 | | * | 66.67 | | * | 30.00 | |
| Grade 6 | 8.33 | 5.88 | | 58.33 | 58.82 | | 33.33 | 35.29 | |
| All Grades | 6.00 | 2.27 | | 58.00 | 57.58 | | 36.00 | 40.15 | |

Conclusions based on this data:

1. Due to the challenging instructional models over the past two years due to the COVID-19 pandemic, we have seen a significant decrease in our mathematics scores.
2. Also, as with ELA, due to the small numbers of students tested at each grade level, making sweeping conclusions is difficult as there will be fluctuations due to individual classes and students that will effect this data. Additionally, the high transiency rate at San Andreas makes accurate year to year comparisons difficult.
3. In the 2021-2022 school year we made the chose to administer the SBAC assessment prior to our spring break to provide additional time after break to focus on preparing students for the upcoming year. Due to that decision, our test scores show a decrease due to the few days of instruction as well as a overall lower participation rate.

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 |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | 4 | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | | | | | | | | | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 26.67 | | 46.15 | 40.00 | | 23.08 | 26.67 | | 30.77 | 6.67 | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 23.08 | 26.67 | | 30.77 | 46.67 | | 23.08 | 20.00 | | 23.08 | 6.67 | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 6.67 | | 23.08 | 40.00 | | 38.46 | 40.00 | | 38.46 | 13.33 | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 15.38 | 26.67 | | 61.54 | 66.67 | | 23.08 | 6.67 | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 15.38 | 33.33 | | 61.54 | 60.00 | | 23.08 | 6.67 | | 13 | 15 | |

| 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 |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 7.69 | 13.33 | | 46.15 | 66.67 | | 46.15 | 20.00 | | 13 | 15 | |

| Writing 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 |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 20.00 | | 76.92 | 66.67 | | 23.08 | 13.33 | | 13 | 15 | |

Conclusions based on this data:

1. Due to our small numbers of English Language Learners, this data is not reported out.

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 |
| 284 | 66.2 | 5.3 | 1.4 |
| Total Number of Students enrolled in San Andreas Elementary. | 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 | 15 | 5.3 |
| Foster Youth | 4 | 1.4 |
| Homeless | 1 | 0.4 |
| Socioeconomically Disadvantaged | 188 | 66.2 |
| Students with Disabilities | 66 | 23.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.4 |
| American Indian | 2 | 0.7 |
| Asian | | |
| Filipino | 3 | 1.1 |
| Hispanic | 57 | 20.1 |
| Two or More Races | 27 | 9.5 |
| Pacific Islander | | |
| White | 194 | 68.3 |

Conclusions based on this data:

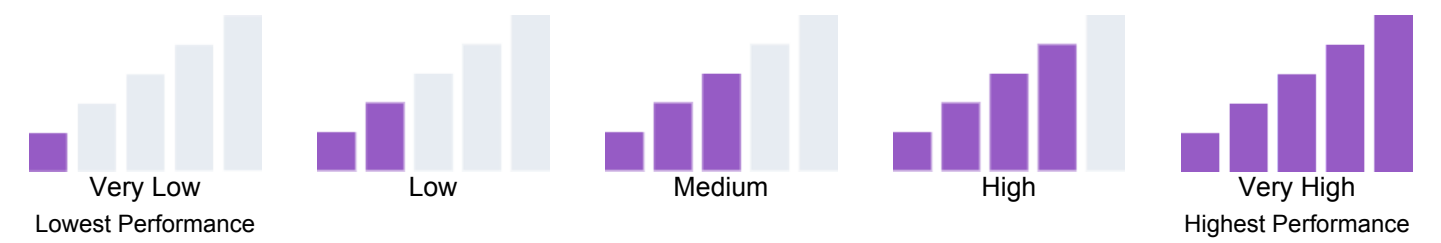
1. San Andreas Elementary has a large population of socioeconomically disadvantaged students. That number has been decreasing over the past few years, which might be due to the federal government providing free meals to all students which has made obtaining household economic survey forms more challenging, possibly skewing our true number of socioeconomically disadvantaged students.
2. SAE also has a very high population of special education students with a significant number of students with more severe needs being bused in from throughout the district to receive services here. As of the writing of this plan, 23 special education students at SAE have a different school of residence.

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).



2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| <div>English Language Arts</div> <div>Very Low</div> | <div>Chronic Absenteeism</div> <div>Very High</div> | <div>Suspension Rate</div> <div>Medium</div> |
| <div>Mathematics</div> <div>Very Low</div> | | |
| <div>English Learner Progress</div> <div>No Performance Level</div> | | |

Conclusions based on this data:

1. The COVID pandemic's impact can still be seen in this data. We had policies in place to discourage families from sending their children to school if they has a minor cold symptom, which in turn has had an impact on the absentee rate. In the 2022-23 school year we had a significantly amount of sickness in the second quarter, which will be reflected in next year's data. As the pandemic has eased, we have begun to put an emphasis on attendance again and have been working with parents and SARB make student attendance a priority once again.

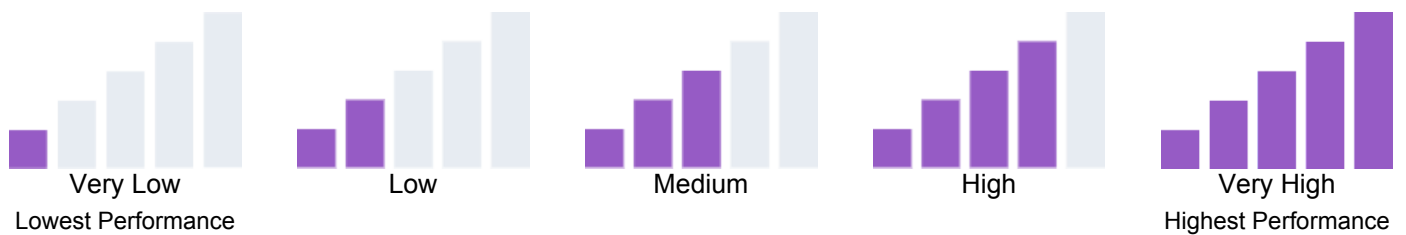
2. When students returned back to campus full time in the 2021-22 school year, they was a significant impact on their socialization due to the impact of hybrid and distance learning. Student behavior issues had dramatic increases across the country and as such our suspensions increased in this time frame.

School and Student Performance Data

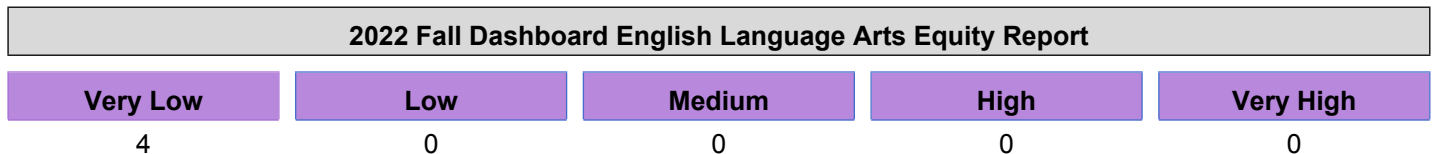
Academic Performance English Language Arts

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](#).

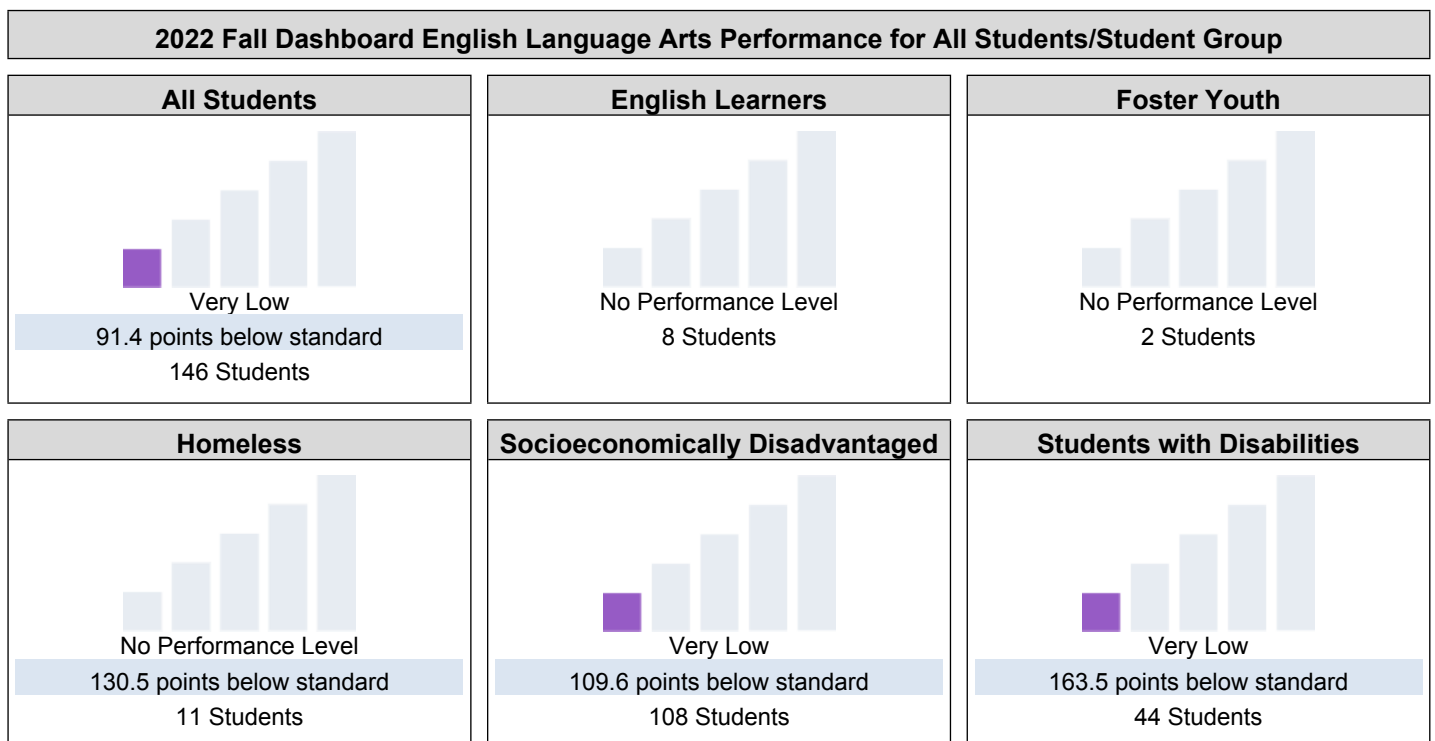
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



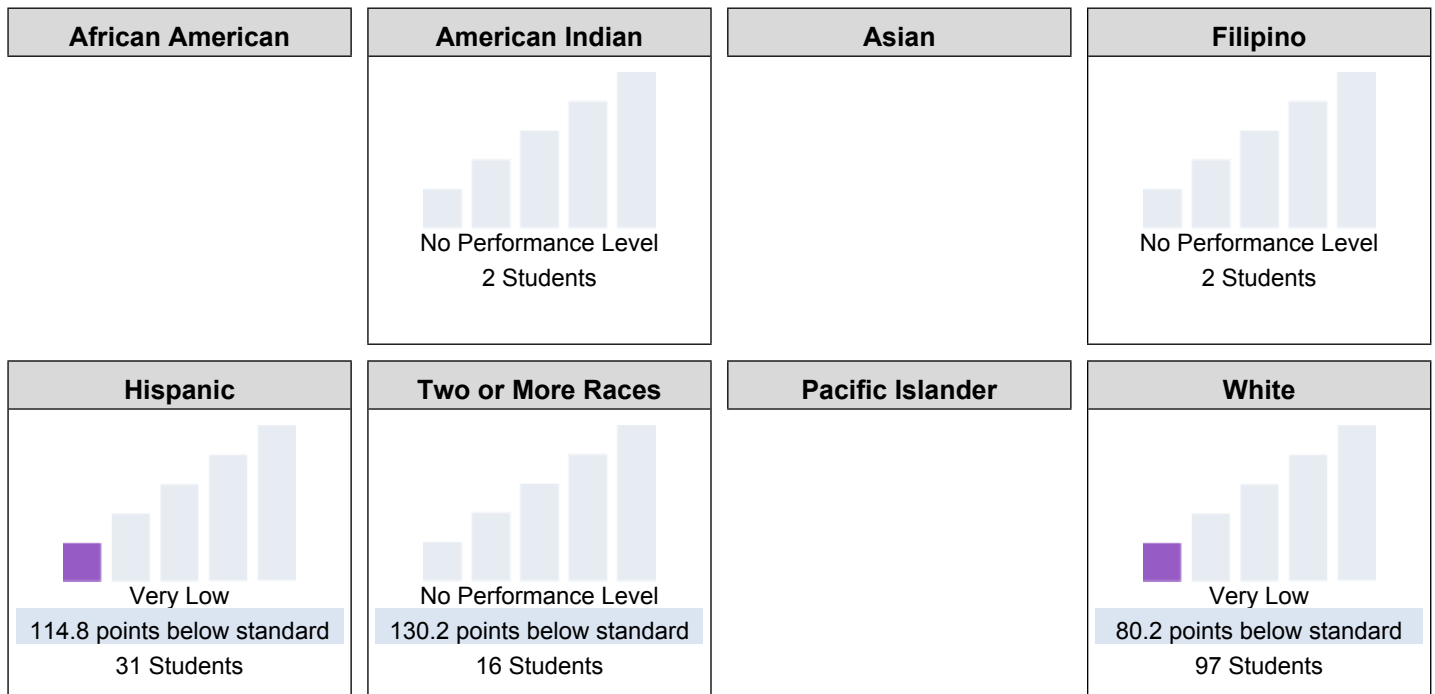
This section provides number of student groups in each level.



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 by Race/Ethnicity



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 |
|-------------------------|-------------------------------|--|
| 6 Students | 2 Students | 92.0 points below standard 138 Students |

Conclusions based on this data:

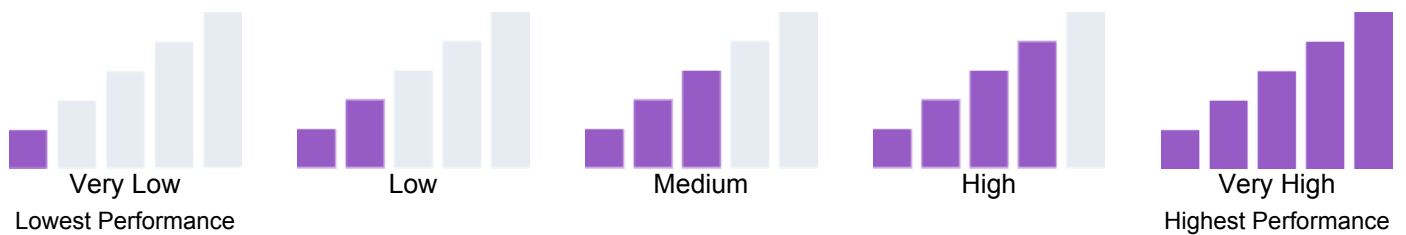
1. San Andreas Elementary has a large population of students who come from socio-economically disadvantaged families, and that group of students tends to perform lower on standardized tests.
2. In the 2021-2022 school year we made the chose to administer the SBAC assessment prior to our spring break to provide additional time after break to focus on preparing students for the upcoming year. Due to that decision, our test scores show a decrease due to the fewer days of instruction before administering the assessments as well as a overall lower participation rate.

School and Student Performance Data

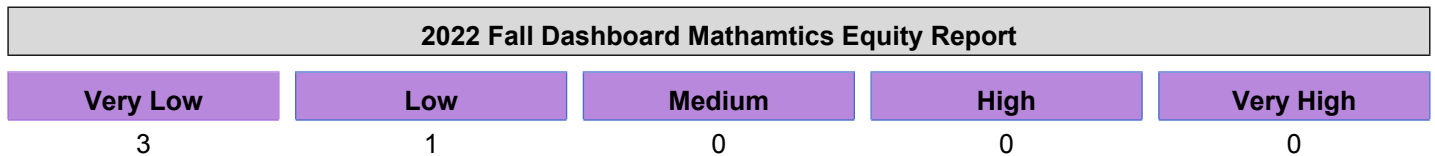
Academic Performance Mathematics

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](#).

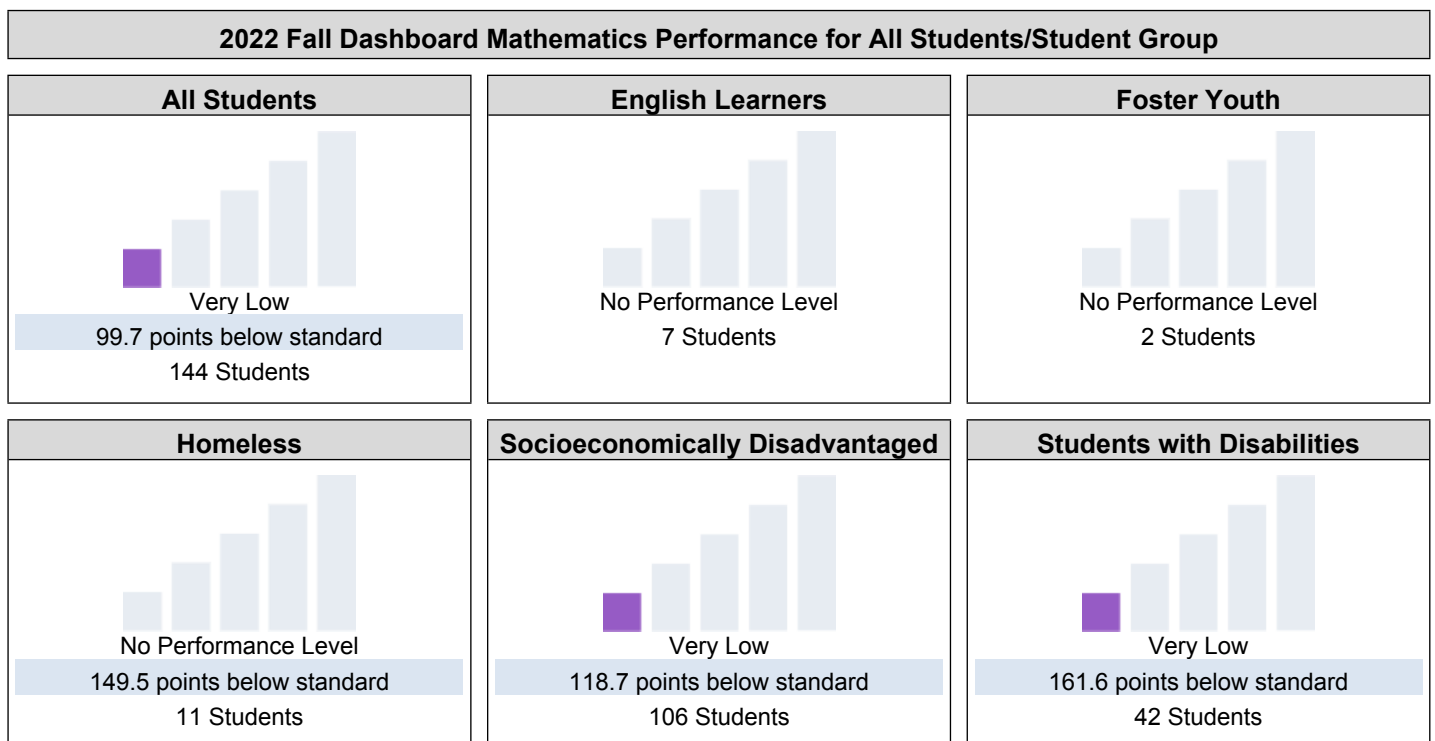
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



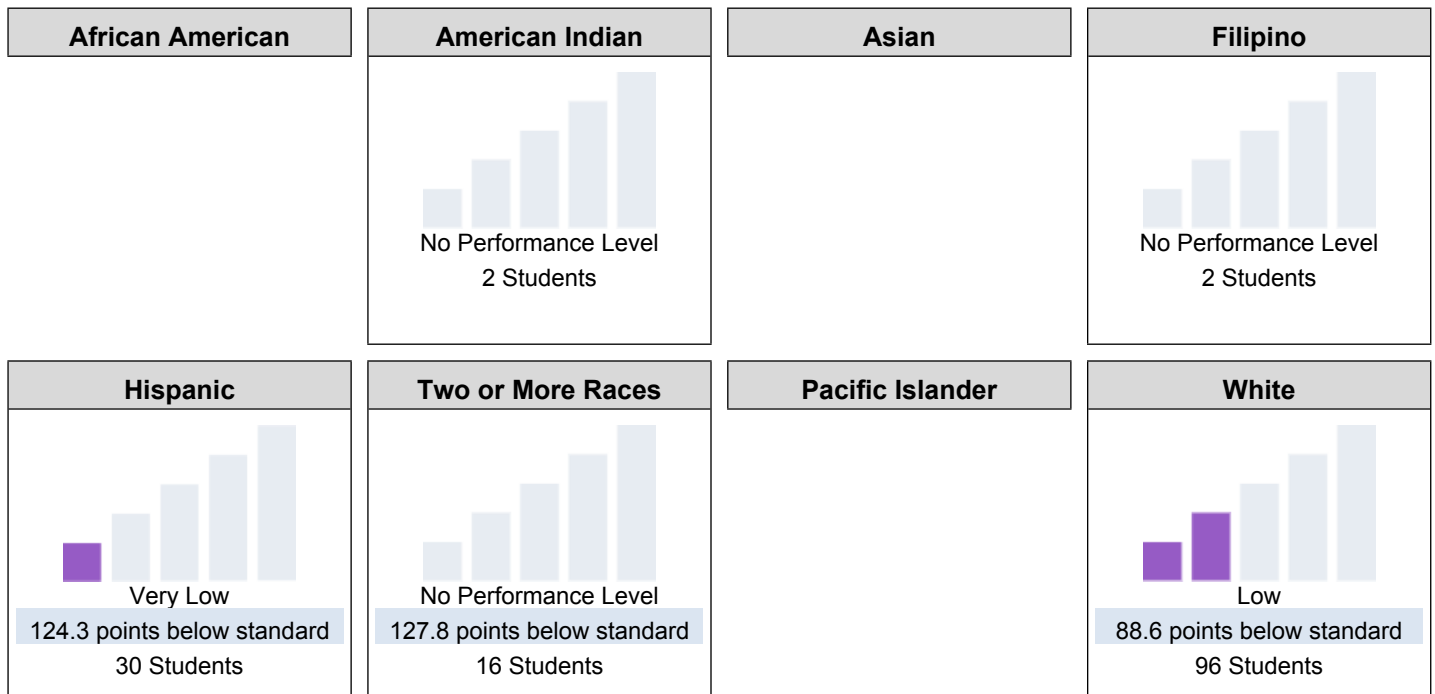
This section provides number of student groups in each level.



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 by Race/Ethnicity



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 |
|-------------------------|-------------------------------|--|
| 6 Students | 1 Student | 98.3 points below standard 136 Students |

Conclusions based on this data:

1. San Andreas Elementary serves a high population of socio-economically disadvantaged students and students with disabilities. Those two populations traditionally do poorly on standardized assessments.
2. In the 2021-2022 school year we made the chose to administer the SBAC assessment prior to our spring break to provide additional time after break to focus on preparing students for the upcoming year. Due to that decision, our test scores show a decrease due to the fewer days of instruction before administering the assessments as well as a overall lower participation rate.

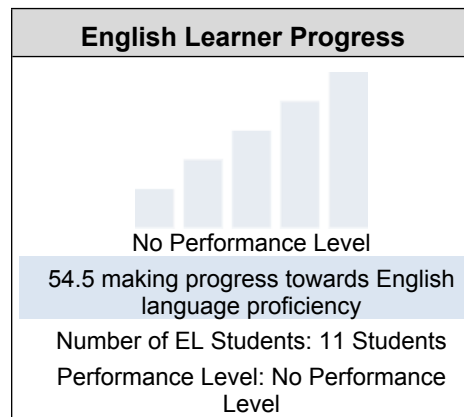
School and Student Performance Data

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



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 18.2% | 27.3% | 0.0% | 54.5% |

Conclusions based on this data:

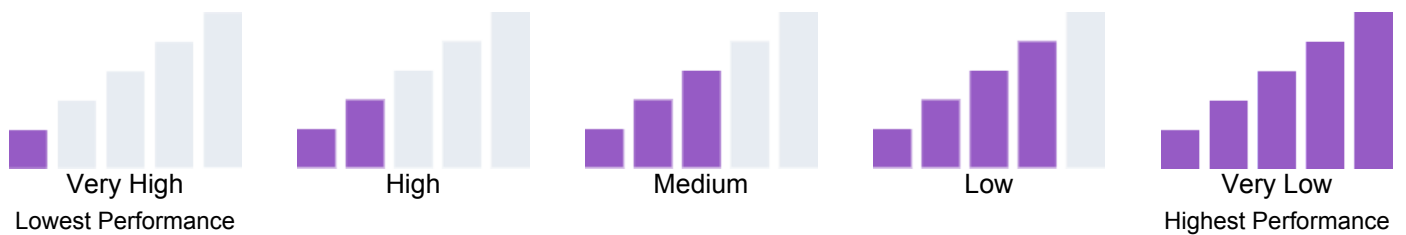
1. This is a small population of students, but in the 2021-22 school year we put more resources into ensuring students were receiving proper ELD instruction in small-pull out groups. The number of students increasing in their ELPAC scores reflects that increased emphasis on ELD instruction.

School and Student Performance Data

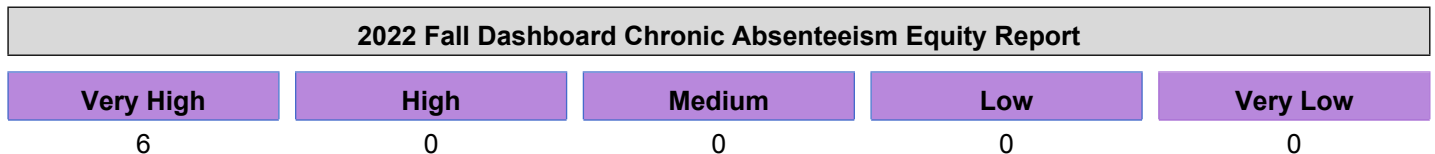
Academic Engagement Chronic Absenteeism

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](#).

