



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
Robert Down Elementary School	27661346026496	May 8, 2023	June 1, 2023

Purpose and Description

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

Schoolwide Program

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program and a positive, stimulating environment with a clear commitment to the worth of every individual. At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

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.

In order to uphold our Mission, Robert H. Down Elementary will identify students under-performing in ELA and Math by progress monitoring their academic growth through performance on Measurements of Academic Progress (MAP) interim assessments, DIBELS, Superkids, Benchmark, and SWUN Math then providing appropriate intervention services along with increasing student opportunities to participate in after school activities/clubs, leadership/service-learning projects, and social-emotional learning.

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).

Results of the 2022-23 CA Healthy Kids Student Survey provided RHD results whereas Staff and Parent Results were district-wide:

- Increase of 5th-grade participants from 61% to 69%
- Increase from 68% to 78% of 5th graders feeling like they were treated fairly after breaking rules.
- Connectedness to school has remained relatively the same from 2019-2020 to 2022-2023: 82% to 80%.
- School boredom decreased by 1% to 33% overall of those 5th graders feeling this way.
- High expectations from adults in school increased 5% to 90%.
- Meaningful participation increased 6% to 46%.
- Students feeling like they are treated fairly when they break the rules increased 11% to 78%.
- Students treated with respect by adults increased 9% to 92%.
- School Bullying issues on the survey decreased significantly: Being Hit or Pushed decreased 14%, Having Mean Rumors Spread About You decreased 22%, Being Called Bad Names or Being the Target of Mean Jokes decreased 16%, and Cyberbullying decreased 17%.

Results that have increased or decreased and show concerns are:

- Students feeling safe at school decreased from 85% to 80%.
- The increase from 14% to 16% of 5th-grade students experiencing sadness.
- Increase from 20% to 26% of 5th graders not feeling part of the school or proud to be a part of it.
- Facilities Upkeep decreased by 8% to 88%.
- Alcohol or drug use increased by 7% to 29%.

Classroom Observations

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

24 official observations occurred for temporary, probationary, and permanent staff. It was made clear that these staff members are continuing to provide excellent lessons for RHD students that follow the tenets of Visible Learning. New staff have embraced SWUN math and focused on SEL/Toolbox lessons. Veteran staff are supporting students in Intervention and homeroom classrooms with interactive lessons that provide small group work and SEL brain breaks that have helped all students return to campus for a full weekly and daily schedule.

Compared with 2021-2022, the number of students struggling with Social-Emotional issues in 2022-2023 in and out of the classroom decreased significantly.

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)

Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments were conducted for 3rd, 4th, and 5th grades in lieu of SBAC/CAASPP assessments in May 2021 for a baseline.

All results are grade-level averages based on cohorts of students that scored Average, Above Average, or High (Approximately 50%ile to 100%ile) from Fall 2021 to Spring 2023:

3rd grade Math: 80%ile to 93%ile; Reading: 82%ile to 77%ile

4th grade Math: 79%ile to 82%ile; Reading: 82%ile to 88%ile

5th grade Math: 78%ile to 74%ile; Reading: 90%ile to 87%ile

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments are conducted for all Kindergarten through 5th-grade students each year.

All results are based on the beginning of the year to end of year percentage scores for students scoring in Green or Blue Core Support (Tier One Classroom Support):

Kindergarten: 51% to 65%

1st Grade: 58% to 60%

2nd Grade: 71% to 77%

3rd Grade: 85% to 82%

4th Grade: 78% to 70%

5th Grade: 71% to 73%

All students that measured Red (Intensive Support) and some that measured in Yellow (Strategic Support) qualified for Intervention services. Additionally, EL and SPED students received intervention services based on their ELPAC and IEP assessment results, respectively.

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

Teachers did have access to DIBELS Reading and MAP ELA and math results in September, February, and March to use for classroom small group intervention instruction.

1st Grade: MAP, Dibels, Superkids, and SWUN assessments used for small group creation and instruction. Also used to determine intervention needs.

2nd Grade: Based on math MAP assessments students were pulled for small group support. Using DIBELS data gives 2nd grade the best predictor of reading skills, these assessments help guide grade level's focus during phonics instruction. Small group rotations have given 2nd-grade opportunities for more targeted instruction. The 2nd-grade team believes switching to K-2 MAP assessment would give a better picture of students' foundational skills and abilities.

3rd Grade: DIBELS, MAZE, MAP, Benchmark, and SWUN assessments in addition to informal observations and assessments used for small-group formation and intervention. No shared prep time this year, so each class did its own Swun unit assessments with no adjustment to this adopted curriculum.

4th Grade: Created small groups, organized re-teach lessons, tracked scholars that need additional resources, created additional skills/concepts practice opportunities, and identified those that need more challenging work

RHD will need to create a method to collect curriculum-embedded assessment results from all grade levels for Superkids (Primary, K-2nd), Benchmark ELA (3rd-5th), and SWUN Math (Kindergarten-5th), along with collecting results of how grade levels are making decisions to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meets requirements of NCLB with additional instructional assistants holding teaching certification.

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

All teachers continue to be properly credentialed and receive Big Five Safety Protocol training.

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

District-wide Social-Emotional Learning (SEL) and Cultural Proficiency professional development was provided to all credentialed and classified staff; five staff members from each district site also continued to receive additional training to create and implement a district Equity Plan starting in 2023-2024. Additional training occurred in eSpark and every staff member in PGUSD was provided "The Book of Joy" and invited to attend a discussion with the author.

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

eSpark and MAP assessment representatives led introduction sessions for staff. PGUSD PG Tech staff led sessions covering the Synergy student information system.

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

Early release Thursdays provided collaboration opportunities for all grade levels.

Teaching and Learning

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

Most pacing guide agreements for grade levels were decided during the 2020-2021 school year involving Forest Grove and Robert Down Elementary teachers from all grade levels. Forest Grove and Robert Down representatives participated in a Social Studies pilot of Studies Weekly in 2021-2022 with the PGUSD Board of Education approving the curriculum for 2022-2023 use. The PGUSD Curriculum Dept. and site Science representatives decided to wait for the Science Scopes pilot to be postponed - a decision on when a new science Adoption will take place has not been decided; until then, all teachers have access to Mystery Science and are provided a stipend for science materials through the Curriculum Dept.

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

All classrooms focus on ELA (Superkids/Benchmark/Novel Studies) and SWUN Math instruction daily. RHD meets the CA Ed Code requirement for instructional minutes: 46,605 for Kindergarten and 54,195 for grades 1st – 5th (36,000 -Kindergarten, 50,400 – 1st through 3rd, and 54,000 – 4th and 5th required).

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

Speech, OT, and Intervention/RSP reading & math sessions were created to best fit students' schedules. All IEP minutes were served.

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

Standards based materials are available to all students.

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

SBE adopted materials are used in ELA, Math, and Social Studies. Social Studies was adopted and implemented in 2022-2023. Science was vetted during 2019-20 and it has not been determined when it will begin.

Opportunity and Equal Educational Access

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

118 K-5 students were served by Intervention up through the Winter MAP assessment period. 53 of these students graduated out of Intervention Tier-2 services (45%).

PGUSD provides one 1.0 FTE RHD Intervention teacher and added one 0.5 Temporary position after Winter Break and an additional Temporary 5th grade math intervention teacher began services in March 2022.

Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, and Resource Specialist pull out and push in services.

Evidence-based educational practices to raise student achievement

PLCs, Progress Monitoring, Small Group Instruction in class and pull-out services. SWUN Math curriculum follows the tenants of Visible Learning and all teaching staff have been trained to deliver lessons in this manner.

Parental Engagement

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

Additional funding continued for an additional 0.5 intervention teacher for the 2022-2023 school year.

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)

N/A

Funding

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

N/A Robert Down does not qualify for Title I funding.

Fiscal support (EPC)

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

The Robert H. Down Site Council reviewed the 2022-2023 SPSA on May 9, 2022. Regular monthly meetings occurred on 08/29/2022, 09/19/2022, 10/17/2023, 11/14/2022, 12/12/2022, 01/23/2023, 02/21/2023, 03/20/2023, 04/17/2023, 05/08/2023. All Site Council agendas are sent via SMORE to all RHD families before each meeting.

Other parental input was sought during Cocoa with Keller nights on 08/09/202, 09/20/2022, 10/25/2022, 11/29/2022, 01/17/2023, 03/28/2023, and a planned meeting on 05/16/2023; PTA Meetings were held on 08/16/2022, 09/06/2022, 09/20/2022, 10/18/2022, 11/01/2022, 11/15/2022,

02/01/2023, 02/21/2023, 03/03/2023, 04/18/2023, 04/21/2023, and a planned meeting on 05/19/2023.

Resource Inequities

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

Position for Mental Health Therapist was budgeted for entire year, but candidate did not begin until May 2023.

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	61	71	61
Grade 1	72	61	69
Grade 2	88	70	60
Grade3	75	82	70
Grade 4	79	71	79
Grade 5	67	76	75
Total Enrollment	442	431	414

Conclusions based on this data:

1. The overall population of RHD is declining from 470 in 2019-2020 to 414 in 2022-2023.
2. The COVID-19 pandemic and Distance Learning negatively affected Robert Down's population along with continued rise in cost of living in Pacific Grove.

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	19	20	17	4.30%	4.6%	4.2%
Fluent English Proficient (FEP)	27	28	24	6.10%	6.5%	5.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. 50% of students will be reclassified as proficient in English.
2. According to the DIBELS data, 75% of our linguistically diverse students are reading at or above grade level. This is remarkable data and an anomaly. Historically, language learners take 5-7 years to become proficient in English and reading at grade level follows a similar timeline.

