



School Plan for Student Achievement (SPSA)

School Name: Nancy R. Kordyak Elementary School
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County-District-School (CDS) Code: 36 67850 0121160

Schoolsite Council (SSC) Approval Date: June 6, 2023

Local Board Approval Date: August 9, 2023

School Information

Nancy R. Kordyak Elementary School is a public school in Rialto Unified School District located near the foot of the San Bernardino Mountains on the North-End of Fontana, California. Kordyak's student body is composed of approximately 620 students in Transitional Kindergarten through 5th Grade that's 0.4% Native American, 1.3% Asian, 2.8% Filipino, 2.6% Two Races or More, 7.9% African American, 10.3% White, 0.6% Pacific Islander and 74.2% Hispanic. The representation of the school's student body reflects the diversity of the local community.

Kordyak desires all of their scholars to become caring adults that are creative, resilient, curious, and empathetic. The school would love for their future global citizens of the world to have healthy, strong relationships and positive approaches to lifelong learning. For this reason, the school recognizes the need to go beyond the academics of literacy and math. Kordyak's whole-child approach to teaching supports and nurtures all areas of a scholar's development and learning-from social-emotional and cognitive skills to literacy, math, and science understanding. The instructional staff members at the school are encouraging scholars to learn and think by being responsive to their own understanding, interests, and abilities, allowing them to deepen their natural curiosity and their eagerness to want to discover and learn more.

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

Additional Targeted Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the

ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

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.

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEA's flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

SCHOOL CLIMATE SURVEY FAMILIES

In 2022, school administration, instructional staff members, support staff members, and students worked together to get 232 parents/family members to respond to the School Climate Survey. The rating scale for the survey is a score of 1 through 4. 1 represents a low score, and 4 represents a high score.

TEACHING AND LEARNING

1. Teachers at my student's school have high standards for achievement (3.47)
2. Teachers at my student's school work hard to make sure that students do well (3.5)
3. Teachers at my student's school promote academic success for all students (3.5)

Teaching and Learning Mean Score: 3.49

SCHOOL SAFETY

4. My student's school sets clear rules for behavior (3.65)
5. My student feels safe at school (3.62)
6. My student feels safe going to and from school (3.68)
7. School rules are consistently enforced at my student's school (3.54)
8. School rules and procedures at my student's school are fair (3.56)

School Safety Mean Score: 3.61

INTERPERSONAL RELATIONSHIPS

9. My student feels successful at school (3.53)
10. My student is frequently recognized for good behavior (3.45)
11. I feel comfortable talking to teachers at my student's school (3.62)
12. Staff at my student's school communicate well with parents (3.45)
13. I feel welcome at my student's school (3.66)
14. All students are treated fairly at my student's school (3.53)
15. Teachers at my student's school treat all students with respect (3.6)

Interpersonal Relationship Mean Score: 3.55

INSTITUTIONAL ENVIRONMENT

16. My student's school building is well maintained (3.78)
17. My student's textbooks are up to date and in good condition (3.72)
18. Teachers at my student's school keep their classrooms clean and organized (3.75)

Institutional Environment Mean Score: 3.75

PARENTAL INVOLVEMENT

19. I attend parent/teacher conferences at my student's school (3.67)
20. I am actively involved in activities at my student's school (2.94)
21. I frequently volunteer to help on special projects at my student's school (2.36)

Parental Involvement Mean Score: 2.99

Overall Mean Score: 3.5

Classroom Observations

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

School administration conducts informal/formal walk-through classroom observations in the learning environment. The goal of School Administration is to visit every classroom regularly and provide immediate feedback to teachers in regards to their planning, instruction, classroom management, classroom environment, and student engagement. Formal observations are also conducted twice a year for teachers that are on the evaluation cycle. Informal and formal classroom and lesson observations also provide evidence that Kordyak Elementary teachers are implementing lessons and activities that are aligned with the Common Core State Standards. There is evidence that shifts in teaching and learning are taking place to include instructional strategies based on the Multi-Tiered System of Support Framework in the areas of inclusive academic instruction, inclusive behavior instruction, and transformational social-emotional learning. The observations also indicate a need for a focus on academic rigor and student engagement strategies. During observations, evidence of professional development are also noted.

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)

At the beginning of each school year, staff analyzes student performance on the CAASPP state assessment, district and site-level formative and summative assessments to determine areas of strength and areas where improvement is needed. Student interventions are based on performance on the state testing, as well as district and site-level common formative assessments. Site assessments are directly tied to State Standards. At the end of each trimester, students are given specific grade level district assessments, based on state standards, that determine areas of proficiency as well as deficiency.

District and site personnel coordinate services to students through these periodic assessments, and modify or adjust the school program to ensure coherent daily educational experiences, through ongoing dialogue and continual review of student progress as determined by district criteria. Staff meetings and instructional conferences are held frequently to analyze data and adjust instructional programs. Grade level teams meet bi-monthly in Professional Learning Communities in order to analyze assessment results and use them to guide instruction, as well as to design and develop intervention for students on an ongoing basis.

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

The District has an assessment and monitoring system which includes curriculum-embedded assessments. These assessments inform teachers and school admin on student progress and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers and school admin to make decisions that will improve instruction and increase student achievement. In addition, they provide a basis for monitoring student progress.

Kordyak Elementary School monitors, analyzes, and disaggregates student achievement data generated from state, district and school-level assessments on an on-going basis in order to modify instruction. This data includes, but not limited to, iReady assessment data, ELPAC data, Interim/Cumulative assessments in English/Language Arts and Math (SBAC) and district writing assessments. At Kordyak Elementary administrators and teachers analyze disaggregated data during PLCs.

The conclusions resulting from the data analysis includes the following: 1) specific instructional, curricular, and skill deficiencies, 2) specific strengths and weaknesses of subgroups and individual students, and 3) the need to provide targeted intervention to identified students. Action plans are developed for the implementation of services, evidence based strategies, and materials to be used to improve the instruction and the academic achievement of all students. Teachers and administrators monitor student progress throughout the year for the purpose of modifying the action plans as needed. Data is also used by the classroom teacher to determine which standards to re-teach, when to intervene, how to create small groups, decide on ability grouping, utilize co-planning and co-teaching, use Universal Access, and how and when to provide extension. Throughout the year, parents and the community are informed of the data analysis conclusions and action plans and their input is encouraged via our School Site Council and English Learners Advisory Committee.

School administrators monitor classrooms and lesson plans to ensure that daily schedules are followed by comparing classroom activities to classroom walk-through observations.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

School administrators receive continuous professional development on instruction and the full implementation of the California State Standards, aligned CCSS English Language Arts, Math and English Language Development programs that are in use at the school, as well as results-oriented instructional practices such as Close Reading and Learning/Language Objectives. All teachers and administrative staff on campus are fully credentialed.

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

All Kordyak teachers are fully credentialed per state requirements. Teachers at Kordyak Elementary have the opportunity to participate in professional development opportunities provided by the District and school in the areas of: effective implementation of the Common Core State Standards; meeting the needs of students with Disabilities; meeting the needs of English Language Learners; Literacy and Numeracy; providing quality first instruction in all core subject areas; CCSS standards for mathematical practices; Universal Access in the areas of ELA and Math; and, professional development that focuses on communicating mathematical reasoning. Additionally, both school admin and the teaching staff have multiple opportunities to attend virtual professional development.

Teachers at Kordyak Elementary have access to standards-based and grade-level appropriate instructional materials to implement the core program effectively and efficiently. Teachers have also received training on how to implement the core programs and using/retrieving instructional materials and resources online.

Teachers and students are also provided with standards-based supplemental instructional materials and programs to supplement the core program and access the content across subject areas.

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

District personnel and support staff work with school principals to plan and implement standards-based professional development for teachers at the district and school level. Professional development focused on strategies to implement effective lessons that provide greater access to the core program and interaction with the curriculum. Staff development is provided by district personnel in the use of standards-based textbooks and the supplemental resources. Teachers register for additional staff development to deepen their content knowledge, to develop strategies and tools to teach reading, writing and math, and to plan units and lessons based on the Common Core State Standards. Regular teacher observations and post conferences are held to provide feedback on instructional practices and delivery.

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

The Professional Development Center, Teacher Resource Center, English Learner Programs office, Office of Special Education, and other district offices provide school administrators and teachers with on-going instructional assistance and support in the areas of lesson planning, effective instructional strategies, effective implementation of the core programs, administering district and school-level assessments and writing prompts, planning and organizing parent and family engagement activities and workshops. District level Instructional Strategists and the school site Instructional Strategist also provide on-going professional development and assistance to teachers in the areas of results-oriented instructional strategies, provides model lessons and coaching to teachers in all subject areas, and focuses on the integration of reading and writing across the curriculum. Teachers who serve on the district's curriculum committees also provide assistance and support to their peers at staff meetings.

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

Teachers, and administration collaborate and focus on the use of curriculum embedded assessment data, and data analysis to strengthen the implementation of the adopted reading/language arts and mathematics program. Additionally, teachers utilize this opportunity to discuss effective instructional strategies, monitor the implementation of the core program, and analyze data to determine adequate progress toward mastery of the state content standards, identify instructional needs, and target student groups. Teachers at Kordyak meet in at two structured P.L.C. (Professional Learning Community) meetings per month. Appropriate meeting protocols will be adhered to and professional development will be provided to support data analysis and the setting of student achievement goals.

Teaching and Learning

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

All students grades K-5 have and appropriately use the most recent California State adopted instructional program materials. The core program used for reading/language arts is Wonders from McGraw-Hill Reading. GO MATH from Houghton Mifflin is the core math program in K-5th. Kindergarten teachers supplement the core math program with Early Learning in Math (ELM).

The district's adopted core curriculum for science is Harcourt-School Science in grades K-5th, supplemented by Mystery Science, an online science resource. Studies Weekly is the district's adopted core curriculum for History/Social Studies in grades K-5th. All district core instructional materials are aligned to the California Common Core Standards and have been approved by the State Board of Education. Kordyak Elementary also implements supplemental instructional materials that are aligned to the CCSS such as the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program and Neuhaus. Neuhaus and the SIPPS program are used to provide reading intervention for struggling readers.

Kordyak Elementary School will direct its efforts to effectively implement Universal Access for all students by making the appropriate and necessary differentiation for English Learners, students with disabilities, and students in need of enrichment through the use of California Standards-aligned supplemental programs and materials.

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

All classrooms at Kordyak Elementary adhere to the appropriate time allocation to implement the core programs as mandated by RUSD Board Policy. Subjects are integrated throughout the day.

The instructional minutes per day are as follow: Transitional Kindergarten receives 210 minutes of instruction, Kindergarten - 3rd Grade students receive 296 minutes of instruction, and 4th and 5th grade students receive 321 minutes.

On Minimum Days, Transitional Kindergarten receives 210 minutes of instruction and Kindergarten through 5th grade receives 243 minutes.

Additionally, Kordyak Elementary makes every effort to minimize interruptions to protect instructional time.

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

The District prepares and distributes annual curriculum guides/pacing plans for each grade level in ELA and Math. Korydak Elementary School complies with and monitors the implementation of instruction time for the core-adopted programs in ELA and Math. The staff has worked in grade level teams to create a master schedule that would allow for RSP services and intervention groups that would have the least impact on instruction. Administrators and the Instructional Strategist monitor the amount of instructional minutes in each classroom. Formal and informal observations allow for the monitoring of adherence to the mandated instructional minutes of the core program. English Language Learners of all language proficiency are provided 20 minutes of English Language Development instruction utilizing the District's adopted Wonders ELD program. Administration monitors the adherence to the pacing guides and to the school's master schedule to ensure the required curriculum is taught and interventions are provided to students not mastering the content standards.

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

The adopted core programs are Common Core State Standards aligned and have been approved by the State Board of Education. The list below outlines the district's adopted core programs for each subject area:

Reading/English Language Arts: Wonders by Macmillan/McGraw Hill

Mathematics for K-5: Go Math! By Houghton Mifflin Harcourt/Supplemented in Kindergarten by History/Social Science: Studies Weekly by

Science: Discovery Education Science/Supplemented by Mystery Science

ELD Support - Wonders-Macmillan/McGraw Hill

Supplemental materials include (but not limited to): Neuhaus, SIPPS, ST Math computer program, iReady, Boom Learning, SKIES, Brainpop, Mystery Science, Engage NY (Math) and Teacher/PLC created materials.

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

Categorical funds provide supplemental services and materials to help students achieve proficiency and mastery of the Common Core State Standards. The school plan aligns human and fiscal resources to ensure that all students meet proficiency levels. Expenditures are aligned towards improving student academic achievement, based on the analysis of student achievement data. Intervention throughout the day and after school interventions are implemented by certificated teachers. After school programs offer math support for students in 1st through 5th grade, as funding allows, and math interventions are provided during the day during small group instruction by classroom teachers and the Instructional Strategist in the Learning Lab. SIPPS and Neuhaus are used as a tier II intervention program for ELA during school hours. Neuhaus is also utilized as a Tier III intervention for ELA. English learners receive intervention based on recent ELPAC scores, report card grades and state data.

Opportunity and Equal Educational Access

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

Students in need of accelerated learning are identified a minimum of six times every school year, using district assessment reports, progress reports, and report cards. Student Study Team Meetings are held with the administrator, the classroom teacher, and support personnel to identify resources and design programs to support and assist struggling students. Teachers meet in grade level teams, as well as vertical teams, in Professional Learning Communities, a minimum of two times a month to discuss the academic needs of students in need of accelerated learning. Common formative assessments are developed to assess student learning, proficiency towards grade level standards, and deficiencies. Each grade level has specific "intervention blocks" of time to provide intervention for identified at-risk students. These intervention blocks of time are implemented four times per week for approximately forty-five minutes and provide reteaching and/or remediation of grade level concepts in the areas of language arts and/or mathematics. Student Study Teams meet regularly to address student, teacher, and parental concerns as well as to recommend strategies for students who have been experiencing difficulties within the regular educational program.

Strategies implemented to address students in need of accelerated learning include (but not limited to):

- small group instruction
- intervention groups
- collaborative instruction within the classroom setting
- differentiated materials
- leveled reading materials
- additional in class small group instruction.

The delivery of the core curriculum differs for these students in areas such as format, approach or mode of instruction, including (but not limited to) the following:

- length of instruction (previews, reviews, short segments, frequent summaries, pre-testing and post-testing)
- small group and individual instruction (skill based, needs-based, interest-based)
- enrichment opportunities and study trips
- differentiated instruction and materials (graphic organizers, leveled materials, challenge assignments, and tiered instruction)
- independent use of technology (computers, iPads, cassette and CD players, and internet)
- Scholastic Lit Pro
- SDAIE/SIOP strategies
- intervention aides and support
- multiple modifications and additional opportunities for practice of skills and content knowledge

Evidence-based educational practices to raise student achievement

Teachers are trained and are provided ongoing feedback on the implementation of the non-negotiable core practices (collaboration, communication, critical thinking and collaboration).

Results-oriented instructional strategies implemented at Kordyak include (but not limited to):
ELD/English Language Arts

- Close & Critical Reading
- Citing Evidence (oral/written)
- Daily writing
- Assessment and monitoring (iReady, Small Group Inst., IABs, RTI)
- Computers- Footsteps to Brilliance, iReady
- Designated ELD

Math

- Claim #1-Concepts and Procedures: Go Math!, Math fluencies per grade, ST Math “GIGI”
- Claim #2 & #4-Problem Solving & Modeling/Data Analysis: Exemplars, Number Talks, Word Problems
- Claim #3- Communicating Reasoning: Number Talks, Math groups, Oral explanations of problem solving
- Assessment & Monitoring

Parental Engagement

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

In addition to the texts, core instructional program, and supplemental instructional materials that are aligned with the Common Core State Standards, the following resources are utilized to support students who are not performing at grade-level:

- parent volunteers to assist in small group or one-on-one interventions
- instructional aides to provide small group interventions
- computer-based programs used for intervention, enrichment, and to reinforce concepts and skills taught
- Rialto Public Library programs to assist parents with reading literacy
- differentiated materials designed and developed by teachers to target students’ academic needs
- parent school site workshops on specific learning objectives

District office also assists school administration and teachers in delivering high quality instruction and support to students at-risk in the areas of

- State and District-level Assessments
- Special Education
- Curriculum and Instruction
- English Language Learners
- Professional Development
- Technology Equipment & Incorporating Technology into the Instructional Program
- Resources provided by the Teacher Resource Center
- Social and Emotional support

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)

Family and community involvement takes place at a multitude of levels. Our staff believes parent and family involvement is critical for the academic development of our students. Parent volunteers assist in a number of ways throughout the school year through clerical projects, safety on campus, field trips, as well as working both in the classrooms and at home on special projects. Parent education and training programs are provided by the school district in order to help parents develop skills, strategies, and techniques to support and/or improve their children's academic efforts and success. The parent involvement program helps parents develop skills to support their children's academic efforts and social development.