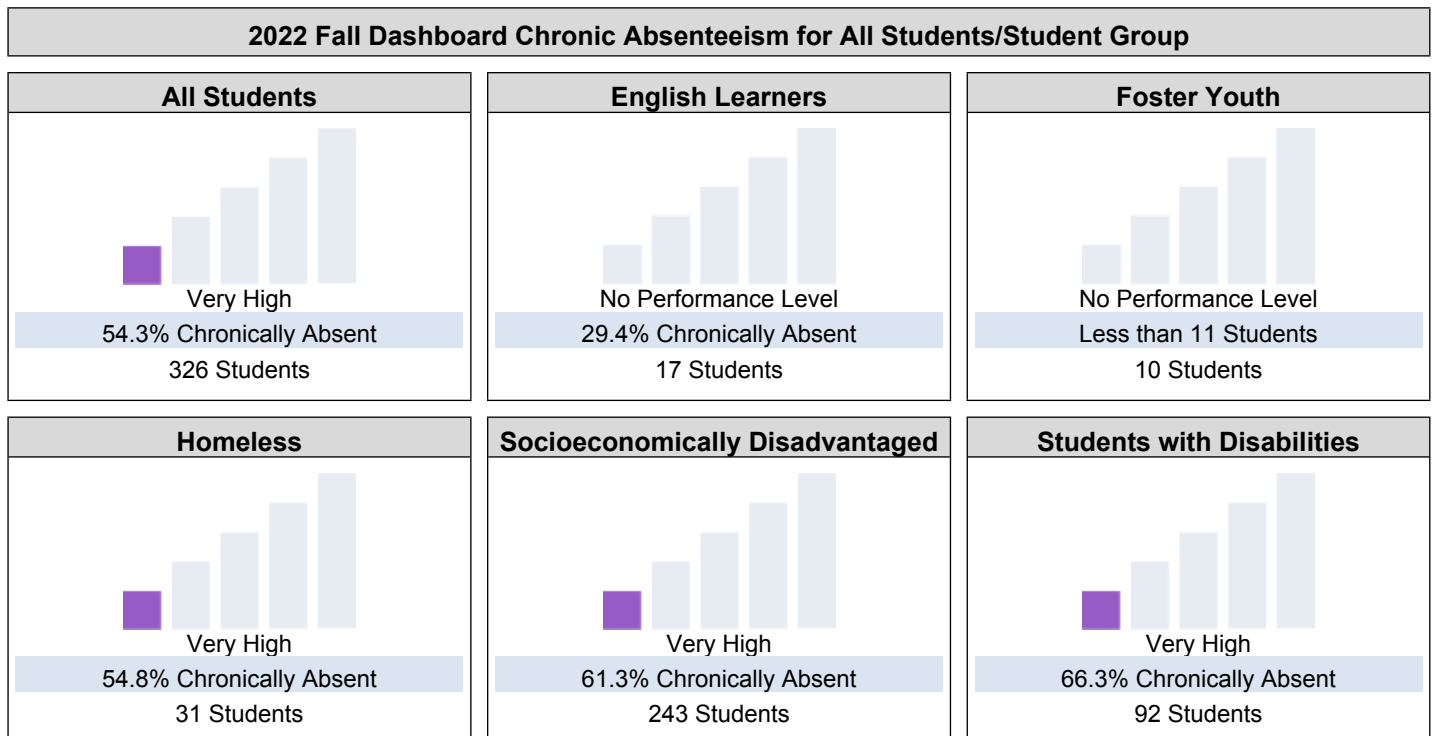
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



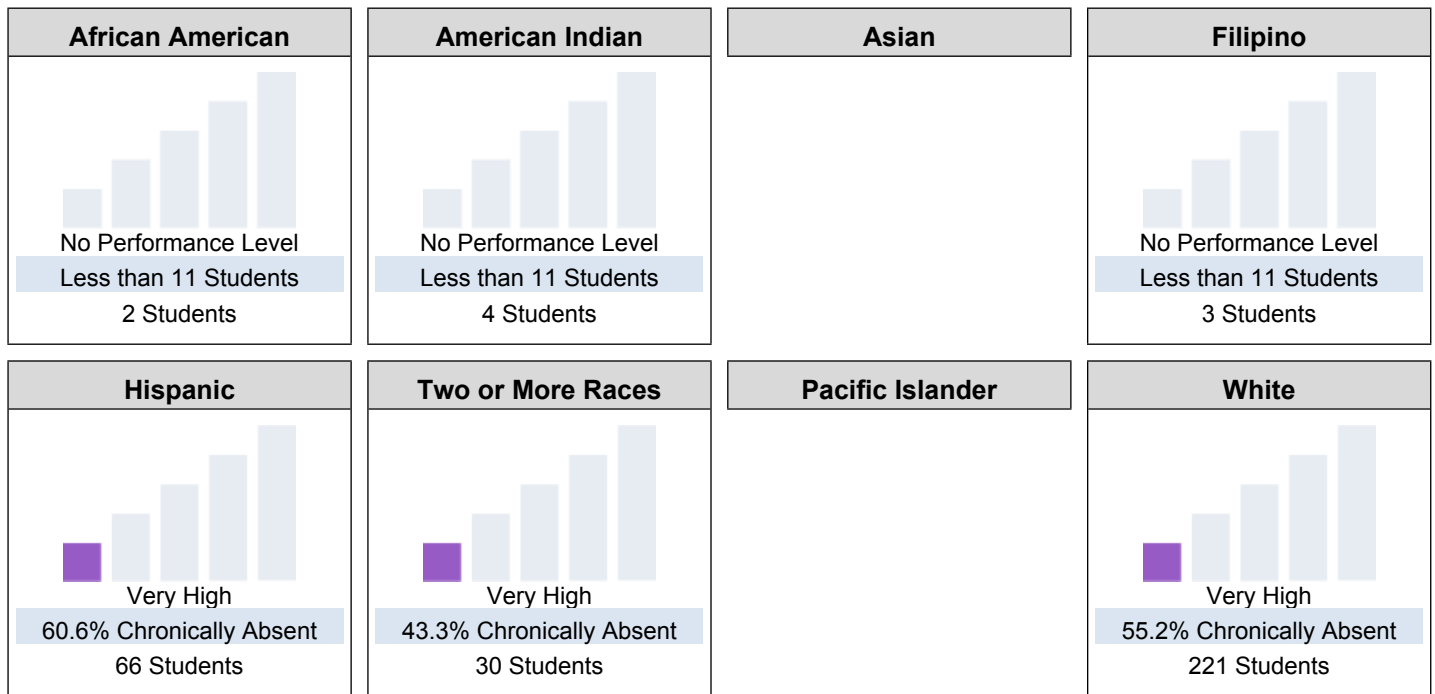
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

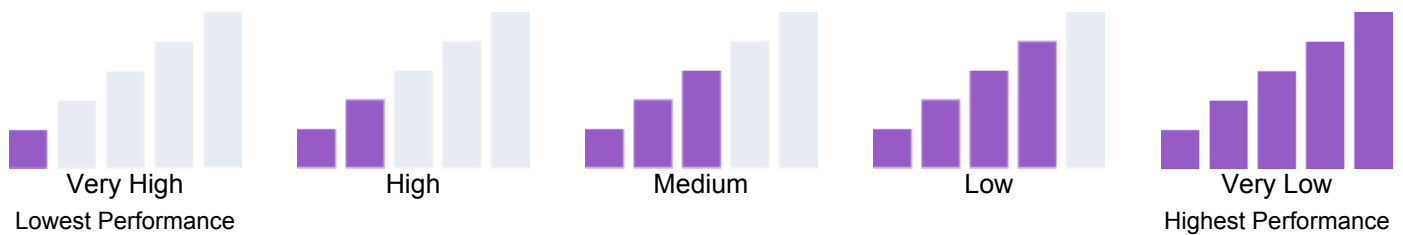
1. The COVID pandemic had a significant impact on student attendance rates as health protocols were put in place to require students with minor symptoms to stay home. Additionally we significantly curtailed our attendance enforcement procedures so as to be consistent in the messaging. As the pandemic has eased in the 2022-23 school year, we have begun to increase our attendance efforts to work to increase student attendance rates.

School and Student Performance Data

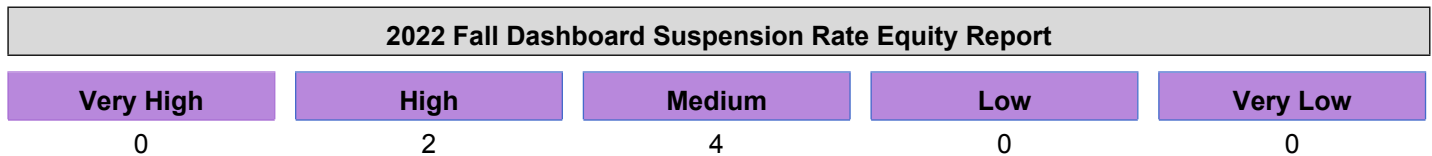
Conditions & Climate Suspension Rate

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](#).

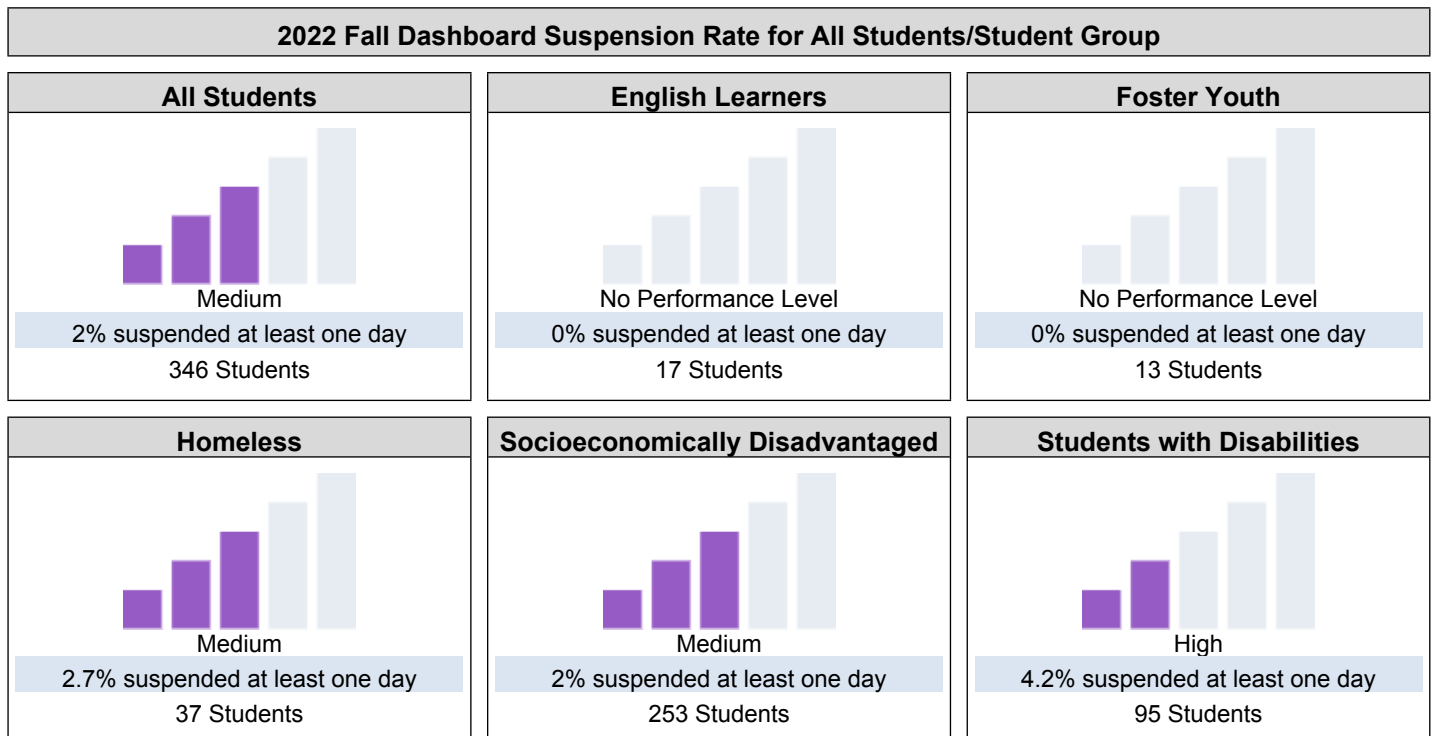
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



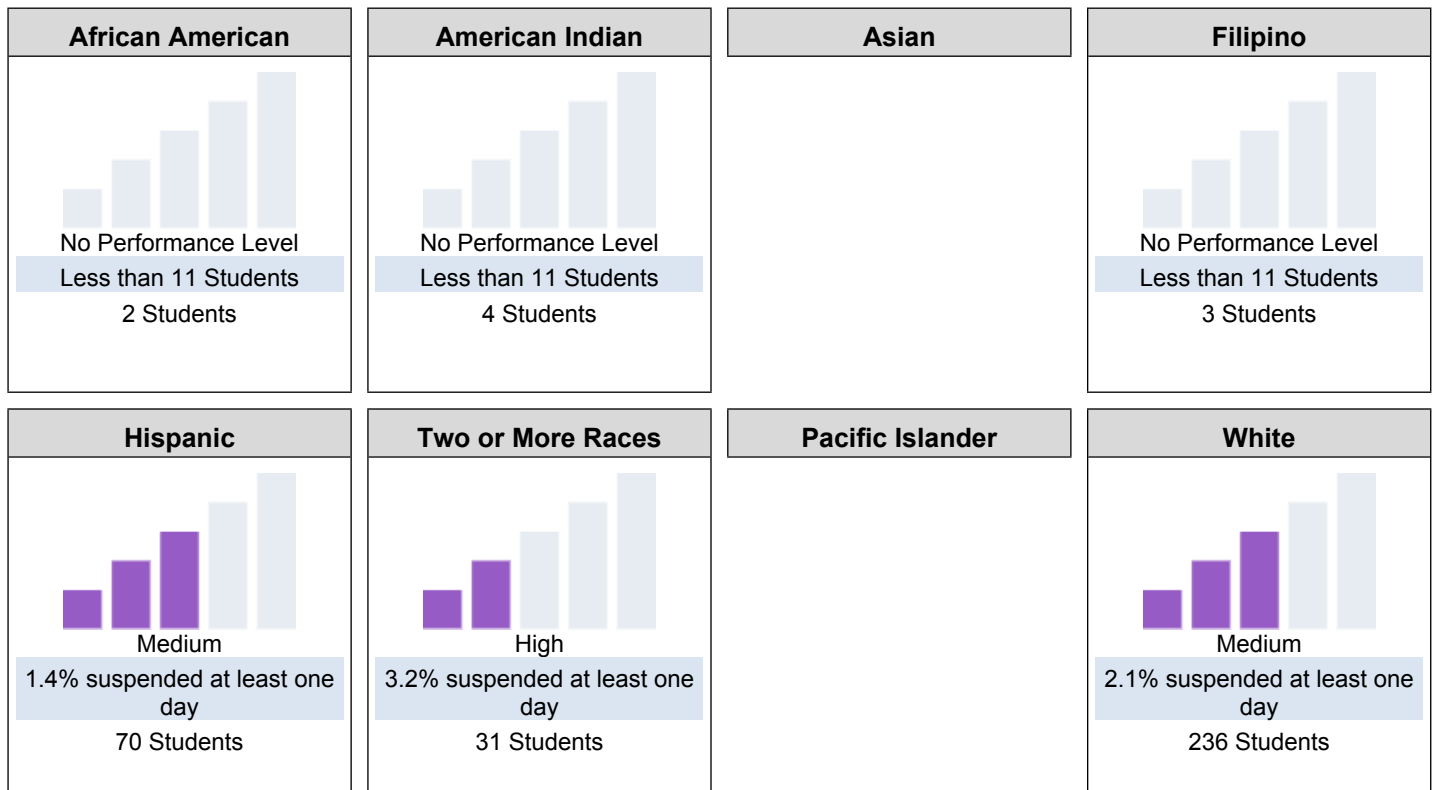
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Because of the distance learning model for a large portion of the 2020-2021 school year, we had a very low suspension rate. Because of the challenges students had with managing their behaviors and relearning school rules and expectations when they returned to school in person in the 2021-22 school year, we saw a significant increase in student discipline and suspension rates will increase because of that.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2 - Improving Student Academic Achievement

Goal 1

All students will make adequate progress in all academic areas, including English language arts and mathematics

Identified Need

San Andreas Elementary has a number of students who are performing below grade level in English Language Arts or Mathematics

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| The i-Ready diagnostic assessment was administered three times during the 2022-2023 school year for students in K-6th in both Language Arts and Mathematics. | <p>On the end of the year Diagnostic Assessment in Mathematics:</p> <p>31% of students were at grade level or above</p> <p>43% were one grade level below</p> <p>16% were two grade levels below</p> <p>10% were 3 or more grade levels below</p> <p>In English Language Arts:</p> <p>46% were on or above grade level</p> <p>31% were one grade level below</p> <p>12% were two grade levels below</p> <p>11% were three or more grade levels below</p> | The number of students who are one grade level below or more in either ELA or Math will decrease by 20%. |

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

Standards aligned curriculum and materials will be used to ensure students are being taught the most current state-adopted standards.

Supply updated books and supplies for the school library

Purchase updated intervention curriculum to be used to help struggling students

Purchase supplemental materials to support NGSS Science Implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9520

Lottery: Instructional Materials

5000

Title I

5000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students performing below standard in ELA or mathematics

Strategy/Activity

Title I paraprofessionals will work with small groups or individual students in language arts or math and will work with English language learners to provide focused 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)

120000

Title I

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

Calaveras Unified School District is partnering with the International Center for Leadership in Education (ICLE) to provide training to administrators and teacher leaders in observing and coaching effective teaching strategies. Substitutes will be utilized to allow teachers opportunities to plan lessons collaboratively, observe lessons, and then debrief with teacher and administrator teams.

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

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

Technology will be used to effectively engage students and teach rigorous standards-based lessons.

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

Other

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students one or more grade levels behind

Strategy/Activity

Supply a credentialed intervention teacher to provide small group and individual pull out support in reading and math.

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)

75,000

Comprehensive Support and Improvement (CSI)

25,000

Title I Part A: Allocation

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

Increase Library/Media Specialists time to allow more access to the library

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)

15000

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

Provide additional staff to work with students in the general education classes

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)

25,000

25,000

Source(s)

Title I Part A: Allocation

Comprehensive Support and Improvement (CSI)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3

Calaveras Unified School District will effectively address the following areas...

Increasing parental engagement
Increasing student engagement
Improving school/district climate

Goal 2

A positive school climate and environment will be provided for students and staff.

Identified Need

A positive, safe and caring environment is an important factor in helping students feel connected and engaged to the school and will lead to increased academic outcomes. There are numerous research studies that show the connection between the climate of the school and student outcomes. The meta-analysis titled "The Effect of School Climate on Student Achievement" by Sabiha Dulay & Engin Karadag (2017) examined 90 research studies around the impact of climate on student achievement and found a "medium level positive effect on student achievement"

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|--|--|
| Student attendance rate | 2022-23 school year was 89.38% | Attendance rate should be 95% |
| Suspensions | 2022-2023 school year had 9 student suspensions (approximately a 3% suspension rate) | Reduce suspensions to pre-Covid levels of 1.9% |

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

Implement Positive Behavior Interventions and Supports. Strengthen Tier I and increase the use of Tier II supports.

Provide incentives such as books and materials to be earned by 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)

5000

Source(s)

Title I

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

Provide a campus monitor to help implement Tier II SEL and PBIS strategies

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)

60000

Source(s)

Title I

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

Provide an enriching environment for students to explore their talents and interests
Support class field trips
Support garden program
Support art 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)

5000

Source(s)

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

Encourage student participation in county-wide events including:
Math Mini Bowl
Dinner with a Scientist
Battle of the Books
Spelling Bee
Science Fair

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)

500

Source(s)

Title I

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

Fully implement Social Emotional Learning (SEL) Curriculum in all classes and utilize schoolwide strategies from that curriculum to help students learn self regulation strategies, empathy and problem solving.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Area C: Priority 3-School climate, student engagement and parent involvement

Goal 3

San Andreas Elementary will continue to promote a positive learning environment where all students are empowered to be successful and families are engaged in the school.

Identified Need

The Calaveras Unified School District LCAP goal #3 discusses increasing student and parent engagement and having a positive climate and learning environment.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|-------------------------|------------------|
| Parent involvement | | |

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

Provide opportunities for families to visit school and participate in activities. Events might include:
Back to School Night
Family Reading Night
Family STEM Night
Grandparents day
Open House

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) |
|-----------|------------------------------------|
| 2050 | Title I Part A: Parent Involvement |

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

San Andreas Elementary has partnered with Sierra Child and Family Services as well at the Calaveras County Office of Education to develop a Wellness Center on campus to give students a safe place to talk to trained professionals for any mental health needs.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------|
| Amount(s) | Source(s) |
|-----------|-----------|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

San Andreas Elementary will work with the Parent Teacher Club (PTC) and other local organizations such as the UC Extension Master Gardeners to provide a rich co curricular program including art, music and garden. We will also encourage and support class field trips for hands-on learning experiences 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) |
|-----------|-----------|

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 | \$175,750 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$383,070.00 |

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 (\$) |
|---|-----------------|
| Comprehensive Support and Improvement (CSI) | \$105,000.00 |
| Title I | \$198,500.00 |
| Title I Part A: Allocation | \$65,000.00 |
| Title I Part A: Parent Involvement | \$2,050.00 |

Subtotal of additional federal funds included for this school: \$370,550.00

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 (\$) |
|----------------------------------|-----------------|
| Lottery: Instructional Materials | \$9,520.00 |
| Other | \$3,000.00 |

Subtotal of state or local funds included for this school: \$12,520.00

Total of federal, state, and/or local funds for this school: \$383,070.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-----------------|----------------------------|
| Dan Mayers | Principal |
| Lisa Miller | Other School Staff |
| Patricia Condon | Classroom Teacher |
| Susan Broderick | Classroom Teacher |
| Elisa Cabri | Classroom Teacher |
| Angela Allured | Parent or Community Member |
| Jamie Hinds | Parent or Community Member |
| Kris Hinds | Parent or Community Member |
| Crystal Young | Parent or Community Member |
| Jennifer Whaley | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/2/23.

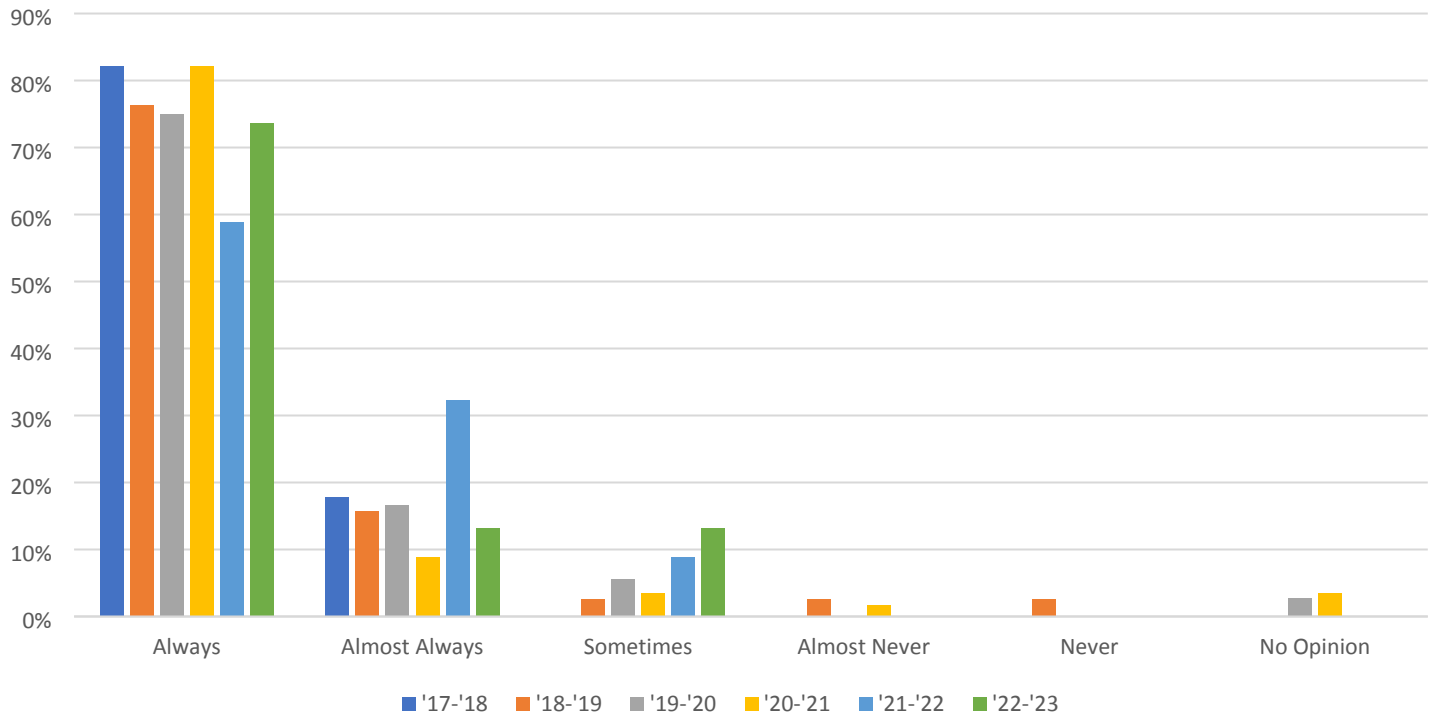
Attested:

Principal, Dan Mayers on

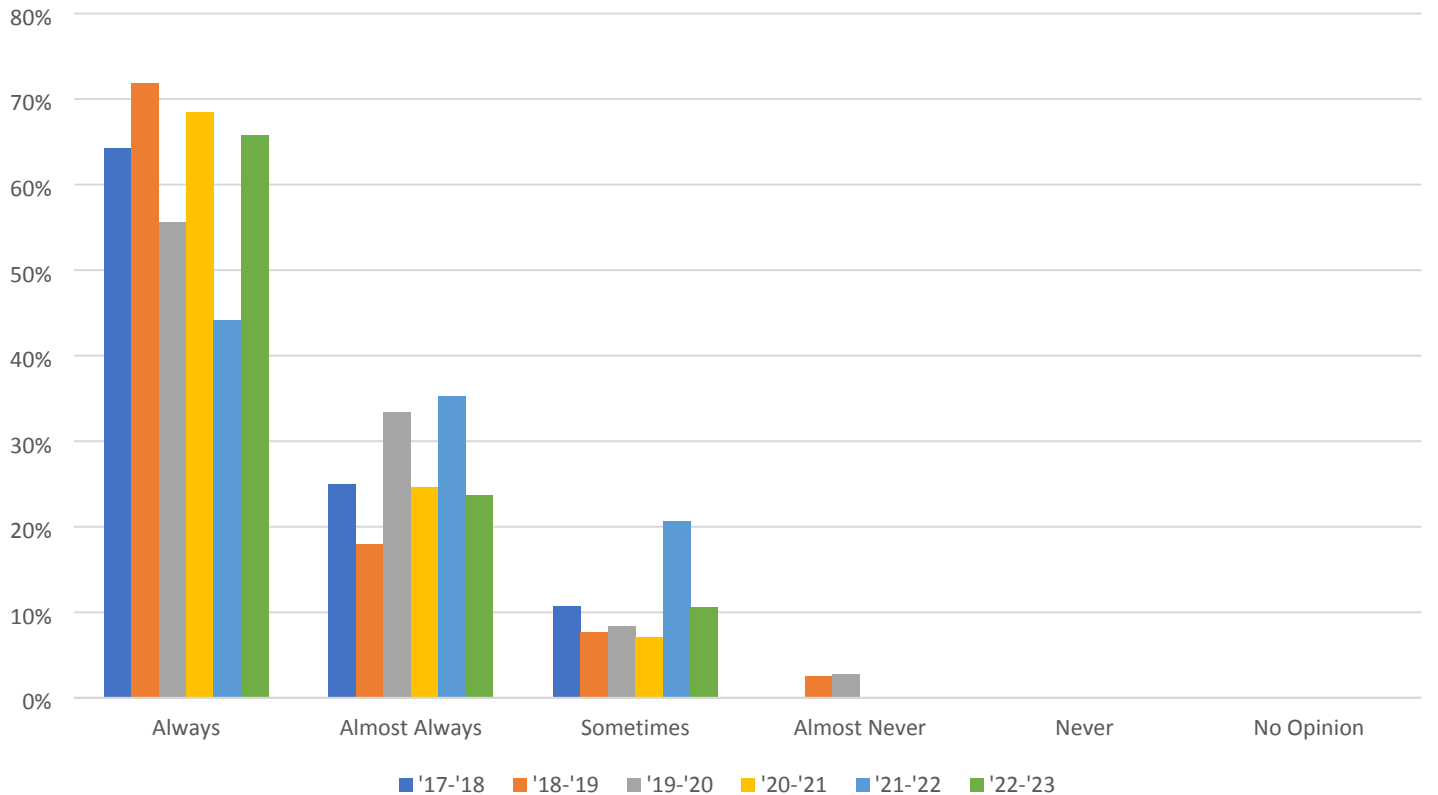
SAE Parent/Guardian Survey Results 2017-2023