School and Student Performance Data

Local Assessment Results: NWEA/MAP English Language Arts/Literacy

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	208	97	3	88
Female	103	94	91	9	92
Male	111	106	95	5	85
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	100
Black or African American	7	7	100	0	88
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	77
Native Hawaiian or Pacific Islander	1	0	100	0	100
Two or More Races	6	5	83	17	100
White	129	129	100	0	91
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	100
Socioeconomically Disadvantaged	40	37	93	7	81
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	65

School and Student Performance Data

Local Assessment Results: NWEA/MAP Mathematics

NWEA/MAP Student Groups	NWEA/MAP Total Enrollment	NWEA/MAP Number Tested	NWEA/MAP Percent Tested	NWEA/MAP Percent Not Tested	NWEA/MAP Percent At or Above Grade Level
All Students	214	207	97	3	79
Female	103	101	98	2	76
Male	111	106	95	5	81
American Indian or Alaska Native	5	4	80	20	75
Asian	25	23	92	8	96
Black or African American	7	7	100	0	29
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	98	2	69
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	6	5	83	17	100
White	129	109	85	15	83
English Learners	3	3	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100	0	85
Socioeconomically Disadvantaged	40	36	90	10	67
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	23	20	87	13	45

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	71	77		0	74		0	74		0.0	96.1	
Grade 4	82	74		0	74		0	74		0.0	100.0	
Grade 5	62	75		0	73		0	73		0.0	97.3	
All Grades	215	226		0	221		0	221		0.0	97.8	

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		2492.			55.41			25.68			10.81			8.11	
Grade 4		2543.			59.46			22.97			14.86			2.70	
Grade 5		2582.			50.68			36.99			5.48			6.85	
All Grades	N/A	N/A	N/A		55.20			28.51			10.41			5.88	

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		40.54			52.70			6.76	
Grade 4		36.49			59.46			4.05	
Grade 5		45.21			50.68			4.11	
All Grades		40.72			54.30			4.98	

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		36.49			56.76			6.76	
Grade 4		40.54			56.76			2.70	
Grade 5		42.47			45.21			12.33	
All Grades		39.82			52.94			7.24	

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		22.97			71.62			5.41	
Grade 4		25.68			66.22			8.11	
Grade 5		32.88			63.01			4.11	
All Grades		27.15			66.97			5.88	

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		28.38			63.51			8.11	
Grade 4		22.97			74.32			2.70	
Grade 5		35.62			58.90			5.48	
All Grades		28.96			65.61			5.43	

Conclusions based on this data:

1. PGUSD did not conduct CAASPP assessments in 2019-20 or 2020-2021.
2. With the low number of students scoring Below Standard, intervention services are being offered to all of those in need.

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	71	77		0	74		0	74		0.0	96.1	
Grade 4	82	74		0	74		0	74		0.0	100.0	
Grade 5	62	75		0	73		0	73		0.0	97.3	
All Grades	215	226		0	221		0	221		0.0	97.8	

* 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		2497.			45.95			35.14			16.22			2.70	
Grade 4		2519.			31.08			40.54			24.32			4.05	
Grade 5		2555.			39.73			31.51			17.81			10.96	
All Grades	N/A	N/A	N/A		38.91			35.75			19.46			5.88	

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		63.51			33.78			2.70	
Grade 4		37.84			51.35			10.81	
Grade 5		26.03			64.38			9.59	
All Grades		42.53			49.77			7.69	

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		47.30			45.95			6.76	
Grade 4		28.38			64.86			6.76	
Grade 5		41.10			46.58			12.33	
All Grades		38.91			52.49			8.60	

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		40.54			55.41			4.05	
Grade 4		36.49			56.76			6.76	
Grade 5		27.40			63.01			9.59	
All Grades		34.84			58.37			6.79	

Conclusions based on this data:

1. Communicating Reasoning was the only category to reduce the Below Standard numbers from 2016-2019.
2. With adoption of SWUN Math and new intervention teachers at Forest Grove and Robert Down, it will need to be determined if SWUN Math provides the curriculum/materials necessary to build up skills and concept knowledge for students scoring in the Below Standards range within classrooms and the Intervention programs at each school.
3. With the low number of students scoring Below Standard, intervention services are being offered to all of those in need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	7	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	4	
All Grades										10	20	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	45.00		*	55.00		*	0.00		*	0.00		*	20	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	60.00		*	35.00		*	5.00		*	0.00		*	20	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	35.00		*	55.00		*	10.00		*	0.00		*	20	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	75.00		*	25.00		*	0.00		*	20	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	45.00		*	55.00		*	0.00		*	20	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	40.00		*	60.00		*	0.00		*	20	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	55.00		*	45.00		*	0.00		*	20	

Conclusions based on this data:

1. According to the ELPAC results, the biggest area of growth for our intermediate grade students is the writing domain. This domain required students to comprehend grade-level nonfiction text, synthesize the information and then write either information about the topic or provide his/her opinion
2. 50% of students will be reclassified as proficient in English

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
431	13.7	4.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Robert Down Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	4.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	59	13.7
Students with Disabilities	40	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.6
American Indian	5	1.2
Asian	31	7.2
Filipino	4	0.9
Hispanic	73	16.9
Two or More Races	25	5.8
Pacific Islander	3	0.7
White	276	64.0

Conclusions based on this data:

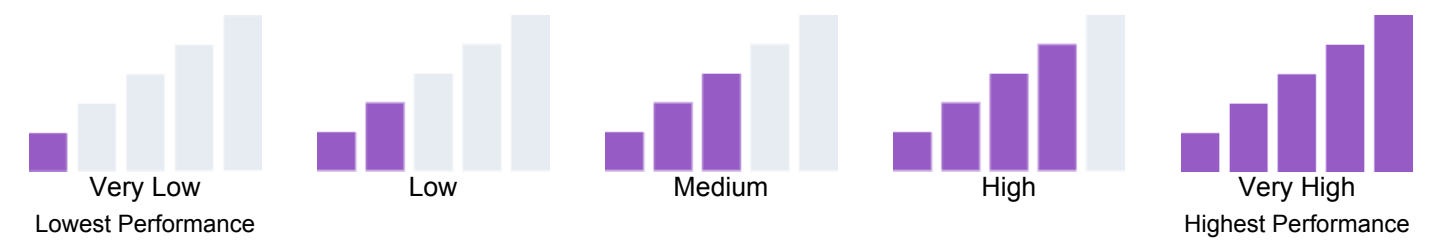
1. Robert Down's largest population continues to be white with slight increases of Hispanic and Asian students.
2. Efforts should continue to ensure equity and access to curriculum for all targeted populations: SED, EL, SPED, and non-majority populations.

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
English Language Arts Very High	Chronic Absenteeism High	Suspension Rate Very Low
Mathematics Very High		
English Learner Progress No Performance Level		

Conclusions based on this data:

- Families are continuing to use Justifiable Absence Requests to take students out for trips, which drops Robert Down from Blue into Green.
- Suspensions continue to be low due to implementation of Toolbox and continuous professional development of trauma-informed practices.

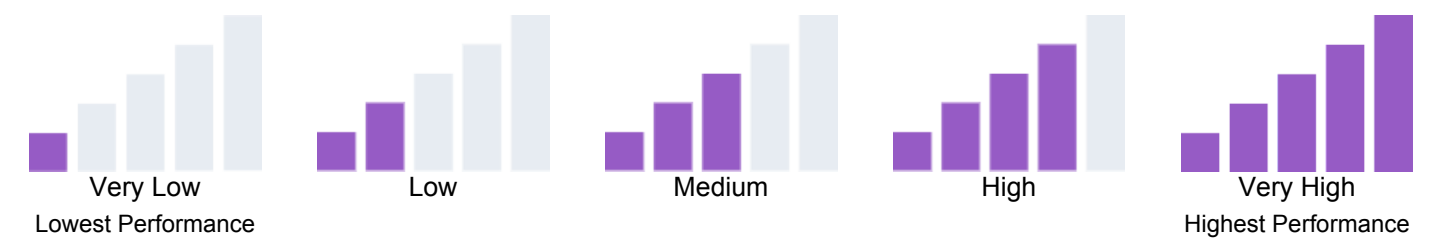
3. ELA and math curriculum along with Intervention are preparing students for CAASPP assessments.

School and Student Performance Data

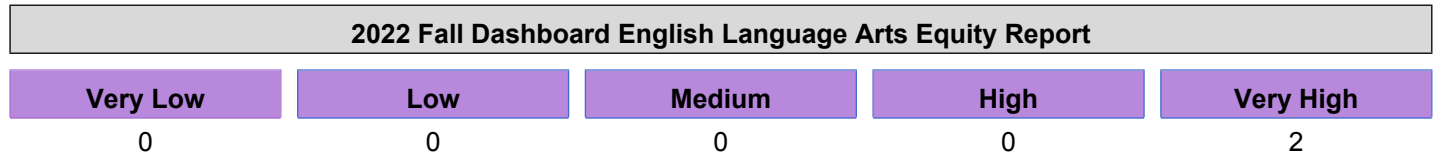
Academic Performance English Language Arts

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](#).

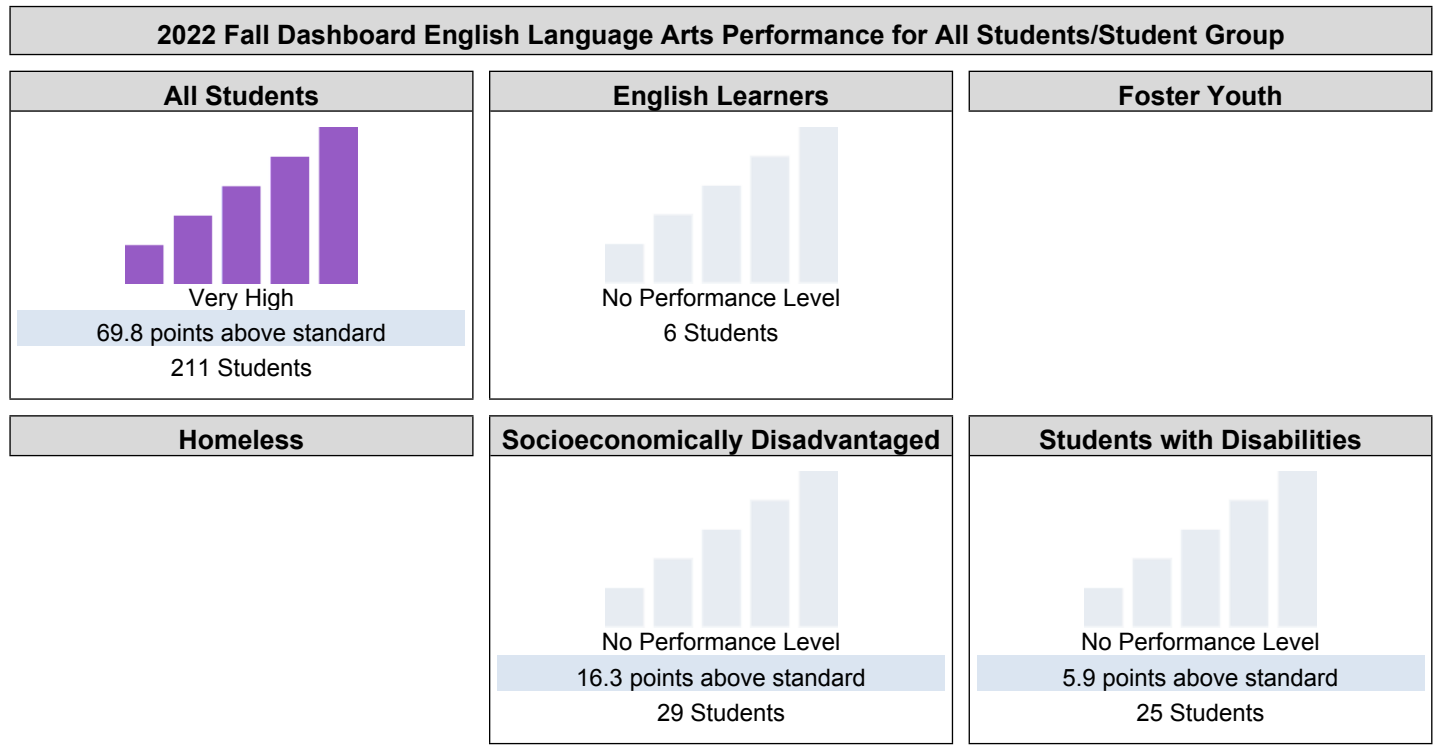
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