Family involvement at Kordyak Elementary includes:

- Family Nights
- Back-to-School Night
- Open House
- Parent/Teacher conferences
- Student Study Team meetings
- Parent volunteering
- PTA meetings
- School Site Council
- English Learner Advisory Committee
- African American Parent Advisory Council

Parent and teacher conferences are held formally (via virtual or in-person) in the fall, and as needed throughout the year. Communication is consistently provided through phone calls to parents and weekly progress reports. The school works constantly to build consistent and effective communication between home and school through an automated Blackboard messages. Consistent and effective communication between the home and school includes:

- teacher newsletters
- Smore Interactive Newsletter
- school website
- marquee
- automated Blackboard phone and text messages
- Remind App messages
- Peachjar flyers
- monthly school calendars & newsletters
- parent/teacher conferences

The School Site Council (SSC) and English Language Advisory Committee (ELAC) are school-based decision making organizations whose central focus is ensuring adequate academic performance of ALL students and to dialogue about student learning, common assessments and best practices. Our SSC and ELAC provides a means to improve communication and collaboration between the school and our community. The major responsibilities of the SSC include the following: developing the coordinated summary of the School Improvement Plan, budget monitoring, evaluating the overall effectiveness of the school program, participating in program quality reviews to affirm program strengths and identify areas for growth and improvement at Kordyak Elementary.

Funding

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

Kordyak Elementary provides students at-risk of not meeting the Common Core State Standards with the intervention and support to reach grade-level proficiency. Intervention and support are provided to students during school hours as part of the curriculum.

During school hours, there are several interventions available to assist students at-risk, these include:

- Multi-Tiered System of Support (which includes School-Wide Response to Intervention, Positive Behavior Intervention and Support Services, and Social Emotional Supports)
- Instructional Strategist, Instructional Aides and Reading Specialists: Provide remote interventions and work with small groups of students to target specific standards and skills.
- Computer software provides teachers and students with additional opportunities to reinforce ELA and math concepts.
- Instructional Strategist and Instructional Aides assist teachers with small group instruction for students identified as needing support in mastering early reading skills
- Technology is available in all classrooms to provide visual and auditory support for students. These tools include Elmo projectors, LCD projectors, computers, printers, speakers, and other technology devices.
- Supplemental instructional materials and programs such as, Neuhaus, SIPPS, iReady, Brain Pop and ST Math are provided for intervention and enrichment.
- Tool and teacher resource books are used to supplement the core program for all students, especially students not meeting state standards.
- After school tutoring is also provided to students working towards mastering state standards, English Learners, Foster Youth and students with disabilities.
- Teachers are provided opportunities to attend remote training provided by the district and from outside of the district.
- Digital Learning tools are available to all students: Chromebooks, iPads and hot spots.
- English Learners receive ELD instruction that aligns ELD and ELA standards according to their level of performance for 20 minutes daily.
- Classroom teachers differentiate their instruction for English Learners, students with disabilities and students at-risk of not meeting state standards.

Students who are working towards mastery of grade-level standards are also referred to the Student Study Team (SST, at which the team discusses the academic strengths and areas of growth for students). The instruction is then modified to meet the immediate needs of the student. Modified instruction is provided through the following models: small group instruction, multiple modifications in curriculum, content, and assessments. Student academics are constantly monitored through common formative assessments.

If the student is not showing growth through the interventions assigned, all academic interventions have been exhausted through Intensive Academics Interventions at the Tier II level, a referral for psycho educational testing or 504 plan may be implemented to address concerns in regards to academic progress. Students are enrolled in Special Education programs, or under a 504 Plan, qualify for services under state and federal guidelines.

Fiscal support (EPC)

Categorical funds are used to ensure that students who are in need of accelerated learning have an equitable opportunity to obtain a high-quality education and mastery of the Common Core State Standards. At Kordyak Elementary, categorical funds are used to:

- Provide teachers with on-going professional development to increase their capacity in the areas of instructional strategies, instructional rigor, differentiating their instruction to address the academic, learning styles, and language needs of students in need of accelerated learning, African American, English Language Learners, Foster Youth, and students with disabilities.
- Provide teachers and students with results-oriented supplemental instructional materials and programs to supplement the core program and make content accessible and comprehensible for all students
- Fund positions to provide teachers and students with assistance and support to increase student academic achievement in the areas of English Language Arts/Reading, English Language Development and mathematics.
- Increase parent and family engagement.

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 School Site Council (SSC) consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parents/community members. SSC meets on a monthly basis to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the School Plan for Student Achievement (SPSA). In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

The SSC also works collaboratively with other stakeholders, such as English Language Advisory Committee (ELAC), Multi-Tiered System of Support (MTSS) Leadership Team, and school staff in the review, evaluation and revision of the SPSA. At the beginning of the 2023-2024 academic school year, the teachers, support staff and school administration analyze and interpret assessment data (iReady Fall and Winter Reading & Math Diagnostics and ELA & Math CAASPP) to determine student achievement, student academic growth, gaps in growth as a school and by the performance of students and student subgroups (English Language Learners, Students in Special Education, African American Students, Foster Youth and Socio-Economically Disadvantaged).

Resource Inequities

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

Even though, Kordyak Elementary has not been identified as a Comprehensive Support and Improvement school nor an Additional Targeted Support and Improvement school, funding restrictions continue to be a barrier to the academic progress of students overall. Our school budget has been significantly impacted due to the reduced amount of state and federal funding. The reduction in funding has been a barrier to student achievement affecting the services that can be provided to students, especially students who are not meeting state academic standards and

student groups. Due to the limited funding, there are fewer resources to provide teachers and student such as supplemental instructional materials and programs to supplement the core instruction.

Additionally, there are fewer funds available to expand the learning opportunities across subject areas such as science, social studies, and technology. The limited resources have also affected the number of parent involvement opportunities and resources that are provided to parents and their families.

Despite these barriers, the teachers at Kordyak Elementary School continue to demonstrate a commitment and dedication to their students on a daily basis. They address their academic needs, work in PLC teams to analyze student data and implement grade level interventions, and seek new ways to teach the content standards, making content accessible and comprehensible to all students and to ensure that all students are given many opportunities to learn.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.18%	0%	2	1	0
African American	7.9%	7.60%	6.74%	43	43	41
Asian	1.3%	1.06%	2.3%	7	6	14
Filipino	2.8%	3.18%	2.8%	15	18	17
Hispanic/Latino	74.2%	73.67%	74.67%	403	417	454
Pacific Islander	0.6%	0.53%	0.33%	3	3	2
White	10.3%	10.78%	10.69%	56	61	65
Multiple/No Response	2.6%	3.00%	2.47%	14	17	15
Total Enrollment				543	566	608

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	84	114
Grade 1	77	94	94
Grade 2	102	84	96
Grade 3	81	103	98
Grade 4	106	79	115
Grade 5	95	122	91
Total Enrollment	543	566	608

Conclusions based on this data:

- Overall, Kordyak Elementary student enrollment has increased over the past year from 566 in 2021-2022 to 608 in 2022-2023 school year. This trend of increase in student enrollment has been attributed to additional housing being built near Kordyak, the addition of TK added at the school site, and additional Alternative Learning Programs for students with special needs..
- In 2022-2023 school year, the grade levels that had the most students enrolled were Kinder and 4th grade. On the other hand, the grade level that had the fewest students enrolled was 5th grade.
- Hispanic and/or Latino students continue to comprise the greater portion of the student population at Kordyak Elementary School, followed by White students and by African-American students.

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	57	64	64	10.50%	11.3%	10.5%
Fluent English Proficient (FEP)	27	22	19	5.00%	3.9%	3.1%
Reclassified Fluent English Proficient (RFEP)	1			1.8%		

Conclusions based on this data:

1. Of the 608 students enrolled at Kordyak Elementary in the 2022-2023 school year, 64 (10.5%) of the students were English Learners, and 19 (3.1%) were FEP, and 1 (1.4%) were IFEP students. The data indicates that specific academic and language needs of language learners need to be considered and supported so that Kordyak students can access pathways to reclassification.
2. For the last 3 years, data indicates that the English Learner population continues to be a significant group of students who need specific academic support and interventions.
3. The number of students who reclassified has remained low over the last two years, indicating the need for continued support of ELD (integrated and designated) instruction and the development of academic vocabulary.

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	79	100		0	100		0	100		0.0	100.0	
Grade 4	106	80		0	79		0	79		0.0	98.8	
Grade 5	92	116		0	115		0	115		0.0	99.1	
All Grades	277	296		0	294		0	294		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.			8.00			23.00			28.00			41.00	
Grade 4		2462.			21.52			24.05			31.65			22.78	
Grade 5		2483.			13.91			30.43			24.35			31.30	
All Grades	N/A	N/A	N/A		13.95			26.19			27.55			32.31	

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		6.00			67.00			27.00				
Grade 4		13.92			68.35			17.72				
Grade 5		9.57			68.70			21.74				
All Grades		9.52			68.03			22.45				

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		7.00			50.00			43.00	
Grade 4		21.52			63.29			15.19	
Grade 5		17.39			54.78			27.83	
All Grades		14.97			55.44			29.59	

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		7.00			72.00			21.00	
Grade 4		7.59			83.54			8.86	
Grade 5		7.83			78.26			13.91	
All Grades		7.48			77.55			14.97	

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		8.00			62.00			30.00	
Grade 4		10.13			79.75			10.13	
Grade 5		14.78			66.09			19.13	
All Grades		11.22			68.37			20.41	

Conclusions based on this data:

1. 2021-2022 was the first time students participated in CAASPP Testing since the COVID Pandemic. Therefore, the scores received were a new baseline for the school is 40.05% (met or exceeded) in ELA.
2. 3rd Grade score the lowest at 31%. They were the grade-level affected the most due to participating in online learning during the COVID Pandemic (end of 3rd trimester of 1st grade, and the entire year of 2nd grade). 4th grade scored 45.57. 5th grade scored 44.34%.
3. Based on the Preliminary 2022-2023 CAASPP Report, Kordyak achieved 42.96 (2.91% increase). 4th grade (3rd grade class scoring the lowest in 2021-2022) scored the lowest at 32.14% (1.14% increase). 5th grade scored the highest at 57.65% (13.31% increase from their previous year). 3rd grade scored 42.53%.

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	79	100		0	100		0	100		0.0	100.0	
Grade 4	106	80		0	80		0	80		0.0	100.0	
Grade 5	92	116		0	115		0	94		0.0	99.1	
All Grades	277	296		0	295		0	274		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2387.			3.00			26.00			24.00			47.00	
Grade 4		2444.			6.25			31.25			36.25			26.25	
Grade 5		2453.			6.38			11.70			34.04			47.87	
All Grades	N/A	N/A	N/A		5.11			22.63			31.02			41.24	

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		9.00			54.00			37.00	
Grade 4		22.50			51.25			26.25	
Grade 5		9.57			40.43			50.00	
All Grades		13.14			48.54			38.32	

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		4.00			49.00			47.00	
Grade 4		6.25			52.50			41.25	
Grade 5		2.13			56.38			41.49	
All Grades		4.01			52.55			43.43	

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		7.00			67.00			26.00	
Grade 4		10.00			60.00			30.00	
Grade 5		4.26			59.57			36.17	
All Grades		6.93			62.41			30.66	

Conclusions based on this data:

1. 2021-2022 was the first time students participated in CAASPP Testing since the COVID Pandemic. Therefore, the scores received were a new baseline for the school is 27.74% (met or exceeded) in Math.
2. 5th Grade score the lowest at 18.08%. They were the grade-level affected the most due to participating in online learning during the COVID Pandemic (end of 3rd trimester of 3rd grade, and the entire year of 4th grade). There is a learning curve in Math that occurs between 4th and 5th grade with Math. 3rd grade scored 29%. 4th grade scored 37.50%.
3. Based on the Preliminary 2022-2023 CAASPP Report, Kordyak achieved 37.01% (9.27%% increase). 3rd Grade scored the highest at 46.15%. 4th Grade scored 32.47% (3.47% increase). 5th Grade scored 31.40% (6.1% decrease).

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	*	*		*	*		*	*		6	6	
1	*	*		*	*		*	*		5	8	
2	*	1451.4		*	1449.5		*	1452.5		6	11	
3	*	*		*	*		*	*		8	9	
4	*	*		*	*		*	*		11	8	
5	1518.4	1540.1		1513.6	1529.2		1522.8	1550.4		12	15	
All Grades										48	57	

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	*	18.18		*	36.36		*	18.18		*	27.27		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	8.33	6.67		58.33	73.33		25.00	20.00		8.33	0.00		12	15	
All Grades	6.82	17.54		45.45	50.88		20.45	12.28		27.27	19.30		44	57	

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	*	36.36		*	36.36		*	0.00		*	27.27		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	50.00	53.33		25.00	40.00		8.33	6.67		16.67	0.00		12	15	
All Grades	27.27	42.11		31.82	36.84		11.36	7.02		29.55	14.04		44	57	

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	*	18.18		*	27.27		*	18.18		*	36.36		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	0.00	6.67		16.67	26.67		66.67	66.67		16.67	0.00		12	15	
All Grades	0.00	12.28		27.27	24.56		40.91	36.84		31.82	26.32		44	57	

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	*	18.18		*	54.55		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	8.33	40.00		83.33	60.00		8.33	0.00		12	15	
All Grades	15.91	41.07		56.82	44.64		27.27	14.29		44	56	

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	*	45.45		*	27.27		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	57.14	73.33		28.57	20.00		14.29	6.67		7	15	
All Grades	23.68	52.63		44.74	31.58		31.58	15.79		38	57	

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	*	9.09		*	54.55		*	36.36		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	0.00	6.67		83.33	86.67		16.67	6.67		12	15	
All Grades	0.00	12.50		65.91	53.57		34.09	33.93		44	56	

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	*	27.27		*	45.45		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	0.00	13.33		83.33	86.67		16.67	0.00		12	15	
All Grades	9.09	22.81		63.64	61.40		27.27	15.79		44	57	

Conclusions based on this data:

1. Based on the 21-22 results, Kordyak has a large number of Multilingual Learners (ELs) scoring at a Level 3 Overall. Overall Scores Per Level are as follows: Level 1 (19.30), Level 2 (12.28), Level 3 (50.88), and Level 4 (17.54).
2. In Reading, 12.5% are Well Developed, 53.57% are Somewhat/Moderately, and 33.93% are Beginning.
3. In Writing, 22.81% are Well Developed, 61.40% are Somewhat/Moderately, and 15.79% are Beginning.

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
566	64.0	11.3	1.1
Total Number of Students enrolled in Nancy R. Kordyak 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	11.3
Foster Youth	6	1.1
Homeless	36	6.4
Socioeconomically Disadvantaged	362	64.0
Students with Disabilities	99	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	7.6
American Indian	1	0.2
Asian	6	1.1
Filipino	18	3.2
Hispanic	417	73.7
Two or More Races	17	3.0
Pacific Islander	3	0.5
White	61	10.8

Conclusions based on this data:

1. Enrollment:
The data indicated that Kordyak Elementary has a small EL student population with only 13.2% of students identified as English Learners. The data also indicated Kordyak Elementary had a significant number of students in Special Education. 15.7% of the student population receive Special Education services.
2. 2019 SBAC
ELA Achievement of Student Subgroups:
African-American Students:
 - 64% of African-American students met or exceeded the ELA standards, 36% did not meet the ELA standards. The data indicated that most African-American students struggle the most in the Listening claim (18% scoring below standard and 73% scoring near standard) and Research/Inquiry (18% scored below standard and 64% near standard) claim.
 - The data also indicated that African-American students made the most growth in Writing (32% above standard) and Reading (27% above standard).
 - The area they need to improve is Listening, only 9% scored above standard, followed by Research/Inquiry with only 18% scoring above standard.English Language Learners
 - Only 6% of English Language Learners met or exceeded the ELA standards and 94% of EL students did not meet the ELA standards. EL students struggle the most in Reading (67% below standard & 31% near standard), in Writing (53% below standard & 44% near standard), and Research/Inquiry (56% below standard & 39% near standard) claims. In the Listening claim, 67% of EL students were near standard.
 - Research/Inquiry was the only claim with the greatest percentage of EL scoring above standard (only 6%).Socio-Economically Disadvantaged
 - 30% of students met or exceeded the ELA standards, while 70% of students did not meet the ELA standards. The claims that SED students struggle the most are Reading (55% below standard and 35% near standard) and Listening (50% scored below standard & 45% near standard).
 - Writing and Research/Inquiry were the only claims with the least number of students scoring below standard (45%)Special Education:
 - Only 13% of students met the ELA standards, while 87% of students did not meet the ELA standards.
 - The claims that students in special education struggle the most are Writing (73% scored below standard and 20% near standard), Research/Inquiry (62% scored below standard and 36% near standard) and Reading (58% below standard and 36% near standard). In the Listening claim only 49% of students scored below standard and 51% near standard. There were no students that scored above standard in Listening.
3. 2019 SBAC
Mathematics Achievement of Student Subgroups:
African-American Students:
 - In math, 52% of African-American students met or exceeded the math standards, 48% did not meet the math standards. The data indicated that African-American students are strong in Concepts & Procedures, 24% scored above standard. The area they need to improve is Problem Solving & Modeling Data, only 9% scored above standard and the majority (68%) scored near standard.English Language Learners
 - In mathematics, 5% of English Learners met or exceeded the math standards and 95% of EL students did not meet the math standards. The claims that most EL students struggle the most are Communicating Reasoning, with 62% of EL students scoring below standard and 38% near standard. The second claim that most EL students struggle the most is Problem Solving & Modeling/Data, with 59% scoring below standard and 41% scoring near standard.
 - Concepts & Procedures was the only claim that had some EL students scoring above standard (only 3%)Socio-Economically Disadvantaged

- 25% of students met or exceeded the math standards, while 75% of students did not meet the math standards. The claims that students struggle the most in are Concepts & Procedures (55% scoring below standard and 35% near standard) followed by Problem Solving & Modeling/Data (55% scored below standard and 40% near standard).