Environment

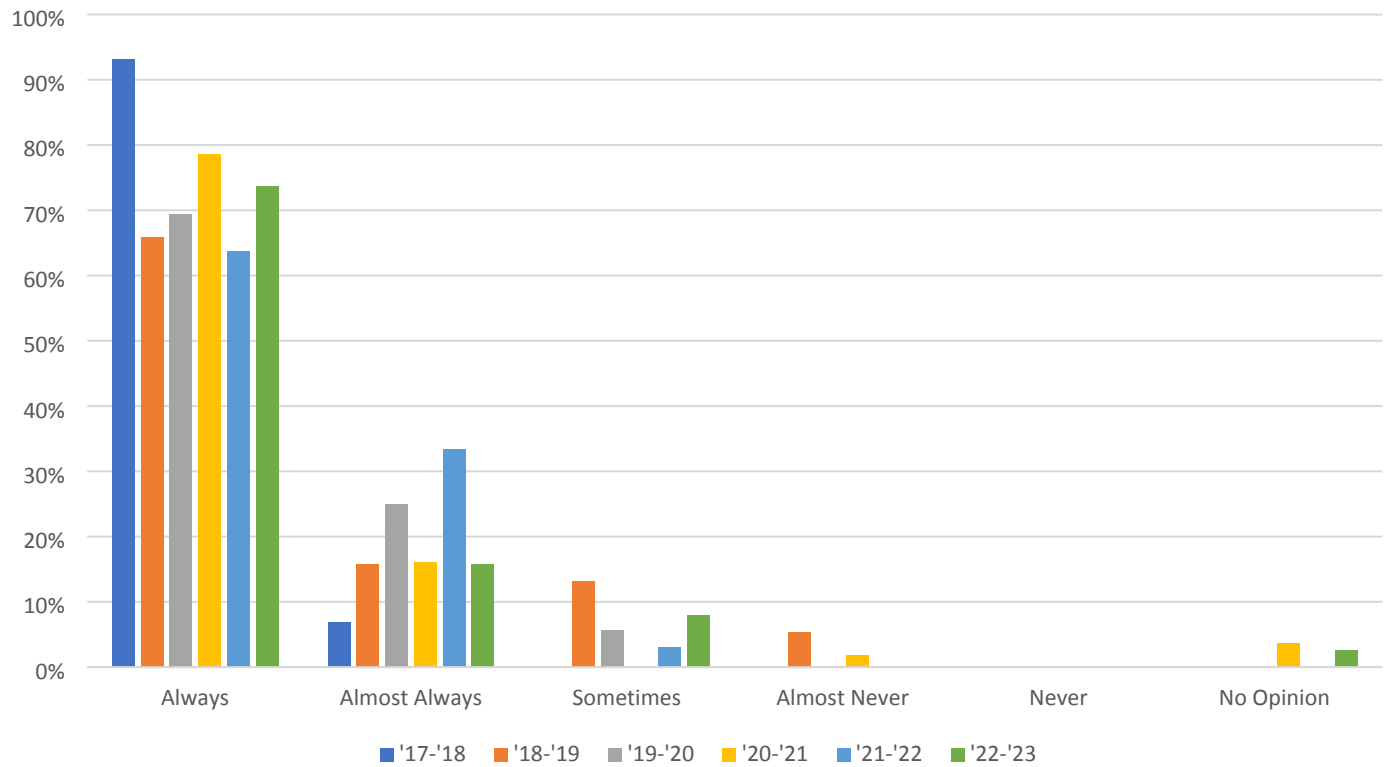
I feel Welcome at this School



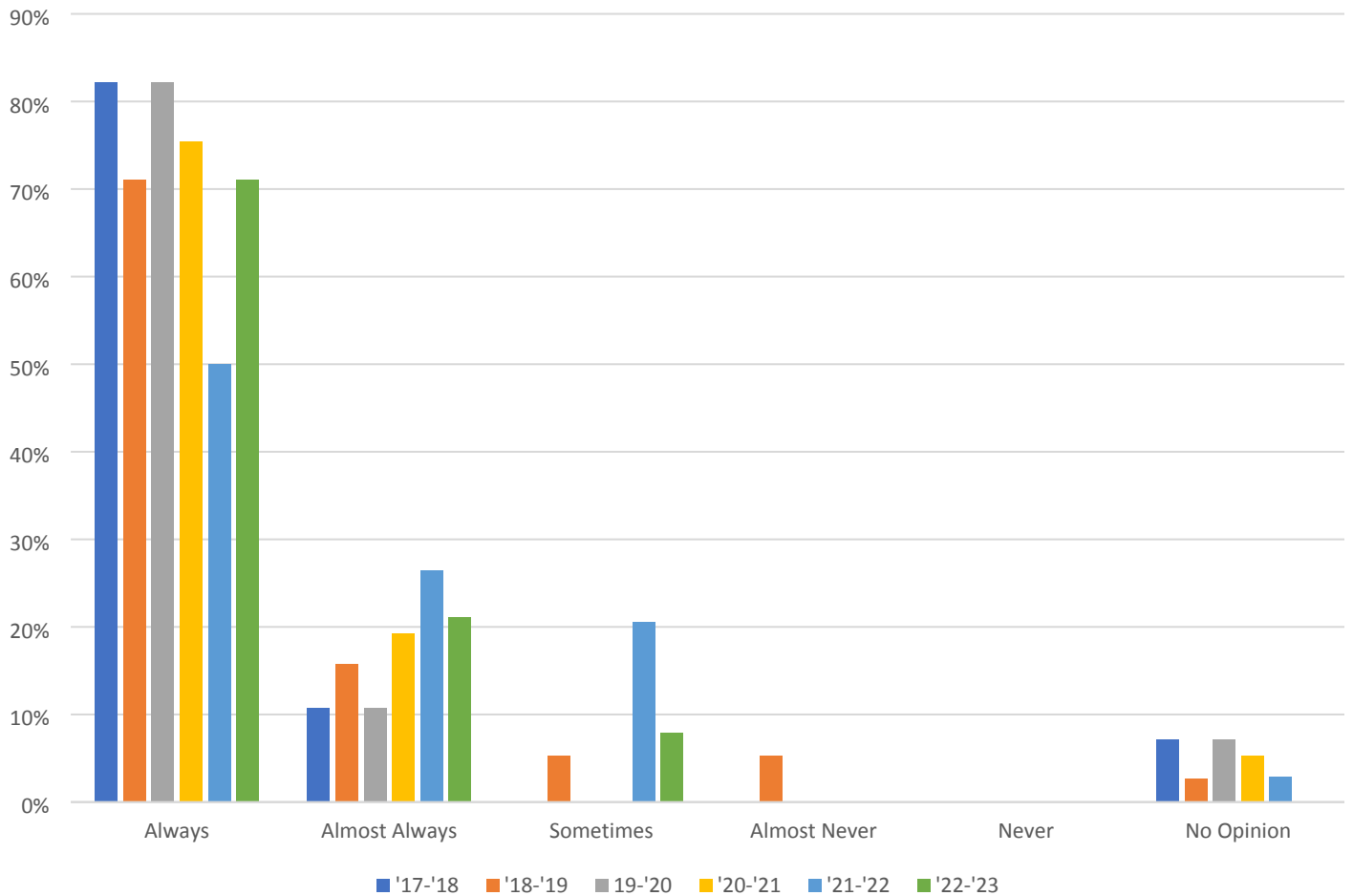
Teachers are approachable and caring



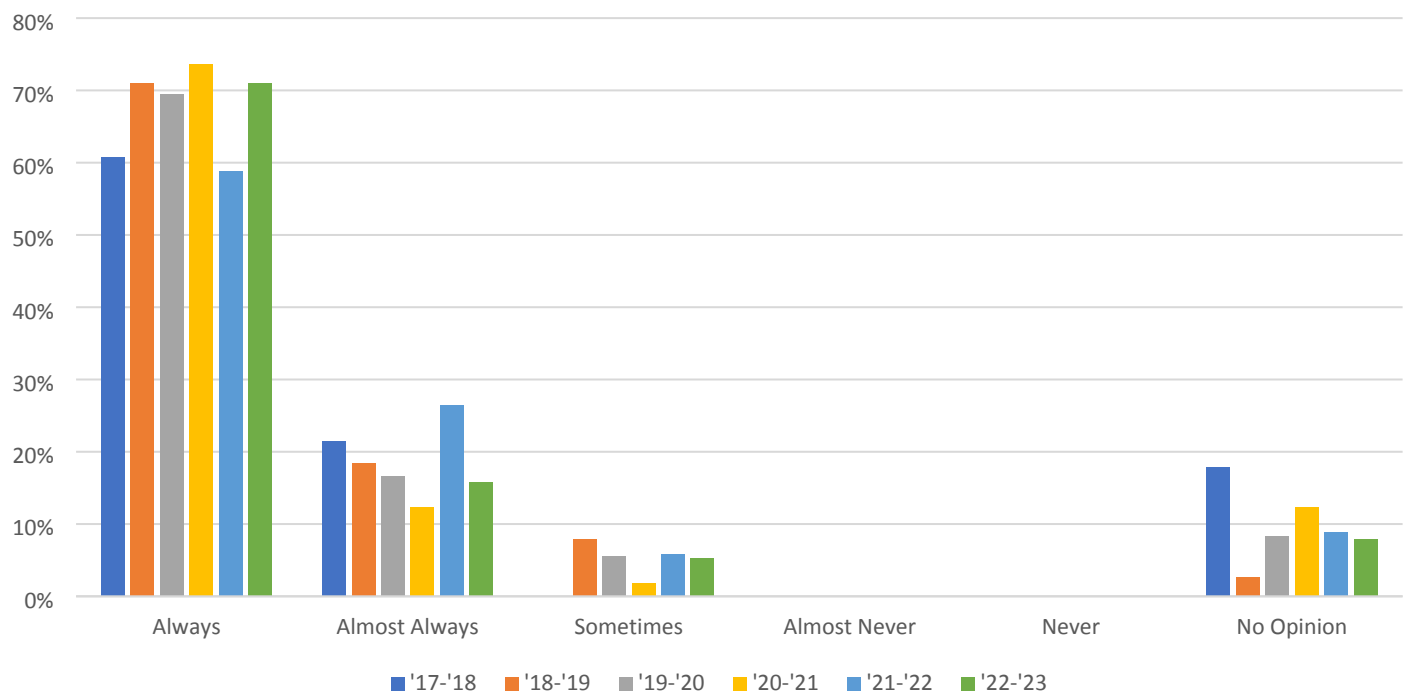
Front Office staff are friendly and helpful

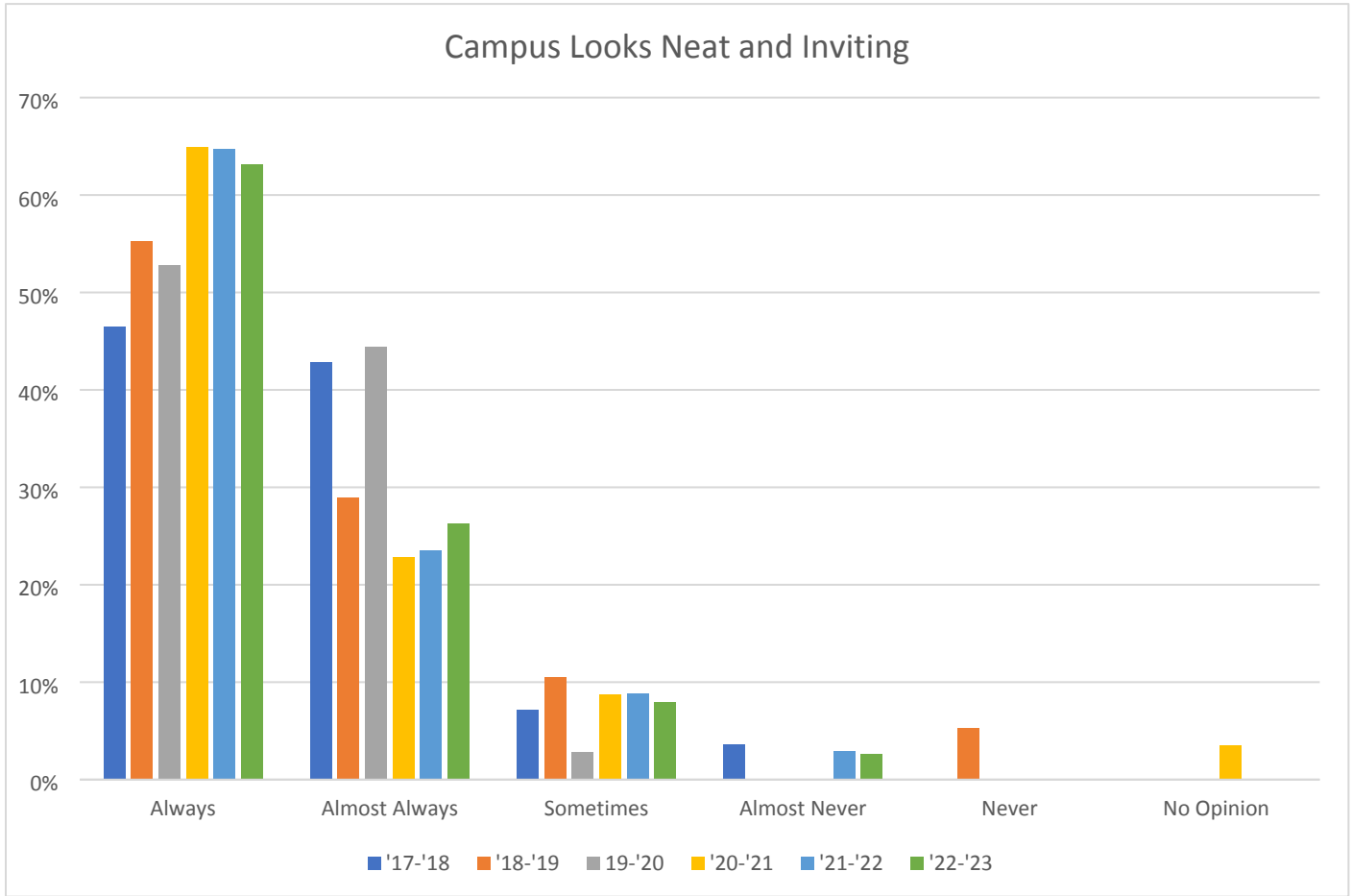
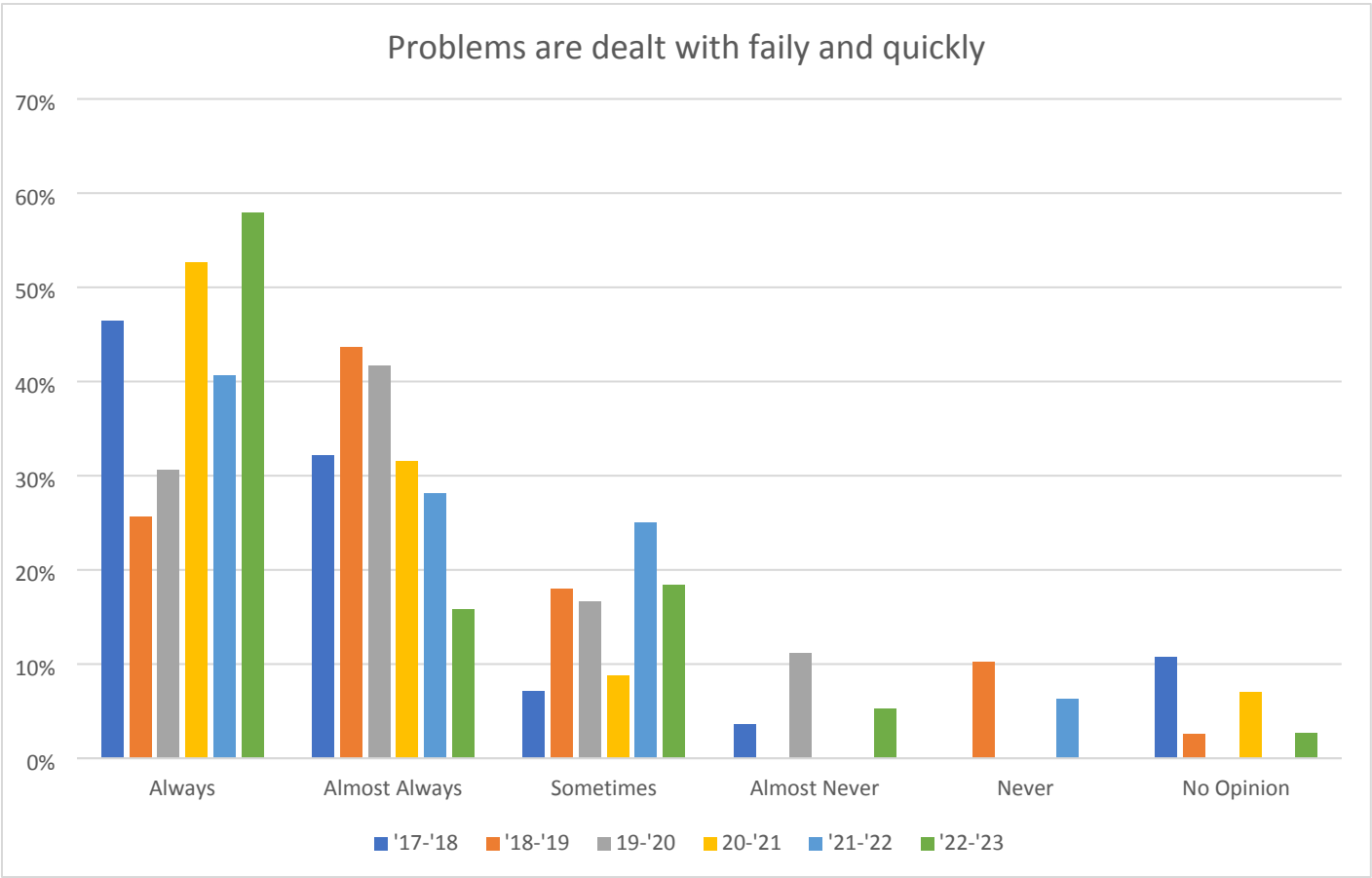


The Principal is Available and Responsive

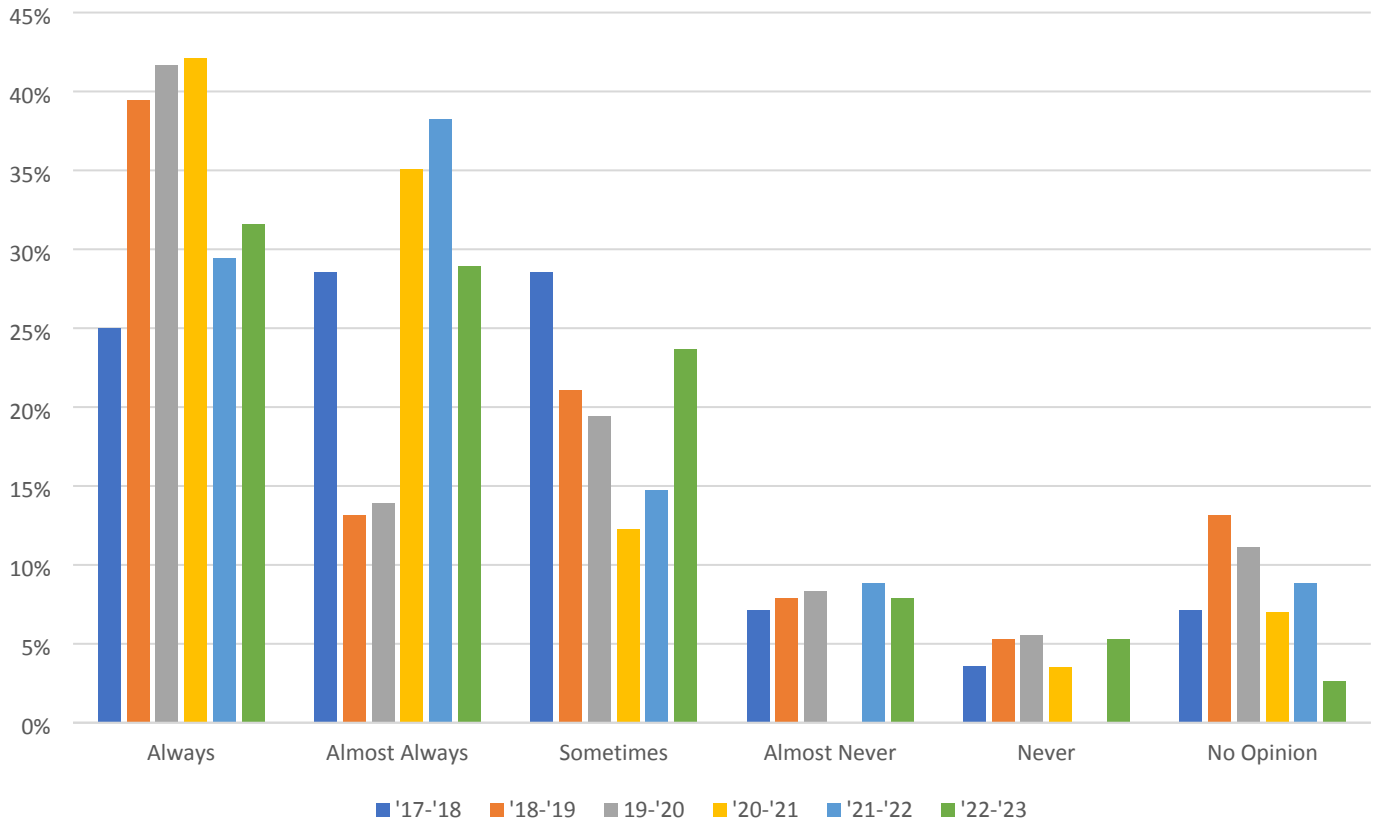


Classified staff are supportive and contribute positively to the school environment

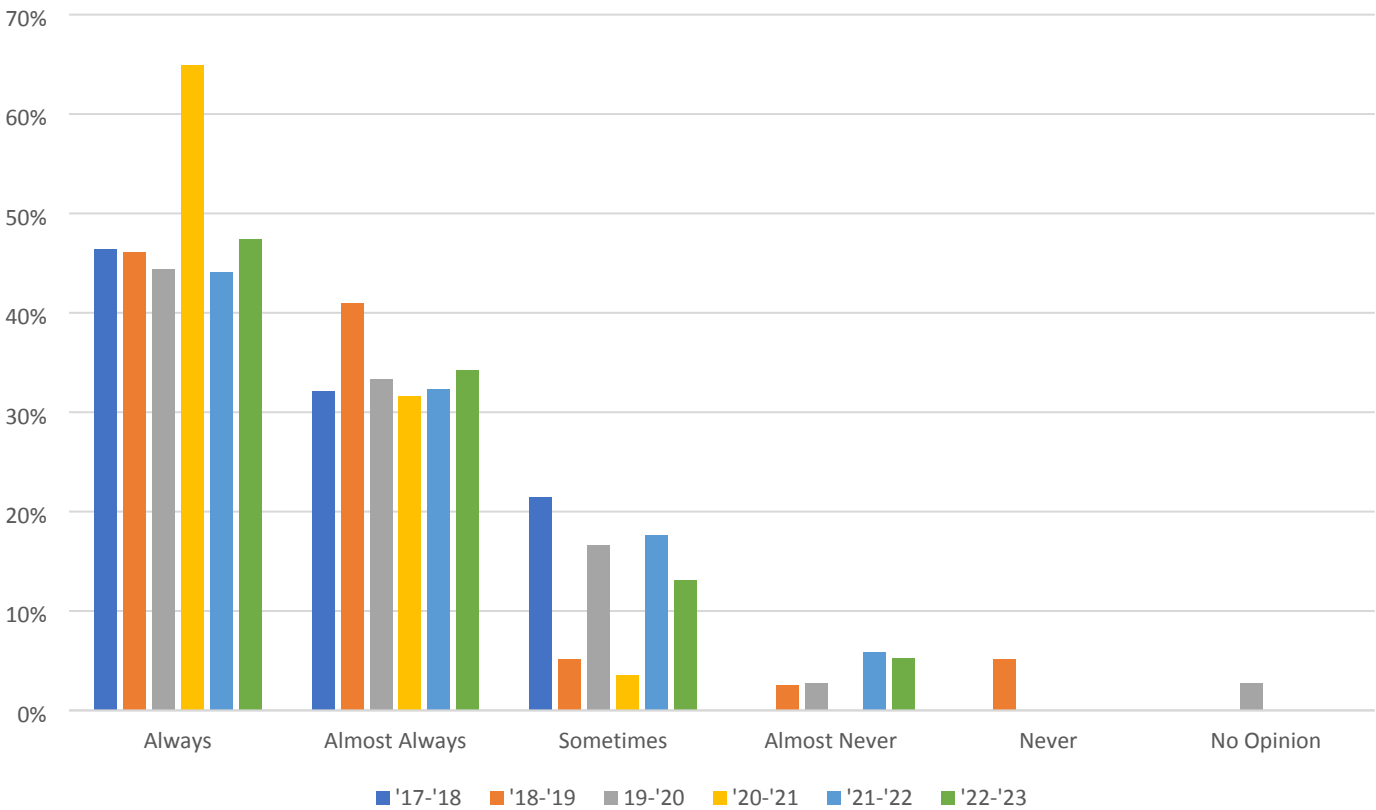




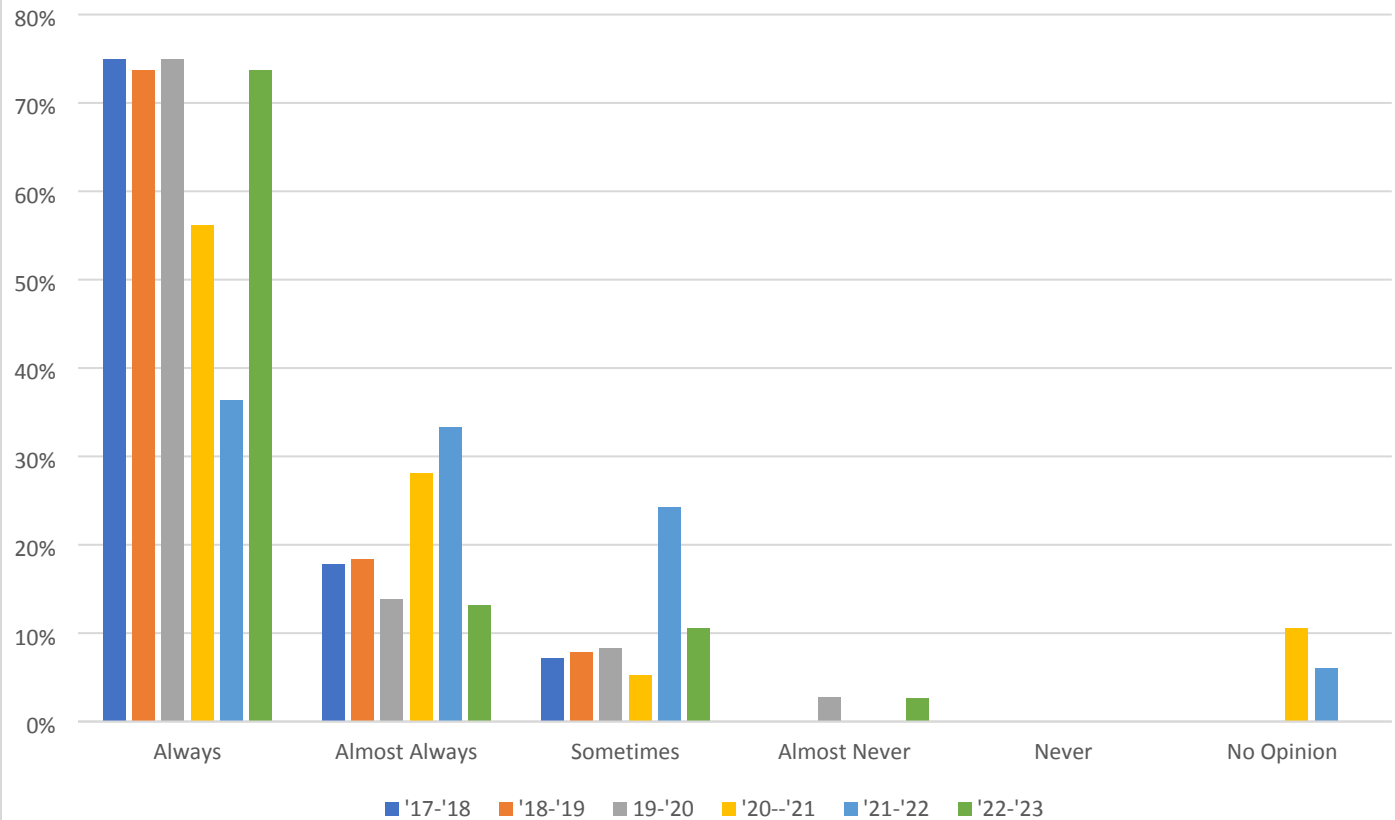
Cafeteria Serves Healthy, Appetizing meals



Good communication between home and school



There are opportunities for families to get involved



School Environment Comments '22-'23

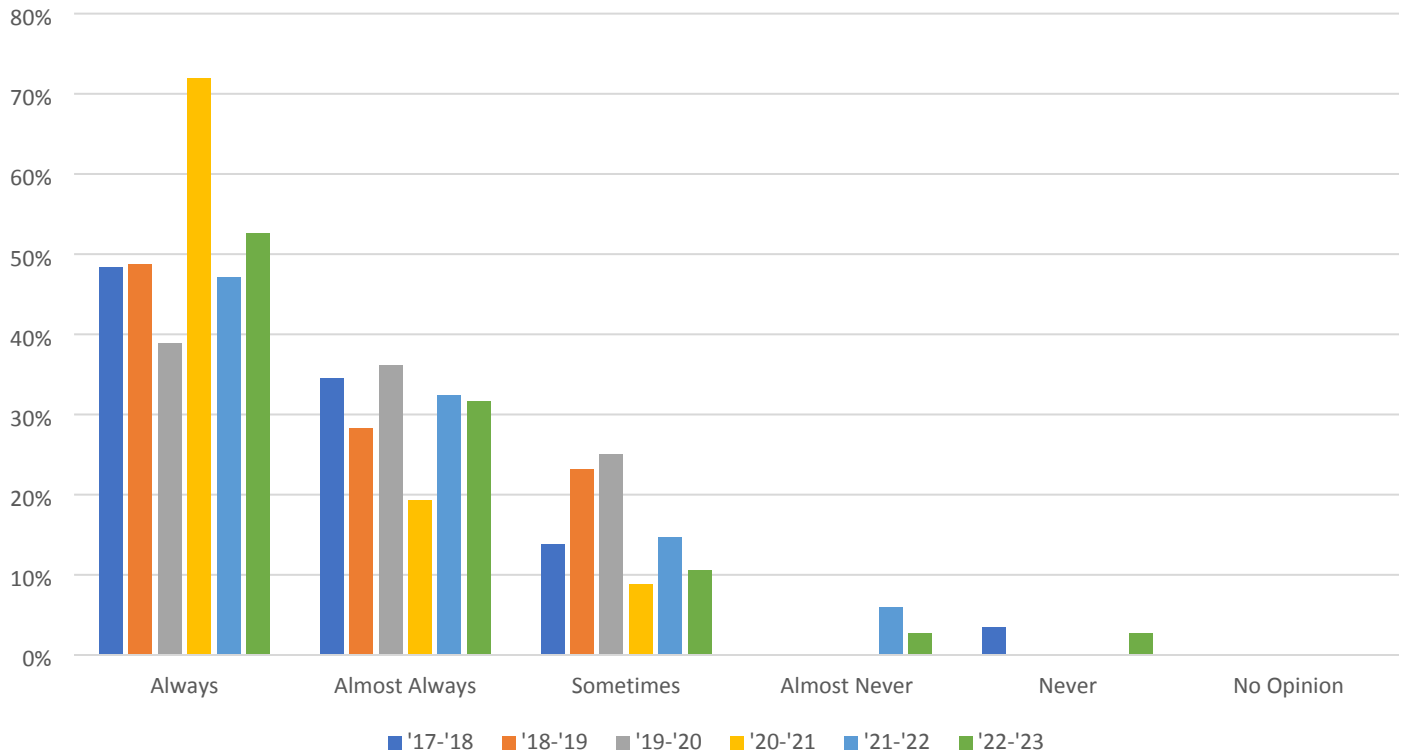
Some teachers are better about communication than others.