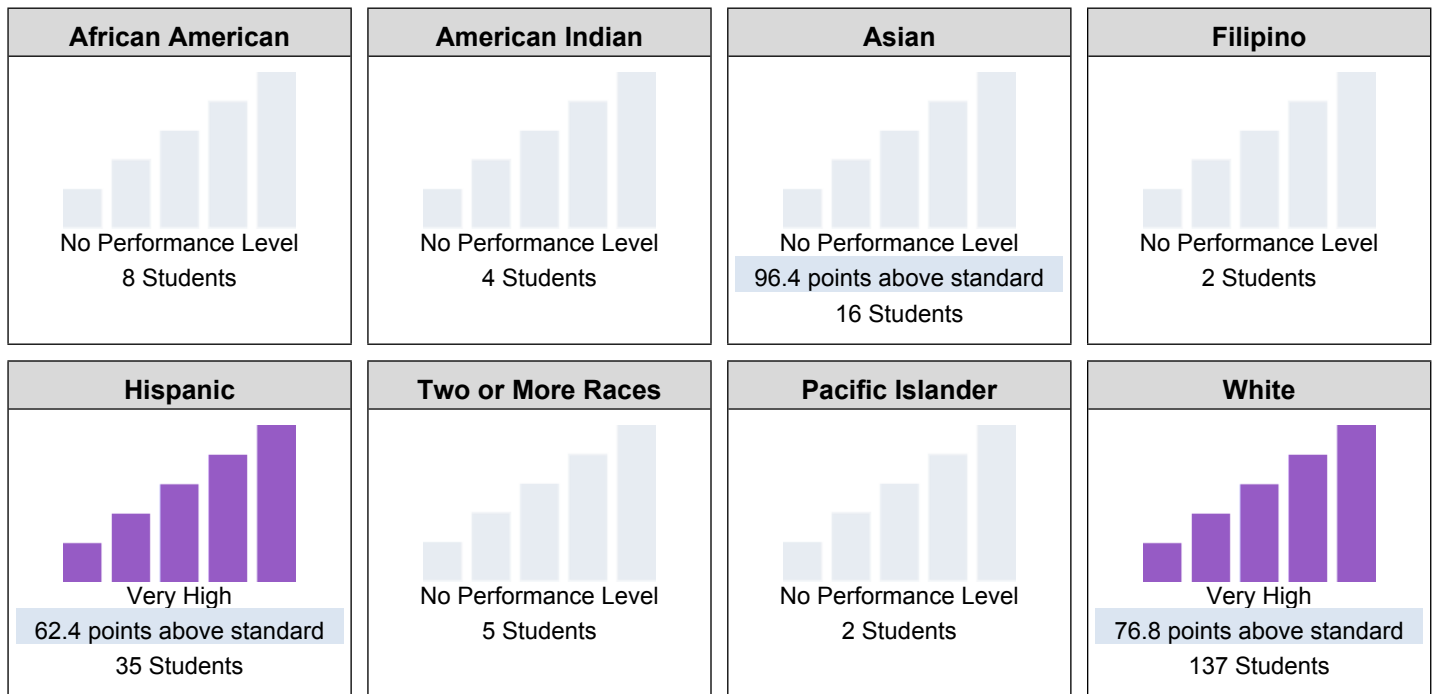
This section provides number of student groups in each level.



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
2 Students	4 Students	67.2 points above standard 194 Students

Conclusions based on this data:

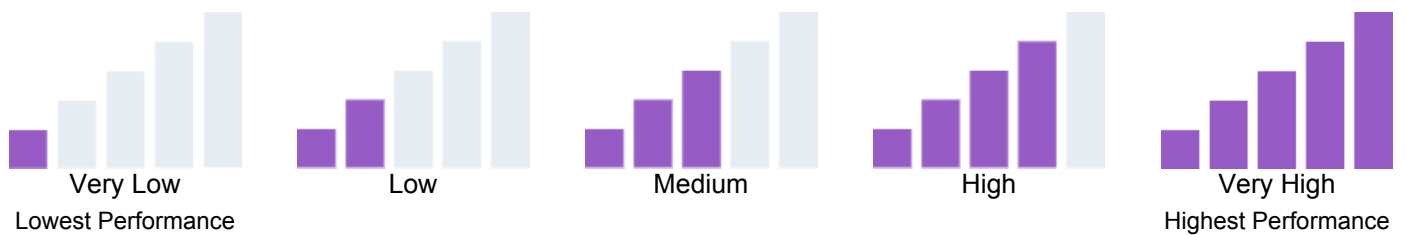
1. District identified, targeted subgroups are performing well on CAASPP ELA assessments.

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).



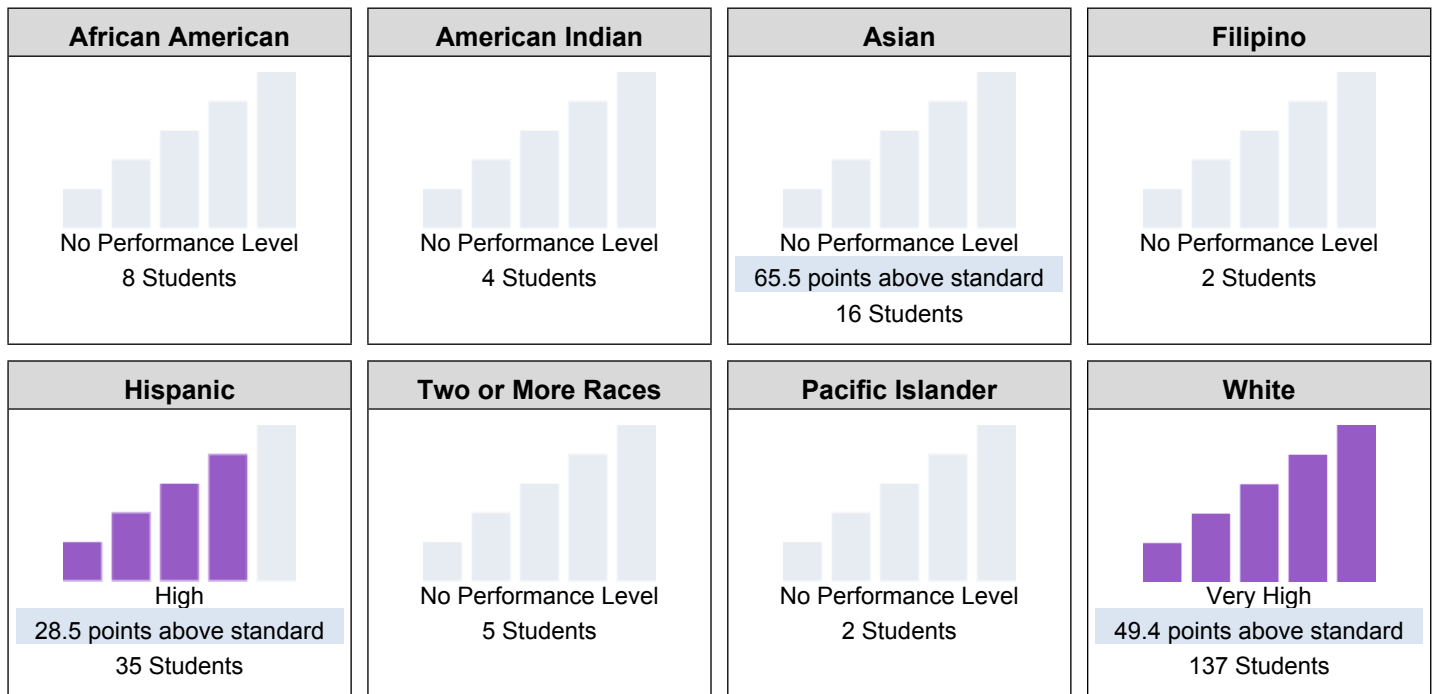
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>40.1 points above standard</p> <p>211 Students</p>	<p>No Performance Level</p> <p>6 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level</p> <p>23.9 points below standard</p> <p>29 Students</p>	<p>No Performance Level</p> <p>6.6 points below standard</p> <p>25 Students</p>

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
2 Students	4 Students	38.1 points above standard 194 Students

Conclusions based on this data:

- Overall, Robert Down Students continue to perform well on CAASPP math assessments.
- More emphasis is needed for EL and Hispanic student support with math Intervention within classrooms and pull-out services.

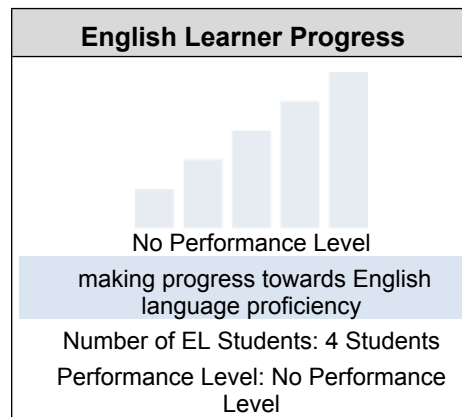
School and Student Performance Data

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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

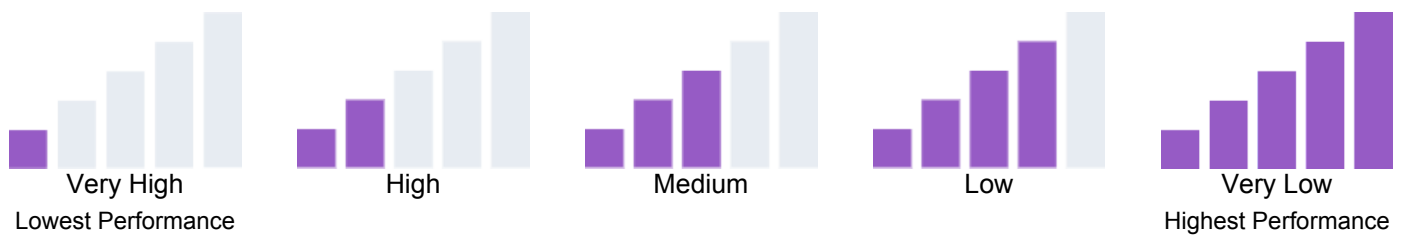
1. Majority of EL students are developing English skills.