Special Education:

- Only 16% of students met the math standards, while 84% of students did not meet the math standards. The data indicated that Concepts & Procedures is the claim most students in special education struggle the most (73% of students scored below standard and 18% scored near standard), followed by Communicating Reasoning (68% scored below standard and 30% scored near standard).

School and Student Performance Data

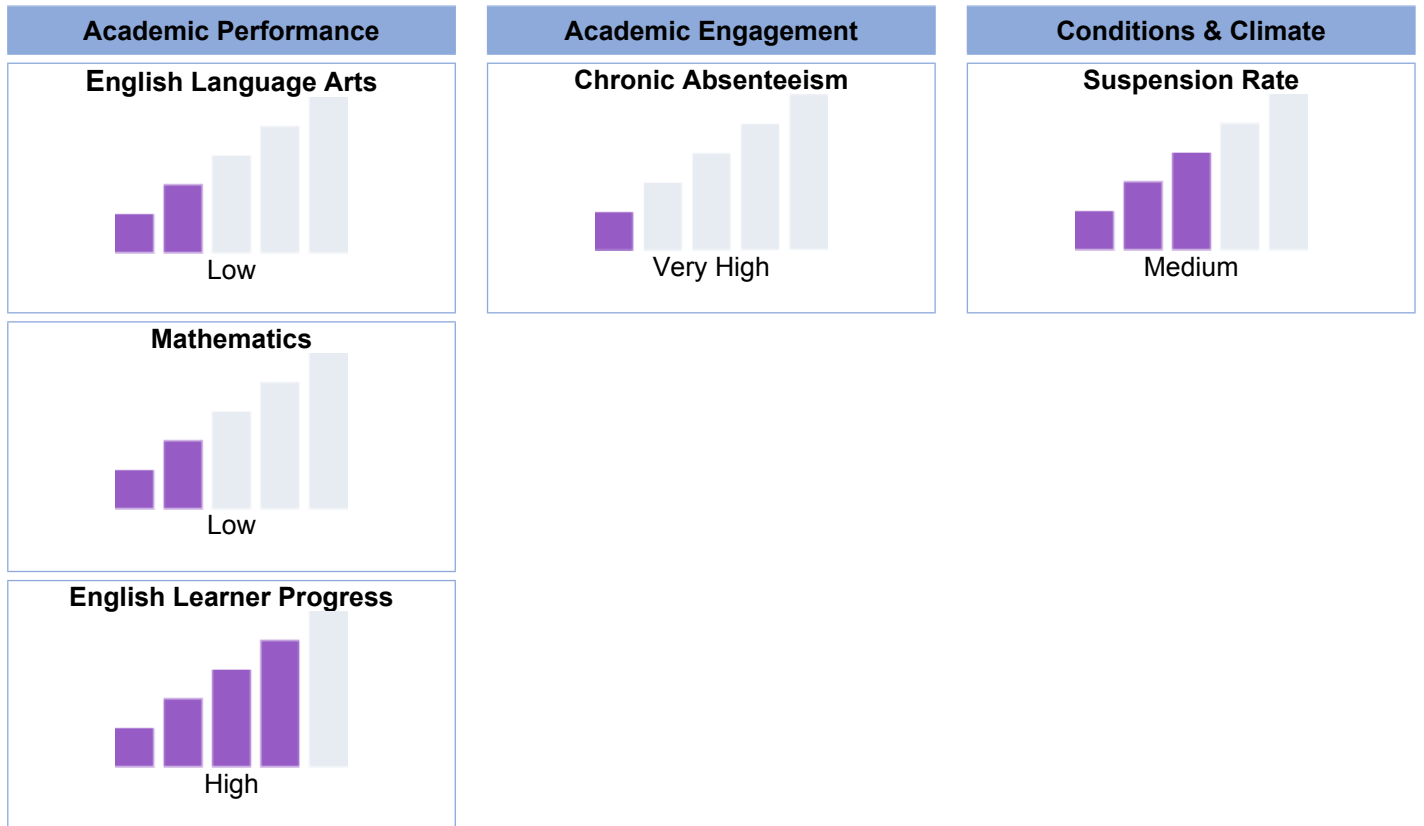
Overall Performance

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



Conclusions based on this data:

- 1.

School and Student Performance Data

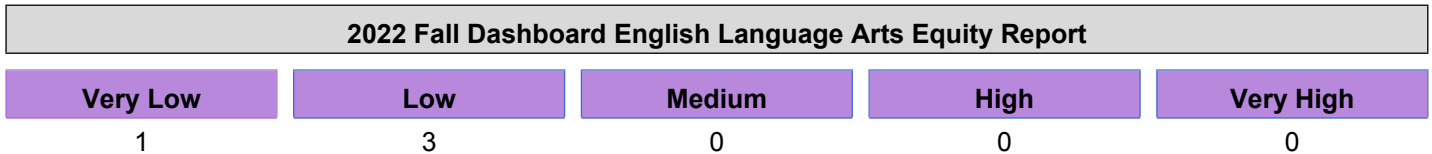
Academic Performance English Language Arts

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](#).

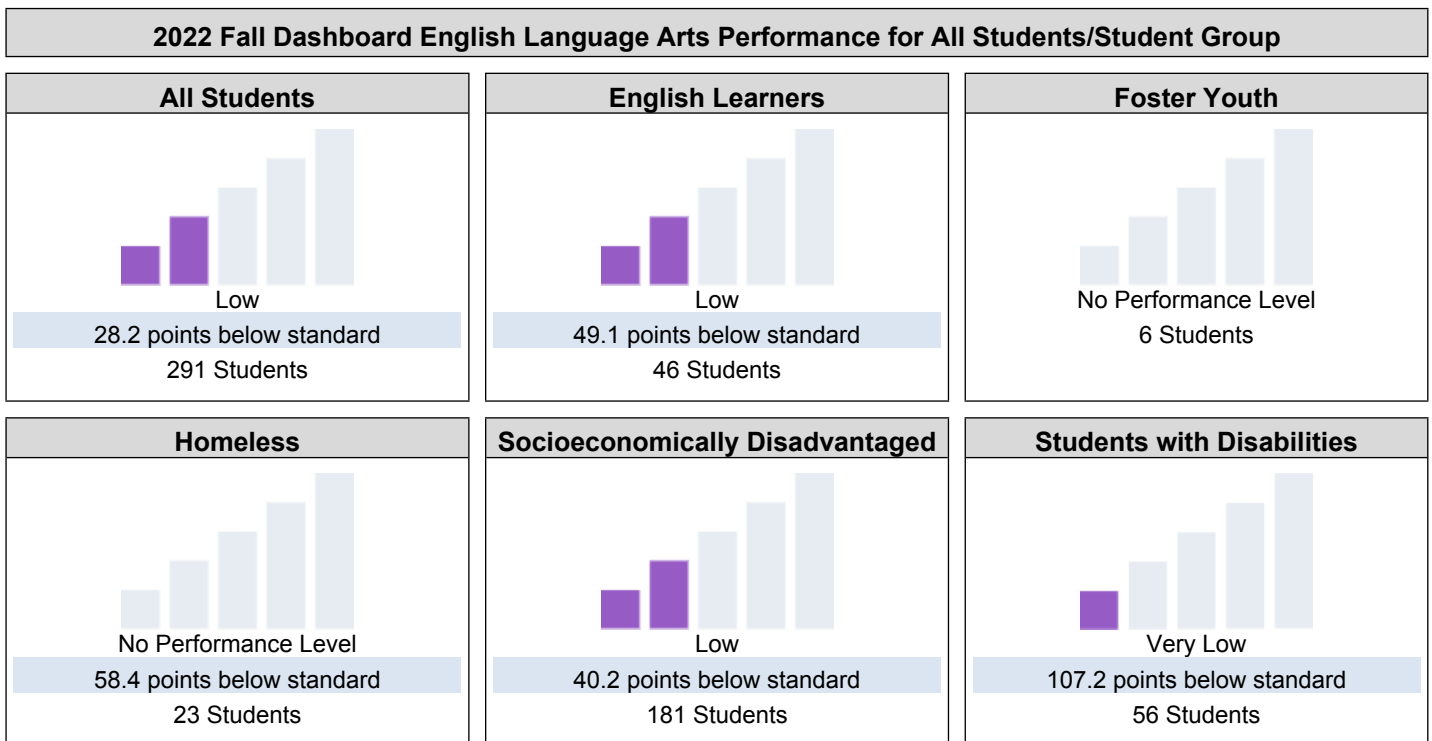
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



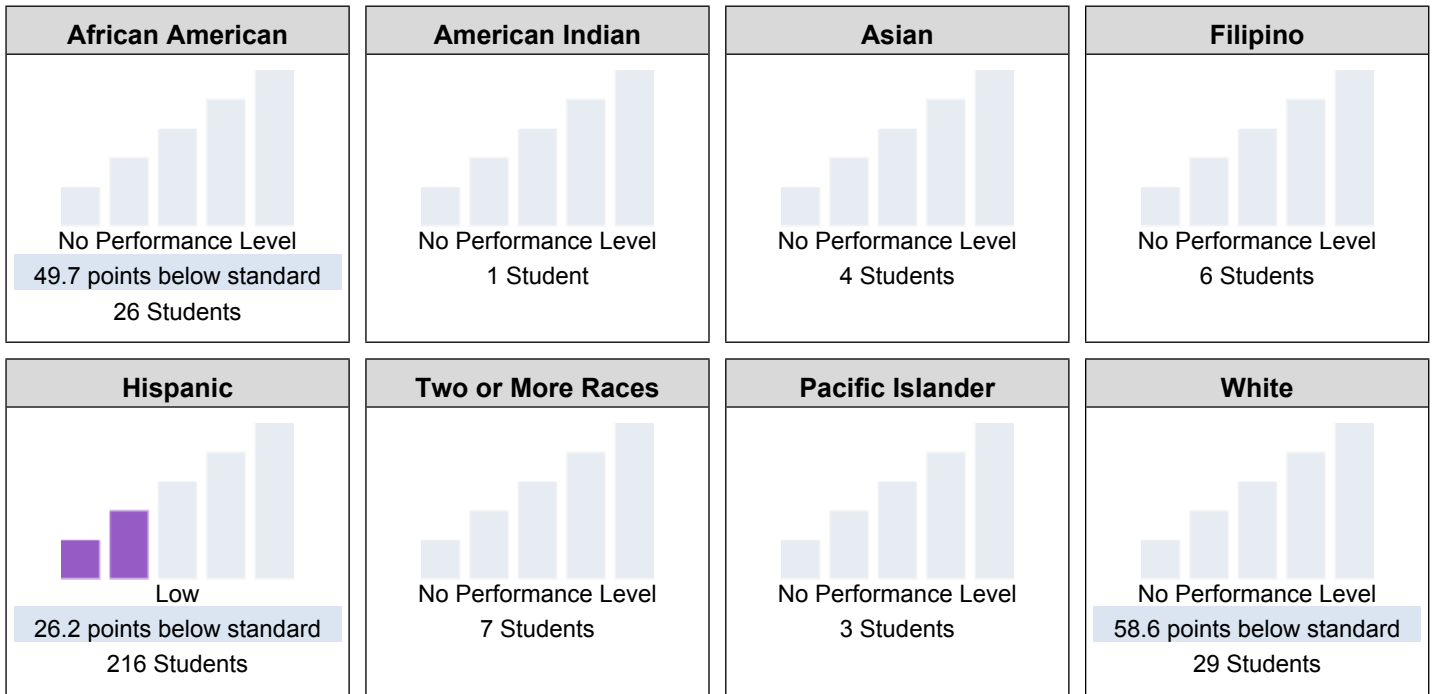
This section provides number of student groups in each level.



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
71.7 points below standard 32 Students	2.5 points above standard 14 Students	25.9 points below standard 239 Students

Conclusions based on this data:

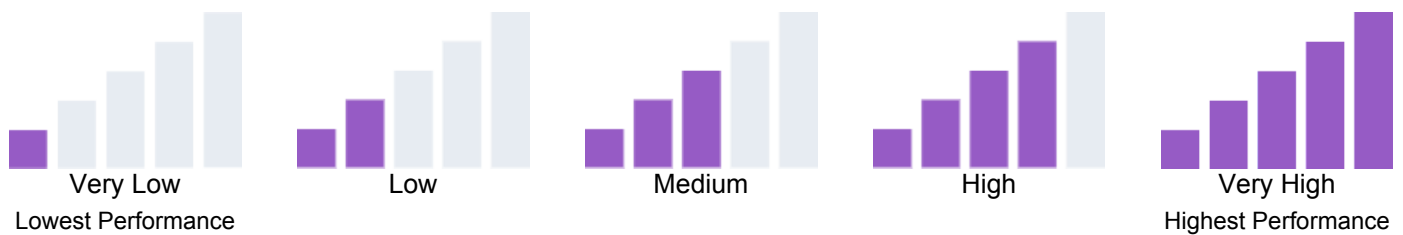
- 1.

School and Student Performance Data

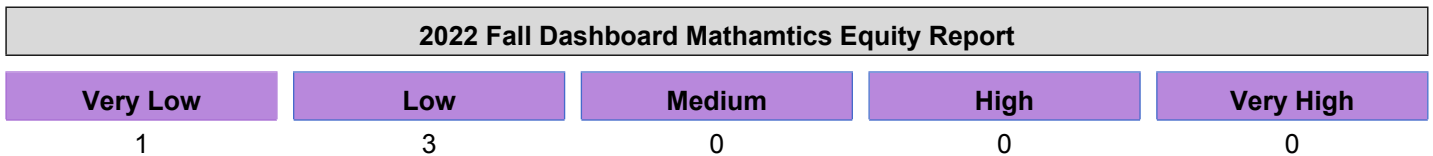
Academic Performance Mathematics

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

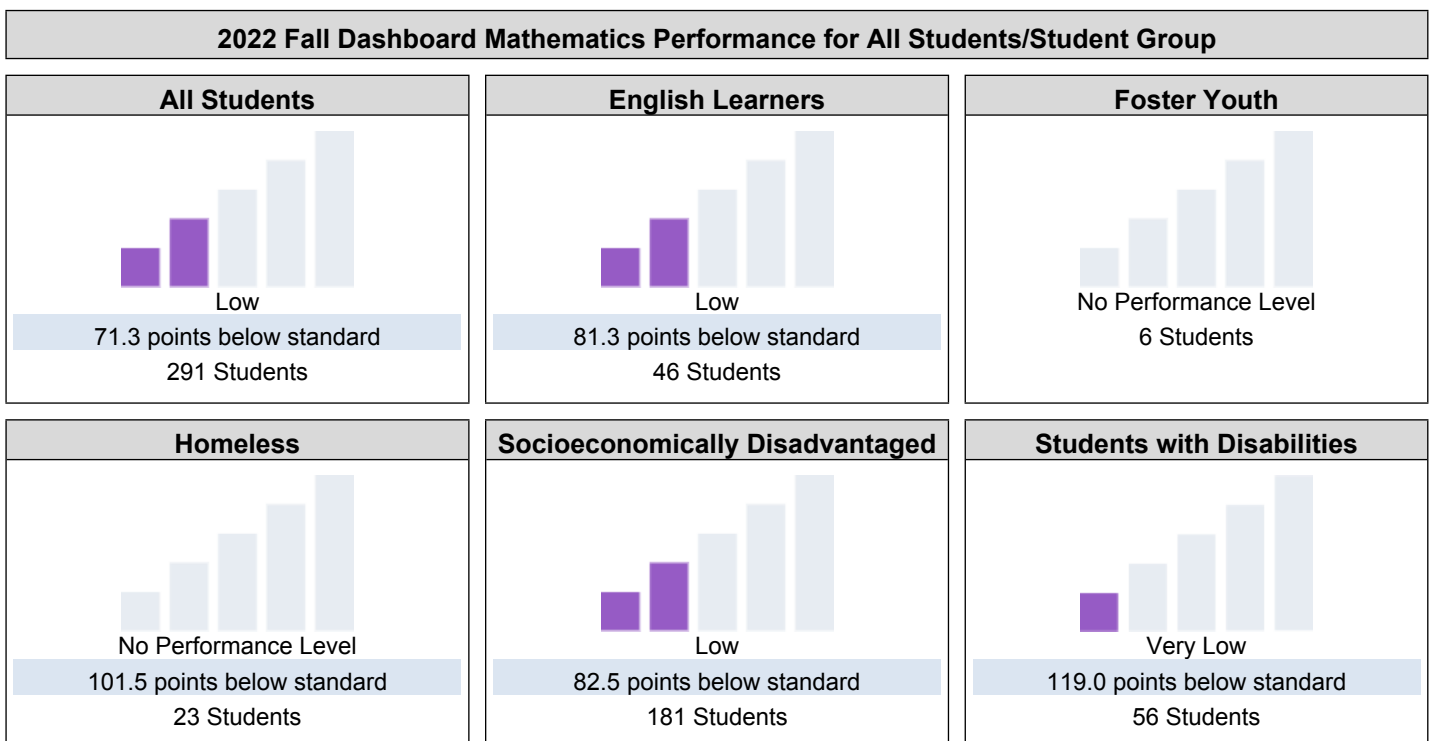
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