I've had difficulty communicating through the 3rd grade mix of teachers. Now that its settled, it's better

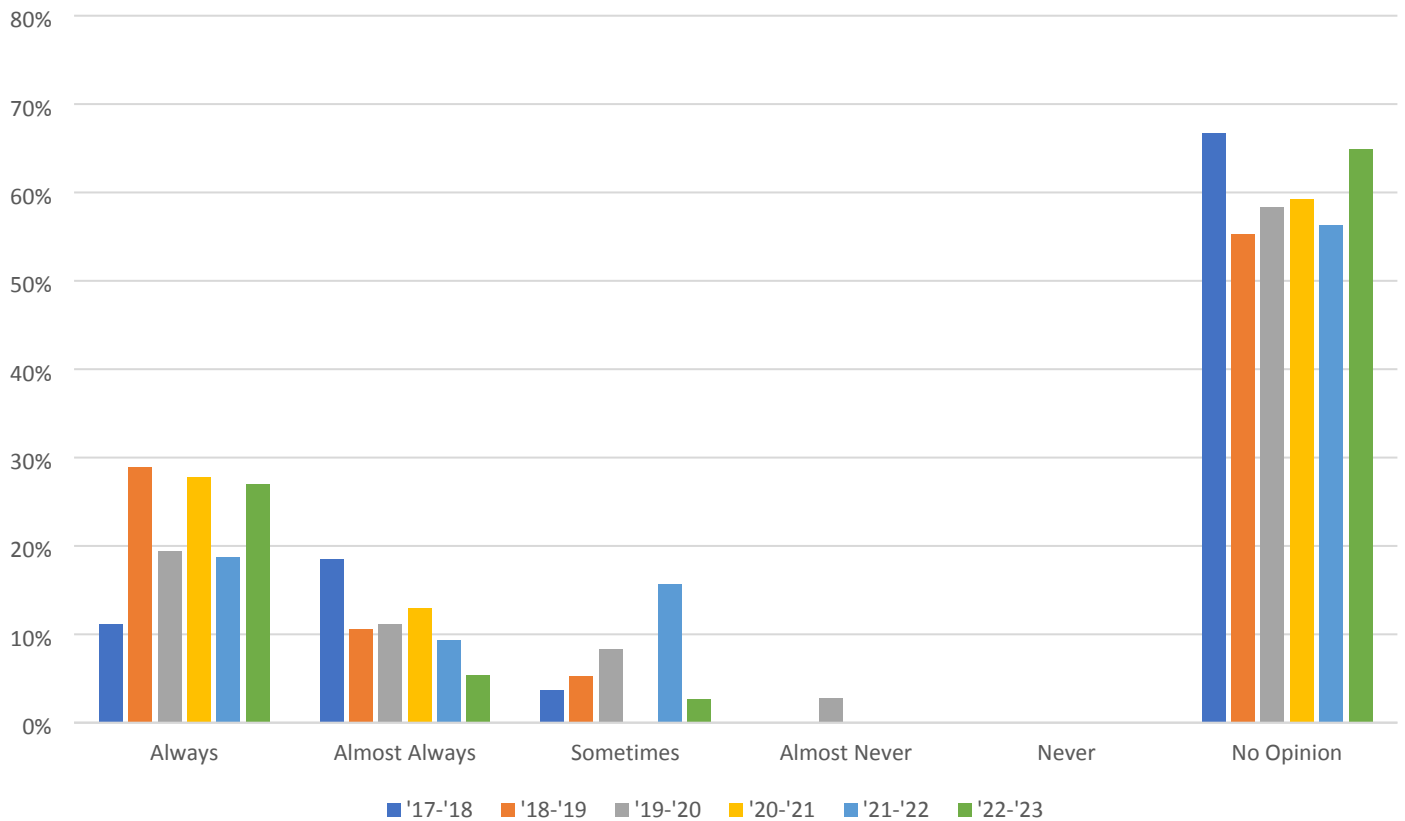
Not sure yet. We are still getting a feel for the environment. But, we love ❤️ it at SAE.

School Safety

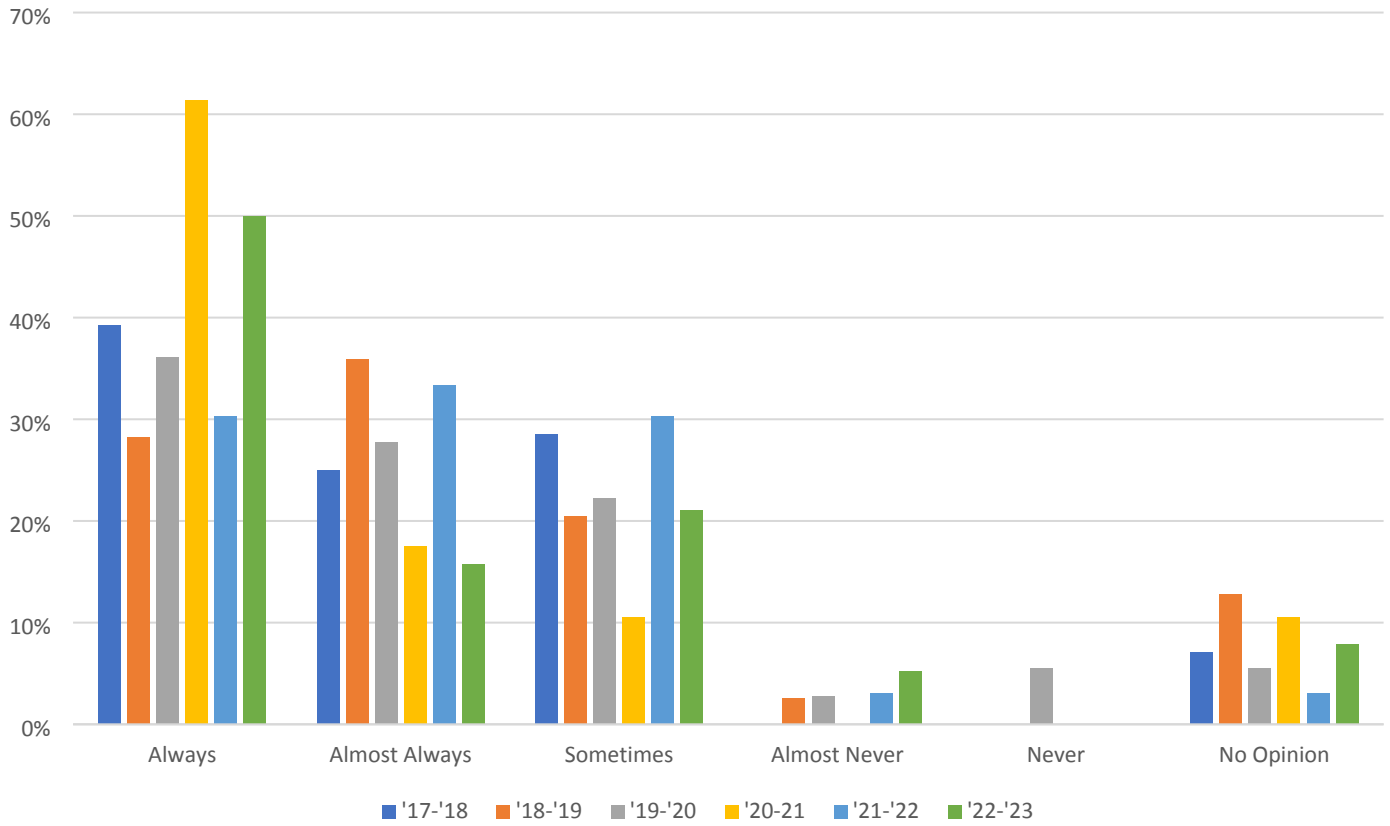
I feel my child is safe at school



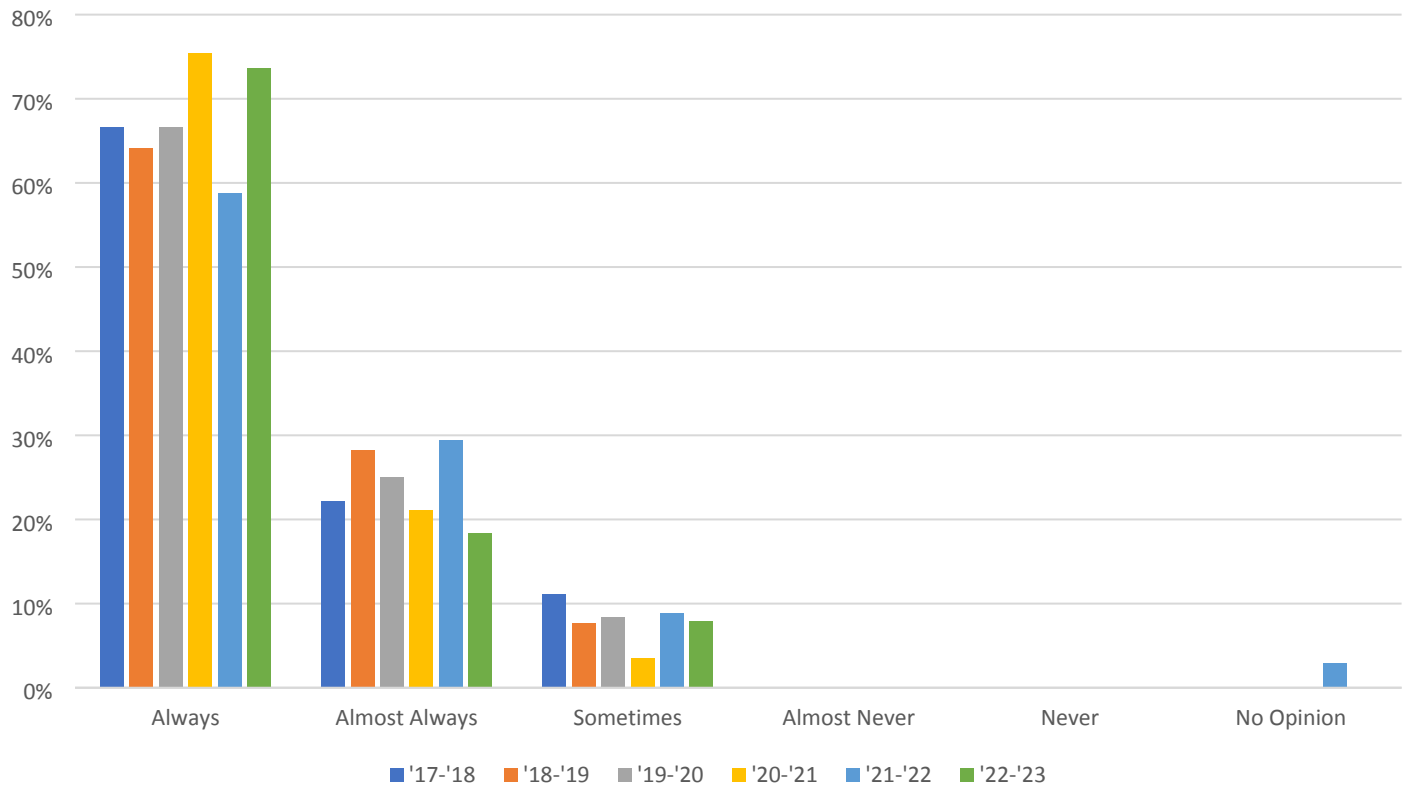
I feel my child is safe on the bus



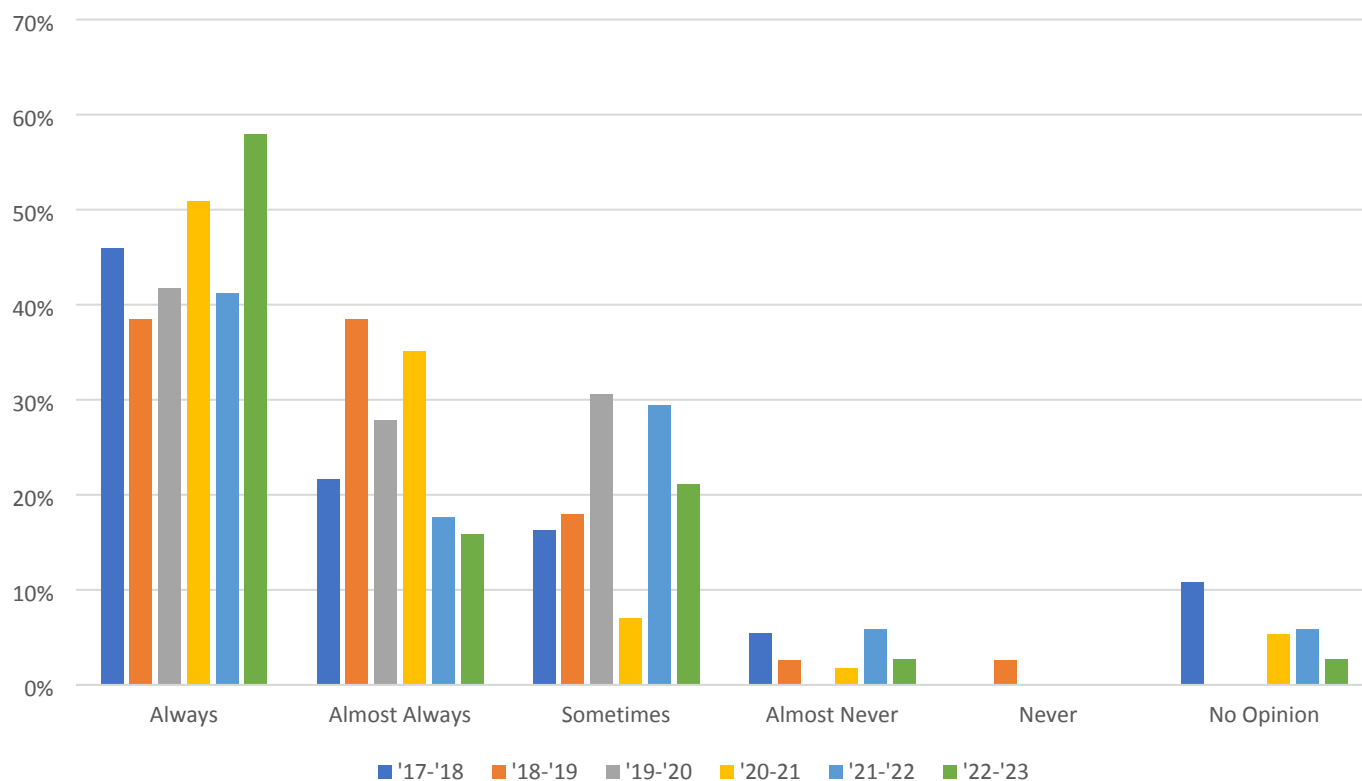
My child is well supervised at recess



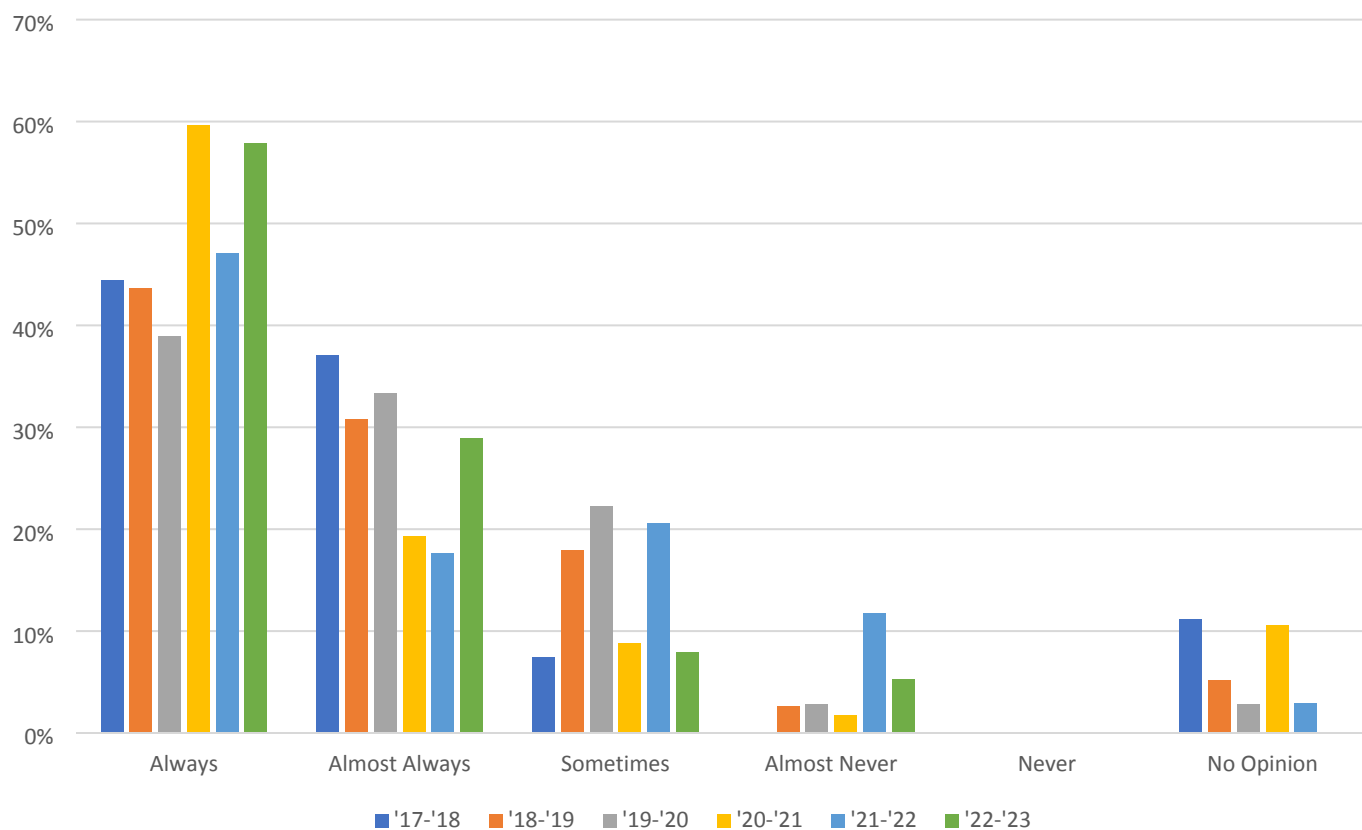
School rules are clear



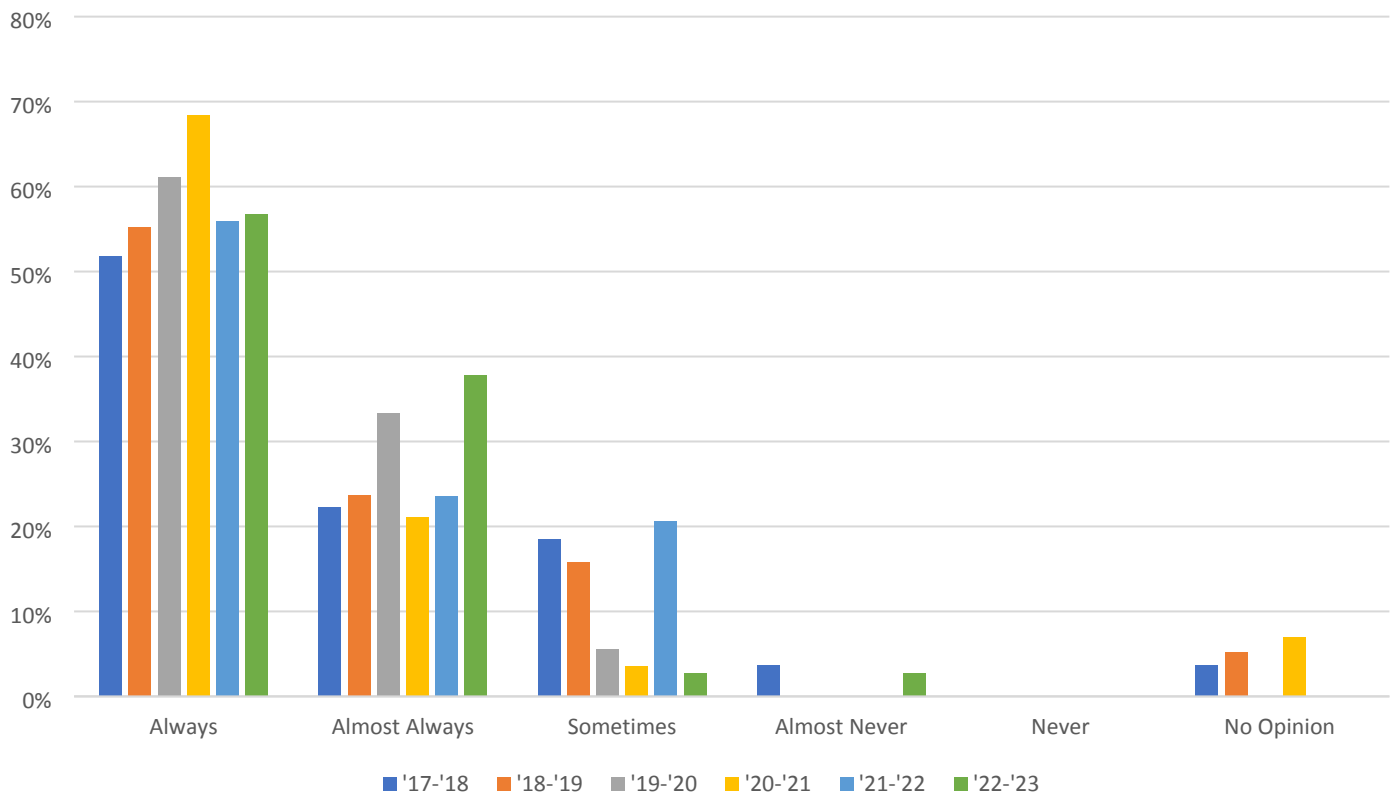
School Rules are enforced



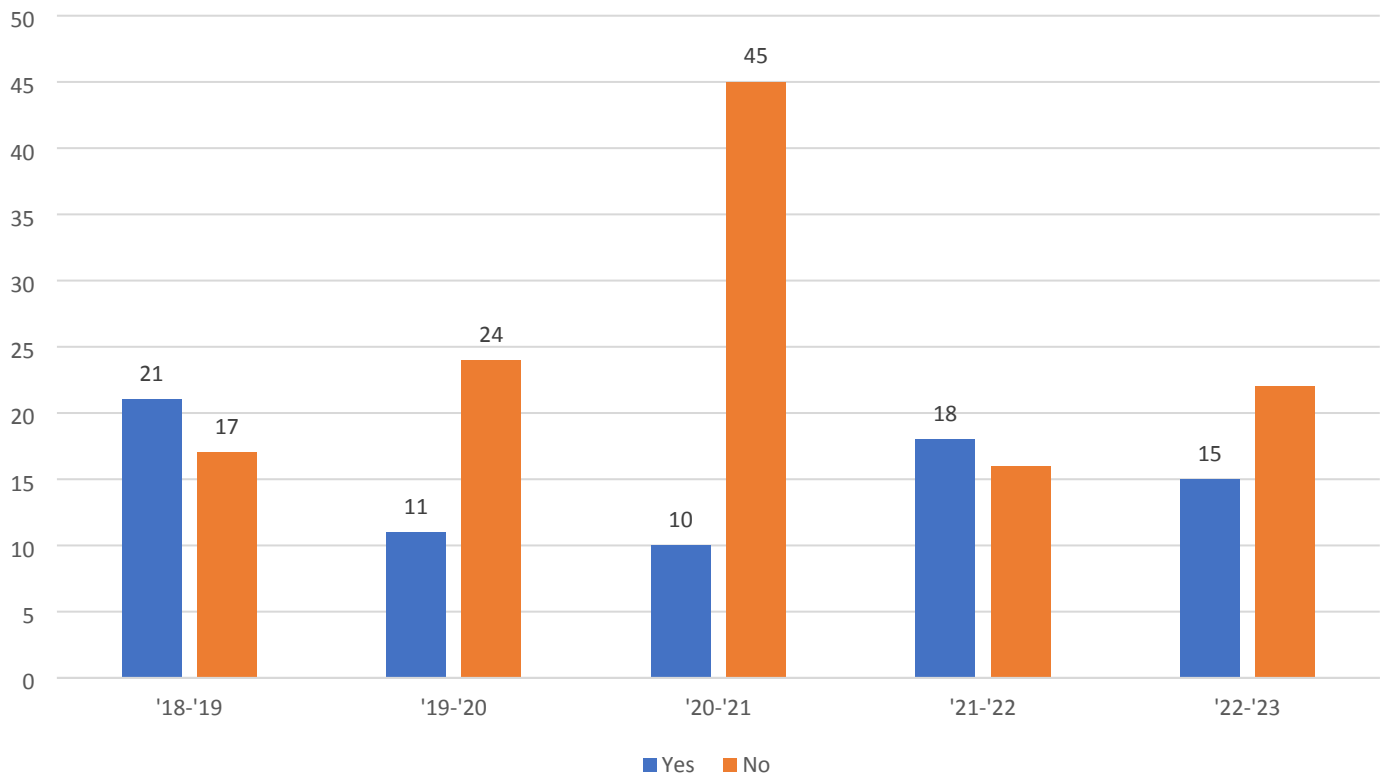
Children are taught positive ways to resolve conflicts