School and Student Performance Data

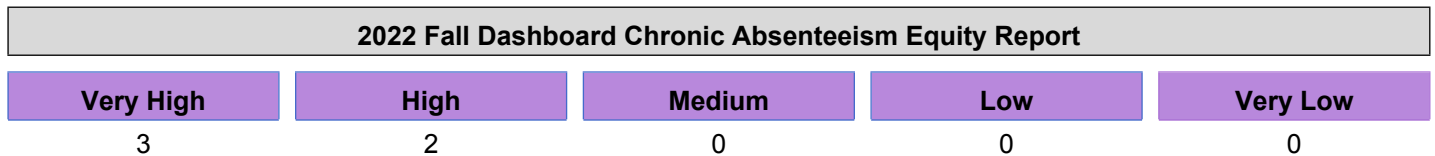
Academic Engagement Chronic Absenteeism

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](#).

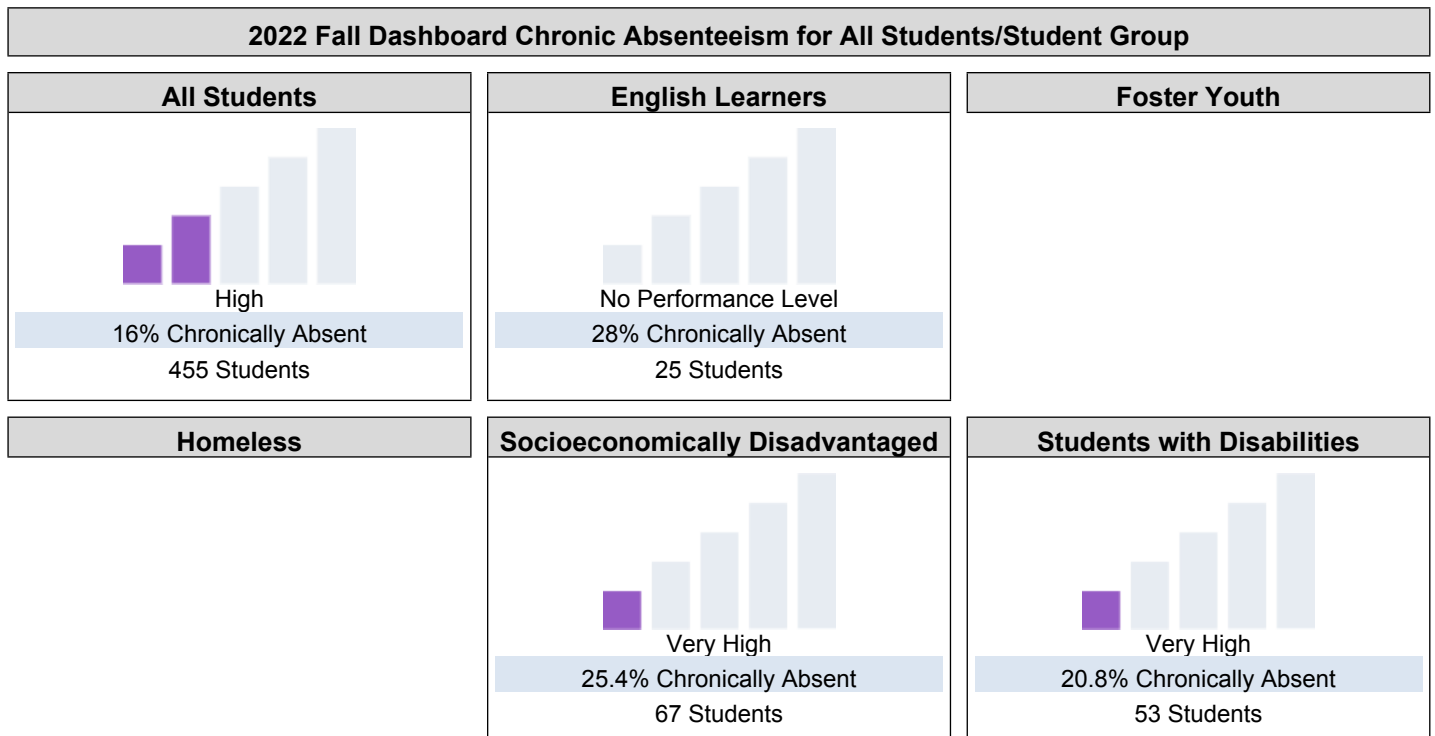
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



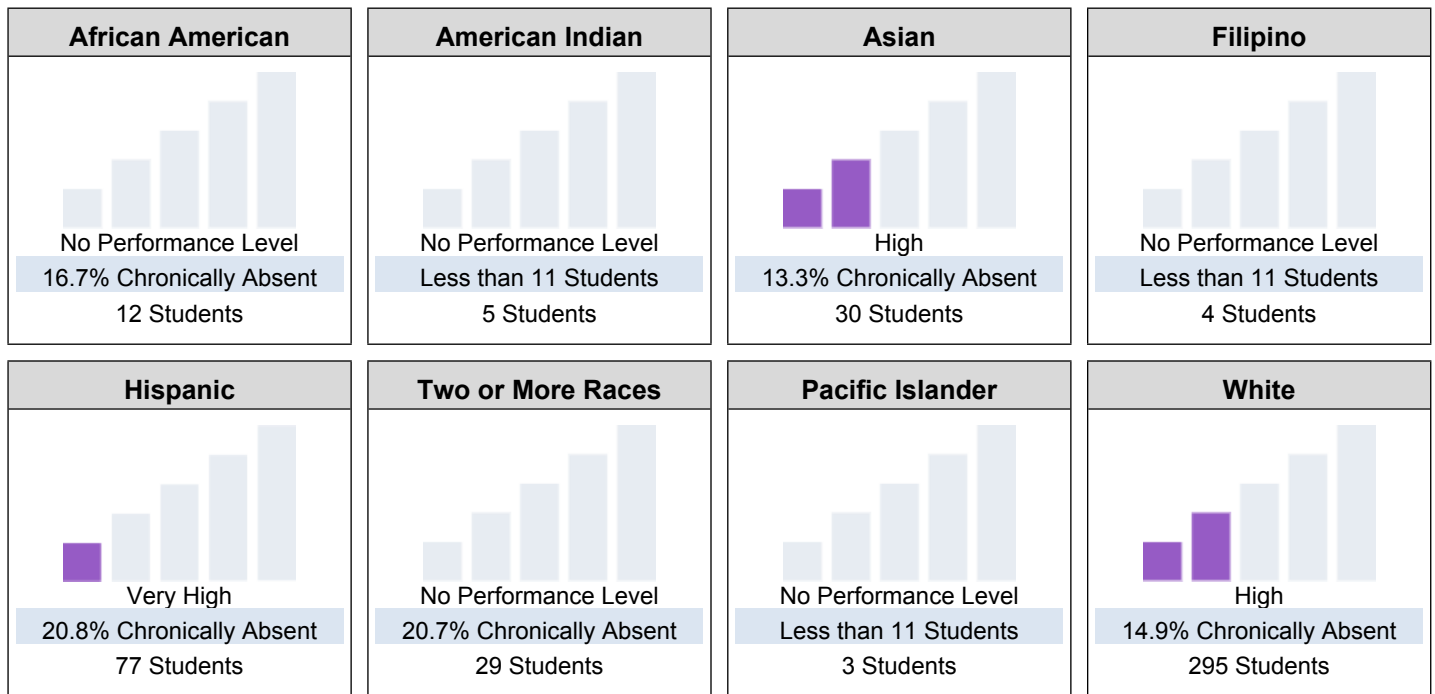
This section provides number of student groups in each level.



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:

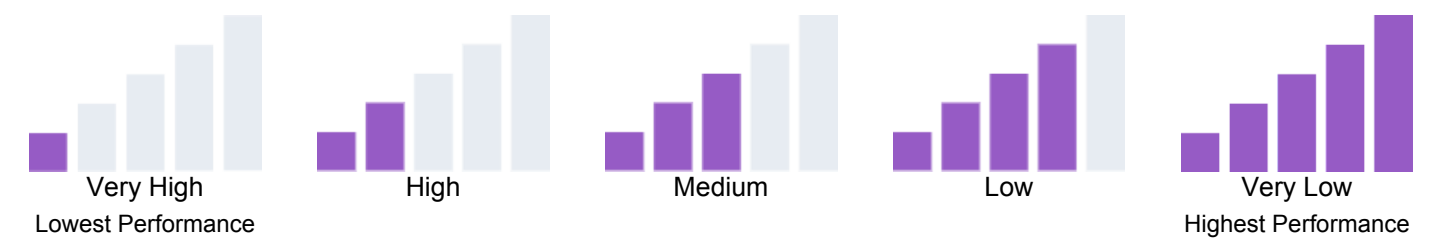
1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased slightly.
3. No families referred to the Monterey County Truancy Abatement program for 2021-2022 or 2022-2023 to date.

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).