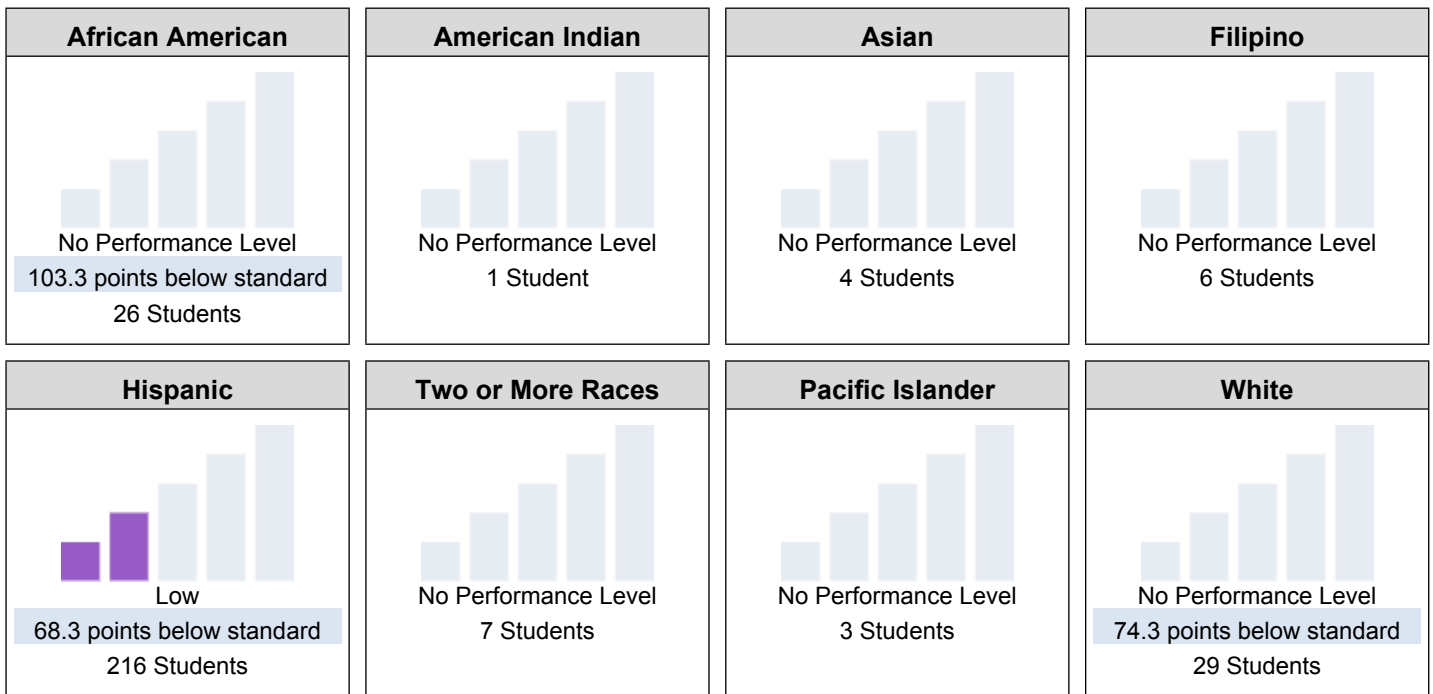
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">105.5 points below standard</p> <p>32 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">26.1 points below standard</p> <p>14 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">71.0 points below standard</p> <p>239 Students</p>

Conclusions based on this data:

1.

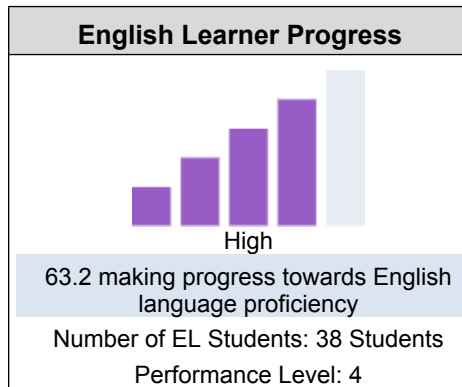
School and Student Performance Data

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
5.3%	31.6%	0.0%	63.2%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

School and Student Performance Data

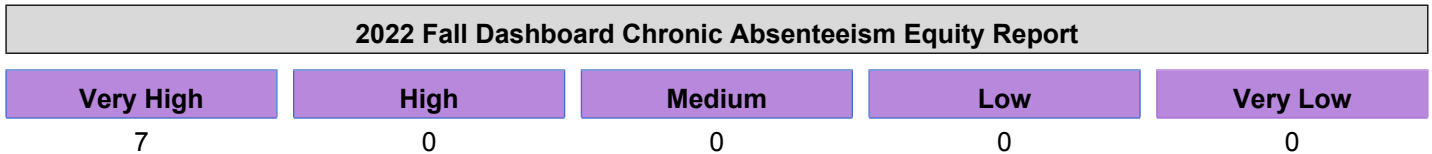
Academic Engagement Chronic Absenteeism

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](#).

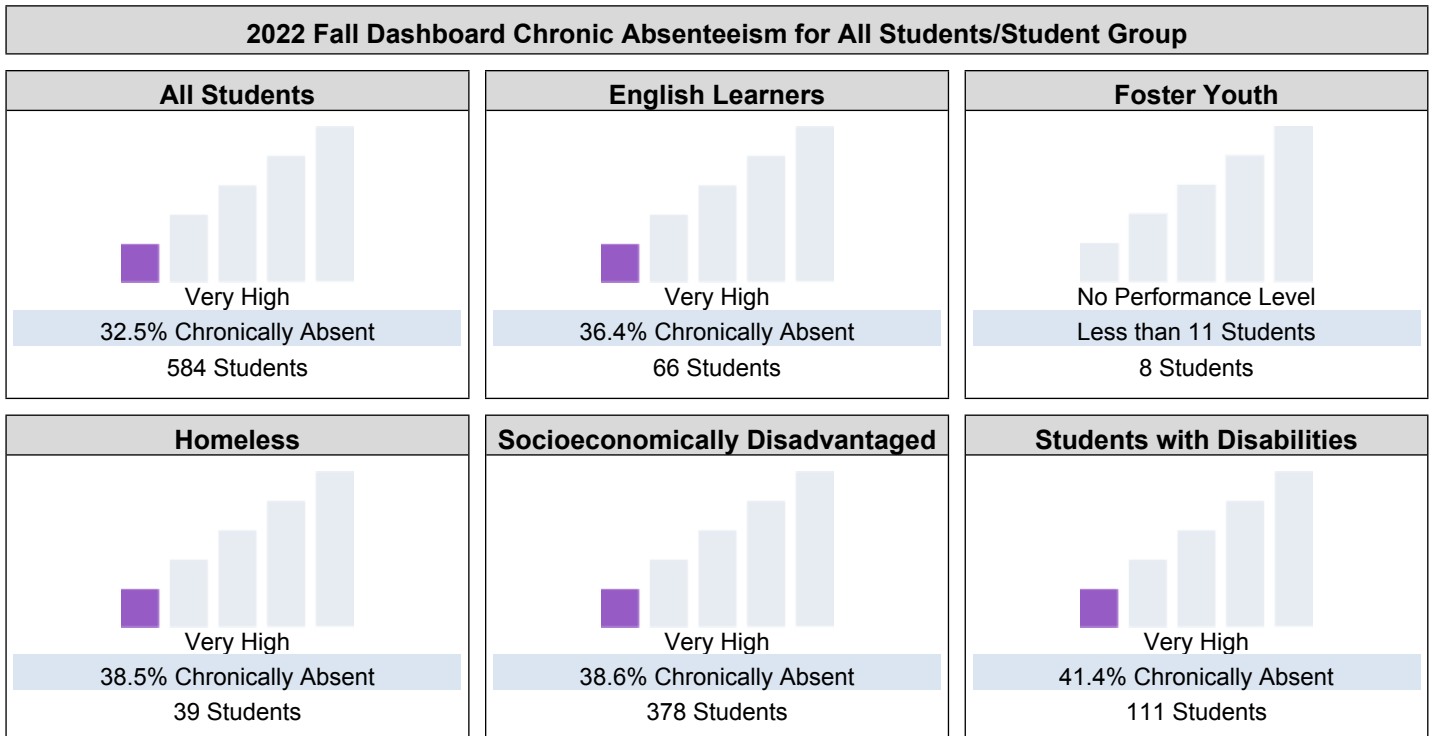
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



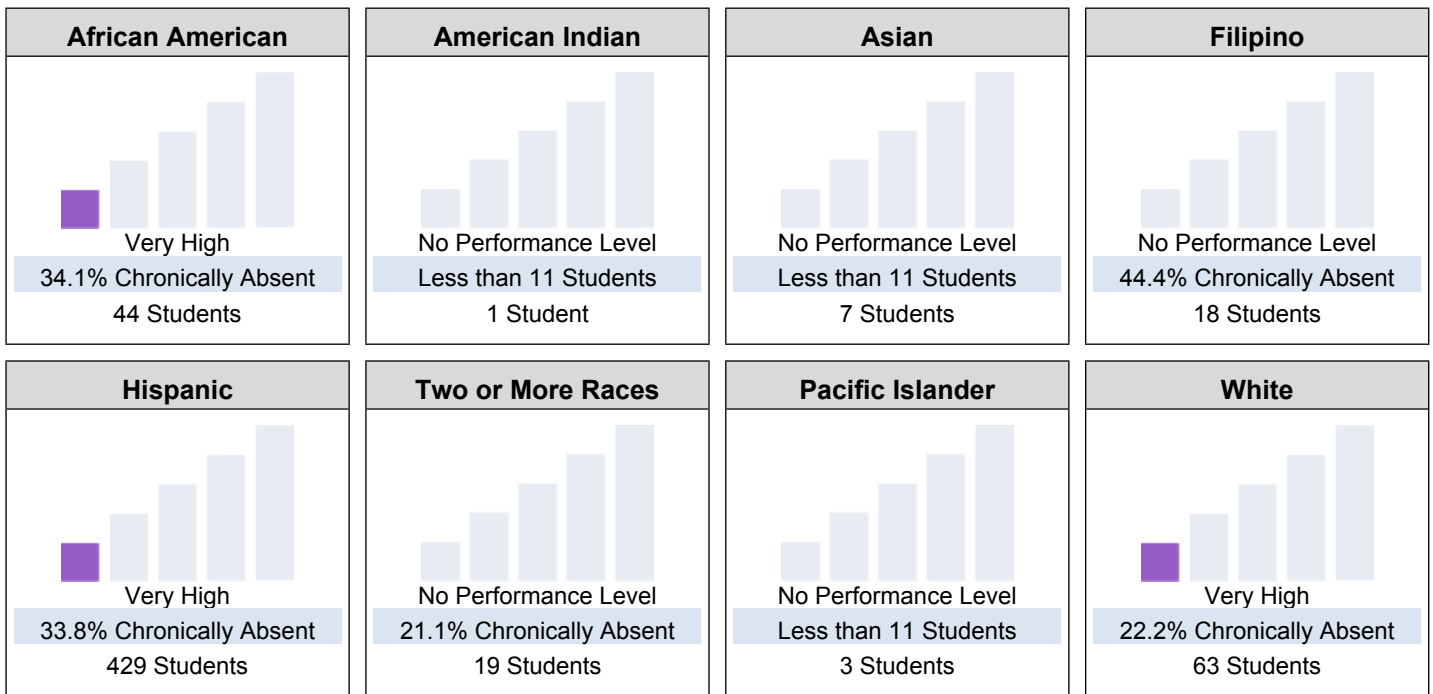
This section provides number of student groups in each level.



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



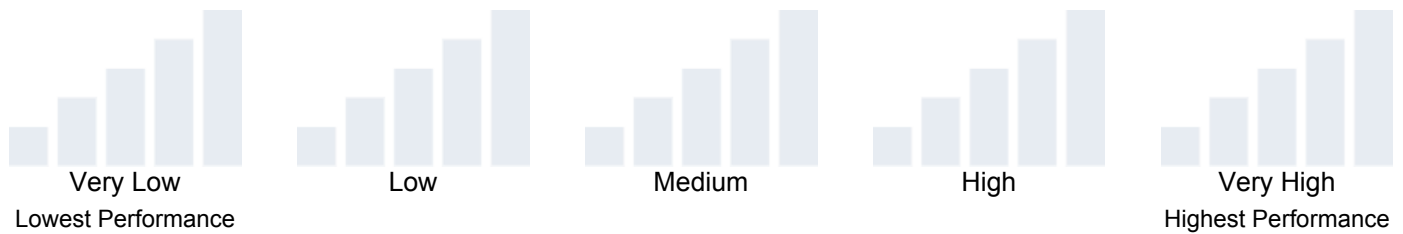
Conclusions based on this data:

1.

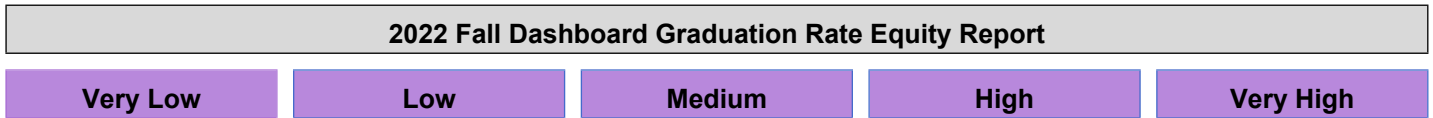
School and Student Performance Data

Academic Engagement Graduation Rate

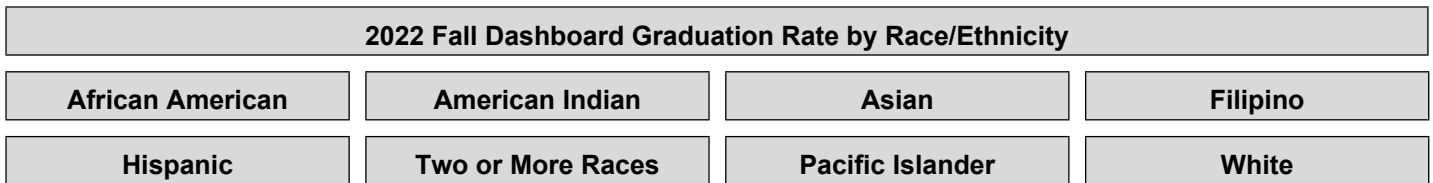
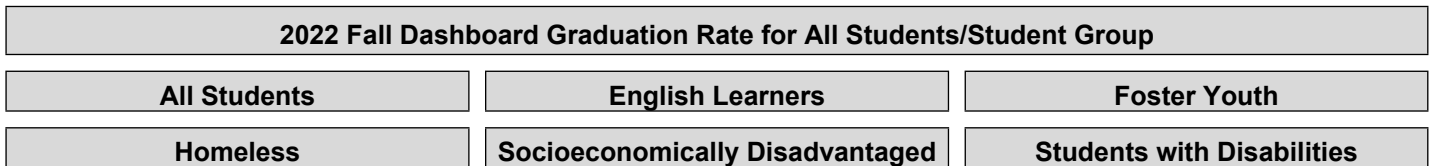
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