Students Have Good Adult Role Models at School



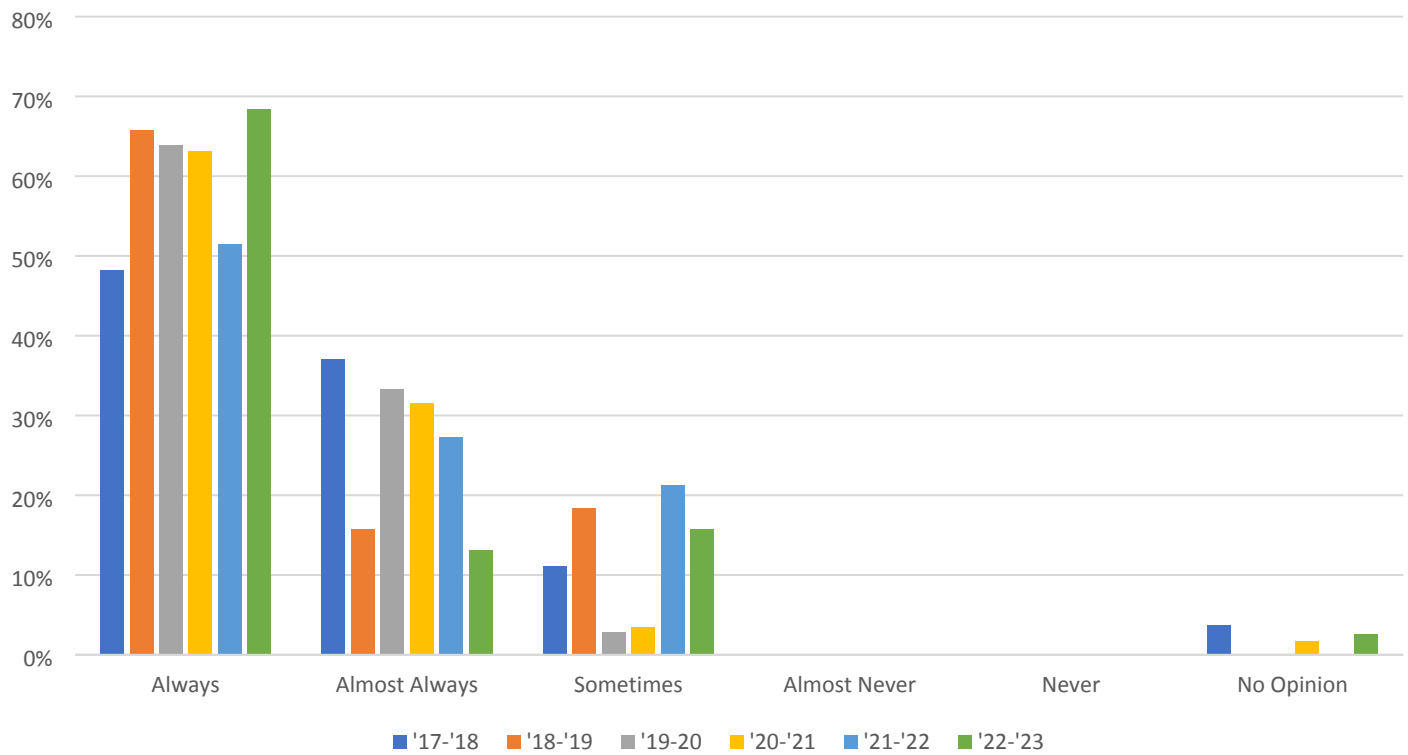
Bullying is a problem



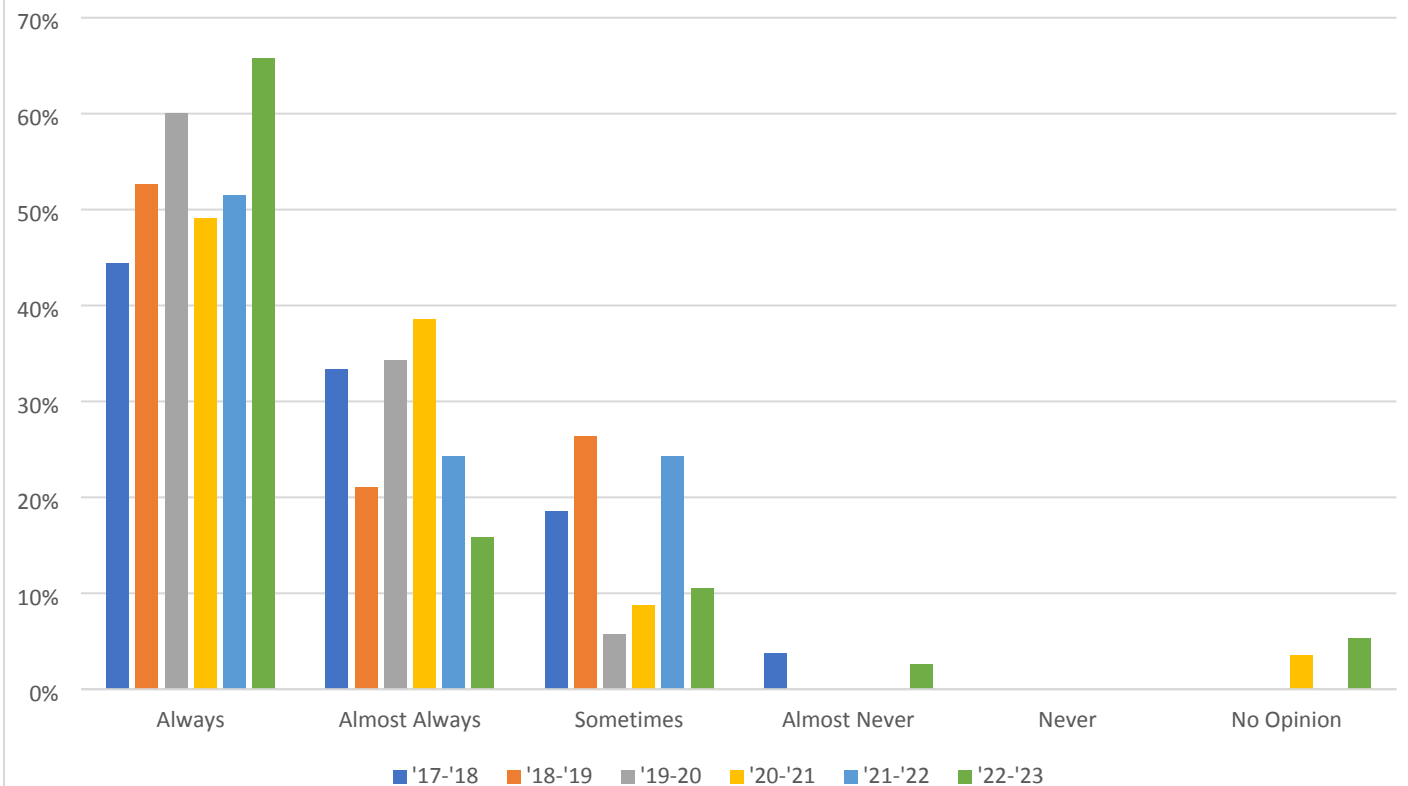
| |
|---|
| What are your biggest safety concerns at school? ('22-'23) |
| Bullying is at all schools not just SAE |
| Lack of supervision before school. |
| The campus is open, and with all of these shootings going on, an open campus terrifies me. |
| Needs to be a fully closed campus |
| It's too easy for a bad person to get on campus. Also the new math is not how the kids will be doing it when they start working in the future |
| Lack of proper fencing and security. The school is not set up safety, trainings, nor set up properly if there was ever a active shooter. |
| Open campus |
| Not enough adults to kids ratio for recess |
| Idiot drivers |
| No fencing and anyone could easily walk on campus.(I know it cost a lot to build, so I understand) |
| Open campus |
| 1st year. No concerns. It has been a wonderful school year. |
| No gates for shooters to stay out |
| Proper gating around the school |
| Outside forces- nothing the school can actively control. Offensive plans are the best i can ask for and is what is delivered. |
| Parking areas we need more speed bumps in the parking lots and better parking, more parking can't always see the kids |
| Wish the track was fixed of the uneven pavement |
| Not having a fence all the way around campus |

Educational Program

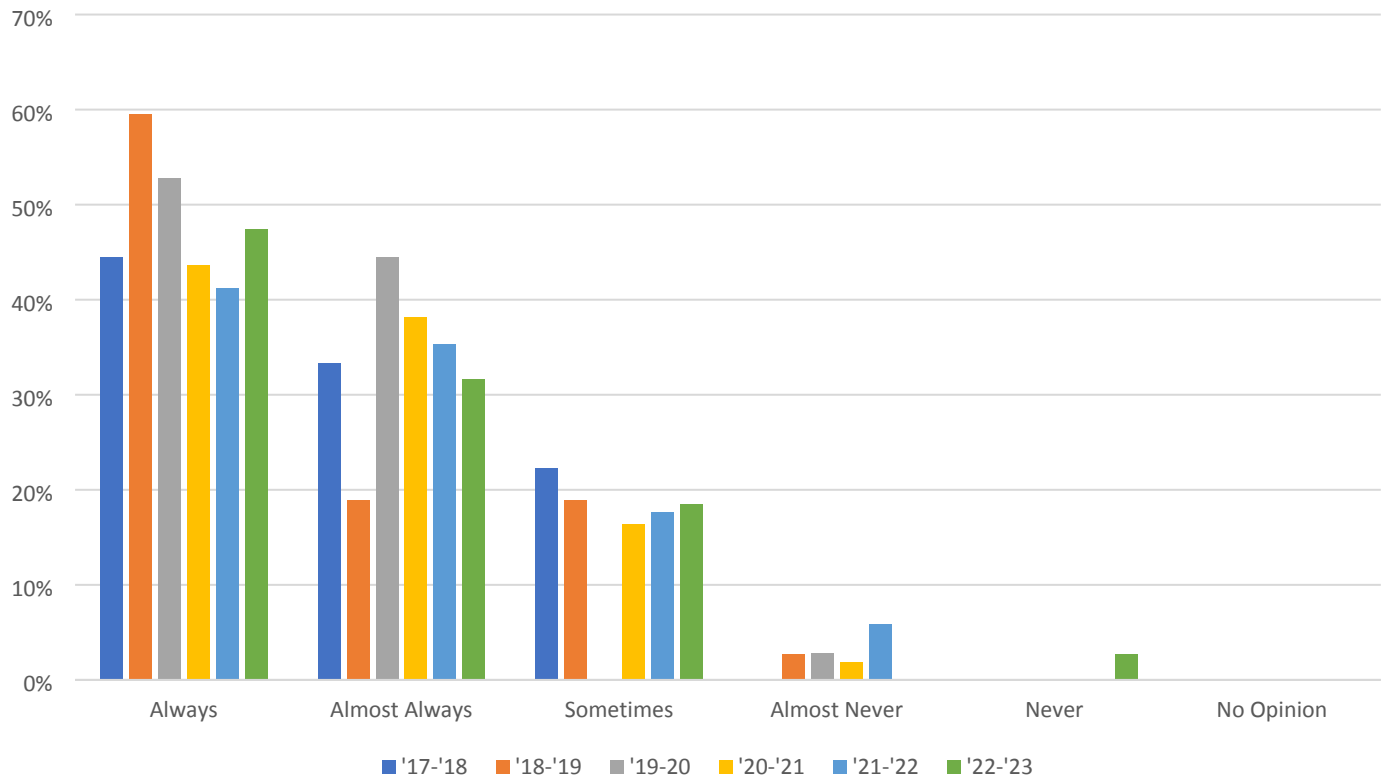
Teachers are knowledgeable in the subjects they teach



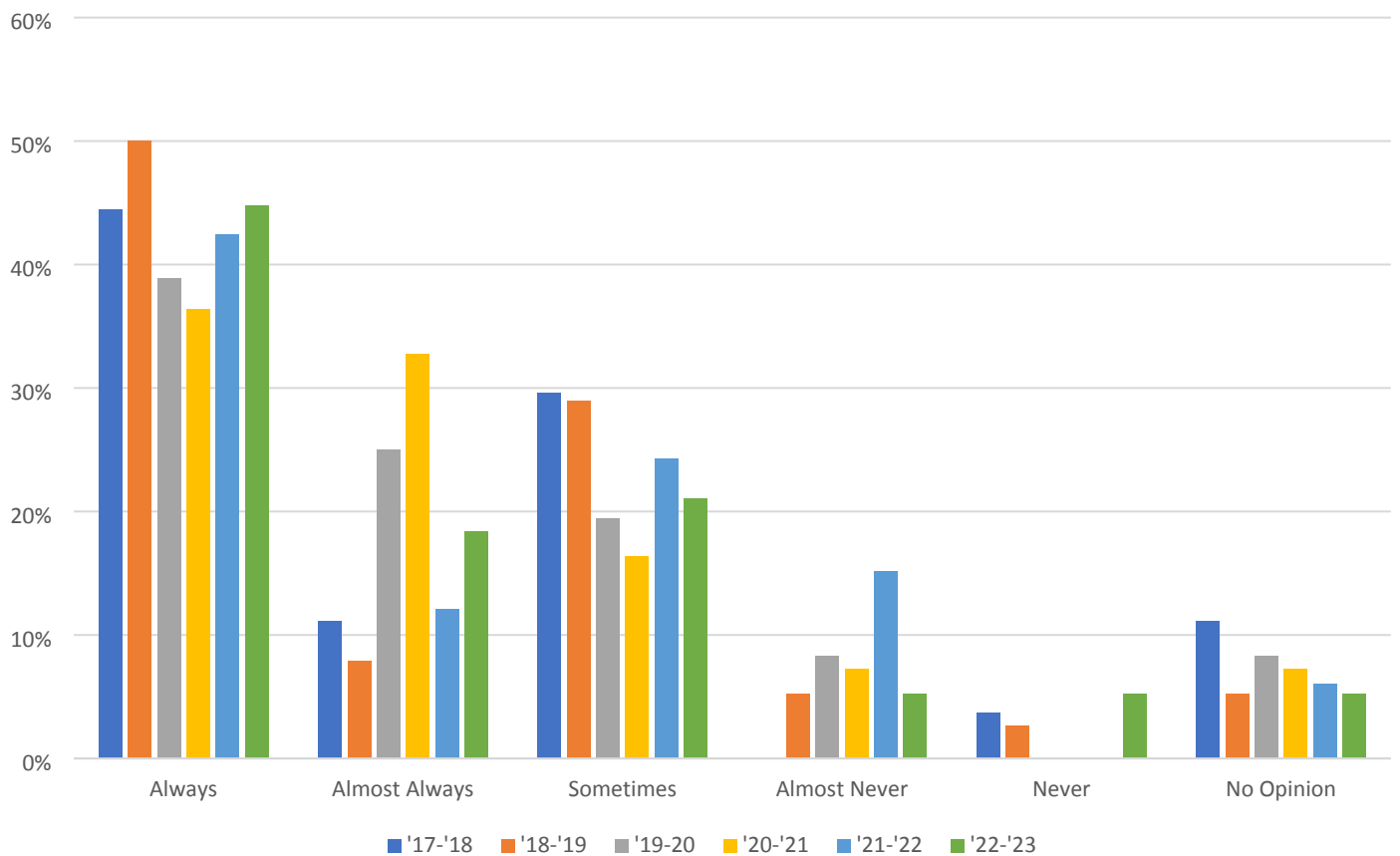
Teachers have high expectations for thier students



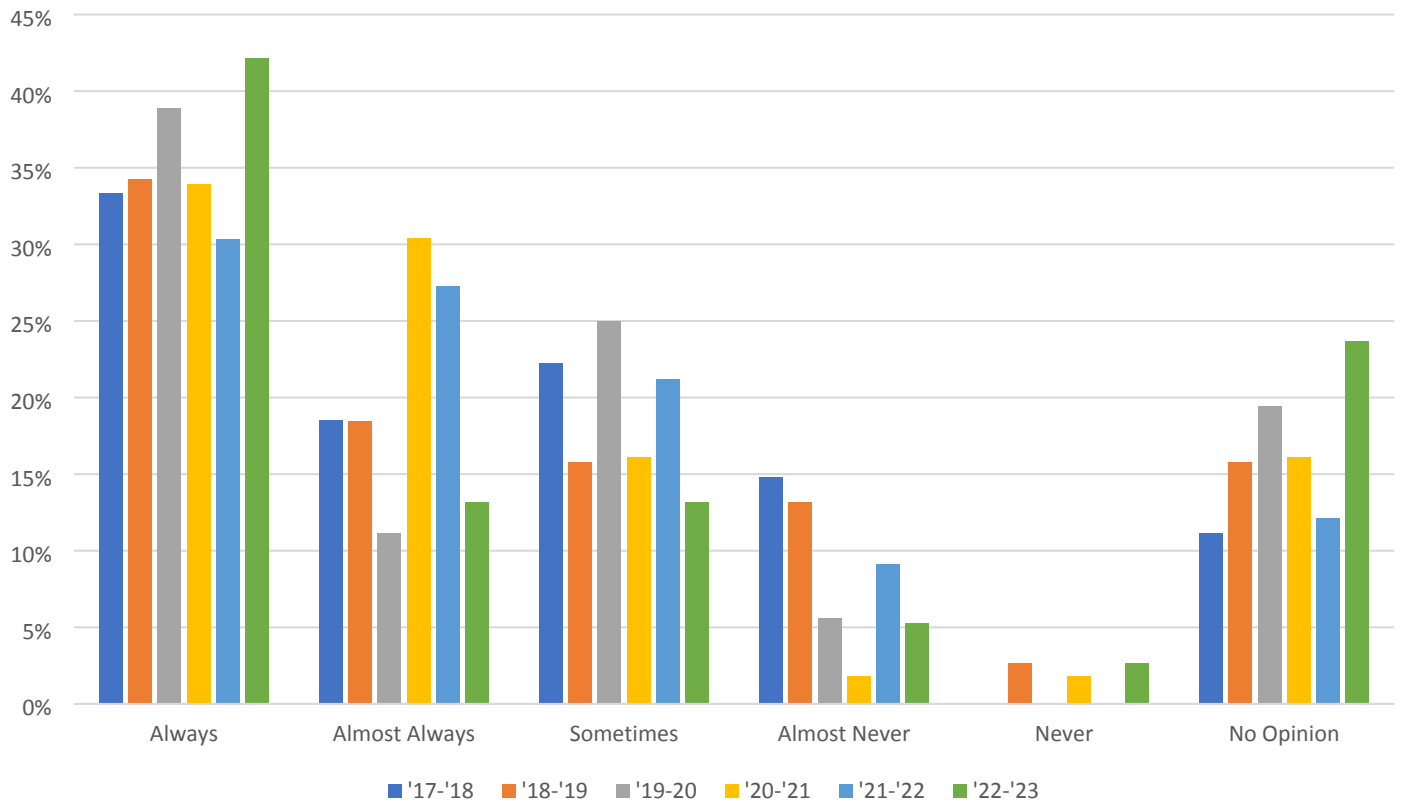
I Feel my Child is Being Appropriately Challenged



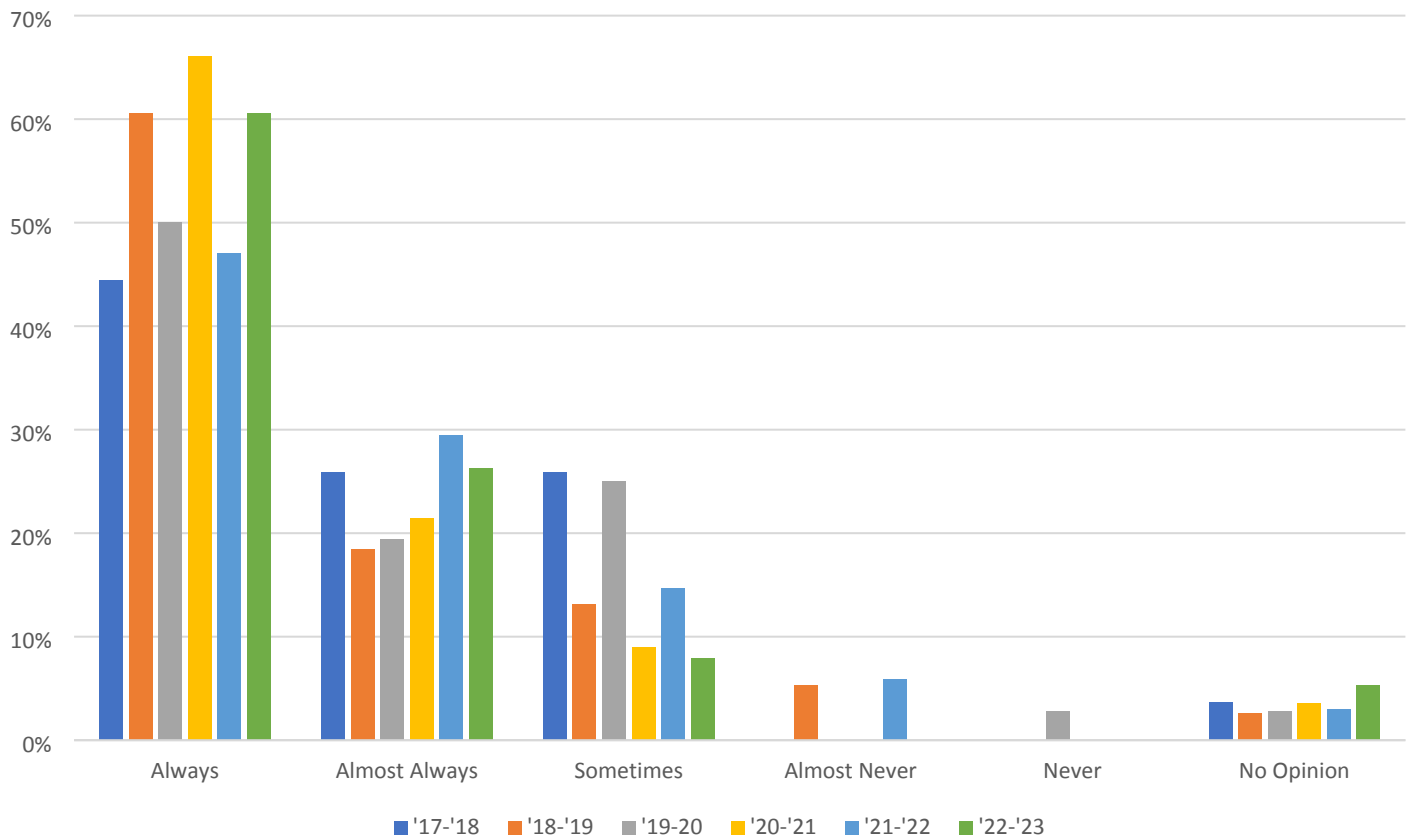
There is Help for Struggling Students

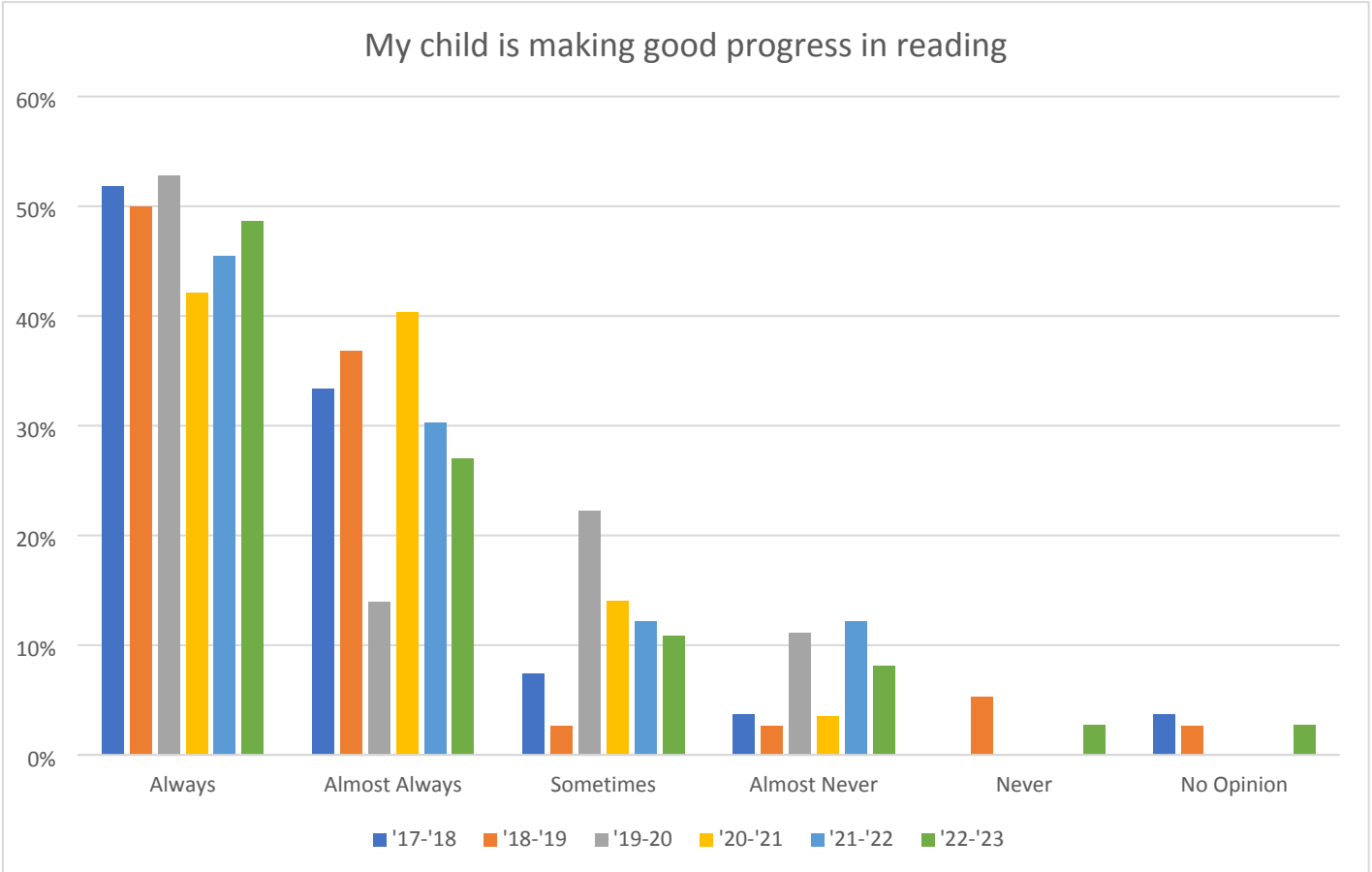
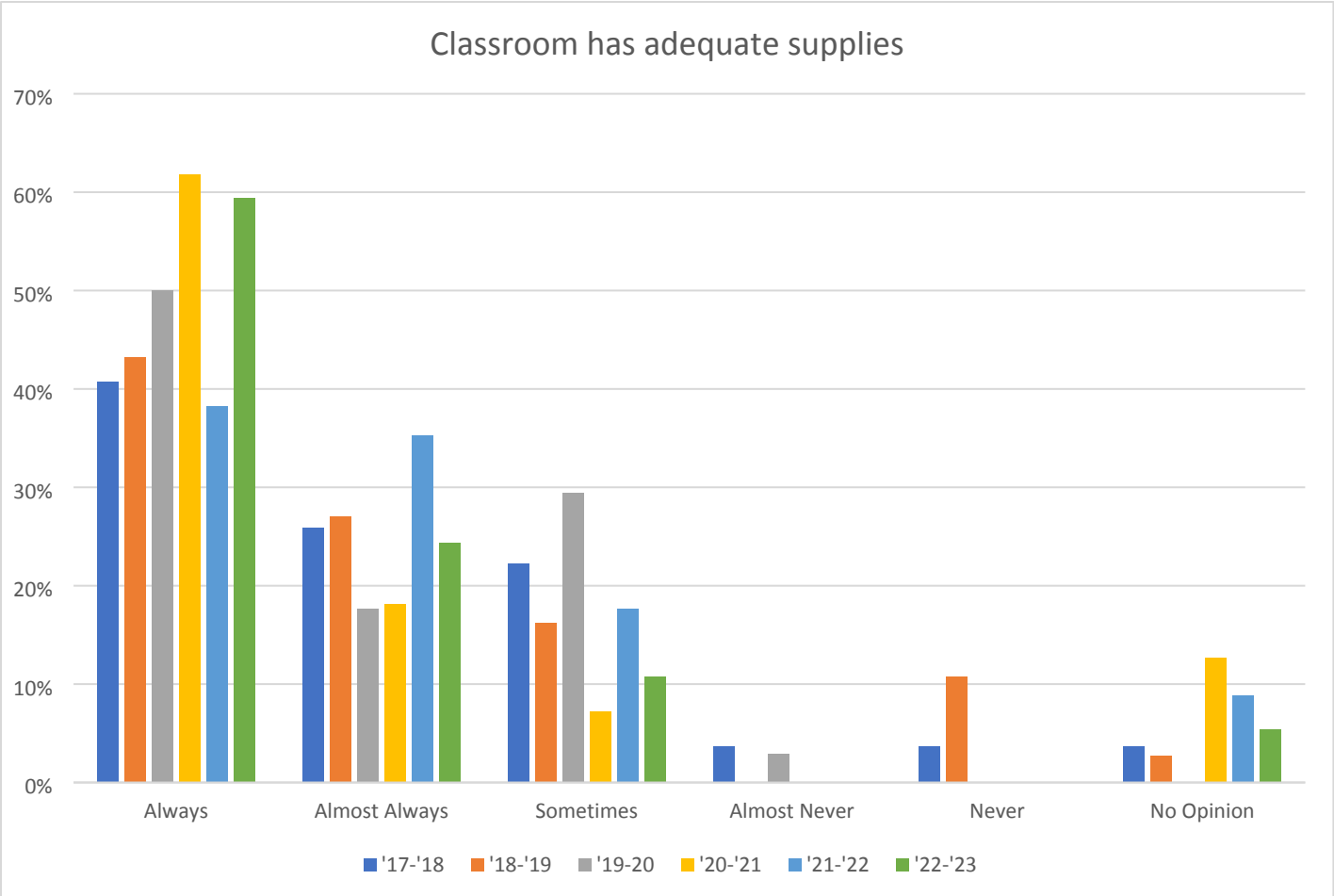