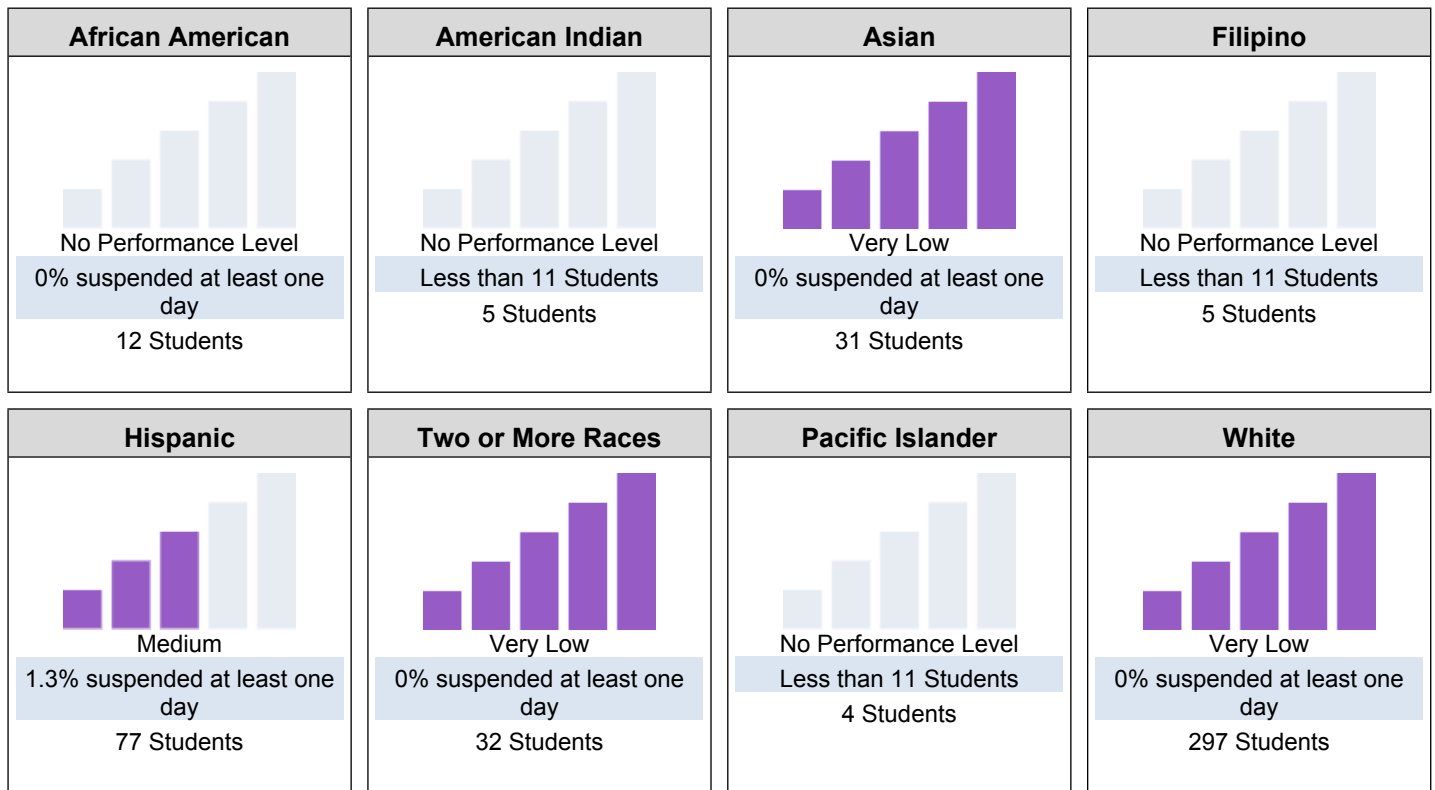
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	2	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <p>Very Low</p> <p>0.2% suspended at least one day</p> <p>463 Students</p>	<div>English Learners</div> <p>No Performance Level</p> <p>0% suspended at least one day</p> <p>25 Students</p>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <p>Medium</p> <p>1.5% suspended at least one day</p> <p>68 Students</p>	<div>Students with Disabilities</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>54 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Three additional debriefing questions for undesired behavior are being used: 1)Is it safe? 2)Is it kind? 3)Is it your personal best?

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

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 1

Robert H. Down Elementary will strive to be a welcoming place of innovative learning by increasing opportunities for students to participate in career awareness activities (K-5) and skill-building leadership and service-learning roles (3-5) through lunchtime and after-school activities/clubs as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Identified Need

2021-2022 CA Healthy Kids Survey Results continued to indicate need for increased connectedness to school along with the counseling goal to provide career exploration activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CA Healthy Kids Survey (CAHKS)	2022-2023 CA Healthy Kids Survey indicated 6% rise in meaningful participation. 2022-23 Goal met.	2023-2024 CA Healthy Kids Survey Results and Site Council Survey Results will indicate a 5% rise in meaningful participation.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Playground Captains, and Garden Rangers.	Playground Captain, Garden Ranger, Cafeteria Helpers, and Kindness Week helpers programs included 148 participants from the 4th and 5th grades. Participation rate goal met. 2022-2023 Survey Goal Not met with only 6% rise in response to meaningful participation.	5-10% increase in participation for RHD service learning opportunities along with 10% increase (56%) in response to Meaningful Participation on the 2023-2024 CAHKS.
Participation rates in lunchtime and after- school activities/clubs: yoga, Lunch Bunch, Garden Club, Choir, STEM Club, Robotics, ROV Underwater Robotics, GATE, Drama Club, The Otter Times, Otter Monthly Video Newsletter, etc.	Run Club hosted 68 students on Mondays from October 2022 to April 2023. Lego Robotics hosted 10 students each Wednesday from October 2022 to May 2023. Drama Club had 63 students initially sign up with 3rd-5th grade students participating in	Continue free lunchtime clubs and after-school clubs and activities all year with focus of Kindergarten-5th grade for Lego Robotics and Drama. Ensure that students are also able to participate in the fee-based PGUSD After-School Enrichment (ASE) courses by organizing schedules as best as possible to reduce conflicts.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>the fall production and 2nd-5th grade students participating in spring productions.</p> <p>Save The Earth Club hosted 2 students bi-weekly during lunch from January to May, 2023. Club members collaborated on a presentation and created an advertisement. Presentations took place the last three Wednesdays of May across various grade levels at Robert Down.</p> <p>Bloomer Lunch Bunch Club with 2nd grade students 3 days a week for the 2nd trimester.</p> <p>Hour of Power, fifth grade, Mrs. Dacuyan, 17 hours total, once a week after school, September through January, 13 students.</p> <p>51 students and various classes contributed as writers and one cartoonist in the annual "Otter Times" newsletter, along with 2 staff members who contributed.</p> <p>25 4th and 5th grade students participated in the STEM Club in the spring STEM Night, 4 PGHS students and 1 8th grade student were STEM mentors.</p> <p>Yoga Club had 16 1st-5th grade students participate from January 2023 to April 2023.</p> <p>Jedi Choir had 10 3rd-5th grade students participate in spring 2023.</p> <p>Inclusion Club was initiated by a 4th and 5th grade student. It hosted between 10-20 3rd-5th</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>grade students who from October 2022 to April 2023.</p> <p>Inclusion Club hosted 10-20 general education 3-5th grade students on the first Thursday of every month September 2022 to May 2023. The club was student assisted and led and was aimed at gathering moderate to severely disabled students from Bloomer and Prowse's classes with general education students, offering education, leadership opportunities to regular ed students and socialization skills to disabled students as well as crafts and other fine motor skills.</p> <p>Otter Monthly Newsletter and ROV Underwater Robotics did not occur.</p>	
Garden Rangers recycling and sustainability program established between garden and cafeteria.	Garden Rangers had four consistent 5th graders helping with food waste and recycling trays during lunch. 27 Garden Rangers signed up and were invited to learn about the garden and kelp forest restoration from a volunteer parent. Garbage cans, gloves, three compost bins, and aprons purchased with Garden Ranger Icon pressed on the front were purchased for the program. Monterey County Waste Management visited campus, provided training, and a food waste bin that is picked up each week.	Garden Rangers will have a rotation of 3rd, 4th, and 5th grade students that support the cafeteria sustainability program each day.
Create a master list of guest speakers and mentors for career day and schoolwide/grade-wide visits.	Database of speakers for all grade levels created with the date of visit, contact information, and CA CTE Industry Sector focus listed.	Community members and RHD 5th graders provide mentoring groups focusing on PGHS CTE-related careers: Culinary, Art, Photo, STEM and ROV,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Kindergarten: Exposure to an outdoor classroom, Earthbound Farms, The Fair, Aquarium, Grocery Store, Florist, Artist, Dentist, and Doctors.</p> <p>Kindergarten Industry Sector Exposure: Science and Marine Biology, Marketing and Sales, Agriculture, Health Sciences, Entertainment, and Design.</p> <p>1st Grade: The Farm, Fire Department, and Asilomar</p> <p>1st Grade Industry Sector Exposure: Agriculture, Public Service, Health Science.</p> <p>2nd Grade: Save the Whales, Nor Cal Bats, NOAA, Saint Mary's Food Pantry, and MBARI.</p> <p>2nd Grade Sector Exposure: Natural Resources, Engineering & Design, and Public Service.</p> <p>3rd Grade: Butterfly Writer "The Perfect Place", Speaker covering Pitt-Hopkins Syndrome, Monarch Sanctuary Docent, and Sea Otter Savvy.</p> <p>3rd Grade Sector Exposure: Art, Media, and Entertainment; Health Science and Medical Technology; Agriculture and Natural Resources.</p> <p>4th Grade: Amazon Future Engineer, Point Lobos Rangers, California Parks PORTScast, Angel Island, Salt Marsh, Fire Ecology, Santa Lucia Conservancy, and Pebble Beach Indian Village.</p>	<p>Robotics, National Honor Society (Writing), Coding, and Computer Hardware. Guest speakers for any topic are provided grade-wide with a database created for future contact and organization so there is no overlap between grades, unless it is a schoolwide topic.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade Sector Exposure: Manufacturing & Product Development; Public Service; Hospitality, Tourism, & Recreation; and Education.</p> <p>5th Grade: Point Lobos, CA State Parks PORTScast Programs, (One speaker - Lawyer, Pilot, Pharmacist, and Entrepreneur), Santa Lucia Conservancy, Pebble Beach Indian Village, DARE Officer, and SPCA.</p> <p>5th Grade Sector Exposure: Agriculture & Natural Resources; Public Services; Arts, Media, and Entertainment; Health Science & Medical Technology.</p>	
Student, Parent, and Staff Participation on Surveys.	<p>No Site Council Survey provided in 2021-2022 or 2022-2023.</p> <p>Healthy Kids Survey Participation: 5th graders (52%, 11% increase from 41%), Parents (168 respondents district-wide), Staff (76 respondents district-wide)</p> <p>Unable to determine exact number of RHD staff or parent participants due to district-wide survey sample.</p> <p>Site Council attempted to create survey, but it was not finalized.</p> <p>Goal met for increased student survey responders.</p>	<p>Create position(s) on Site Council for survey creation. Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.</p>

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)

5th grade students

Strategy/Activity

Provide leadership and service-learning opportunities for 5th graders to include mixers with Forest Grove Elementary 5th graders at the beginning of the year (Sunrise breakfast), the midpoint of the year field day (High Noon activities at either elementary location), and end of the year (Sunset reflection BBQ/Bonfire). Focus on Toolbox tools and how 5th graders are leaders on campus that will exemplify anti-bullying behaviors. Principal to meet with 5th-grade volunteer service leaders to determine needs on campus for monitoring competitive play during recess and lunch and how RHD can improve through concerns in surveys and how 5th graders can lead the change.

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)

300

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Materials/Supplies and snacks needed for
Sunrise, High Noon, Sunset, and Service
Leader Meetings/Mixers

None Specified
None Specified

None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

K-5 Garden Program to include NGSS-focused lessons on sustainability and recycling at RHD, including leadership/service learning opportunities for recycling, food bank donation, and sustainability within food services programs (Garden Rangers).