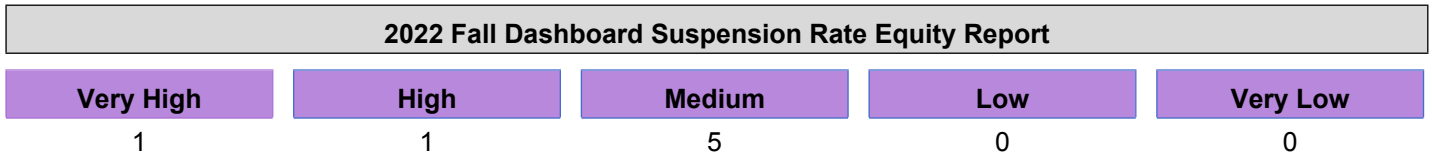
Conditions & Climate Suspension Rate

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

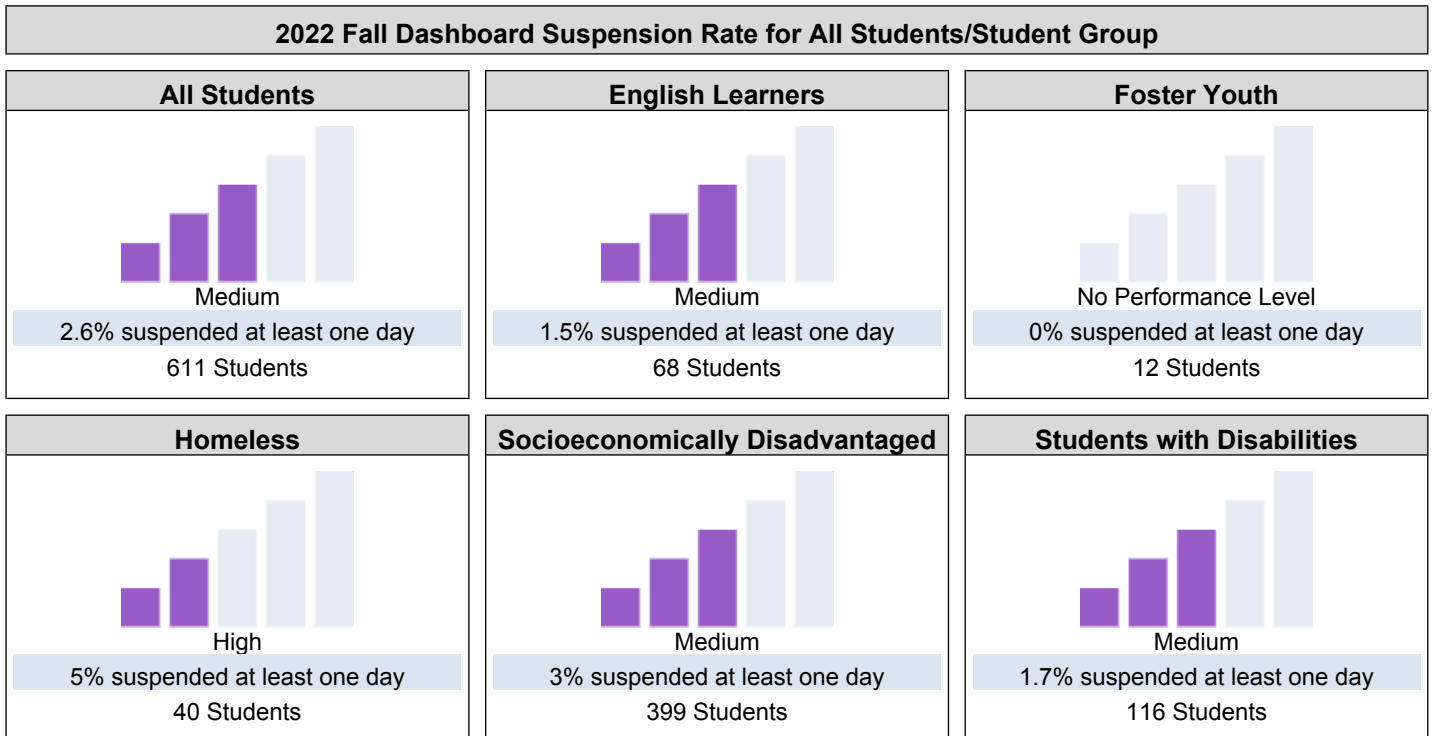
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



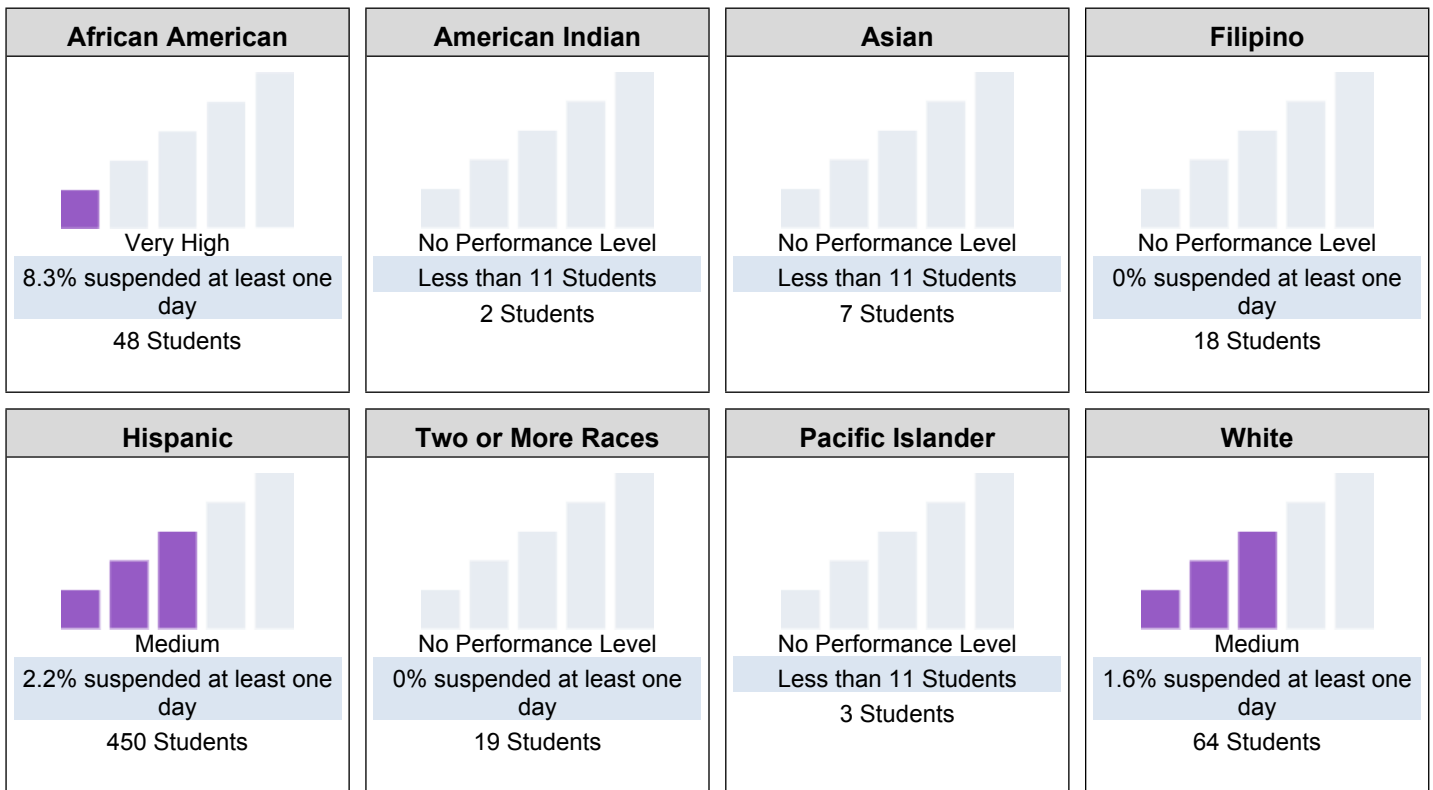
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension Rates that fall on the Green Performance Level:
 - All Students: Green Level (593 students) with a suspension rate of 1.3% and a decline in suspensions of 0.08%.
 - African-American: Green Level (52 students) with a suspension rate of 1.9% and a decline of 2.7%
 - Hispanic: Green Level (424 students) with a suspension rate of 1.2% and a decline of 0.8%
 - Socioeconomically Disadvantaged: Green Level (450 students) with a suspension rate of 1.8% and a decline of 0.8%
 - Students with Disabilities: Green Level (102 students) with a suspension rate of 2.9% and a decline in suspensions of 3.7%
2. Suspension Rates that fall under the Yellow, Orange or Red Performance levels:
 - English Learners: Yellow Level (115 students), with a suspension rate of 0.9% and an increase of 0.9%.
 - Homeless: Yellow Level (63 students) with a suspension rate of 3.2% and a decline of 1.5%
 - White: Orange Level (83 students), with a suspension rate of 2.4% and an increase of 1.2%
 - Kordyak Elementary had no suspension rates for any student subgroup at the Red Performance Level.
3. Overall, Kordyak's suspension rate continue to drop from 3.5% in 2016 to 2.2% in 2017 to 1.3% in 2018. The drop in suspension rates is attributed to the full implementation of the PBIS program and socio-emotional services provided to the students by the district, such as services from the Behavioral Therapeutic Specialist.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

Kordyak students at every grade level will demonstrate readiness for higher education, career, and life in the 21st century. Kordyak will provide an integrated program that addresses student achievement to provide diverse pathways through rigorous and relevant instruction to support each student's learning style. This goal aligns with Tactic 1 of Kordyak's Strategic Plan, and the Intensive Academic Intervention, Strong Educator Support System, Fully Integrated Organizational Structure, and Strong & Positive School Culture components of the Multi-Tiered System of Support Framework.

In the 2021-2022 academic school year, Kordyak received a new baseline in the area of English Language Arts. Due to the COVID 19 Pandemic, schools throughout the state dealt with a decrease in the CAASPP scores due to online/virtual learning that took place from March 2019 - May 2021.

ENGLISH LANGUAGE ARTS

- 2021-2022 was the first time students participated in CAASPP Testing since the COVID Pandemic. Therefore, the scores received were a new baseline for the school is 40.05% (met or exceeded) in ELA. 3rd Grade score the lowest at 31%. They were the grade-level affected the most due to participating in online learning during the COVID Pandemic (end of 3rd trimester of 1st grade, and the entire year of 2nd grade). 4th grade scored 45.57. 5th grade scored 44.34%.
- Based on the Preliminary 2022-2023 CAASPP Report, Kordyak achieved 42.96 (2.91% increase). 4th grade (3rd grade class scoring the lowest in 2021-2022) scored the lowest at 32.14% (1.14% increase). 5th grade scored the highest at 57.65% (13.31% increase from their previous year). 3rd grade scored 42.53%.

MATH

- 2021-2022 was the first time students participated in CAASPP Testing since the COVID Pandemic. Therefore, the scores received were a new baseline for the school is 27.74% (met or exceeded) in Math. 5th Grade score the lowest at 18.08%. They were the grade-level affected the most due to participating in online learning during the COVID Pandemic (end of 3rd trimester of 3rd grade, and the entire year of 4th grade). There is a learning curve in Math that occurs between 4th and 5th grade with Math. 3rd grade scored 29%. 4th grade scored 37.50%.
- Based on the Preliminary 2022-2023 CAASPP Report, Kordyak achieved 37.01% (9.27%% increase). 3rd Grade scored the highest at 46.15%. 4th Grade scored 32.47% (3.47% increase). 5th Grade scored 31.40% (6.1% decrease).

CAASPP SUBGROUP DATA (2021-2022)

African American Students

- English Language Arts: 33.33% (Met or Exceeded)
- Math: 18.52% (Met or Exceeded)

English Learners

- English Language Arts: 9.68% (Met or Exceeded)
- Math: 15.63% (Met or Exceeded)

SPED Students

- English Language Arts: 11.36% (Met or Exceeded)
- Math: 9.09% (Met or Exceeded)

CAASPP SUBGROUP DATA (Preliminary 2022-2023)

African American Students

- English Language Arts: 14.2% (Met or Exceeded)
- Math: 22% (Met or Exceeded)

English Learners

- English Language Arts: 19.35% (Met or Exceeded)
- Math: 25% (Met or Exceeded)

SPED Students

- English Language Arts: 16.12% (Met or Exceeded)
- Math: 10% (Met or Exceeded)

GOAL 1A: The percentage of all students scoring at the "met" or "exceeded" levels on the ELA section of the CAASPP will increase by 3-5%, from 42.96% to at least 45.96% as measured by the 2023 ELA CAASPP.

GOAL 1B: The percentage of all students scoring at the "met" or "exceeded" levels on the Math section of the CAASPP will increase by 3-5%, from 37.01% to at least 40.01% as measured by the 2023 Math CAASPP.

GOAL 1C: The percentage of the focused subgroups (African Americans, English Learners, and Special Education) scoring at the "met" or "exceeded" levels on the ELA section of the CAASPP will increase by 3-5% on the ELA and Math CAASPP.

GOAL 1D: The percentage of English Learners who redesignate as Redesignated Fluent English Proficient (RFEP) will increase by 5-7% for the 2023-2024 school year.

GOAL 1E: All Level 4 English Learners redesignate as Redesignated Fluent English Proficient (RFEP) in the 2023-2024 school year.

Identified Need

African American Students

- English Language Arts: 14.2% (Met or Exceeded) - 28.76% under the school-wide "met or exceeded" percentage
- Math: 22% (Met or Exceeded) - 15.01% under the school-wide "met or exceeded" percentage

English Learners

- English Language Arts: 19.35% (Met or Exceeded) - 23.61% under the school-wide "met or exceeded" percentage
- Math: 25% (Met or Exceeded) - 12.01% under the school-wide "met or exceeded" percentage

SPED Students

- English Language Arts: 16.12% (Met or Exceeded) - 26.84% under the school-wide "met or exceeded" percentage
- Math: 10% (Met or Exceeded) - 27.01% under the school-wide "met or exceeded" percentage

Math school-wide percentage is 5.95% under the ELA school-wide "met or exceeded" percentage

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELA SBAC 2023-2024 Mathematics SBAC 2023-2024 iReady ELA and Math Spring Diagnostic Assessments (Kinder through 2nd Grade) Reclassification Percentages	<p>GOAL 1A: School-Wide ELA (3rd-5th): 42.96 %</p> <p>GOAL 1B: School-Wide Math (3rd-5th Grade): 37.01%</p> <p>GOAL 1C: African American Students</p> <ul style="list-style-type: none"> • English Language Arts: 14.2% (Met or Exceeded) • Math: 22%% (Met or Exceeded) <p>English Learners</p> <ul style="list-style-type: none"> • English Language Arts: 19.35% (Met or Exceeded) • Math: 25%% (Met or Exceeded) <p>SPED Students</p> <ul style="list-style-type: none"> • English Language Arts: 16.12% (Met or Exceeded) 	<p>GOAL 1A: School-Wide ELA (3rd-5th): 45.96 %</p> <p>GOAL 1B: School-Wide Math (3rd-5th Grade): 40.01%</p> <p>GOAL 1C: African American Students</p> <ul style="list-style-type: none"> • English Language Arts: 17.2% (Met or Exceeded) • Math: 25% (Met or Exceeded) <p>English Learners</p> <ul style="list-style-type: none"> • English Language Arts: 22.35% (Met or Exceeded) • Math: 28% (Met or Exceeded) <p>SPED Students</p> <ul style="list-style-type: none"> • English Language Arts: 19.12% (Met or Exceeded)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Math: 10% (Met or Exceeded) <p>GOAL 1D/1E: 4 Reclassified Students</p>	<ul style="list-style-type: none"> Math: 13% (Met or Exceeded) <p>GOAL 1D: 5% of EL Students will Reclassify (3 students)</p> <p>GOAL 1E: All Level 4 EL students will Reclassify</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)

Tier 1 Inclusive Academic Instruction Component of Whole Child Domain (All Students)

Strategy/Activity

Inclusive Academic Instruction Component of Whole Child Domain (Tier 1 of Multi-Tiered System of Support)

Universal Academic Supplemental Supports

The first level of support all scholars will receive is within their own classrooms. In Tier 1, teachers use evidence-based strategies in conjunction with differentiated student instruction that work to help all students learn and be successful. These strategies are meant to be preventative and proactive, to help fill gaps in understanding as soon as they happen.

Tier I Academic: For Tier 1 to be effectively implement, teachers and scholars will be provided with supplemental instructional materials and programs (including computer-based programs) to supplement the core program in order to ensure mastery of content standards, differentiation of instruction, and provide teachers/scholars with the opportunity to apply and reinforce the concepts and skills taught during virtual learning, hybrid, and traditional educational models. Computer-based and Non Computer-based supplemental programs will include, but not limited to, I Ready, ST Math, SIPPS, Footsteps2Brilliance, Mystery Science, Scholastic Lit Pro, Boom Learning, SKIES, and Engage New York).

The data from the supplemental instructional materials and programs (such as ST Math) is analyzed and shared with instructional staff members weekly to guide instruction for small group and intensive, intensive individual.