Engaging activities for advanced learners

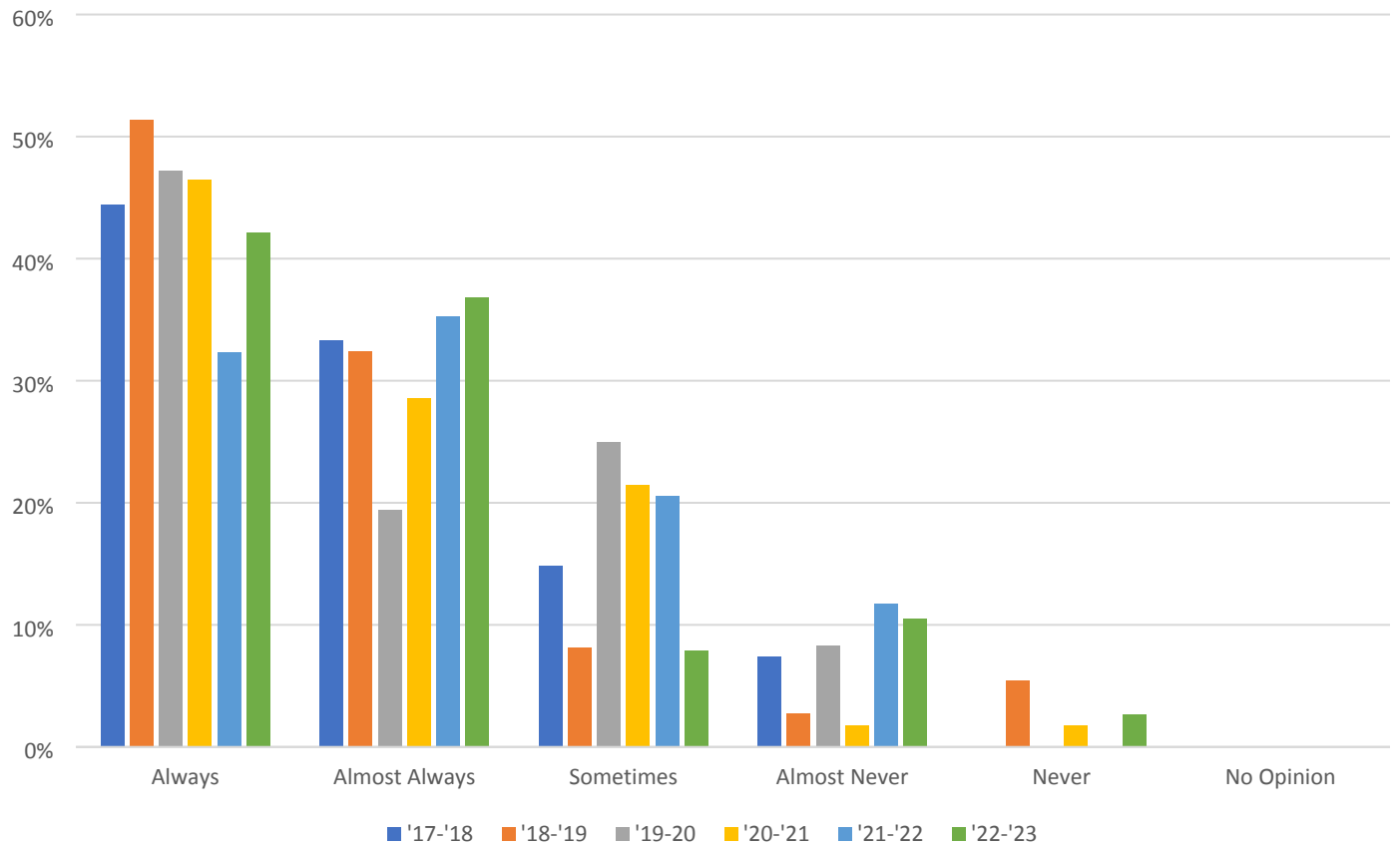


Technology is being used effectively

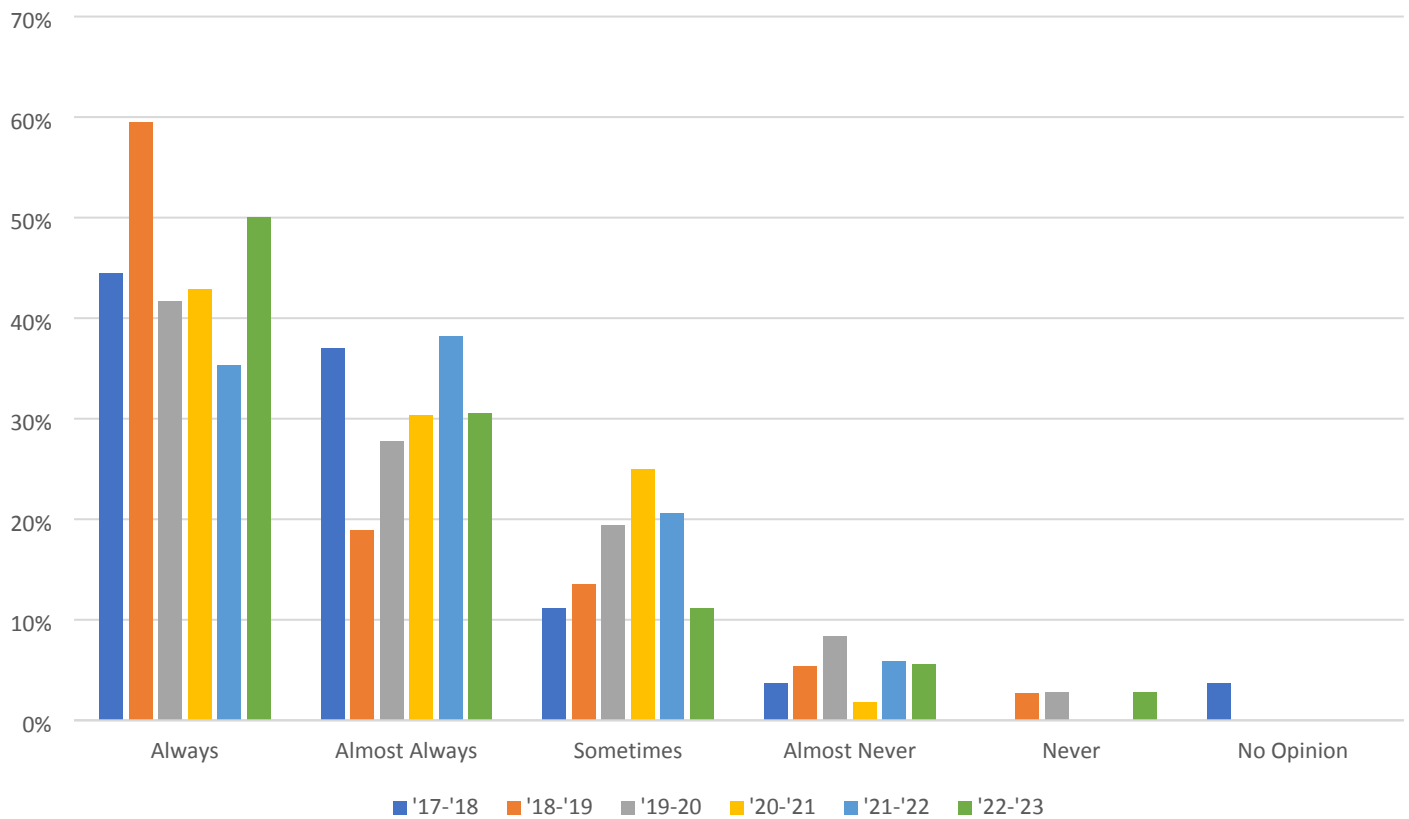


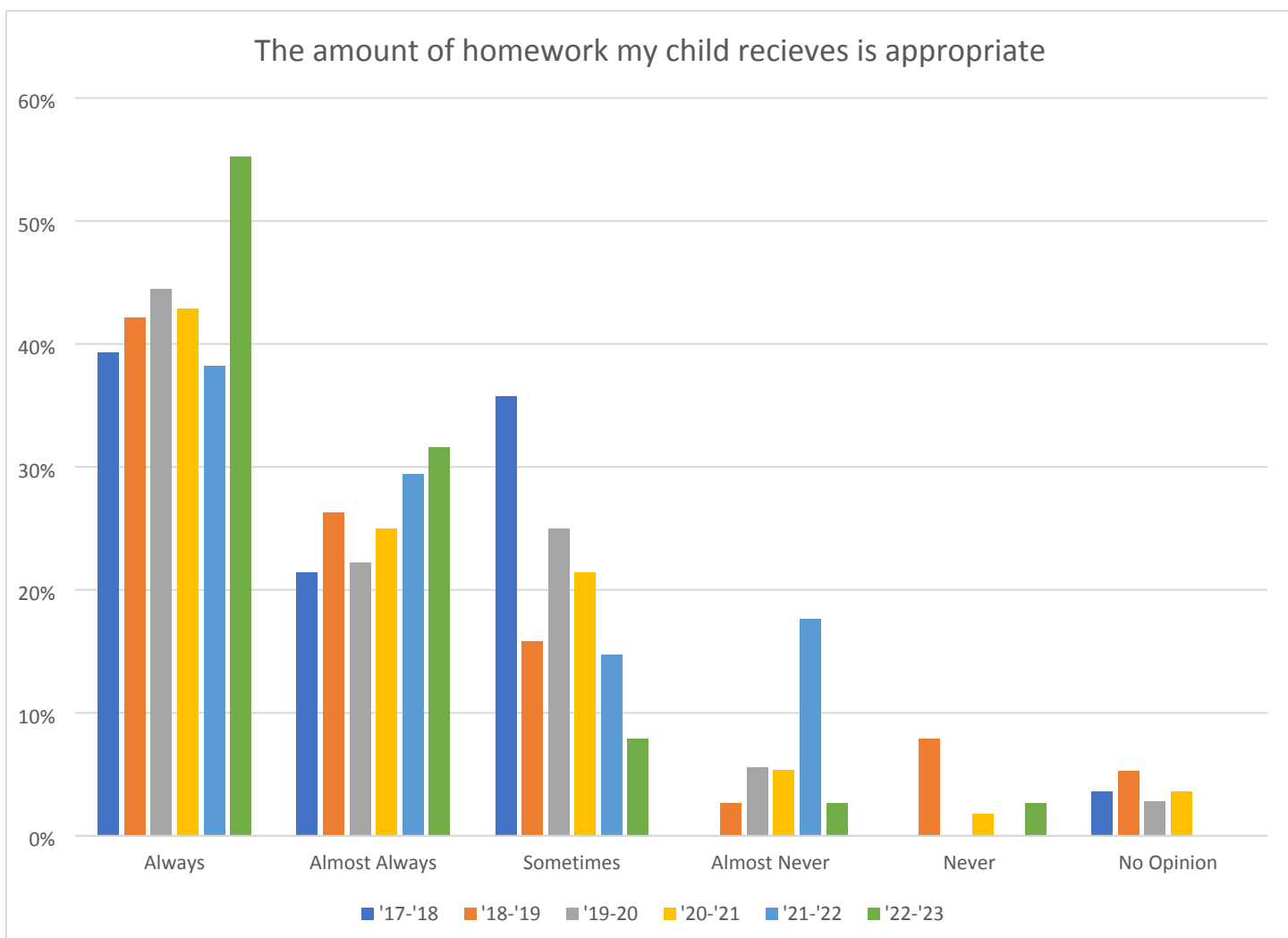


My child is making good progress in writing



My child is making good progress in math





Educational program comments ('22-'23)

More activities and options

I would like to see more opportunities for field trips. I am concerned about how to make sure my child is staying at grade level in reading and math.

My daughter should of had an IEP years ago but now they are sending her to middle school so far behind... because they said she didn't need it.

The new math is very confusing for everyone

Need more field trip to learn about their community, Nature, history, and science

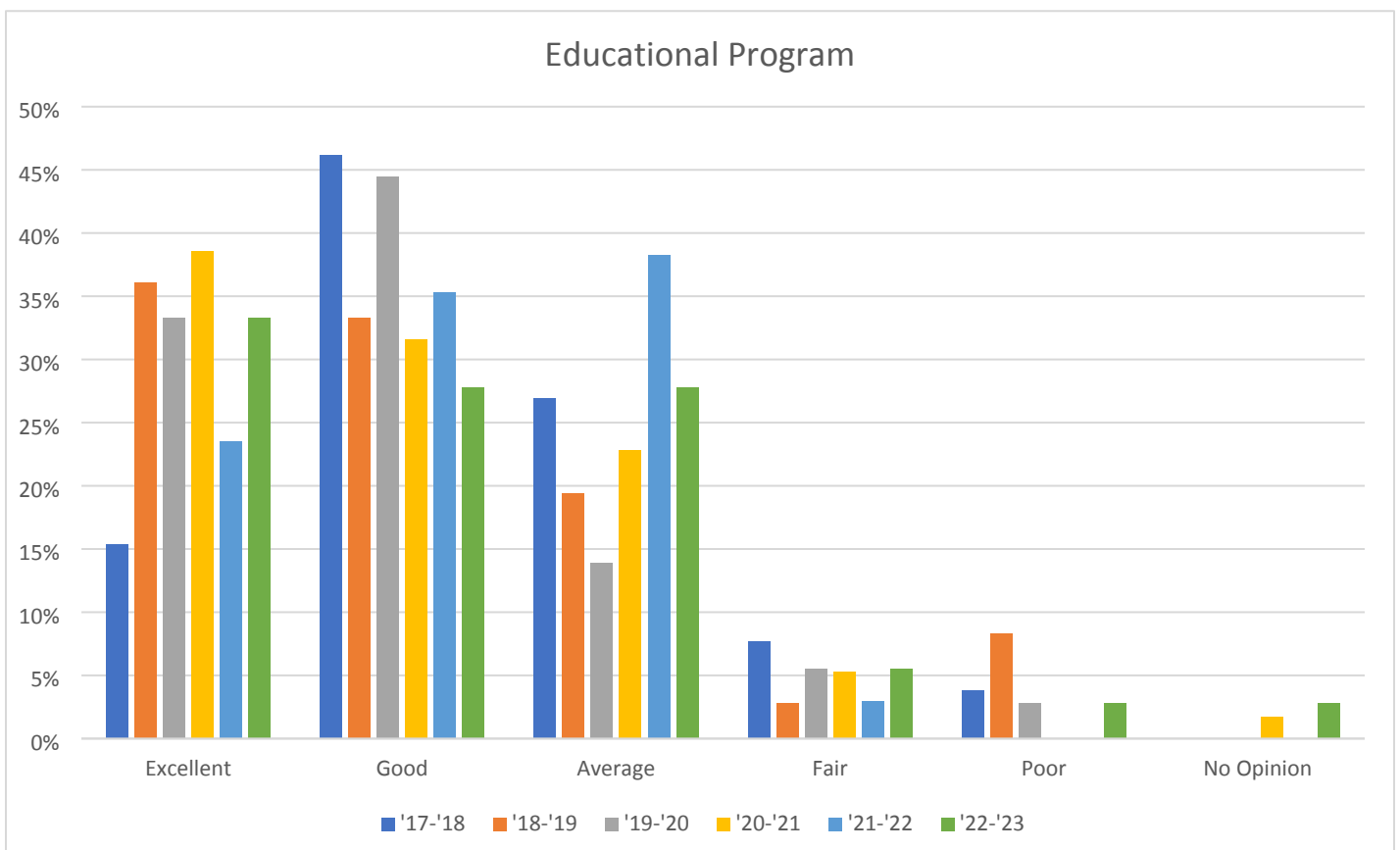
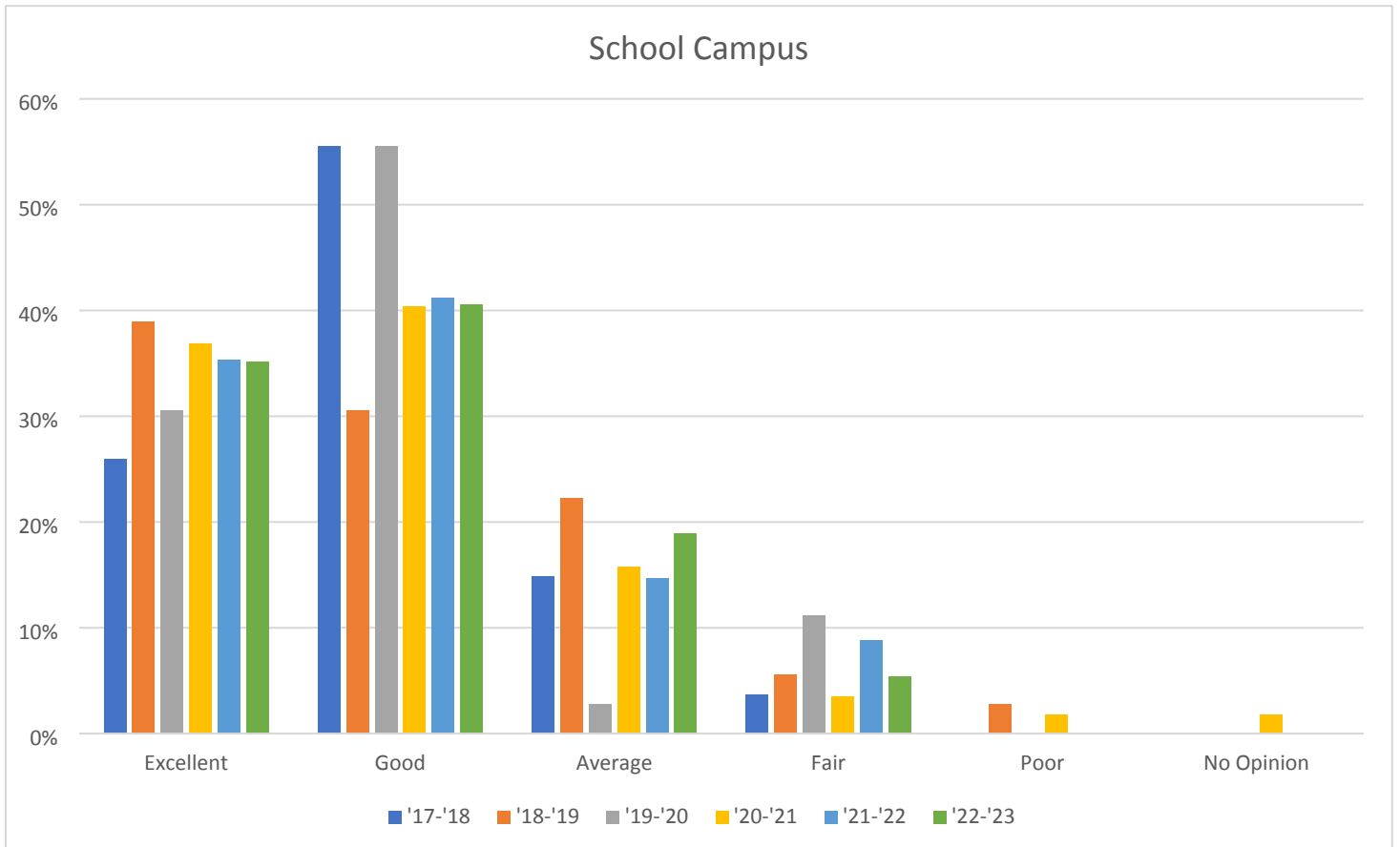
Lack of field trips, not strong support for kids who struggle

I wish there was a reading program for my child to enroll in during the school year

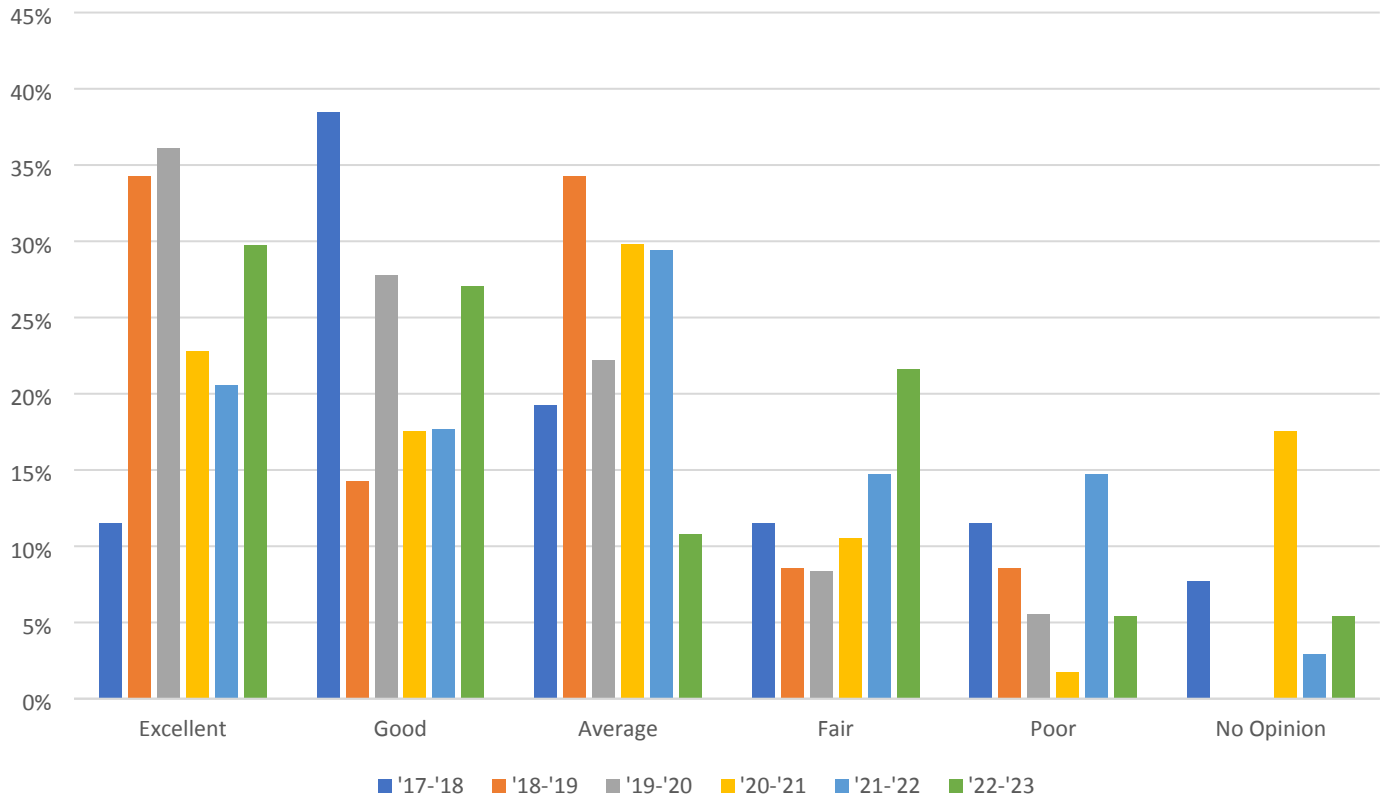
TK - we look forward to our child's continued education at SAE.

More field trip would be better

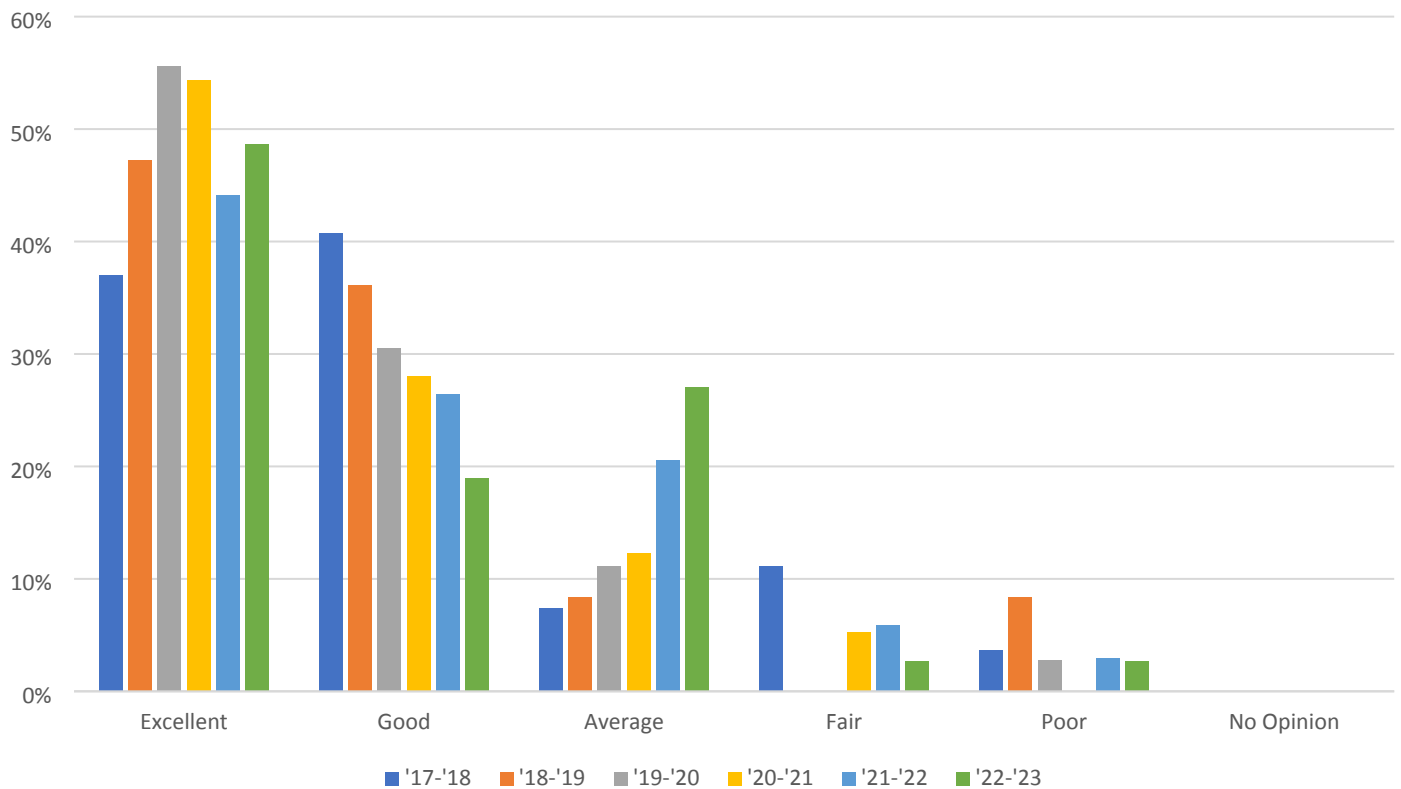
Overall Ratings

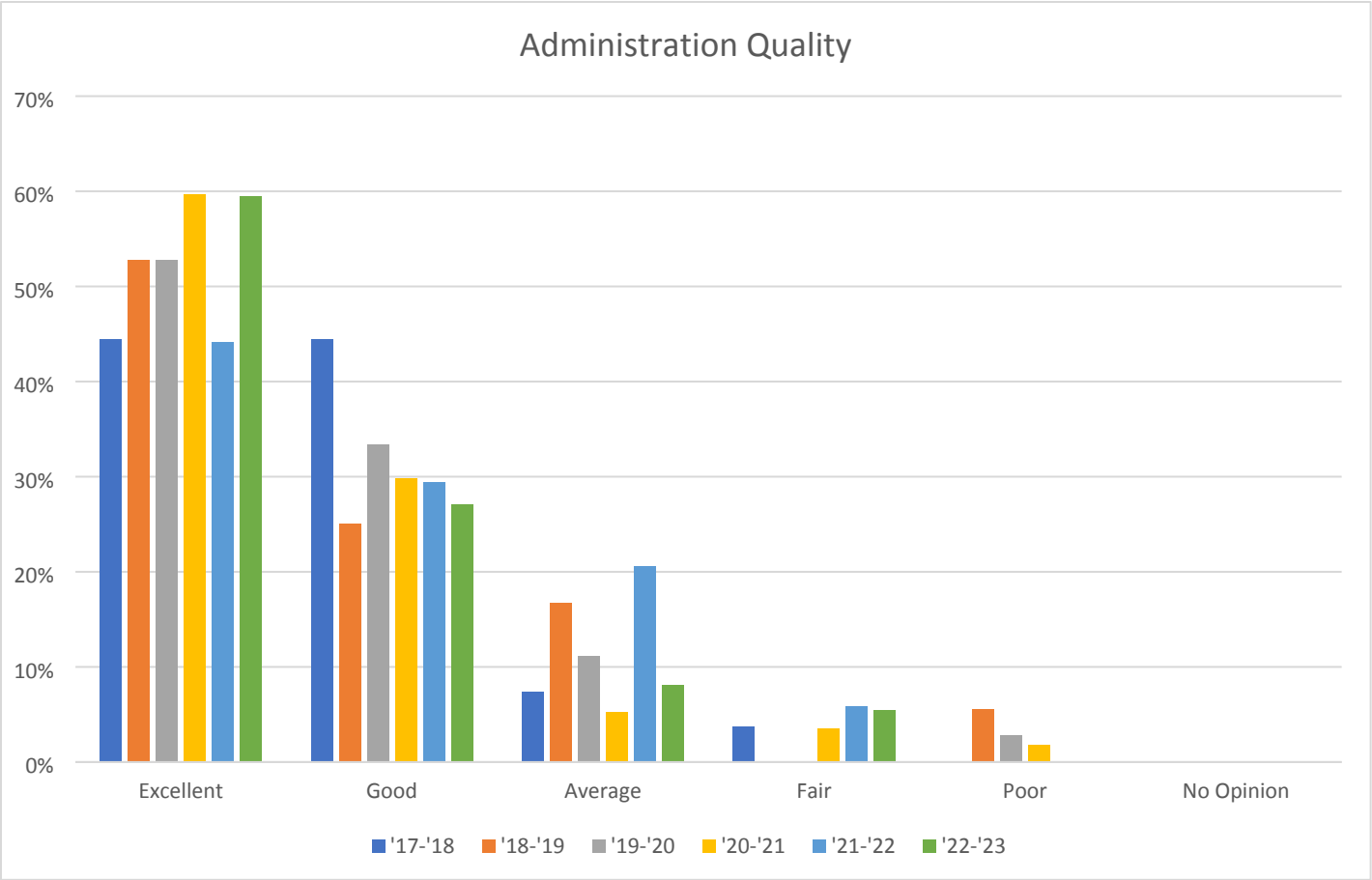


Extra and Co-curricular overall



Teacher Quality





Overall comments ('22-'23)

School facilities need major updating.