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)
5267	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator Stipend (\$4,749 + benefits)
500	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students interested in STEM

Strategy/Activity

STEM lunchtime and after school clubs to partner with CSUMB Service Learners and PGUSD community members as mentors to provide free participation: FIRST Robotics Lego, Jr. for 1st - 4th grades, FIRST Robotics Lego League for 5th Grade, ROV underwater robotics for 4th/5th grades, and STEM Club.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Site Formula Funds 4000-4999: Books And Supplies Site funding for STEM Club and Lego Robotics
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

4th and 5th grades

Strategy/Activity

4th/5th Grade Service Learners Training for noontime Blue Jackets, Cafeteria Helpers, Service Leaders monitoring activities, and Otter Monthly Video Newsletter reports.

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)

200

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Snacks and copies for training

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students interested in Drama

Strategy/Activity

Continue free after school Drama Club with equitable selection process to ensure participation within one year. If more than one production occurs yearly, new group of students selected through application and lottery with all applicants exhausted before selecting returning actors. RHD Site Council would like more self expression activities along with exploration of drama techniques: dance, small performances, drama skills, etc. K-5.

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)

Site Formula Funds
4000-4999: Books And Supplies
500 for Drama Supplies

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Creation of mentoring programs, Career Day, and collection of guest speakers who speak to schoolwide or grade-wide groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Speaker Fee
	None Specified None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Investigate Career Exploration programs in 2023-2024 as Site Council and Leadership (eg. World of Work)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

4th and 5th Grade Students

Strategy/Activity

RHD Student Council and SEL Focus Groups for student leadership opportunities, parent professional development, and feedback for SPSA metrics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Analyze and restructure RHD Certificated Adjunct Duty to ensure SPSA goals are supported

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The RHD Site Council's goal to provide more activities to all grade levels was not met with only Lego Robotics for 5th grade and Drama Club open to 3rd, 4th, and 5th grades. 5th grade Lego Robotics occurred for two teams all year along with Drama holding two productions with over 70 participants in the fall and spring.

148 3rd-5th grade students participated in lunchtime service opportunities - Goal Met.

Career Day was held for 5th graders in early May 2023, and a master list of speakers from various industry sectors was created for each grade level - Goal Met.

Several lunch clubs occurred as well as the new tradition of the 5th grade campout.

New Trex Garden Beds were installed in fall 2022, and new composting bins were built in spring 2023 for the Garden Rangers and Garden program - Goal Completed.

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

CSUMB Service Learning volunteers provided leadership so Lego Robotics could occur and several parents volunteered for Drama Club productions.

No volunteers were available for Kindergarten - 4th grade Lego Club.

The RHD Site Council Surveys for students, parents, and staff were not created, and the research for career exploration curriculum did not occur.

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

The RHD principal needs to clear up time during lunch with set meetings to meet with Student Advisory groups in order to gather feedback about SPSA and discuss school issues students want to discuss. In addition, either a volunteer or a position needs to be discussed between the elementary schools to provide support for a video bulletin with student reporters (Otter Monthly). Lastly, the RHD certificated adjunct duty list and hours need to be analyzed so all SPSA goals can be supported and accomplished.

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

Goal 2: Social-Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 2

Robert H. Down will strive to provide a safe and affirming educational space where all students, staff, and parents feel welcomed and listened to while forming positive connections with each other as evidenced by responses on the CA Healthy Kids and Site Council Surveys, Core SEL Survey, and participation rates in lunchtime SEL activities.

Identified Need

2022-2023 CORE SEL survey indicates 26% of 3rd, 4th, and 5th graders have moderately healthy to slightly unhealthy outlooks toward school/life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Toolbox-embedded/SEL lessons with writing, art, or dramatic reflection/outcome 2x per month per grade level/classroom led by RHD counselor with classroom teacher support.	No specific data gathered for this goal. RHD counselor provided SEL lessons for all grades throughout the year. 2nd grade re-wrote writing prompts to include some SEL paragraph starters. Art in Action artwork displayed inside classrooms and in hallway bulletin boards throughout the year.	Toolbox-imbedded/SEL lesson document for each grade level to list times students learned how to use Tool from Toolbox or analyzed character/story with moral that covered Toolbox tool.
Anti-Bullying Lessons provided to intermediate grades and DARE to 5th grades. Guest Speaker will provide an anti-bullying message to all grades in fall 2023.	Food Allergy assembly in August by Kyle Dine discussed how to be a good friend about food choice and not be a bully. One of the Morris Brothers performed two assemblies for primary and intermediate grades.	Grades Kindergarten-5 will have continuing anti-bullying message provided throughout the year with Circle of Caring meetings in classrooms, Toolbox Tuesday lessons in PE, and classroom discussions with the principal. CA Healthy Kids bullying questions will have 10% reduction in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Stop, Walk, and Talk posters provided throughout RHD building.</p> <p>CA Healthy kids responses provided 11-22% reduction in bullying questions.</p>	<p>responses of bullying occurrences.</p>
Collection of Toolbox Skills through Caught Being Good Cards. 12 students will be selected for Lunch with the Principal each month.	12 Caught Being Good Cards were selected for each month from September through May for Lunch with the Principal that occurred in the garden.	Caught being Good Cards will be selected during monthly Toolbox Assemblies with continued Lunch with the Principal in the garden.
2023-2024 CA Healthy Kids Student (5th Grade) Staff, and Parent Surveys; 3rd, 4th, and 5th Site Council Survey; CORE SEL surveys for 3rd-5th grades	<p>2022-2023 CA Healthy Kids Student and Staff surveys:</p> <p>35% of RHD 5th graders did not or only felt close to people at school sometimes (-3% decrease from 2022 - 10% Goal not met)</p> <p>22% of 5th graders did not feel part of the school or proud to be a part of it (+4% increase - 10% goal not met)</p> <p>6% of 5th graders did not feel they were treated fairly after breaking rules (-2% decrease - 10% goal not met),</p> <p>Bullying is still seen as an issue to address by students with</p> <p>25% of 5th graders indicating they have had a rumor spread about them (-22% decrease - Goal Met)</p> <p>16% of 5th-grade students experienced frequent sadness in their lives (2% increase from 2022)</p> <p>CORE SEL fall results indicated 74% of students had</p>	<p>10% increase of students feeling part of school and close to people.</p> <p>10% decrease in students responding to perpetration behaviors of bullying and</p> <p>10% decrease in students responding to being victimized by bullying behaviors as well as</p> <p>90% of students and staff indicating that RHD is a safe and secure campus on the 2022-2023 CA Healthy Kids Survey.</p> <p>80% of multilingual students (EL) will indicate that they are not feeling sad and enjoy coming to school on RHD Site Council Survey.</p> <p>CORE SEL surveys will indicate 80% or more students with a favorable view.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	a favorable view of school and life (Goal met)	
Toolbox Honors Certificates for all 5th graders.	Class of 2022 received Toolbox Honors certificates. 2023 5th grade promotion to continue.	RHD staff will provide statements for every 5th grader, praising their use of any of the 12 Tools in the Toolbox, SEL Curriculum, and/or Random Act of Kindness assembly concepts.
<p>Professional Development (PD) for classified and certificated staff in MTSS and SEL/Trama-informed practices.</p> <p>RHD Equity Team to provide professional development to all staff regarding Cultural Diversity, SEL supports, and supporting marginalized students.</p> <p>CA Healthy Kids and RHD Site Council Survey Staff Results regarding professional development needs and knowledge of Equity Plan.</p>	<p>IFSEL Professional Development did not continue at elementary schools in PGUSD for the 2022-2023 school year.</p> <p>Anti-bullying PD provided to staff to further Stop-Walk-Talk discussions with students and to help them tell the difference between tattling and bullying.</p> <p>Morris Brothers assembly discussed differences between tattling and bullying.</p> <p>RHD Cultural Diversity Team provided several short videos and writings with staff along with an afternoon PD</p> <p>RHD Cultural Diversity Team decided that MTSS professional development would be provided for 2023-2024 and not Universal Design for Learning (UDL).</p> <p>2022-2023 CA Healthy Kids Survey results did not provide RHD-specific Staff results, but did provide PGUSD Staff results. 52% of elementary staff believes staff need professional development covering diverse populations and 63% feel staff need professional development on SEL needs of students.</p>	<p>MTSS Professional Development for RHD staff along with implementation of the RHD Equity Plan for 2023-2024 will occur at every staff meeting.</p> <p>Addressing and Meeting the needs of diverse populations will increase by 20% on the CA Healthy Kids and Site Council Staff Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Otter Awareness Award provided to students who earn consistent Caught Being Good, Otter Citizenship, and participate in Diversity Awareness activities	No baseline established during 2022-2023.	80% or more students will earn Otter Awareness Awards in 2023-2024.

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

Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies.

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)

Site Formula Funds
4000-4999: Books And Supplies
Possible Toolbox curriculum needing to be purchased.

4000

Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
Assembly Speaker for Anti-Bullying and/or Social-Emotional Support for Students

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

Lunchtime and grade level community meeting/SEL activities: Yoga, Art, Garden Club, Lunch Bunch, and other options to be determined. Lunch Bunch to be focused on Diversity with parent/community volunteers providing insight on their culture. Grade level meetings for SEL check ins.

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)

Site Formula Funds
4000-4999: Books And Supplies
Lunch Activity Materials

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

Collection of Caught Being Good Cards and monthly class award of Ollie the Kindness Otter. PTA and/or Site Council volunteers count cards and make database for SPSA metrics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Intermediate grades: 3rd, 4th, and 5th

Strategy/Activity

CA Healthy Kids Survey administered to 5th graders and RHD Site Council/CORE SEL Survey proctored to 3rd, 4th, and 5th grades

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

5th grade

Strategy/Activity

Toolbox Honors Certificates and Promotion items

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)

100

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Certificate paper for Toolbox Honors and promotion materials

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students with emphasis on Multilingual Students' SEL needs

Strategy/Activity

Professional Development for classified and certificated staff in classroom and social-emotional supports and Equity Plan implemented.

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)

3000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
Toolbox or MTSS training

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All grade levels and targeted group members

Strategy/Activity

RHD Principal will seek feedback regarding student needs and input for activities during the 2023-2024 school year, possibly creating a Student Leadership Advisory group and/or Student Council.

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 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Dance lessons in PE for the Spring Dance, celebrating movement, cultural diversity, and end of year tradition. This takes onus off classroom teachers.

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)

1600

Site Formula Funds
2000-2999: Classified Personnel Salaries
Two dance choreographers for PE classes

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Diversity Family Nights held in the fall and spring to celebrate RHD families and provide student insight of their schoolmates' backgrounds and increase cultural awareness. Students to use "passports" after listening to presentations that are stamped or hole-punched for Otter Awareness Award to be presented at the end of the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Site Formula Funds
4000-4999: Books And Supplies
Otter Awareness Awards

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

5th grade student leaders and all families participating in Toolbox Nights

Strategy/Activity

Toolbox Parent Professional Development Nights in Fall and Spring led by Counselor, Mental Health Therapist , and 5th graders to provide awareness for SEL and Restorative Practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create campus-wide positive inclusion and motivational statements/phrases for restrooms, stairs, cafeteria, and hallways. This will include the Hello Wall, Stop-Walk-Talk, Be Safe-Be Kind-Be Your Personal Best, and the "We Are the Otters" song lyrics.