Universal Academic Strategies

Tier I Academic Instructional Strategies: Tier I Academic Strategies that will be utilized during instruction (with the use of core and supplemental instructional materials), but not limited to:

1. Create Learning Stations
2. Use Task Cards
3. Interview Students
4. Target Different Senses Within Lessons
5. Share Your Own Strengths and Weaknesses
6. Use the Think-Pair-Share Strategy
7. Make Time for Journaling
8. Implement Reflection and Goal-Setting Exercises
9. Run Literature Circles
10. Offer Different Types of Free Study Time
11. Group Students with Similar Learning Styles
12. Give Different Sets of Reading Comprehension Activities
13. Assign Open-Ended Projects
14. Encourage Students to Propose Ideas for Their Projects
15. Analyze Your Differentiated Instruction Strategy on a Regular Basis
16. "Teach Up"
17. Use Math EdTech that Adjusts Itself to Each Student
18. Relate Math to Personal Interests and Everyday Examples
19. Play a Math-Focused Version of Tic-Tac-Toe
20. Create Learning Stations, without Mandatory Rotations

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)
15,000	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials
10,000	Title I 5000-5999: Services And Other Operating Expenditures Subscription/Computer-based program licenses (such as ST Math, Brain Pop, iReady, and Boom Learning)
5890	Special Education 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain (Small Group of Students & Intensive, Individualized Instruction With Student)

Strategy/Activity

Targeted Instructional Interventions and Academic Supports (Tier 2 and Tier 3 of Multi-Tiered System of Support - Inclusive Academic Instruction Component of Whole Child Domain)

Scholars that do not respond to the universal supports and are not meeting certain assessment data benchmarks will be moved to the next tier, Tier Two. At this tier, they will receive targeted supports to address their specific learning needs. These targeted interventions will occur in a small group setting.

Scholars at the targeted level who still need additional support to master the core curriculum will be moved to the third level, Tier Three. At this tier, they will receive intensive one-on-one activities and instruction to assist with skills and concept gaps.

Instructional staff members (i.e. Teachers, Reading Specialist, and Instructional Strategist) will provide targeted instructional intervention and academic supports for students working towards grade-level mastery of the ELA/ELD (phonemic awareness, phonics, vocabulary, reading comprehension & sight words) and Math CCSS. Targeted intervention and support will be provided during the school day, after school and/or on Saturdays. Instructional Assistants assigned to work with students at-risk will be under the supervision of Teachers, Reading Specialist, and/or Instructional Strategist when providing targeted instructional intervention and academic supports.

Instructional Staff Members and Administration will use the Problem Solving Cycle to identify the level of instructional interventions and academic supports needed for students.

Problem-Solving Cycle (Identify, Analyze, Implement, and Reflect)

- Identify: Universal screening data and diagnostic data will be used to identify the area of need or acceleration. The universal screeners and diagnostics used will be, but not limited to, IReady, ST Math, SIPPS, Dibels, Wonders Running Records, Neuhaus Reading Readiness and Language Enrichment, Core Phonics Survey, and CAASPP Interim Assessment Blocks.
- Analyze: Based on the data from the universal screeners and diagnostics, Instructional Staff Members will determine and create a plan that aligns targeted instructional interventions and academic supports. The interventions and supports assigned will be specified by the need, measurable goal, and specific outcome (intervention, happening how often, for what duration, in what setting, facilitated by whom, etc.).
- Implement: Instructional Staff Members will implement interventions assigned with fidelity, as described in the plan. Data will be collected about the interventions. In addition to the interventions, the additional information tracked will be as follows: the student's attendance in the intervention, the duration/ minute counts, intervention comments, and other fidelity metrics, etc. A progress monitoring measure tied to the intervention need will be frequently administered in order to track whether the intervention is improving student outcomes.
- Reflect: Instructional Staff Members will review the progress monitoring data and the collected intervention data to evaluate whether the student is responding to the intervention. From that point, a determination will be made on whether to continue the intervention, adjust the intervention, or fade it out.

The Problem Solving Cycle will provide Instructional Staff Members with the information needed to tier the interventions provided. Tier 1 (Universal Instructional Strategies and Academic Supports) and Tier 2 (Targeted, Group Interventions) interventions ensure that Instructional Staff Members

provide targeted supports without exhausting or debilitating our Tier 3 (Intensive Individualized) resources.

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)
1,500	LCFF Site Discretionary 4000-4999: Books And Supplies Intervention supplies including paper
2,000	LCFF Site Discretionary 2000-2999: Classified Personnel Salaries Extra-duty for Instructional Assistants
1,000	LCFF Site Discretionary 3000-3999: Employee Benefits Classified benefits
22,000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Extra-duty pay for teachers to provide training for alternate support instructional curriculum and program structure
11,636	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Integrated Supports Doman to Support The Whole Child (All Students)

Strategy/Activity

Equitable Access to Technology (Peripherals)

Kordyak Elementary will decrease the technological gap by providing students access to up-to-date technology devices & accessories to supplement the core program, and to provide targeted instructional intervention, academic supports and enrichment opportunities (in conjunction with supplemental computer-based programs in the areas of ELA, Math, ELD and Science). Decreasing the technological gap will help Kordyak to increase student engagement and academic achievement (Currently, Rialto USD is 1:1 with technology - iPads or Chromebooks).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

LCFF Site Discretionary
5000-5999: Services And Other Operating Expenditures
Technology Devices for Students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Tier 1 Inclusive Academic Instruction Component of Whole Child Domain (All Students)

Strategy/Activity

Tier I (Universal) Enrichment: STEAM Based Pedagogy (Emphasis on Math, Technology, and Environmental Science)

Kordyak Elementary will continue to utilize STEAM based learning pedagogy (with a primary focus on Math, Technology, and Environmental Science) through lessons, assemblies, project-based learning, and extracurricular activities. Research and training on how to integrate the school's garden and create an outside classroom & STEAM Lab into the teacher's lesson plans will be conducted. This will allow students to connect their learning in core areas together with arts practices, elements, and design principles resulting in students who take thoughtful risks, persist in problem-solving, embrace collaboration, and work through the creative process.

Kordyak received the Farm to School Grant for 2021-2023. Through this grant, students will focus on Environmental Science through use of the school garden and outdoor learning spaces provided by the school that will focus on different aspects of Environment Science (such as plant science, soil science, effects of global climate change, etc.)

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

Title I
4000-4999: Books And Supplies
S.T.E.A.M. project materials & supplemental materials

1,000

Title I
5800: Professional/Consulting Services And Operating Expenditures
STEAM Education website lesson library;
STEAM Education certification professional development course

1,000

Title I
1000-1999: Certificated Personnel Salaries

	teacher extra-duty pay for professional development
500	Title I 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Tier 1 Inclusive Academic Instruction Component of Whole Child Domain (All Students)

Strategy/Activity

Virtual and Non-Virtual Educational Study Trips and Assemblies

Students will have the opportunity to attend virtual and/or non-virtual educational study trips and assemblies that are aligned to the ELA, Math, ELD, Science and History/Social Studies CCSS to reinforce concepts and skills taught in the virtual, hybrid, and/or traditional classroom setting. The study trips and assemblies will be a part of the teachers' lesson plans, which will include activities that prepare students for the study trip/assembly and follow-up activities that allow students to summarize, apply, and evaluate what they learned from the study trip/assembly. Educational study trips and assemblies will include visits to/from, but not limited to, Inland Empire Resource Conservation District, Children's National Theater, Southern California Edison, museums, science Centers, universities, zoo/aquariums, plays/musicals, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 5000-5999: Services And Other Operating Expenditures supplies/materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Family and Community Engagement Domain to Support The Whole Child: Academic Conferences for All Students

Strategy/Activity

Academic Conferences

Academic Conferences will be scheduled by teachers and administrators to inform parents/guardians of students working towards grade-level mastery of the the ELA/ELD & Math CCSS. These conferences will provide parents/guardians with the opportunity to discuss the academic needs of their students (based on assessment data), identify effective

instructional/intervention strategies and supplemental instructional programs, develop an intervention plan to target their academic needs, and analyze data to measure/monitor student progress to document growth. Substitute teachers may be needed to release teachers to attend the Academic Conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Extra duty for teachers for after school Academic Conferences
1,500	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Costs for substitute to release teachers during the day
1000	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain: EL Students

Strategy/Activity

Targeted Instructional Intervention and Academic Supports for English Learners (EL) (Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain)

Student Success Profiles will be developed for EL students using data from teachers, parents, and students (such as assessments, interviews, and observations). This asset-based profile will include student strengths and strategies for success towards reclassification.

Tier 2 and Tier 3 Targeted Instructional Interventions and Academic Supports, instructional literacy kits with culturally relevant literature, and supplemental materials aligned to the requirements for reclassification will be provided for EL students who are at-risk of not meeting the ELA/ELD CCSS (in the areas of Reading, Writing, Listening, and Speaking) and becoming Long Term EL students.

Bilingual Aide and teachers will provide small group instruction in the classroom throughout the school day. Bilingual Aide, teachers, and administration will conduct academic progress monitoring (Individualized learning plans, Check-Ins, Limited and/or Regular Family Check-In, and Pre- and Post Evaluation of ELA Academic skills).

Intervention will be provided during the summer to continue the development of foundational skills in the areas of ELA/ELD CCSS (in the areas of Reading, Writing, Listening, and Speaking) for

identified students . EL students will be identified using local and district-level assessment data such as 3rd quarter grades, i-Ready, ELPAC and/or CAASPP test results.

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)
2286	EL Supplemental 5000-5999: Services And Other Operating Expenditures Licenses for computer-based program for EL Level 1 students
6000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Certificated salary
2500	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain: African-American Students

Strategy/Activity

Targeted Instructional Intervention and Academic Supports for African American Students (Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain)

Student Success profiles will be developed for African American Students using data from teachers, parents, and students (such as assessments, interviews, and observations). This asset-based profile will include student strengths and strategies for success during this time of civil unrest.

Tier 2 and Tier 3 Targeted Instructional Interventions and Academic Supports for African American students will be provided in the areas of ELA and Math. Tier 2 instructional interventions/academic supports will include, but not limited to, Achievement Logs, Group Targeted Skills Tutoring, Group Check-Ins, Limited Family Check-Ins, and Pre- and Post Evaluation for ELA and Math academic skills. Tier 3 instructional interventions/academic supports will include, but not limited to Individualized Learning Plans, Individual Tutoring, Regular Family Check-In, and Pre- and Post Evaluation for ELA and Math academic skills.

Instructional literacy kits with culturally relevant literature and intervention during the summer will be provided to continue the development of foundation skills in the areas of ELA and Math for identified students. African American students will be identified using local and district-level

assessment data such as 3rd quarter grades, i-Ready, and/or CAASPP test results. Teachers and administration will conduct academic progress monitoring.

Administration, assigned instructional staff members, support staff, and/or contractors/vendors will be assigned to assist with the targeted instructional Intervention and academic supports for African American Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra duty for teachers
1000	Title I 3000-3999: Employee Benefits Certificated benefits
2000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Certificated salary
1000	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated benefits
350	LCFF Site Discretionary 5700-5799: Transfers Of Direct Costs Printing Costs
350	LCFF Site Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain: Socio-economically Disadvantaged (SED) Students & Foster Youth

Strategy/Activity

Targeted Instructional Intervention and Academic Supports for Socio-economically Disadvantaged (SED) Students & Foster Youth (Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain)

Student Success profiles will be developed for Foster Youth and Socio-economically Disadvantaged Students using data from teachers, parents, and students (such as assessments, interviews, and observations). This asset-based profile will include student strengths and strategies for success as the students learn to adapt to their changing learning and home environment.

Targeted instructional intervention and academic supports in the areas of ELA/ELD and Math, life skills, and conflict resolution training will be provided to Foster Youth and Socio-economically Disadvantaged (SED) Students at-risk of not meeting the ELA/ELD and Math CCSS during the school day, after school and/or on Saturdays. In addition, intervention during the summer break will be provided in the areas of ELA/ELD and Math for identified students. Students will be identified using local and district-level assessment data such as 3rd quarter grades, i-Ready, ELPAC and/or CAASPP test results. Teachers and administration will conduct academic progress monitoring. Student Success profiles will be developed.

Administration, assigned instructional staff members, support staff, and/or contractors/vendors will be assigned to assist with the targeted instructional Intervention and academic supports for Foster Youth and Socio-economically Disadvantaged Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra Duty for Teachers
1000	Title I 3000-3999: Employee Benefits Certificated Benefits
2000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Certificated Salary
1000	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated Benefits
350	LCFF Site Discretionary 5700-5799: Transfers Of Direct Costs Printing Costs
350	LCFF Site Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Component of Whole Child Domain (Small Group of Students & Intensive, Individualized Instruction With Student) & Administrative Leadership Domain to Support The Whole Child: Student Success Team

Strategy/Activity

Student Success Team (Problem-Solving Process Inclusive Academic Instruction)

The Student Success Team (SST) will carry out the problem-solving MTSS process (described in Strategy 2 of the SPSA) for scholars identified as possibly needing targeted or more intensive supports. This team will consist of the following people, and will meet on a regular schedule in order to identify those students that need academic supports as well as to review the success of implemented academic supports:

- Teachers
- Psychologists
- Principals/Other Administrators as needed
- Interventionists
- Social Workers
- Counselors

The Student Success Team will implement steps in the Academic MTSS (Multi-Tiered System of Support) Process

Step #1: Referral/Recommendation - Address concerns relating to academics by reviewing benchmark data and referral paperwork to determine whether or not to refer a scholar for Tier Two or Tier Three supports.

Step #2: Intervention Planning/Programming - Determine the appropriate supports for student success by utilizing data to make decisions concerning what specific supports a student needs (Supports to be implemented will be communicated to parents).

Step #3: Progress Monitoring/Data Collection - Through progress monitoring data collection, assessment measures are reviewed to determine academic improvement of scholar.

Step #4: Data Review & Decision-Making - Review of progress monitoring data and review academic tier placement through analysis of data from progress monitoring in order to determine one of the following actions: 1) Continue implementation of supports due to demonstrable student progress; 2) Exit from Tier Two/Tier Three supports; 3) Modification of existing supports at the same tier; 4) Increase level of support from Tier Two to Tier Three. (Parents are notified of student progress and consent is obtained if student increases tiers)

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

LCFF Site Discretionary
1000-1999: Certificated Personnel Salaries
Sub Coverage/Extra Duty

1000

LCFF Site Discretionary
3000-3999: Employee Benefits
Certificated Benefits

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.

End of Year (EOY) I-Ready Diagnostic Results : All Grades (Kinder - 5th Grade)

ELA (READING)

Fall I Ready ELA Diagnostic School-Wide

27% Tier 1
46% Tier 2
28% Tier 3

Fall I Ready ELA Diagnostic Subgroups

African Americans

20% Tier 1
43% Tier 2
37% Tier 3

English Learners

4% Tier 1
44% Tier 2
51% Tier 3

Special Education

6% Tier 1
22% Tier 2
72% Tier 3

Spring I Ready ELA Diagnostic School-Wide

56% Tier 1 (29% Growth)
30% Tier 2 (16% Decrease)
14% Tier 3 (14% Decrease)

Spring I Ready ELA Diagnostic Subgroups

African Americans

31% Tier 1 (11% Growth)
49% Tier 2 (6% Increase)
20% Tier 3 (17% Decrease)

English Learners

33% Tier 1 (29% Growth)
38% Tier 2 (6% Decrease)
29% Tier 3 (22% Decrease)

Special Education

24% Tier 1 (18% Growth)

22% Tier 2

54% Tier 3 (18% Decrease)

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MATH

Fall I Ready Math Diagnostic School-Wide

7% Tier 1

52% Tier 2

40% Tier 3

Fall I Ready Math Diagnostic Subgroups

African Americans

20% Tier 1

43% Tier 2

37% Tier 3

English Learners

4% Tier 1

44% Tier 2

51% Tier 3

Special Education

6% Tier 1

22% Tier 2

72% Tier 3

Spring I Ready Math Diagnostic School-Wide

40% Tier 1 (33% Growth)

45% Tier 2 (7% Decrease)

16% Tier 3 (24% Decrease)

Spring I Ready Math Diagnostic Subgroups

African Americans

31% Tier 1 (11% Growth)

49% Tier 2 (6% Increase)

20% Tier 3 (17% Decrease)

English Learners

33% Tier 1 (29% Growth)

38% Tier 2 (6% Decrease)

29% Tier 3 (22% Decrease)

Special Education

24% Tier 1 (18% Growth)

22% Tier 2

54% Tier 3 (18% Decrease)

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

Based on the Preliminary 2022-2023 CAASPP ELA Report, Kordyak achieved 42.96 (2.91% increase). 4th grade (3rd grade class scoring the lowest in 2021-2022) scored the lowest at 32.14% (1.14% increase). 5th grade scored the highest at 57.65% (13.31% increase from their previous year). 3rd grade scored 42.53%. Reading improved tremendously with the support of Instructional Strategists, Reading Specialists, and teachers being very strategic with the lesson plans implemented in the classroom and the utilization of school-wide Universal Access time in the area of Reading.

Based on the Preliminary 2022-2023 CAASPP Math Report, Kordyak achieved 37.01% (9.27% increase). 3rd Grade scored the highest at 46.15%. 4th Grade scored 32.47% (3.47% increase). 5th Grade scored 31.40% (6.1% decrease). Math tremendously improved due to small grouping and the continued usage of the ST Math program school-wide. In the upcoming year, a Saturday Math Enrichment Program would assist scholars who need additional time with small grouping and practice in the area of Math. Kordyak will continue to assess Math supplemental materials and instructional strategies to implement with lesson plans so we can eventually mirror the same type of results experienced in the area of Reading.

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.