I'm glad to see more programs coming back beyond academics.

I have been thinking of changing his school

Focus more on the safety the school needs for the children and teaching, I feel this survey is more about bully when it truly needs to be about what the school needs

For a small school, it is okay but can definitely need more help for the kids and the bullying should be addressed more.

The staff and all the people who work on campus are helpful and wonderful.

Thank you all Teachers, staff, PTA, and volunteers.

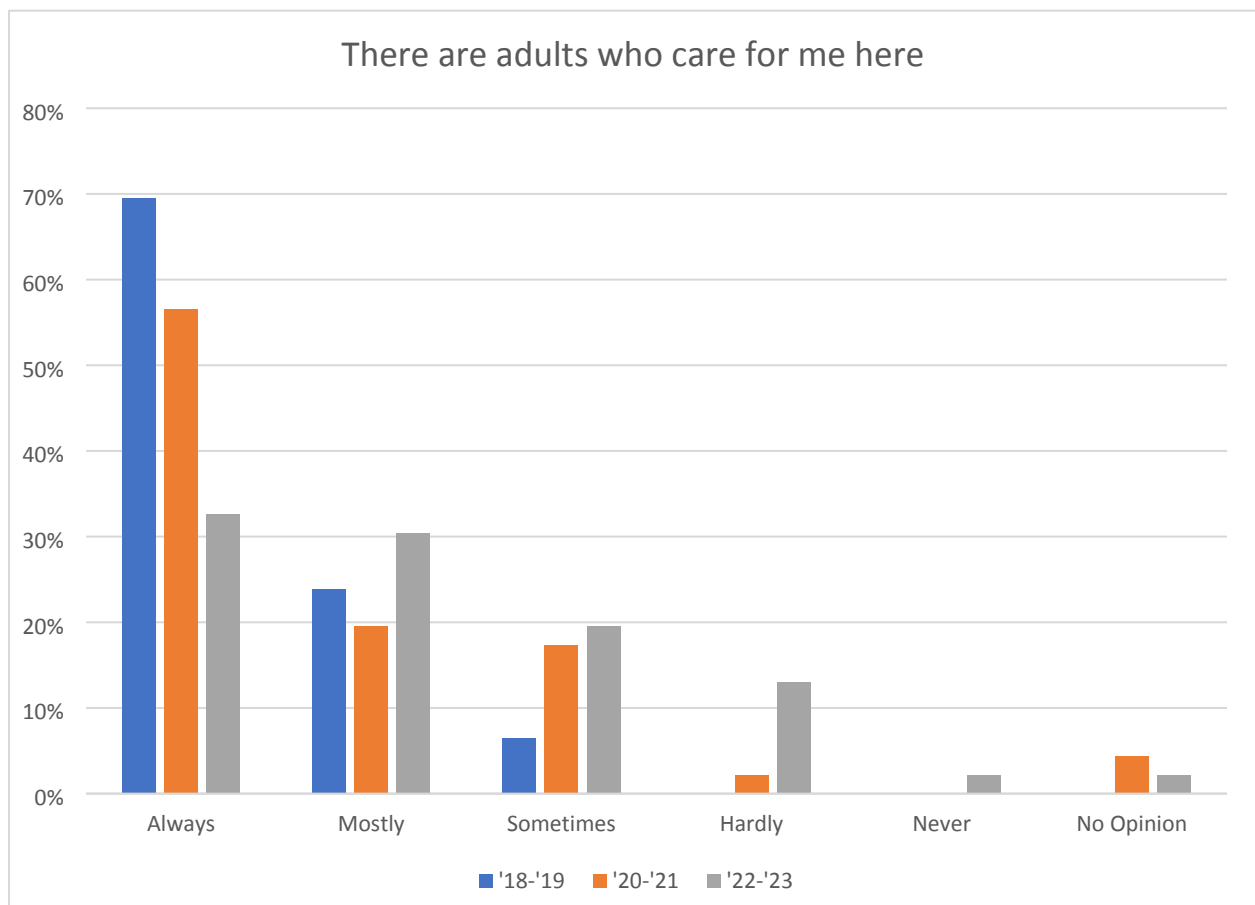
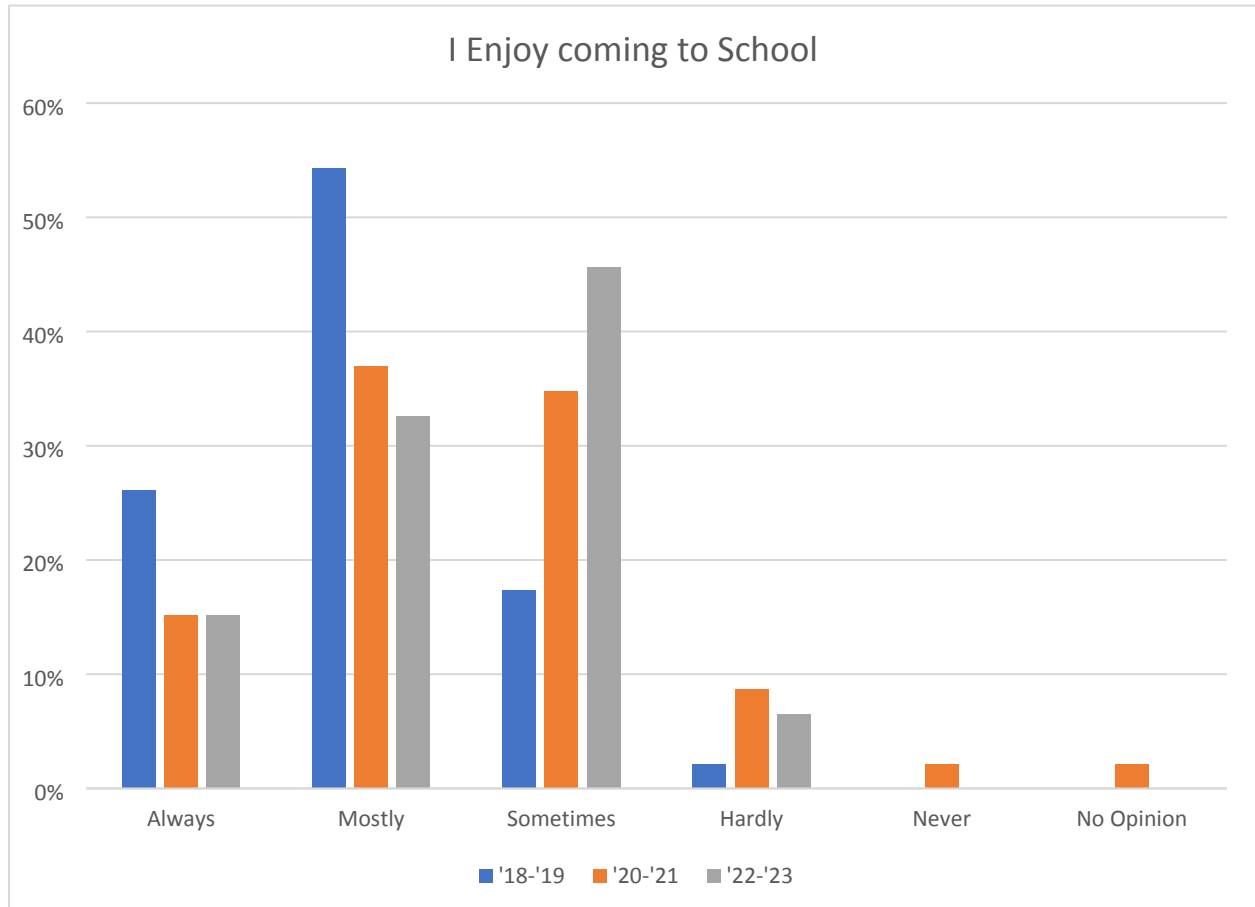
Do you have any suggestions or additional feedback for us? ('22-'23)

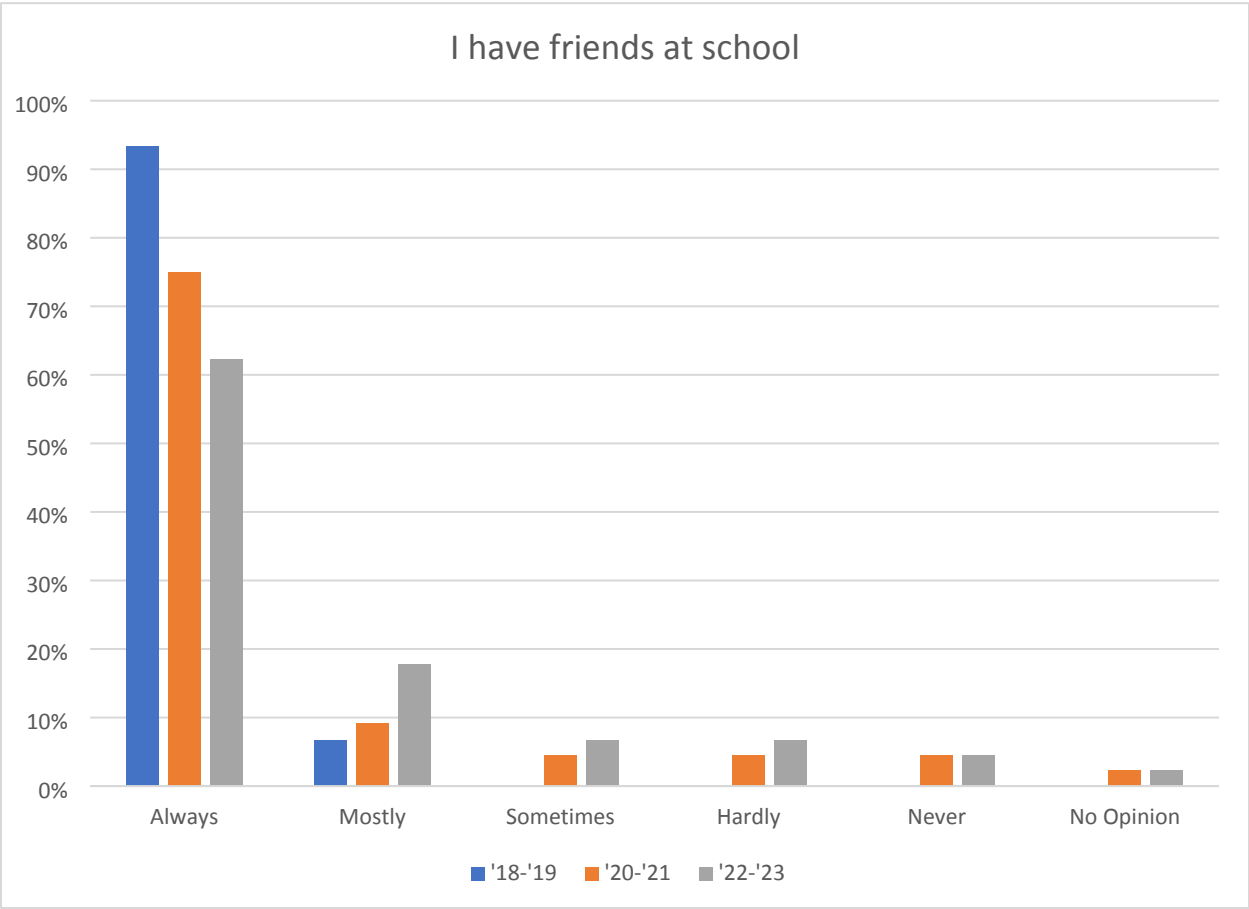
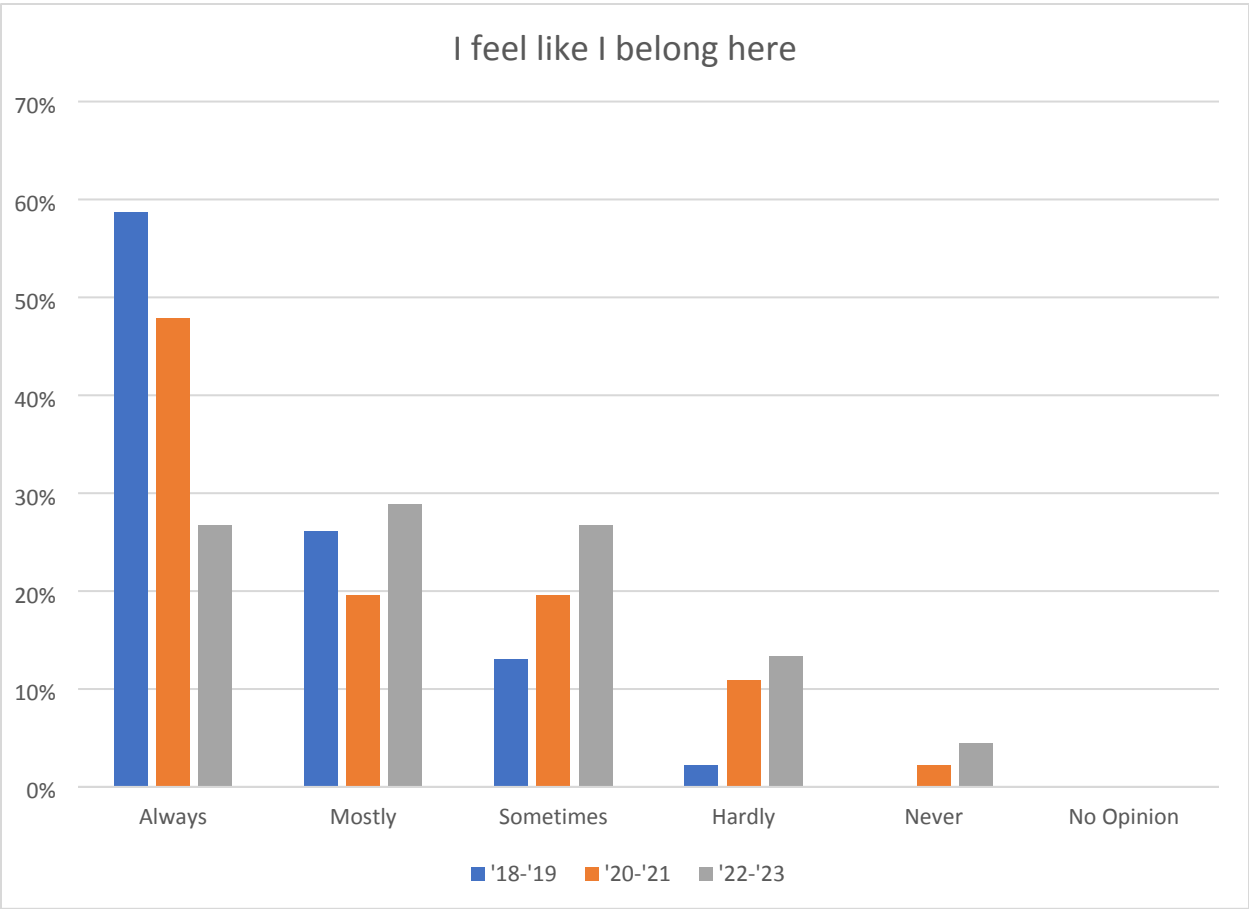
More opportunities for kids to get tutoring

More safety for the kids

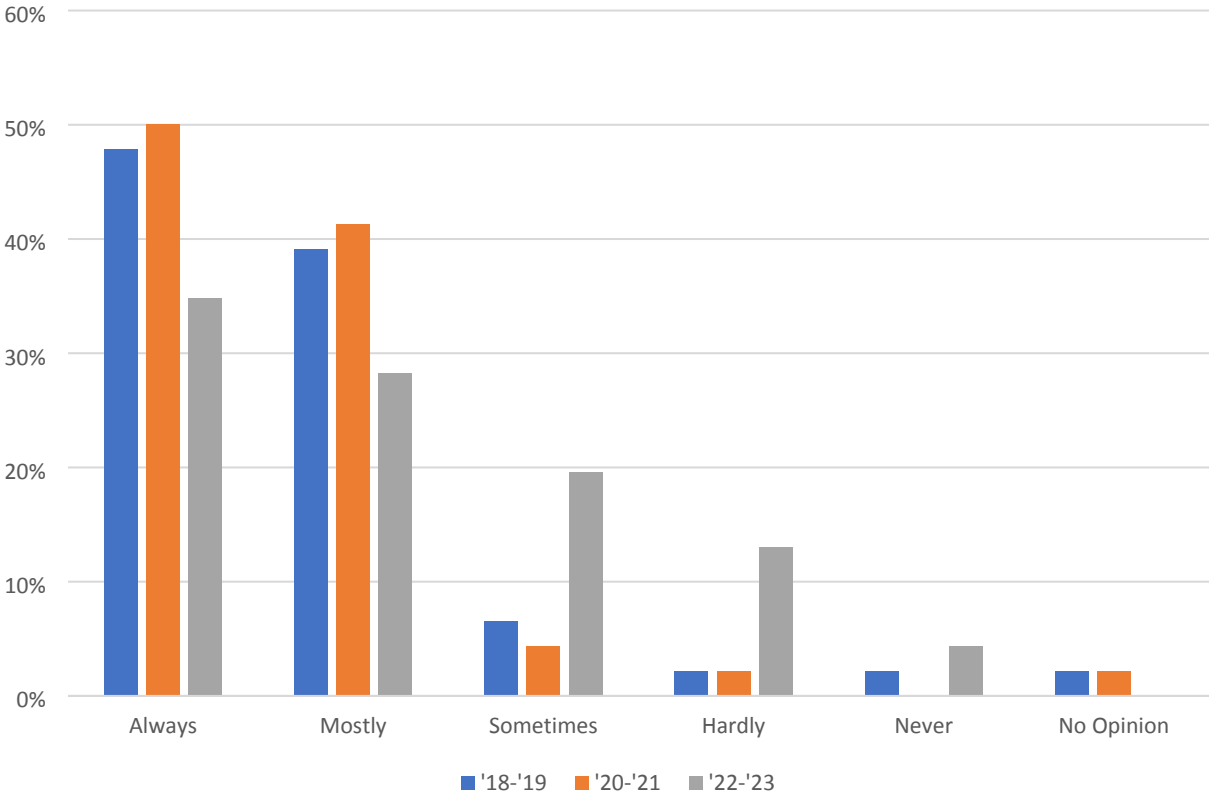
More communication to the parents.

SAE Student Survey Results 2018-2023

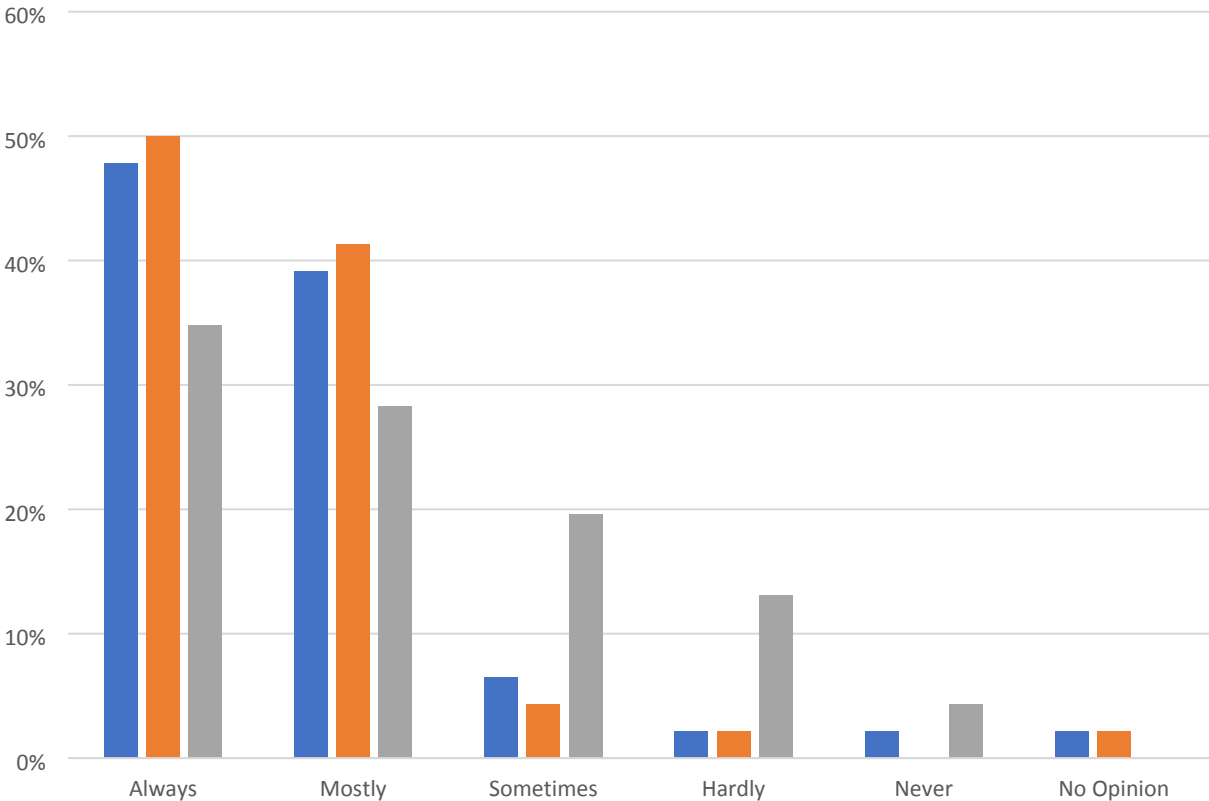




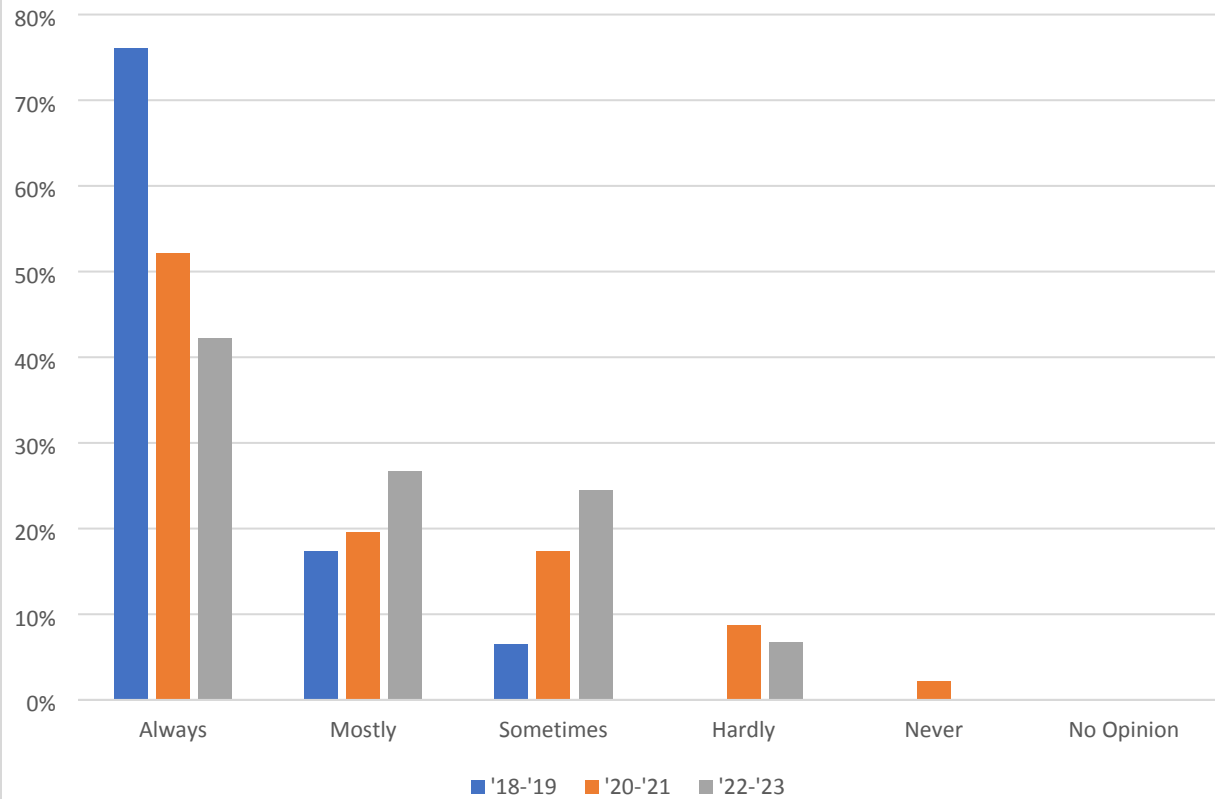
Adults treat students fairly here



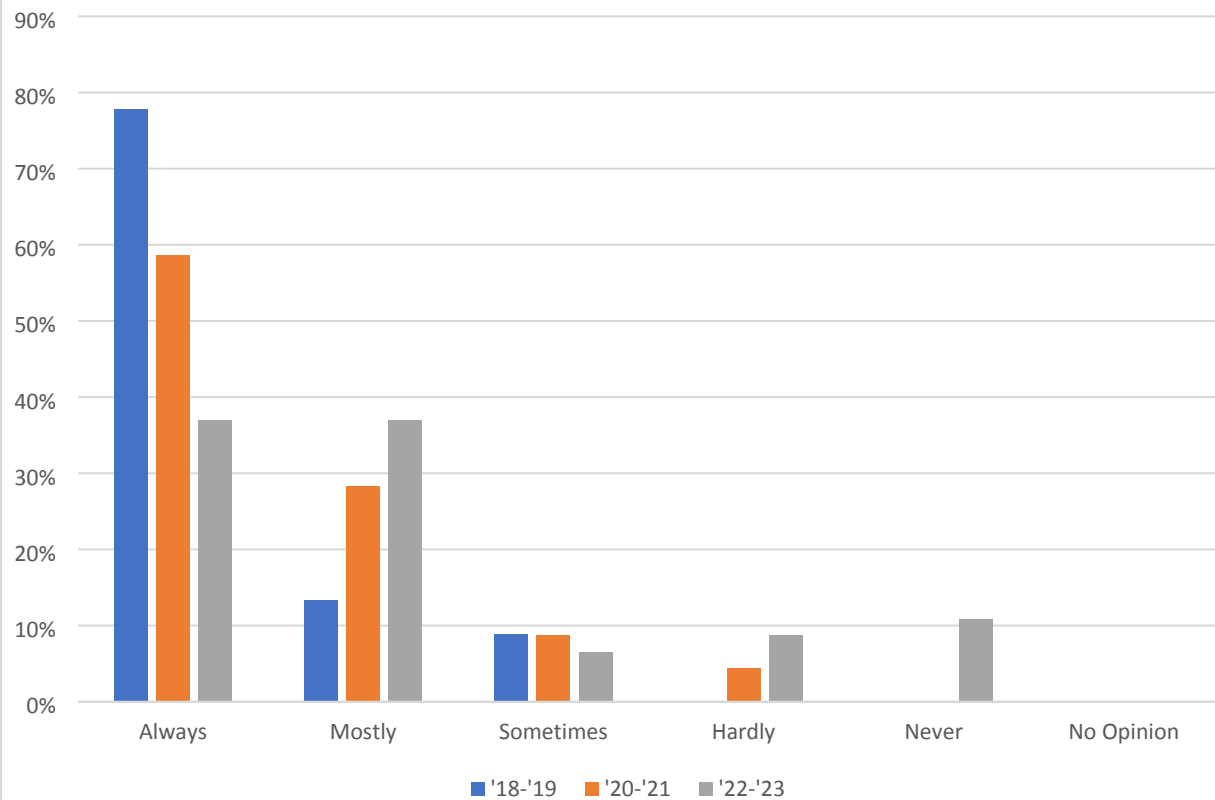
I understand what my teacher is teaching