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)

800

Site Formula Funds
4000-4999: Books And Supplies
Funding for paint and lettering supplies for walls and stairs focused on inclusion ("You Belong Here") and motivation ("RHD is the school for me")

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase and Adoption of Art in Action for classroom and lunchtime/afterschool art therapy

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)
3500	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Art Inn Action Fees from RHD Site Funds
1000	Parent-Teacher Association (PTA) 0000: Unrestricted To be requested RHD PTA funds for Art in Action
3000	Donations 0000: Unrestricted To be requested PG P.R.I.D.E. funds for Art in Action
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Toolbox Assemblies each month

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

CA Healthy Kids survey was administered to 5th-grade, students, parents, and staff.

Three choreographers were hired for RHD's Celebration of Dance held in April.

One Toolbox Parent Night was held virtually with not much participation in September 2022.

RHD Counselor provided SEL lessons for all grade-level classrooms, including Circles of Caring

PE continued Toolbox Tuesdays throughout the year.

Caught Being Good cards were read aloud on video with over 100 students earning lunch with the principal.

RHD counselor met with 98 students individually with an additional 78 seeking support during recess and lunch when there is an open-door policy. 15 social skills groups met over the year that included the Moving and Grooving Club for students new to Pacific Grove and Robert H. Down Elementary. In addition, Caring Circles occurred in every classroom throughout the year: Kindergarten - 26 visits, 1st Grade - 45 visits, 2nd Grade - 45 visits, 3rd grade - 45 visits, 4th Grade - 39 visits, and 5th Grade - 45 visits.

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

No Toolbox Tool Assemblies, 5th-grade led Toolbox Nights, and the Site Council Surveys did not occur but all are continued goals.

Large posters were made for the anti-bullying campaign (Stop, Walk, and Talk), and positive statements to Be Kind, Be Respectful, Be Safe, and Be Responsible were placed in several locations throughout the hallways and cafeteria. In the RHD lobby, a large "Welcome Otter Ohana" sign was placed in the center of the wall that can be clearly seen as students, parents/guardians, staff, and visitors can see as they walked in. In addition, unisex vinyl people made of various colors holding hands were placed as a banner across the top of the wall to represent unity among our differences.

Toolbox SEL virtual trainings were provided to some staff.

Diversity Family Nights did not occur but this is still a goal.

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

A document will be created to collect Toolbox/SEL lessons that occur in each grade level throughout the year.

A volunteer or certificated adjunct duty needs to count Caught Being Good cards for data collection and reporting in the SPSA.

An Otter Awareness Award will be created to recognize students at the end of each year that receive consistent Good Otter Citizenship, Caught Being Good Cards, and have made improvements with their Toolbox skills.

Toolbox Assemblies will be organized by RHD Leadership to help teach how to use the Tools in the Toolbox.

MTSS professional development for all staff will occur from the Monterey County Office of Education or equivalent organization to guide staff in learning how to increase Tier I academic and social-emotional support in classrooms.

The RHD Cultural Proficiency Team will provide professional development at every staff meeting throughout the 2023-2024 school year. The new Mental Health therapist will provide SEL/trama-informed practices for all staff as well.

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

Goal 3: Mathematics and English Language Arts: All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic students will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 3

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark,, and SWUN Math), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2022-2023 and 2023-2024 ELA and math CAASPP assessments.

Identified Need

MAP Reading and Math assessments indicated that overall grade levels are scoring at Average to High in both areas with 81% to 96% success rate. English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic/other marginalized populations need to continue to be monitored and provided Intervention services as needed since they are not performing at the same success rate as their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP ELA 3rd-5th Assessments - Summer 2022	Goal Met	(To be determined with May 2023 MAP results and CAASPP results released in summer 2024) Any students qualifying for ELA or math interventions based on MAP, DIBELS, and/or SRI/SMI will receive intervention services within the classroom and/or pull out services and will score at Nearly or Proficient on 2022-2023 CAASPP ELA and math assessments. RFEP Multilingual students will maintain grade level standards with 80% met or exceed on math and ELA CAASPP.
2023-2024 CAASPP ELA 3rd-5th Assessments	2021-2022 CAASPP results:	
	74.66% of 3rd, 4th, and 5th grade students met or exceeded ELA standards.	
	83.71% of 3rd,4th, and 5th grade students met or exceeded Math standards.	
	5th Grade Met or Exceeded Standards Math: 71.24% ELA: 87.67%	
	4th Grade Met or Exceeded Standards Math: 71.58% ELA: 82.43%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade Met or Exceeded Standards Math: 81.09% ELA: 81.09%	
2022-23 MAP Reading and Math K-5 interim assessments (End of Year - EOY) 2023-24 MAP Reading and Math (Fall, Winter, Spring)	<p>Goal Not Met (Continued)</p> <p>RHD 2023 Spring MAP Results Average to High Percentiles *Ethnicities may not be listed for every grade level</p> <p>Socioeconomically Disadvantaged Students (SED) Hispanic (Hisp) English Learners (EL) Students With Disabilities (SWD) *Multi-Ethnic (Multi) *American Indian/Native Alaskan (Native) * African American (Af Amer)</p> <p>Kindergarten: Math - 80%; Reading - 76% SED: Math - 55.33 (Average); Reading: 62.75 (Hi Avg.) Hisp: Math - 100%; Reading - 100% EL: Math - 70.7%; Reading - 67.5% SWD: Math - 54%; Reading - 28%</p> <p>1st Grade: Math - 60%ile; Reading: 71%ile SED: Math - 30%ile (Average); Reading: 48%ile (Average) Hisp: Math - 60%ile; Reading - 50%ile EL: Math - 41%ile; Reading - 45%ile SWD: Math - 41%ile; Reading - 45%ile *Multi: Math - 50%ile; Reading: - 60%ile</p>	(To be determined with May 2023 MAP results) All students will have a minimum of 1 year's growth RIT score (in one year's time) based on MAP achievement norms for each assessment band/grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd Grade: Math - 78%ile; Reading: 81%ile SED: Math - 48%ile; Reading: 59%ile Hisp: Math - 57%ile; Reading - 71%ile EL: Math - 49%ile; Reading - 42%ile SWD: Math - 41%ile; Reading - 77%ile *Af Amer - Math - 100%; Reading - 100% *Multi - Math - 75%; Reading - 100%</p> <p>3rd Grade: Math - 90%ile; Reading: 89%ile SED: Math - 67%ile; Reading: 73%ile Hisp: Math - 85%ile; Reading - 92%ile EL: Math - 76%ile; Reading - 40%ile SWD: Math - 50%ile; Reading - 60%ile *Multi - Math - 50%; Reading - 60%ile</p> <p>4th Grade: Math - 82%ile; Reading: 88%ile SED: Math - 58%ile; Reading: 73%ile Hisp: Math - 60%ile; Reading - 80%ile EL: Math - 51%ile; Reading - Under 40%ile Low Average SWD: Math - 45%ile; Reading - 66%ile *Multi - Math - 100% (Avg.); Reading - 50%ile *Af Amer. - Math 21%ile or under; Reading - 27%ile or under</p> <p>5th Grade: Math - 74%ile; Reading: 87%ile SED: Math - 51%ile; Reading - 67%ile Hisp: Math - 85%ile; Reading - 87%ile</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>EL: Math - 58%ile; Reading - 51%ile</p> <p>SWD: Math - 42%ile; Reading - 47%ile</p>	
Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark Universe (3-5) end of unit assessments.	<p>Goal Not Met</p> <p>Not all classes provided online results for Superkids and Benchmark ELA.</p> <p>Collection of scores to be determined using Synergy Assessment System.</p>	Students scoring nearly or not met on 2022-2023 Superkids Meet/Club Benchmarks or Benchmark Universe end of unit assessments will not exceed 10% of K-5 population.
Scholastic Reading Inventory (SRI) to be collected for 4th and 5th Grade students enrolled in READ 180.	<p>Goal Met</p> <p>24 students were enrolled in READ 180. Average Lexile growth was 73. 15 students improved their Lexile score.</p> <p>Only 4.17 % of READ 180 students performed at Below Basic on the SRI.</p> <ul style="list-style-type: none"> • 2 Students scored Advanced • 6 Students scored Proficient • 10 Students scored Basic 	Students scoring Below Grade Level on 2022-2023 SRI will not exceed 10% of the population and will receive intervention services.
DIBELS for K-5	<p>Goal Met</p> <p>DIBELS Beginning to End of Year Results (Percents reflect Core (Green) and Blue (Core Support) meaning these students should be provided support in their home classrooms and not Intervention services:</p> <p>Kindergarten: 51% to 65% (middle to end)</p> <p>1st Grade: 58% to 60% (begin to end)</p>	All K-5 students performing at the red level on DIBELS will receive reading intervention services and show growth toward the 50%ile or above.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd Grade: 71% to 77% (begin to end)</p> <p>3rd Grade: 85% to 82% (begin to end)</p> <p>4th Grade: 78% to 70% (begin to end)</p> <p>5th Grade: 71% to 73% (begin to end)</p>	
English Language Proficiency Assessments for California (ELPAC)	<p>Goal Met</p> <p>2021-2022 EL students performed at 45% Level 4 (Well developed), 55% Level 3 (Moderately Developed).</p> <p>No Students scored in Level 2 or 1.</p> <p>50% of students will be reclassified as proficient in English</p> <p>According to the DIBELS data, 75% of our linguistically diverse students are reading at or above grade level; the biggest area of growth for our intermediate-grade students is the writing domain.</p>	<p>All returning EL students will improve their ELPAC scores with an increase in performance level in one or more of the domains (speaking/listening/reading/writing).</p> <p>50-65% of multilingual students will be reclassified as fluent English Proficient</p> <p>RFEP goal of students maintaining grade-level standards on CAASPP - especially in math</p>
Professional development for certificated and classified staff in updated SST format along with restructured MTSS and PBIS,	<p>Goal Not Met - No survey was conducted</p> <p>RHD Staff watched informational videos that introduced MTSS concepts from Katie Novak discussing how Tiers of intervention are not a location. The SST process was shared with staff, asking that all teachers provide Tier I interventions recommended from the "Pre-Referral Intervention Manual" before an SST was organized.</p>	<p>All staff will provide classroom intervention strategies as well as utilize updates to SST format/Tier I interventions and report effectiveness on RHD Site Council Survey. (Continued Goal)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional development for MAP Growth Assessments	Goal Not Met MAP Growth professional development provided Fall 2022	All staff will indicate knowledge of how to provide access to students for MAP Growth assessments and analyze MAP RIT scores on RHD Site Council Staff Survey. (Continued Goal)

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

Professional development for all teachers and instructional assistants in MAP and ELA/math end of unit assessment analysis and classroom ELA and math intervention strategies/progress monitoring. To include how teachers can collect data using Synergy Assessment System and/or Synergy Gradebook.