Based on the data analysis and the academic progress that our students made, the teachers, support staff, the SSC and school admin determined that Kordyak Elementary will continue to implement all the actions and strategies in the SPSA. The Strategies/Activities were also revised making them more specific and easy to read for parents and families. The teachers, support staff and the School Site Council will continue to implement the strategies and activities in the SPSA throughout the 2023-2024 academic school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions for Learning

LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

Kordyak will ensure that all students are provided with access and opportunities for increased achievement as supported by professional learning communities focused on building and improving instructional practices. Staff members will be provided with opportunities to collaborate effectively in order to continue developing and enhancing their classroom instruction for a variety of 21st century learners to ensure the development of an exemplary staff through collaboration. This goal aligns with Tactic 2 of Kordyak's Strategic Plan, and Administrative Leadership component of the Multi-Tiered System of Support (MTSS) Framework.

EOY IReady Reading Diagnostic

Kordyak went from 52% in Tier 2 and Tier 3 during the 2021-2022 school year to 45% in Tier 2 and Tier 3 for the 2022-2023 school year in the area of Reading. 32% are in Tier 2 and 13% in Tier 3. This is a 7% reduction.

EOY IReady Math Diagnostic

Kordyak went from 64% in Tier 2 and Tier 3 during the 2021-2022 school year to 60% in Tier 2 and Tier 3 for the 2022-2023 school year in the area of Reading. 45% are in Tier 2 and 15% in Tier 3.

Goal 2.1: There will be at least a 10% reduction in the number of students in Tiers 2 and 3 as measured by the i-Ready Diagnostics Intervention Screener in Reading and Math by the end of the 2023-2024 school year.

Goal 2.2: Certificated staff will participate in professional development to improve instructional practices in ELA (Reading) and math, as well as to better address the academic and learning needs of African-American students, Students in Special Education and English Language Learners (RUSD 5 Focus Areas).

Goal 2.3: Certificated staff will participate in professional development that is aligned to Kordyak's Strategic Plan, Multi-Tiered System of Support (MTSS) and targets the improvement of instructional practices and the quality of instruction.

Identified Need

- In order to continue to improve student academic achievement in the areas of ELA, Math, and the Multi-Tiered System of Support in all grade-levels, teachers will have many opportunities to participate in professional development/training throughout the school year.

- Kordyak's Teachers will be provided on-going coaching and support from the Instructional Strategist, Reading Specialists, school admin, and RUSD Induction Program; and will be provided many opportunities to attend professional development and training throughout the 2022-2023 school year.
- On the 2022-2023 EOY Reading IReady Diagnostic, 45% of students in grades Kinder through 5th scored in Tier 2 and Tier 3.
- On the 2023-2023 EOY Math IReady Diagnostic, 60% of students in grades Kinder through 5th scored in Tier 2 and Tier 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. iReady Diagnostic (Beginning, Mid-Year & End-of-Year) Data 2. Classroom Walk-through Observation sheets 3. PD registrations, handouts, and staff mtg. agendas when teachers present to the whole staff.	Goal 2.1: <ul style="list-style-type: none"> • On the 2022-2023 EOY Reading IReady Diagnostic, 45% of students in grades Kinder through 5th scored in Tier 2 and Tier 3. • On the 2022-2023 EOY Math IReady Diagnostic, 60% of students in grades Kinder through 5th scored in Tier 2 and Tier 3. 	<ul style="list-style-type: none"> • By the end of the 2023-2024 school year, the percentage of students in Tier 2 and Tier 3 in reading will decrease to 35%. • By the end of the 2023-2024 school year, the percentage of students in Tier 2 and Tier 3 in math will decrease to 50%. • PD registration, sign in sheets, walk-through observations and PD handouts will be used to measure effectiveness of Goals 2.2 and 2.3.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students): Professional Development

Strategy/Activity

Professional Development for Instructional Staff Members

Teachers, support staff and administrators will participate in professional development offered within and outside the district in the following areas, but not limited to:

- Accelerated Learning

- Multi-Tiered System of Support Framework (MTSS)
- Cultural Proficiency & Equitable Instructional/Classroom Practices
- Results-Oriented Best Teaching Practices to Improve Student Academic Achievement in Reading and Math
- Differentiated Instruction to Address Academic & Learning Needs of Students At-Risk, Students with Disabilities, African-American Students and

English Learners.

- Increasing Depth of Knowledge & Instructional Rigor
- 21st Century Teaching and Learning (Not limited to STEAM, GATE, CUE, CAG , CA Math Conference, PBIS)
- Increasing Student Engagement
- Integrating Technology into The Classroom/Instruction
- Increasing Parent and Family Involvement and Engagement
- Trauma Informed Practices & Social-Emotional Learning

Information learned will be shared through staff led professional development sessions provided by Administration, Teachers, Instructional Strategist, Reading Specialist, Instructional Technology Assistant, and Educational Specialists at Kordyak.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries teacher extra-duty pay for after-school training
2000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Substitute pay for teacher release time to attend PD
4000	LCFF Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Conference/Webinar Registration
1000	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students): Professional Development Resources & Materials

Strategy/Activity

Professional Development Resources and Materials

Professional development resources and materials, that support the instructional focus and address the needs of students and teacher, will be made available to administrators, teachers, and support staff. PD resources and materials, not limited to books, videos, subscriptions, and online resources in the areas of Multi-Tiered System of Support, ELA (reading and writing), ELD, Special Education, STEAM (Emphasis on Technology, Math, and Environmental Science), Farm to School, GATE, SIOP Protocol, SDAIE, differentiated instruction, lesson study, and student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF Site Discretionary
4000-4999: Books And Supplies
PD materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students): Classroom Observations

Strategy/Activity

Observation of Effective Instructional Practices

Administrators, teachers and support staff will visit other classrooms or other schools within and outside the district to observe effective instructional practices, to learn about lesson designs that meet the needs of 21st century learners, learn ways to incorporate technology into the instruction, learn models of collaboration, initiatives and strategies other schools are implementing to improve student academic achievement and to increase parent and family involvement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF Site Discretionary
1000-1999: Certificated Personnel Salaries
Substitute Pay for Teacher Release Time
(Virtual/Non-Virtual)

1000

LCFF Site Discretionary
3000-3999: Employee Benefits
Certificated Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students): PLCs

Strategy/Activity

Professional Learning Communities (PLCs)

Instructional Staff Members will meet regularly in Professional Learning Communities (PLCs) to share their experiences and work collaboratively to improve teaching skills and the academic performance of students. During their PLCs, Instructional Staff Members will discuss essential standards among core subject areas within the CCSS (ELA/ELD, Math, Science and Social Studies), develop an instructional focus, develop CCSS-based lessons (which include UDL strategies for students at-risk of not meeting academic standards), develop common formative assessments, analyze current assessment data, monitor student progress, and share evidence-based teaching practices and strategies to improve the quality and rigor of instruction. in the learning environment. PLCs will be comprised of both grade-level teams and vertical articulation teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750

Source(s)

LCFF Site Discretionary
4000-4999: Books And Supplies
PD/Best Practices Book and Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students): CA MTSS Course Pathway

Strategy/Activity

CA Multi-Tiered System of Support Course Pathway

The intention of the CA MTSS Pathway Certification for Schools is to build knowledge of California Multi-Tiered System of Support (CA MTSS) by making explicit and meaningful connections to your work as an educator in order to provide more inclusive and equitable learning environments for ALL students and families; regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency.

This course is designed to provide opportunities to reflect on and build insights into your current professional practices for the benefit of yourself and the students you serve. You will engage in a variety of thought-provoking activities that may require a time commitment to fully understand the concepts and how they will be applied to your work to benefit ALL students. While collaboration is

encouraged, each participant is expected to contribute equally.

Regardless of the instructional design of your school (i.e., in person instruction, distance learning, or a hybrid model) the goal is to enhance your practices so that necessary supports are provided to students and families in an equitable way.

Course Learning Objectives

- Deepen understanding of the What, Why, and How of CA MTSS
- Discover resources to support implementation of CA MTSS in your work as educators, support inclusive and equitable learning environments, and engage students and families in your community
- Collaborate with other educators to share practices that support the academic, behavioral and social-emotional success of all students
- Determine CA MTSS/LCAP alignment to support your work with students in order to enhance and implement LCAP and school site goals and services

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)
26,000	Other 1000-1999: Certificated Personnel Salaries MTSS School Climate Grant
6,000	Other 3000-3999: Employee Benefits MTSS School Climate Grant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Tier 3 Inclusive Academic Instruction Component of Whole Child Domain: Students With Individualized Educational Programs (IEPs)

Strategy/Activity

Monitoring the Academic Progress of Students With Individualized Educational Programs (IEPs)

General Education Instructional Staff Members, Educational Specialists, Alternative Learning Self-Contained Instructional Staff Members, Reading Specialist, Instructional Strategist, and Administration will have the opportunity to collaborate and discuss the progress of students that are achieving their Individualized Educational Program (IEP) goals, identify evidence-based instructional strategies to better address the needs of students with an IEP, and develop success plan for students with the Least Restrictive Environment (LRE). The collaborations are being conducted with the end goal in mind of having students successfully exit from Special Education Services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Special Education 2000-2999: Classified Personnel Salaries Classified salary
1000	Special Education 2000-2999: Classified Personnel Salaries Classified benefits
4000	Special Education 1000-1999: Certificated Personnel Salaries Substitute pay to release teachers/ & extra duty pay
1500	Special Education 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain (Small Group of Students & Intensive, Individualized Instruction With Student) & Administrative Leadership Domain to Support The Whole Child (All Students)

Strategy/Activity

Instructional Strategist Support

Instructional Strategist will assist with professional development for Instructional Staff Members. In addition, the Instructional Strategist will coach and support teachers in the areas of ELA/ELD and Math, collaborate with teachers to identify effective instructional strategies/practices, assist in providing intervention and support to students at-risk, assist with data analysis, and assist in planning for and implementing various parent and family engagement activities.

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)
38973.79	Title I 1000-1999: Certificated Personnel Salaries 35% Salary from Title I
13693.49	Title I 3000-3999: Employee Benefits Certificated Benefits

5,500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 5% Title II (Improving Teacher Quality)
1,308	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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)

Administrative Leadership Domain to Support The Whole Child (All Students)

Strategy/Activity

Categorical Project Clerk Support

Categorical Project Clerk will assist with the implementation and monitoring of categorical programs to ensure compliance with district, state, and federal requirements, regulations, program goals and SPSA goals. Categorical Project Clerk will assist with, but not limited to: arranging parent meetings & workshops; providing translation for parents; assisting with SSC/ELAC election process; assisting with ordering of supplemental instructional materials, programs and supplies; assisting with conference registrations, traveling requests, time cards, and personnel service requests pertaining to categorical programs; and, communicating with parents and families.

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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23188.46	Title I 2000-2999: Classified Personnel Salaries Classified salary 50% from Title I
8147.30	Title I 3000-3999: Employee Benefits

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

Tier 2 & Tier 3 Inclusive Academic Instruction Component of Whole Child Domain (Small Group of Students & Intensive, Individualized Instruction With Student) & Administrative Leadership Domain to Support The Whole Child (All Students): English Learners

Strategy/Activity

Data Conferences for English Learners (EL)

Instructional Staff Members who support EL students will have the opportunity to conduct data conferences with EL students. The data conferences will be held to determine interventions for ELA/ELD (such as reading and writing), develop effective ELD goals for students, and provide ELPAC test prep during the day and after school to prepare for successful reclassification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	EL Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
1,000	EL Supplemental 1000-1999: Certificated Personnel Salaries Subs to Release Teachers to Conduct Data Conferences
474	EL Supplemental 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

Strategy/Activity**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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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.

End of Year I Ready Diagnostic (Kinder - 5th Grade)

Reading: Kinder - 5th Grade

Tier 1: 55%

Tier 2 & 3: 45 %

Math: Kinder - 5th Grade

Tier 1: 40%

Tier 2 & 3: 60%

Reading Professional Development: LETRS, Nehaus Training, USC Reading Certification Program, and Review of School-Wide ELA Instructional Practices (i.e Citing Evidence, Close & Critical Reading, and Guided Reading).

Math Professional Development: Review of School-Wide Math Instructional Practices (i.e. Number Talks and Oral Explanation).

Kordyak begin the CA MTSS Pathway Course in December 2021. This course focuses on the following:

- Understanding of the What, Why, and How of CA MTSS
- Resources to support implementation of CA MTSS in your work as educators, support inclusive and equitable learning environments, and engage students and families in your community
- Collaborating with other educators to share practices that support the academic, behavioral and social-emotional success of all students
- Determining CA MTSS/LCAP alignment to support your work with students in order to enhance and implement LCAP and school site goals and services

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

Goal 2.1 Summary

Reading (Kinder - 5th Grade)

Overall as a school, Kordyak did not decrease to 32% in Tier 2 & 3. However, we did decrease to 45% in Tier 2 & Tier 3. Kordyak continues to be on the right path with reduction in Tier 2 and Tier 3 (especially with the Universal Access time provided for Reading school-wide)

Math (Kinder - 5th Grade)

Overall as a school, Kordyak did not decrease to 44% in Tier 2 & 3. However, we did decrease to 60% in Tier 2 & Tier 3. Kordyak continues to be on the right path with reduction in Tier 2 and Tier 3.

Goal 2.2 Summary

Kordyak certificated staff members did participate in numerous professional development in the area of Reading such as LETRS Training, Nehaus Training, and the USC Reading Certification Program. However, as a school, we did not participate in enough math professional development. In addition, Kordyak needs to work more on targeted interventions for African American scholars, English Learners, and scholars receiving Special Education services.

Goal 2.3 Summary

Kordyak began the CA MTSS Pathway Course during the 2021-2022 academic school year.

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

Kordyak will need to maintain the instructional strategies related to LETRS, Nehaus Training, USC Reading Certification Program, and Review of School-Wide ELA Instructional Practices (i.e Citing Evidence, Close & Critical Reading, and Guided Reading). Kordyak will need to increase instructional strategies in the areas of Math. Lastly, Kordyak will also need to continue the CA MTSS Pathway Course.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Kordyak Elementary will create a positive, safe and engaging learning environment that is student and parent centered. The staff at Kordyak will focus on student, parent, and community engagement, as well as develop trusting family and community partnerships. This goal aligns with Tactic 3 of Kordyak's Strategic Plan and the Whole Child, Administrative Leadership, Integrated Supports, and Family and Community Engagement domains of the Multi-Tiered System of Support Framework.

Goal 3a: The percentage of parents attending school sponsored workshops and events will represent 25% of the student population as measured by Google Meet and in-person attendance.

Goal 3b: The percentage of parents completing surveys such as the Annual Title I Parent Survey and School Climate Survey will represent at least 60% of the student population.

Goal 3c: The percentage of suspensions will maintain at under 1.0% as reported by the Suspension Proportionality Report.

Goal 3d: The percentage of students receiving 3 or more major referrals will maintain at 1% of less as measured by the end of year PBIS Rewards Referral Report & Synergy.

Goal 3e: Chronic Absenteeism Rate will decrease from 33% to 23% as measured by Synergy.

Identified Need

SCHOOL CLIMATE SURVEY FAMILIES

In 2022, school administration, instructional staff members, support staff members, and students worked together to get 232 parents/family members to respond to the School Climate Survey. The rating scale for the survey is a score of 1 through 4. 1 represents a low score, and 4 represents a high score.