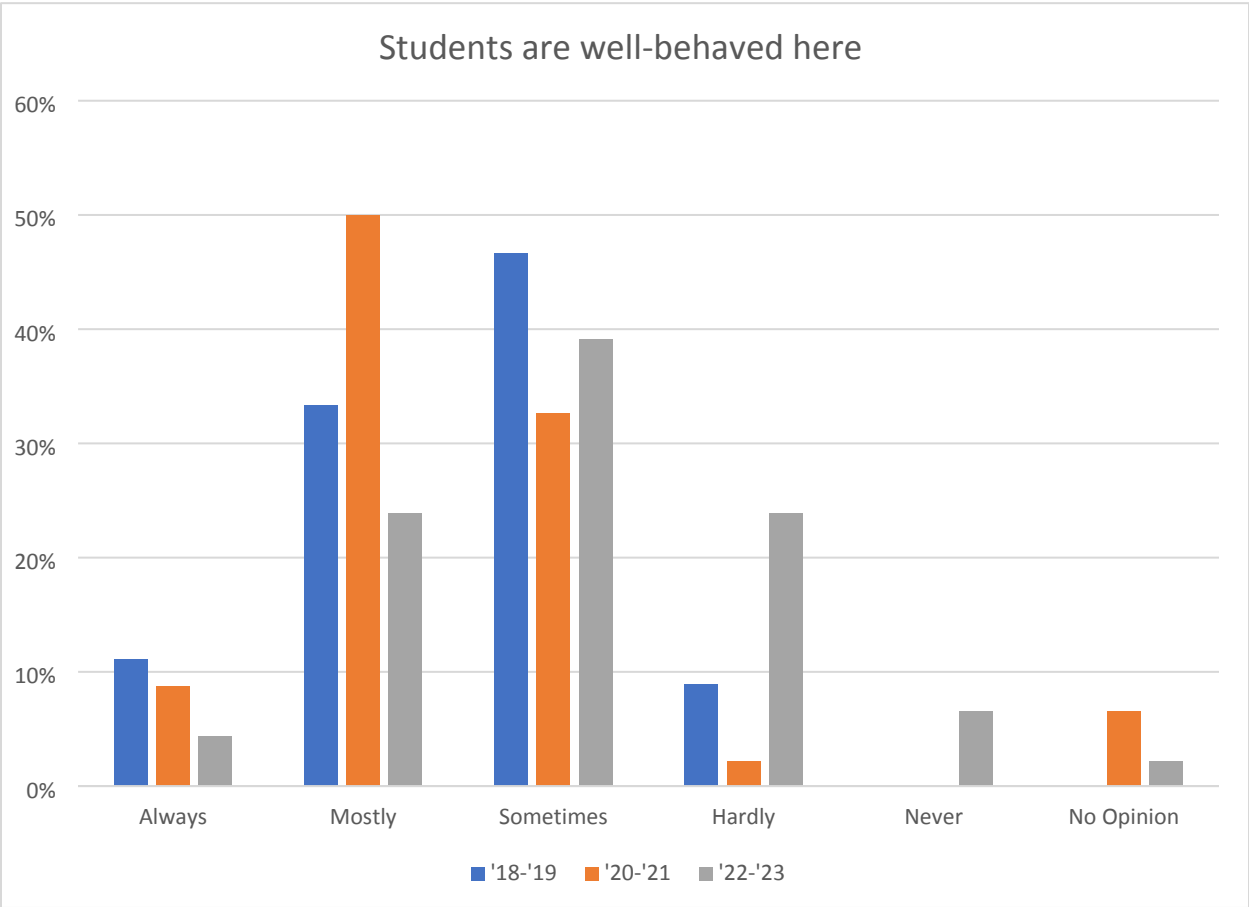
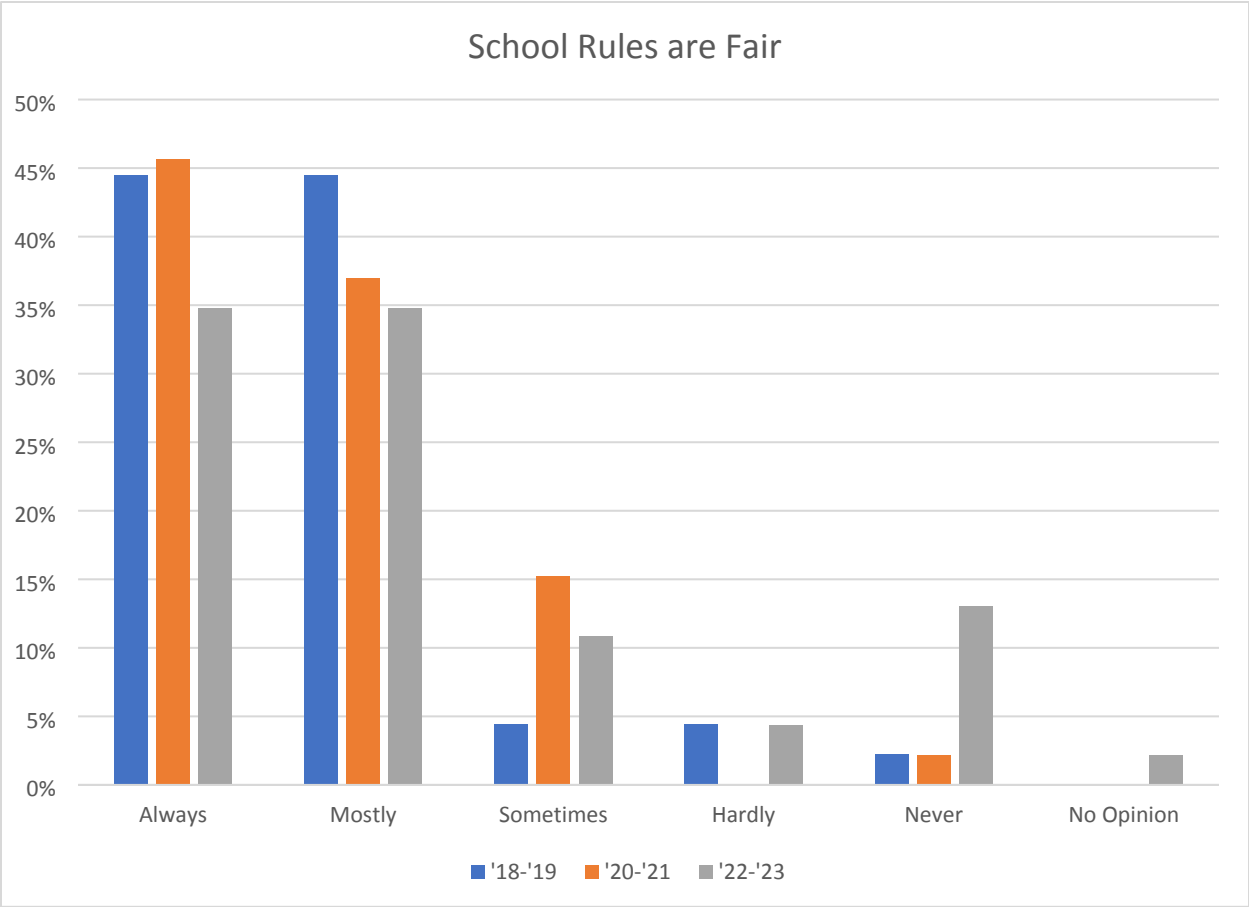


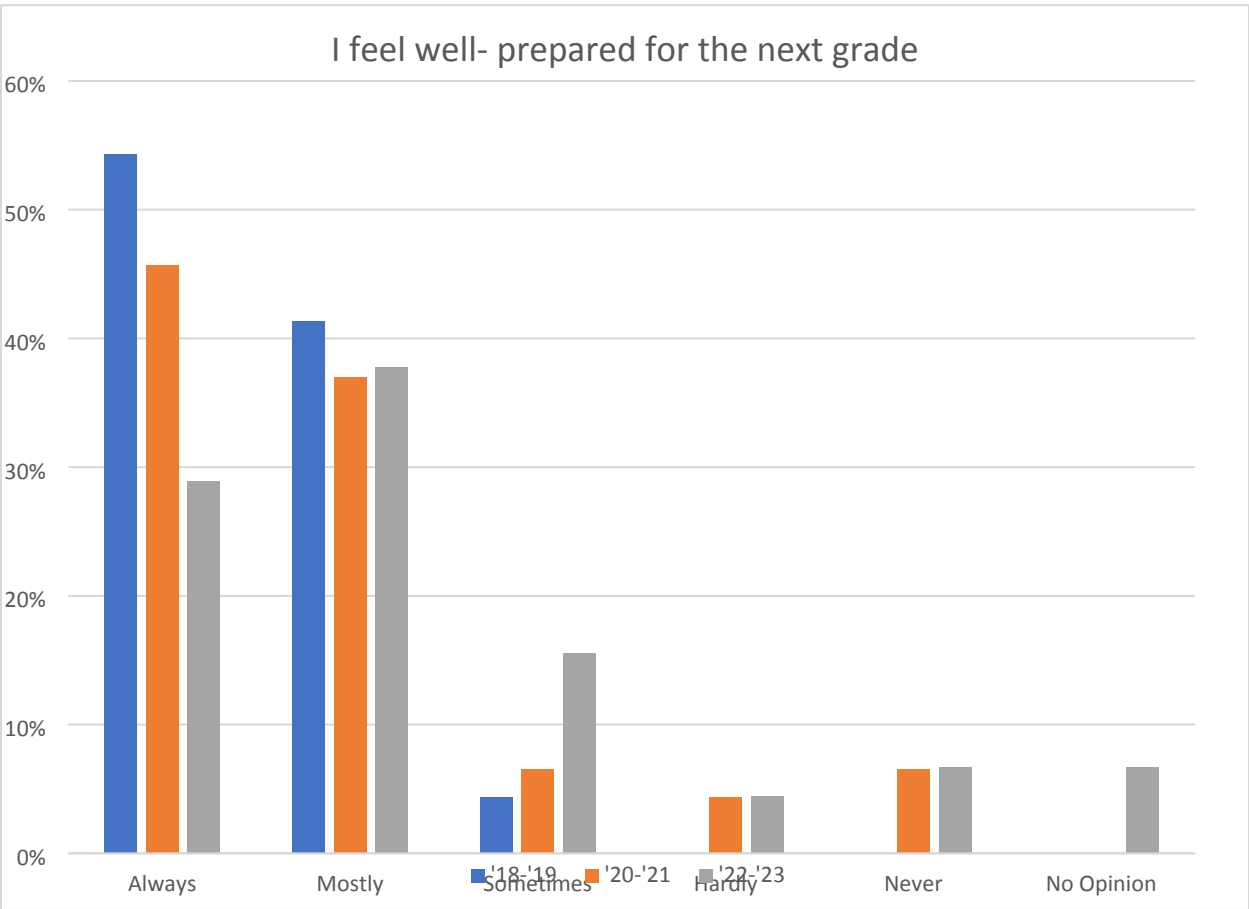
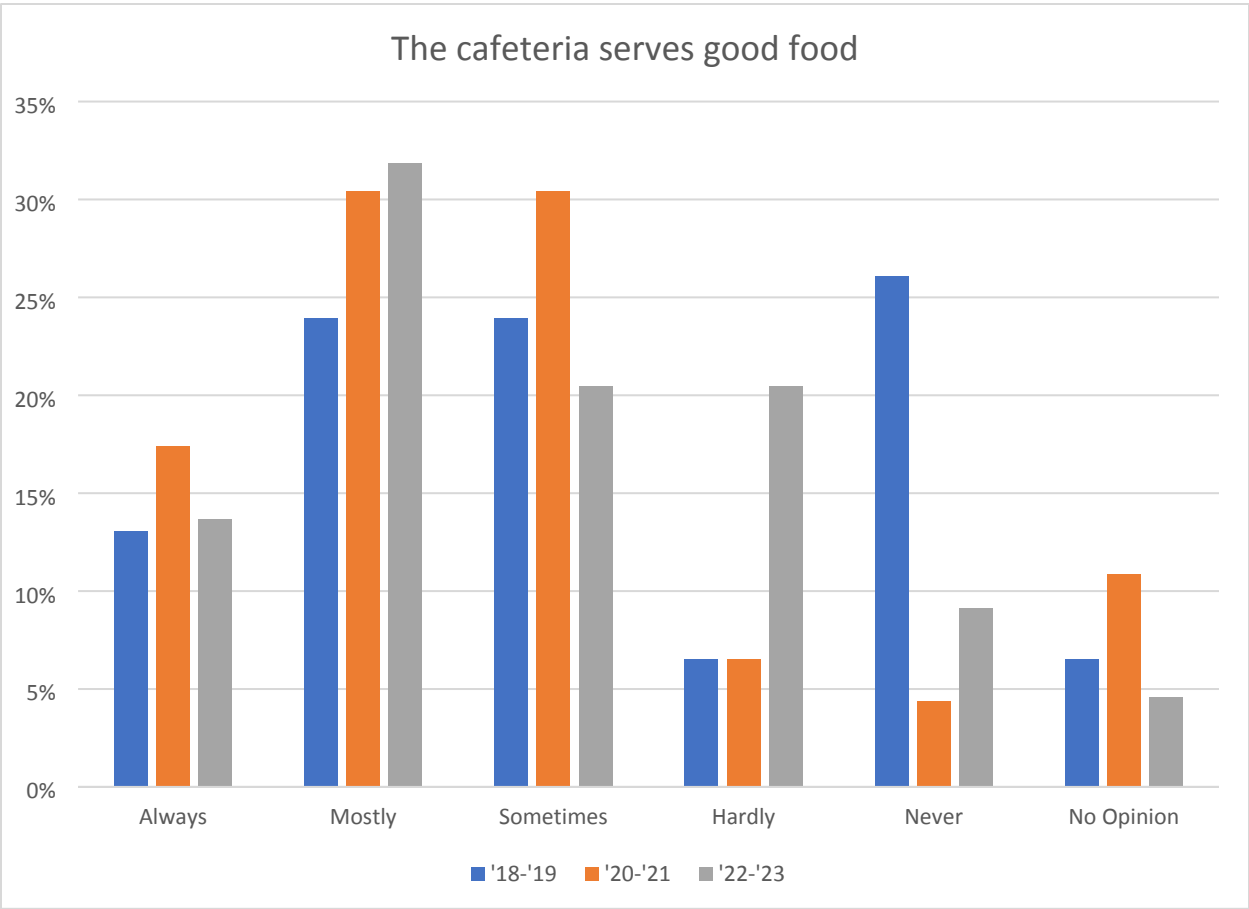
If I don't understand something, I can get help

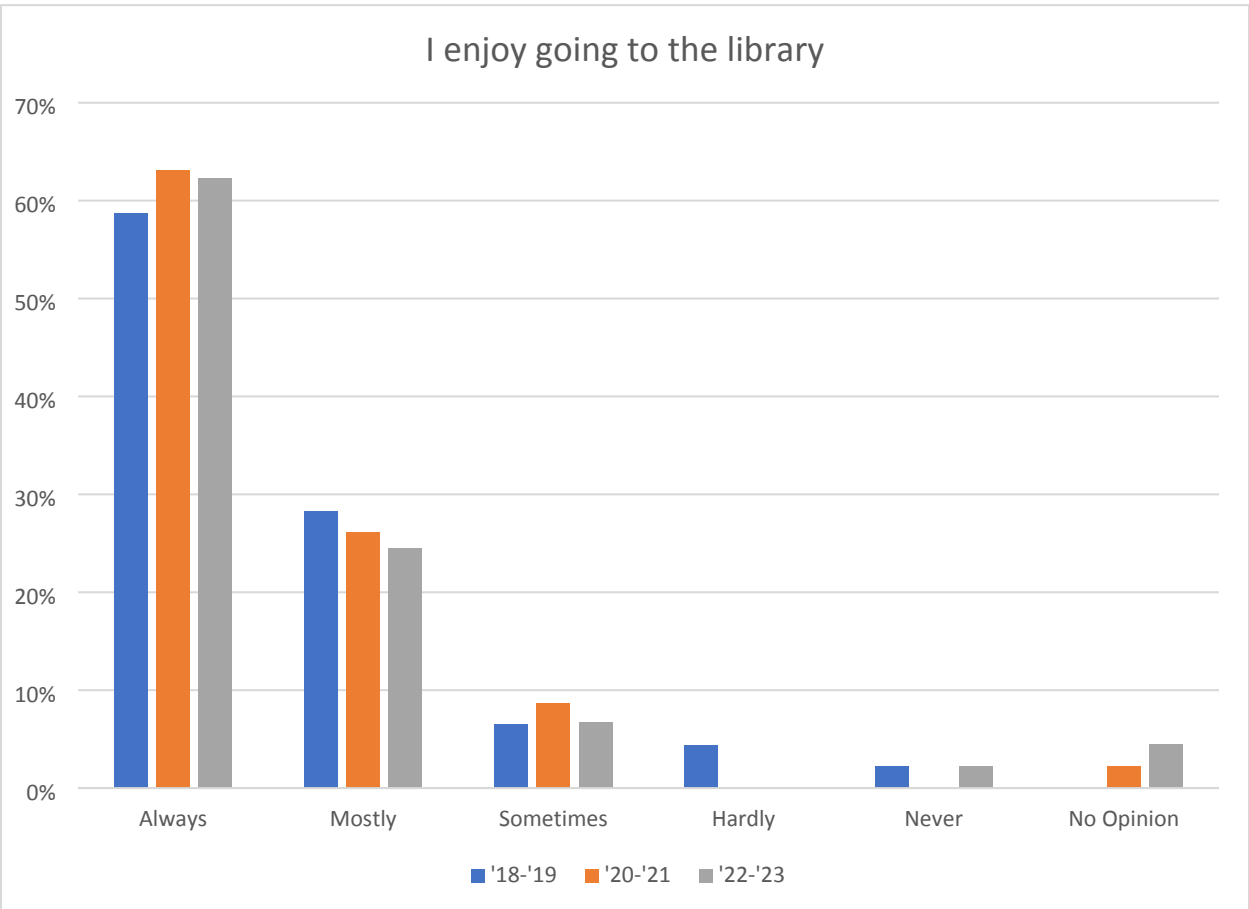
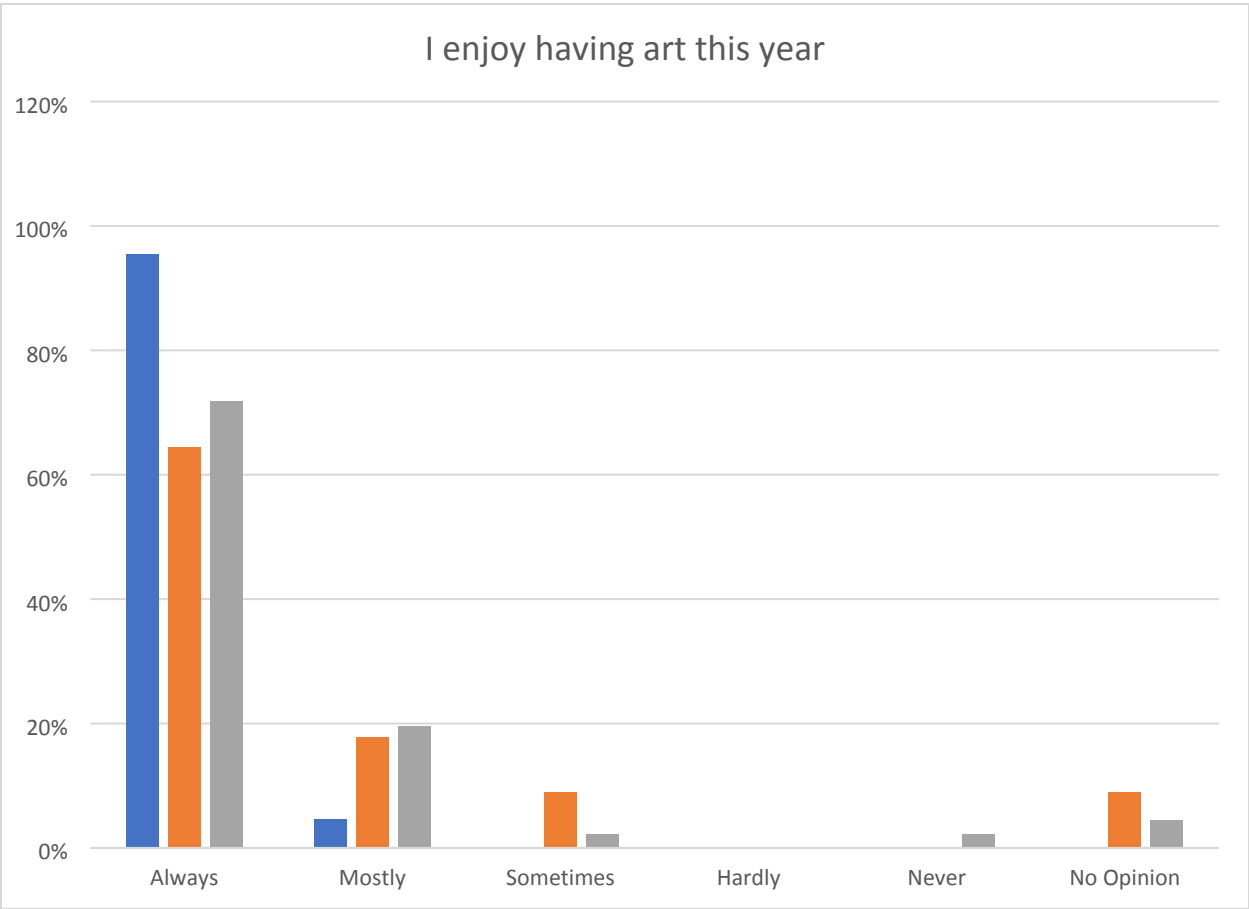


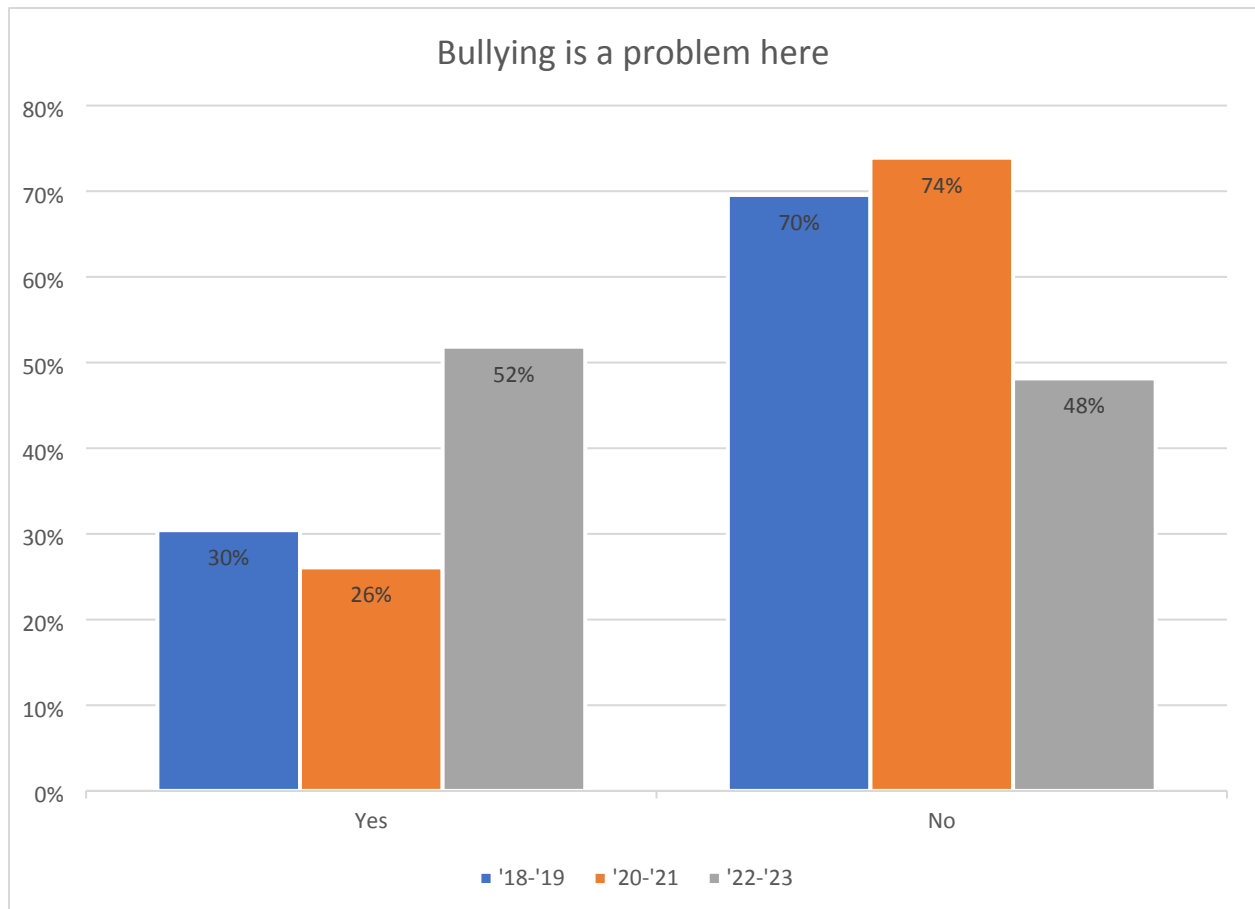
I feel Safe at School











The BEST Thing about SAE is:

The teaching
 my friends
 friends
 How kind the teachers and students are to me.
 Art and four square.
 the food sometimes
 It is fun.
 the teachers are so kind!
 the teachers are so kind
 i don't know really its just the beat!
 do your best
 it is a good school
 Campus monitor& principle
 the recess its needed
 is the principle the librarian and the art teacher
 Math
 science fair
 science
 the soccer games
 lunch
 soccer games
 The art teacher <3
 liebray
 the fun activities like morning walk and prizes
 lunch

library
lunch
recess
lunch
rules
the play ground
art
gaga ball it's haw I felt like part of the school
luch recess
people who care about others
nothing
lunch
reeses and when the teahers make a subject fun like kahoot or stem and sience
mrs.Buteau and my friends.
the pride party
the pride party
Recces/Lunch recces/library/Art
Short Fridays
LIBRARY\ART
nothing
Anything but the food and bathroom doors
hanging out with my friends.
Recess (Sports, and Activities)
wow wenesday
Dismissal and nacho bar Ps: put more cheese on the nachos
w.o.w.
the art teacher
W.O.W
its a good school.
the staff
my teacher
The art class
The Teachers
the food is super duper good
learning new stuff in the school subjects
Is that I like math and I reses
The Field trips.
language arts, lunch, and recess.
larning
the fun activities and work out wendsday
the great staffs/teachers
Good food and Friends
principal
reeses
math and Playing with people and playing soccer with 2 of my friends
principal
the art,the soccer field,and the basket ball hoop.
nothing
the techers
my techer
principual
i like how the teachers teach us they walk us throgh everything so it makes more sence.

The art classes

Lunch

The thing SAE can do better is:

Bullying

the bullying

school work

Nothing.

alot of work to do :(

nothing

The kids arn't alwas nice

there are some mean people here :(

some people are mean:(

Emma.M brother

having a part

math

Bullies

some of the teachers

the food

Ela

food

ela

some guard dutys dont do anything

almost everything

someguard dudtys

the food..

some of the teachers a mean to the studens

the way the yard duties dell with stuff without evidence

ga ga ball

bullies

the bullies

everything but recess

waking up early to ride the bus

I dont know

no swings

math

holding all my energy for so long

math

rude people

the people (teachers)

how mean people get

when techers rant to the class becus three kids did somthing they went supost to do when they can privetly talk to the 3 kids

geting treated like your less than bye other kids

shot recess on friday

short recess on friday

Set up of WOW/work out Wednesday

The food

Not having art often enough

the food and the Diagnostics

The bathroom doors dont have locks that work

Hmm not much i can think about but their is a long gap from morning reses to lunch
The food
math test
certain people
math testes
the food
having school on fridays
the food and the tethers
the food
nothing
It not having a proper nurse
the track
getting pushed in soccer and not it getting called
trash on the ground
bullying
Everyones recess is at diffrent times.
sometimes math when i don't understand it and sometimes the food i don't like.
nothing
the math education
nothing
When the slides of Frozen you can't go down them
food
win people be men
nothing yet
school lunch
the food.
everything
some of the stootents
1 stoodint
school lunch
how they draw in the bathrooms
Math
The food