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)
1300	Site Formula Funds 2000-2999: Classified Personnel Salaries 2 hours of MAP assessment and classroom intervention strategies for SPED/EL students
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Certificated prep hours before trainings to be paid at hourly rate.

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

Professional Development regarding Student Support Teams (SST) and MTSS/PBIS structures to enhance Tier I academic supports in classrooms as well as SIRAS document program for SSTs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Intervention strategies for teachers and instructional Assistants. RHD staff to provide training with hourly rate provided for prep.
3000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures MCOE SIRAS trainings for SST document program. Also see Goal 2 for MTSS PD fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Multilingual (EL) Students

Strategy/Activity

Ensure all classrooms are teaching the three writing genres: narrative, informational/explanatory, and opinion/argument by providing scaffolds for our multilingual students would include, but are not limited to: anchor charts, modeling writing, interactive writing, buddy writing, mentor texts, TPSW strategies and explicit grammar instruction embedded within a shared writing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with emphasis on targeted students who qualify for Intervention and those on waiting list.

Strategy/Activity

Determination if Synergy Assessment System can collect end-of-unit assessments for ELA and math. Creation of common grade levels self-monitoring forms to report modified instruction based on analysis of ELA and math progress monitoring using Superkids/Benchmark Universe/SWUN Math end of unit and MAP 2023-24 baseline scores

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Purchase Additional Rising Voices Book Collections for Classrooms for increased representation of authors and characters of color - if funding is provided through CA State grant like it was in 2022-2023.

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)
8,000	None Specified None Specified Purchase of Rising Voices Collections: Girls in STEAM and Latino Stories if funding if provided through CA State grant. If not, make PG PRIDE request for funding.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students scoring in red on DIBELS or received Low on MAP ELA or math were provided Intervention services with parent permission. Small groups of 4-5 met in the Intervention or Resource room for grades Kindergarten-3rd and 4th and 5th grade ELA services were met with enrollment in READ 180.

From September 6, 2022 through May 19, 2023 (Between Fall and Spring assessment periods), 118 K-5 students have benefited from Tier-2 and Tier-3 targeted intervention instruction and/or Tier-1 intervention push-in support at Robert Down Elementary School. 103 K-5 students were served by our reading intervention program; 27 2nd-5th-grade students received targeted math

intervention. 72 students (70%) served by our reading intervention program achieved DIBELS proficiency and/or 50th-99th %ile in MAP language arts assessment by the end of year. Eleven of our 27 students (41%) in math intervention showed significant growth, improving one or more quantiles in MAP math assessment by the end of year.

RHD did not meet the goal to use Superkids, Benchmark, and SWUN Math assessment results. PGUSD plans to provide professional development in Synergy online grading and assessment system during the 2023-2024 school year.

RHD staff learned about the basics of MTSS through several videos and will receive training from the Monterey County of Education (MCOE) or an equivalent program in 2023-2024. In addition, the staff learned about the SST Process that was adopted at Forest Grove Elementary School and will adopt the SIRAS SST program during the 2023-2024 school year in order to streamline services for students and make PGMS staff aware of students that held SSTs or have active 504s, and/or IEPs.

A Q and A form was provided to families on the RHD website to explain the SST process and why it occurs.

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

The lack of personnel continued to keep all intervention groups from having an adult lead at all times. If ESSR funds are not available to continue instructional assistant intervention support, additional site or general fund monies may be required to ensure all students have an adult to work with during Intervention.

Spring MAP results were 10-20% lower than last Winter 2022, which may have occurred since the testing window was moved up to an April administration. The hope was to avoid test fatigue on the 2023 May CAASPP assessments. A baseline for the April MAP assessment window was established for subsequent years.

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

The MAP assessment program needs to add the ability to gather SED, SWD, and EL results so staff are able to determine Tier I supports throughout the school year.

RHD will adopt Monterey County's SIRAS SST document program to enroll students into the system and ensure access regardless of where students attend public school in the area.

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

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 4

RHD will strive to provide a safe environment for staff, students, and parents by meeting the goals set in the RHD Safe School Plan, update the plan each year, and add behavior data and response professional development for staff and parents.

Identified Need

Staff needs to be trained in the use of Synergy Behavior Incident Reporting via the Teacher VUE App and/or desktop program to help with documenting incidents. RHD Site Council/Safety Committee inquired about the locations of Epi-Pens and Gluca Pens with a request to ensure they are available to all staff at several points around campus. With the increased storms and rain, water continuously ran onto the intermediate blacktop, causing slippery surfaces and areas that could not be accessed by students to play.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	<p>CA Healthy Kids 5th-Grade Student Survey results indicated a 14% reduction of students being hit or pushed, 22% reduction in mean rumors spread about students, 16% reduction in being called bad names or being the target of mean jokes, and 17% reduction of cyberbullying instances - Goal Met.</p> <p>CA Healthy Kids Survey Results indicated 80% of students felt safe at School - a 5% reduction - Goal Not Met</p> <p>74% of staff felt that PGUSD elementary schools were safe for students to attend.</p> <p>82% of PGUSD elementary staff indicated that school was a safe place to work.</p>	CA Healthy Kids results will reflect a 5% reduction in bullying behaviors and that RHD is perceived as a safe school to attend, work at, and to send a student.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>92% of PGUSD elementary parents felt it was a safe place for their children.</p> <p>54% of parents felt bullying is a small, somewhat, or large problem.</p>	
RHD Site Council Survey	<p>Site Council survey was not conducted for 2022-2023.</p> <p>Baseline to be conducted during 2023-2024</p>	RHD Staff will indicate that professional development helped guide them with student interactions regarding student conflicts and Equity training helped them understand and provide better supports for marginalized students and their families.
Synergy Behavior Incident Collection	<p>Toolbox reflections were used as discipline referral forms in 2022-2023. Synergy system still needs to be used in a consistent basis to collect data for discipline incidents.</p> <p>Baseline to be conducted during 2023-2024</p>	Behavior Incidents will provide what kind of negative behaviors are being displayed at school.

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 and staff

Strategy/Activity

PGUSD elementary staff indicated elementary schools needed to add radios for campus communication needs. Eight were purchased with RHD site funds in 2021-2022.

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)

3600

Source(s)

Unrestricted
5800: Professional/Consulting Services And
Operating Expenditures
Costs for eight radios from Silke
Communications

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and staff

Strategy/Activity

Continued RHD Safety Plan goals for 2023-2024:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response
- Provide all classrooms that have windows indoors with a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Inventory electrical strips used on campus and if they are being used safely
- Student Release Banners
- Close off access to back and sides of portables

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)

1000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Costs for Shelter in Place Bins and supplies,
Velcro covers, labels, student release
table/banner, and any updated electrical strips
needed (All replaced in 2020-2021).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Staff

Strategy/Activity

Synergy Teacher VUE/Desktop app professional development in use of behavior incident data gathering to be provided by principal/PG Tech.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and staff

Strategy/Activity

Quarterly checks by custodians on all exterior gates, especially the back Junipero Gate, to ensure they are functioning properly and to determine if any maintenance is needed so they open/shut without getting stuck.

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 5

Students to be Served by this Strategy/Activity

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

Students with specific health concerns

Strategy/Activity

Inventory of current EpiPen and GlucaPen locations around campus with analysis to add locations, if needed, for general use during emergencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Eight radios for increased radio communication were purchased in 2021-2022. Staff indicated in PGUSD Safety Survey that more radios are needed. Current RHD Site radios do not meet the need for recess and lunchtime personnel.

Increased communication through radios will help continue to make RHD a safe place to work and learn. Use of the Synergy Behavior Incident log will provide Site Council and RHD Leadership information about how SPSA goals and activities are affecting undesired behaviors (eg. bullying, conflicts on the playground. etc).

Safety Plan Goals

Windows needing covers attached with velcro, PA system speaker check and new parts installed, and table and location for Search and Rescue goals accomplished for 2022-2023.

Completing the RHD Safety Plan goals will provide increased security and safety in response to Big Five Safety Protocols along with quarterly gate checks and analysis of EpiPen and GlucaPen locations with the determination of additional locations.

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

Time needs to be carved out for nighttime custodians to receive training. Too many weeks occurred where sub-personnel were needed or custodians were moved to another location. The Director of Facilities needs to participate in the training to ensure his employees understand what to face and how to support campuses in safety response situations. PGUSD conducted an all-site Safety Survey to determine how to provide financial resources to meet the safety needs of all campuses.

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

PGUSD summer maintenance plans to replace singles on the main building roof and replace/repair for C-wing and E-wing roofing, install two water bottle filling stations, install a swale gutter system to prevent water from sitting on the intermediate blacktop, install an ERV filtration system in the library, replace flooring in the main building, and if the intermediate blacktop dries out enough slurry seal the playground. At some point in the year and with enough bond measure budget support, a shade structure will be installed in the outside lunch area.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$47,367.00

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

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

State or Local Programs	Allocation (\$)
Donations	\$3,000.00
None Specified	\$8,000.00
Parent-Teacher Association (PTA)	\$1,000.00
Site Formula Funds	\$30,767.00
Unrestricted	\$4,600.00

Subtotal of state or local funds included for this school: \$47,367.00

Total of federal, state, and/or local funds for this school: \$47,367.00

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

1 Classroom Teachers

Other School Staff

4 Parent or Community Members

Name of Members	Role
Heloisa Junqueira	Parent or Community Member
Patty Bloomer	Classroom Teacher
Tally Helfont	Parent or Community Member
Eric Bell	Parent or Community Member
Chelsea Hoover	Parent or Community Member
Sean Keller	Principal

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.

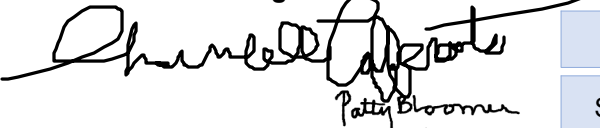

Recommendations and Assurances

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:


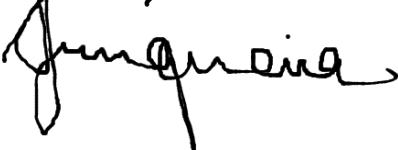
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee

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 May 8, 2023.

Attested:

	Principal, Sean Keller on May 10, 2023
	SSC Chairperson, Heloisa Junqueira on May 10, 2023