TEACHING AND LEARNING

1. Teachers at my student's school have high standards for achievement (3.47)
2. Teachers at my student's school work hard to make sure that students do well (3.5)
3. Teachers at my student's school promote academic success for all students (3.5)

Teaching and Learning Mean Score: 3.49

SCHOOL SAFETY

- 4. My student's school sets clear rules for behavior (3.65)
 - 5. My student feels safe at school (3.62)
 - 6. My student feels safe going to and from school (3.68)
 - 7. School rules are consistently enforced at my student's school (3.54)
 - 8. School rules and procedures at my student's school are fair (3.56)
- School Safety Mean Score: 3.61

INTERPERSONAL RELATIONSHIPS

- 9. My student feels successful at school (3.53)
 - 10. My student is frequently recognized for good behavior (3.45)
 - 11. I feel comfortable talking to teachers at my student's school (3.62)
 - 12. Staff at my student's school communicate well with parents (3.45)
 - 13. I feel welcome at my student's school (3.66)
 - 14. All students are treated fairly at my student's school (3.53)
 - 15. Teachers at my student's school treat all students with respect (3.6)
- Interpersonal Relationship Mean Score: 3.55

INSTITUTIONAL ENVIRONMENT

- 16. My student's school building is well maintained (3.78)
 - 17. My student's textbooks are up to date and in good condition (3.72)
 - 18. Teachers at my student's school keep their classrooms clean and organized (3.75)
- Institutional Environment Mean Score: 3.75

PARENTAL INVOLVEMENT

- 19. I attend parent/teacher conferences at my student's school (3.67)
 - 20. I am actively involved in activities at my student's school (2.94)
 - 21. I frequently volunteer to help on special projects at my student's school (2.36)
- Parental Involvement Mean Score: 2.99

Overall Mean Score: 3.5

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Parent & Family Event Sign-In Sheets • Number of completed surveys • Suspension Proportionality & Suspension Reports • PBIS Rewards Referral Reports • Attendance Reports 	<ul style="list-style-type: none"> • Title I Family Surveys were not completed during the 2022-2023 academic school year (0% of the school population) • 232 School Climate Surveys were completed during the 2022-2023 academic school year (represents 41% of the school population). 	<ul style="list-style-type: none"> • Parent attendance to school-wide events will represent least 25% of student population in the 2023-2024 academic school year. • Each survey collected in 2023-2024 academic school year will represent at least 60% of student population.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • Suspension rate for 2022-2023 academic school year was 0.64% • Chronic Absenteeism Rate is 33% • 0.8% of students received 3 or more major referrals during the 2022-2023 academic school year. 	<ul style="list-style-type: none"> • Suspension rate for 2023-2024 academic school year will maintain to be under 1.0%. • Chronic Absenteeism Rate will decrease to 23% in the 2023-2024 academic school year

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)

Family and Community Engagement Domain to Support The Whole Child (All Students)

Strategy/Activity

Student, Parent, Family, and Community Engagement: Events & Workshops

Kordyak Elementary will hold academic virtual and non-virtual events/workshops for students, parents and their families to increase parent and family involvement/engagement, and their capacity of CCSS in the areas of ELA, Math, Science, and Social Studies. The events/workshops will provide the opportunity for parents and families to learn about the curriculum programs implemented, build parent capacity in terms of strategies they can implement to better support and assist their children at home, build leadership skills, and learn about the resources that are available to students and their families. These events/workshops will be offered during the day and after school and include the following (but not limited to): STEAM Night, Literacy Night, Math Night, Bring Your Parent to School Day, Family Leadership Institute (FLI), Raising A Reader, and PEBSAF Virtual Family Workshops.

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)

1351

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And Operating Expenditures

	Parent Workshops for Academic, Behavior, & SEL Support
1000	LCFF Site Discretionary 5700-5799: Transfers Of Direct Costs Printing Costs
500	LCFF Site Discretionary 4000-4999: Books And Supplies Materials and Supplies for Parent & Family Events/Workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Family and Community Engagement Domain to Support The Whole Child (All Students)

Strategy/Activity

Communication

Kordyak Elementary will continue to build positive and trusting family/community partnerships through effective communication. Kordyak will utilize multiple methods for communication between home and school. Communication will occur with families through personalized emails, letters correspondences, & phone calls, Smore Interactive Newsletter, Blackboard Messages, Remind, Google Classroom, Kordyak Webpage, Kordyak Monthly Calendars/Newsletters, Facebook, Instagram, Twitter, and through informational meetings such as (but not limited to) PBIS Kick-Off, School Site Council (SSC)/English Language Advisory Committee (ELAC)/African American Parent Advisory Committee (AAPAC) meetings.

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)
250	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Materials including Printing/Copy Costs
500	LCFF Site Discretionary 4000-4999: Books And Supplies Materials and Supplies for Parent Meetings/Communication

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Family and Community Engagement Domain to Support The Whole Child (All Students)

Strategy/Activity

School Site Council (SSC), English Language Advisory Committee (ELAC), and African American Parent Advisory Committee (AAPAC)

School Site Council and English Learner Advisory Committee will continue to meet regularly to develop, monitor, evaluate and revise the Single Plan for Student Achievement, evaluate effectiveness of programs funded by Title I, and ensure compliance with all Title I Program requirements.

The North End Coalition African American Parent Advisory Committee (AAPAC) will continue to meet to ensure that academic growth and student engagement continue to increase among the African American students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Site Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Printing Services and Materials for Parent
Advisory Council/Committee Meetings

500

LCFF Site Discretionary
4000-4999: Books And Supplies
Supplies and Materials for Parent Advisory
Council/Committee Meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Inclusive Behavior Instruction for Whole Child Domain (All Students)

Strategy/Activity

Positive Behavior Intervention and Supports (PBIS) as A Part of the Multi-Tiered System of Support Framework (MTSS)

Kordyak will utilize Positive Behavior Intervention and Supports (PBIS) as a part of the Multi-Tiered System of Support Framework (MTSS). PBIS will assist administration, teachers and support staff with building a school culture and address behavioral challenges in a positive way by doing the following:

- A school-wide focus on the importance of a student's environment and the role it plays in encouraging positive and discouraging inappropriate behavior; efforts to continuously strengthen the school climate.
- A team-oriented approach to planning and implementation of interventions and procedures.
- A clear set of behavioral expectations and goals.

- The constant use of data collection and data analysis to facilitate team and staff decision making.
- Direct, explicit teaching of appropriate student behavior in the environments where that behavior is expected.
- A consistent effort to reinforce positive student behavior.

Kordyak has established and will continue to utilize the R.O.A.R. (Respectful, On-task, Active Learner, Responsible) Model to encourage positive behavior. Clear behavioral expectations and goals have been established through the R.O.A.R. matrix which explains positive behavior in the following areas: Cafeteria, Hallway, Classroom, Restroom, Bus, Office, Library, and Playground. The staff utilizes the matrix to teach the expected behaviors within the learning environment.

The Tier 1, Tier 2, and Tier 3 PBIS Committees have been established to plan the implementation of procedures and interventions.

The data is collected from the following to assist the school community with decision-making in regards to our PBIS system at Kordyak: PBIS Rewards, Synergy, Tiered Fidelity Inventory (TFI), School Assessment Survey (SAS), District Suspensions Reports, Fidelity Inventory Assessment (FIA) and Panorama Ed Surveys.

Positive student behavior is reinforced by, but not limited to, R.O.A.R Trimester Awards, Cub of the Week, Friday Spirit Assemblies, PBIS Reward Points, CUB Student Store, and special events (i.e. DJ Party and Bubble Party).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures PBIS Materials, including printing cost
1818	LCFF Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures PBIS Conferences/Training
2,000	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Duty PBIS Team
1,500	LCFF Site Discretionary 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students)

Strategy/Activity

Social Emotional Well-Being and Behavior Data Collection

Kordyak Elementary will use (but not limited to) PBIS Rewards and Panorama Education to collect, summarize, and use student behavior and social emotional data for decision making.

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)

2,500

Source(s)

LCFF Site Discretionary
5000-5999: Services And Other Operating Expenditures
PBIS Rewards School-Wide License

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Administrative Leadership & Family and Community Engagement Domains to Support The Whole Child (All Students)

Strategy/Activity

Establishing System for Family Engagement

1. Support Multi- Tiered System of Support (MTSS) Leadership Team to take inventory of current family engagement activities
2. Commit to identifying tiered activities, resources, and supports for families
3. Work with MTSS Leadership Team to determine decision rules /indicators for access to tiered supports and needed changes to support.

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)

2,000

Source(s)

LCFF Site Discretionary
1000-1999: Certificated Personnel Salaries
Certificated Extra Duty for MTSS Leadership Team

750

LCFF Site Discretionary

3000-3999: Employee Benefits
Certificated Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Administrative Leadership & Family and Community Engagement Domain to Support The Whole Child (All Students)

Strategy/Activity

Kordyak's Safety Committee

Kordyak's Safety Committee will meet regularly to review, revise and monitor the school's safety plan. Training will be provided to safety committee members on the effective implementation of the Incident Command System and safety procedures for addressing the Coronavirus.

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)

1,000

Source(s)

LCFF Site Discretionary
1000-1999: Certificated Personnel Salaries
Certificated Extra Duty for Safety Committee

250

LCFF Site Discretionary
3000-3999: Employee Benefits
Certificated Benefits

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.

With the strict COVID guidelines for the 2021-2022 academic school year, there is not an accurate baselines for school events attended.

232 School Climate Surveys were completed during the 2022-2023 academic school year (represents 41% of the school population).

Suspension rate for 2022-2023 academic school year was 0.64%

Chronic Absenteeism Rate is 33%.

0.8% of students received 3 or more major referrals during the 2022-2023 academic school year.

Kordyak received the 2023 CA Gold Green Ribbon Award, the 2022 Silver PBIS Implementation Award, and qualified to apply for the 2023 Gold PBIS Implementation Award.

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

PBIS Tier 2 Leadership Team contributed to the reduction in suspension for the 2022-2023 school year.

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

The teachers, support staff, School Site Council and school administration determined that we need to continue to implement the strategies and activities pertaining to increasing parent and family involvement and engagement. Also, Kordyak will continue to implement the PBIS Tier I and Tier II strategies to continue to encourage and support positive behavior, and reduce the number of office referrals and suspension throughout the 2023-2024 academic school year. PBIE Tier III Leadership Team will be developed in the 2023-2024 school year to provide more intensive behavior and social-emotional support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Well-Being & Mental Health With An Equitable Focus

LEA/LCAP Goal

Goal 4

Through an intentional, equitable focus on social-emotional/academic learning and mental health, Kordyak will create a positive learning environment where students, staff, families and community members feel connected, respected and included within the school community. This goal aligns with Tactic 3 of Kordyak's Strategic Plan and the Inclusive Behavior Instruction, Inclusive Social Emotional Instruction, Strong and Positive Culture, Trusting Family Partnerships, and Trusting Family Partnerships components of the Multi-Tiered System of Support Framework.

Identified Need

Students, staff and parents are still experiencing trauma due to COVID 19 pandemic, systemic racism, civil unrest, and being exposed from media about school shootings.

Based on the Panorama Education Survey Date for Spring 2023, scholars are still struggling with anxiety, school climate and school belonging. And now, are beginning to struggle with emotional regulation.

San Bernardino County and Rialto Unified School District declared racism to be a public health crisis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Data	Based on the Panorama Education Survey Data for Spring 2023, maintained 50% in emotional regulation, 2% increase in school climate, 2% increase in behaviors around anxiety, and 5% increase in a sense of belonging (favorable percentage).	5-7% increase in emotional regulation, school climate, behaviors around anxiety, and sense of belonging on the Spring 2024 Panorama Education Survey Data.

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)

Administrative Leadership Domain to Support The Whole Child (All Students)

Strategy/Activity

PBIS/SEL Leadership Team

The PBIS Leadership team has transformed to the PBIS/SEL Leadership Team. This leadership team will ensure that social-emotional learning is integrated, implemented, and sustained.

Members of this leadership team will receive:

- * Professional development integrating CASEL's framework to promote intrapersonal, interpersonal and cognitive competencies will be offered to staff and parents/guardians on Equitable Social Emotional Learning and Well-being (emphasis will be in the areas of Self- Awareness, Self Management , Social Awareness, Relationship Skills & Responsible Decision-Making.
- * Engage stakeholders to help define Social-Emotional Learning at Kordyak.
- * Establish structures to build trusting relationships and support consistent two-way communication.
- * Establish clear expectations, responsibilities, and goals for Social-Emotional Learning at Kordyak.
- * Engage stakeholders in creating a vision for Social-Emotional Learning reflects Kordyak's collective values within the school community.
- * Participate in training to become a MTSS Certified Teacher by the 2023 academic school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I 5800: Professional/Consulting Services And Operating Expenditures SEL Professional Development Services
1617	Title I 1000-1999: Certificated Personnel Salaries Extra Duty for Teachers
1000	Title I Part A: Allocation 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 Inclusive Transformative Social-Emotional Instruction and Mental Health Support the Whole Child Domain: African American Students

Strategy/Activity

Social Emotional Support for African American Students

African American students will receive Tier 2 (Group) and Tier 2 (Individual) Social Emotional support to address civil unrest, racism, confidence, and self-esteem. Tier 2: Small group social emotional intervention, social skills instruction, and counseling to address the mental health of students (such as, but not limited to, Social Circles, Pre/Post Surveys, and Group Check-Ins). Tier 3: Intensive individualized social emotional intervention, social skills instruction, and counseling to address the mental health of students (such as, but not limited to, Individualized Behavior Plans, Individual Check-Ins, Regular Family Check-Ins, and Pre/Post Surveys).

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)

5000

Title I
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Inclusive Transformative Social-Emotional Instruction and Mental Health Support the Whole Child Domain (All Students)

Strategy/Activity

Social Emotional Learning

Kordyak will provide universal social-emotional and comprehensive social-emotional development supports to address the mental well-being of students to increase student engagement in the learning environment. Tier 2 and Tier 3 social-emotional supports will be provided for students with additional mental health needs. Tier 2: Small group social emotional intervention, social skills instruction, and counseling to address the mental health of students (such as, but not limited to, Social Circles, Pre/Post Surveys, and Group Check-Ins). Tier 3: Intensive individualized social emotional intervention, social skills instruction, and counseling to address the mental health of students (such as, but not limited to, Individualized Behavior Plans, Individual Check-Ins, Regular Family Check-Ins, and Pre/Post Surveys).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Other
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Integrated Support Domain to Support The Whole Child (All Students)

Strategy/Activity

Implement Cultural Proficiency Within the Learning Environment

Staff, students, parents/guardians and community members at Kordyak will build their knowledge, skills, attitudes and beliefs that will enable them to work well with, respond effectively to, and be supportive of people across different cultures & ethnicities and in cross-cultural settings. This will occur by:

- * Building relationships on acknowledgement and respect of cultural differences.
- * Viewing all cultures as assets to the Kordyak School Community.
- * Providing professional development for staff members on implicit biases and restorative practices.
- * Celebrating and acknowledging all cultures and races throughout the year.
- * Purchasing books that celebrate diversity will be for the library and classrooms.

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)

750

Title I
4000-4999: Books And Supplies
Materials and Supplies for SEL and Cultural Proficiency Professional Development

1500

Title I
5800: Professional/Consulting Services And Operating Expenditures
SEL and Cultural Proficiency Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Inclusive Transformative Social-Emotional Instruction and Mental Health Support the Whole Child Domain (All Students)

Strategy/Activity

Social Emotional Learning Strategies, Curriculum, & Programs

Staff members will receive professional development on SEL strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and Multi-Tiered System of Support (MTSS) Framework. Kordyak will establish school-wide SEL strategies to utilize within the

learning environment through the PBIS/SEL Leadership Team. Students will participate in SEL activities on a daily basis (SEL activities will be integrated into the daily schedule for students).

SEL Curriculum: Implement a School-Wide Curriculum and/or Specific Strategies to Utilize School-Wide

Students will participate in school-wide SEL curriculum and/or specific set of strategies that aligns all lessons to CASEL's Framework for Systemic Social and Emotional Learning and Cultural Proficiency.

Sensory Pathways

A sensory path is a series of guided movements for kids to follow, shown by markings on the ground or walls. As students follow the path and complete the movements, they work off excess energy which can assist with emotional regulation and self management. It can also assist with the development of their gross motor skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200	Title I 5000-5999: Services And Other Operating Expenditures Edumotion SEL School-Wide License
900	Title I 5000-5999: Services And Other Operating Expenditures Sensory Pathways

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Administrative Leadership Domain to Support The Whole Child (All Students)

Strategy/Activity

Social-Emotional Data Collection

Kordyak will utilize electronic surveys provided by Panorama ED to monitor the social-emotional needs, school climate, and cultural proficiency of the students, staff, parents/guardians each trimester.

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)

1840.36

District Funded
None Specified
Panorama Ed School-Wide License

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 Inclusive Transformative Social-Emotional Instruction and Mental Health Support the Whole Child Domain

Strategy/Activity

Collaboration with District & County Mental Health Staff

Kordyak Administration and Staff Members will collaborate with Rialto USD's Therapeutic Behavior Strategists (TBS), Emotional Health Therapists (EHT), & Restorative Practice Coaches and other Educational Related Mental Health Service Providers to provide Tier 2 (group) and Tier 3 (intensive, individual) behavioral/social emotional strategies and interventions for students needing additional support. Kordyak Administration and Staff Members will assist with the process of Wraparound services and supports for students in need of additional mental health services than what the district and county can provide.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Duty

500

Title I
3000-3999: Employee Benefits
Certificated Benefits

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.

PANORAMA ED SPRING 2023 DATA (3rd-5th Grade)

Student SEL Competency Measures (Favorable Percentage)
Behaviors Around Anxiety: 39% (2% increase from 2021-2022)
Emotion Regulation: 50% (Maintained)
Growth Mindset: 60% (8% increase from 2021-2022)
Self-Management: 74% (4% increase from 2021-2022)

Student Supports and Environment (Favorable Percentage)
School Climate: 57% (2% increase from 2021-2022)
Sense of Belonging: 69% (5% increase from 2021-2022)
Teacher-Student Relationships: 76% (2% increase from 2021-2022)

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

This goal was first implemented during 2021-2022 academic school based on the anticipated needs of scholars returning from virtual learning. Kordyak is working on Tiering support for Social Emotional Learning.

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.

Kordyak will be working on communicating with parents/families all of the resources the district offers for Mental Health and begin the steps to Culturally Responsive Teaching (CRT).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$312,473.40

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$119,470.04
Title I Part A: Allocation	\$1,000.00
Title I Part A: Parent Involvement	\$1,601.00
Title II Part A: Improving Teacher Quality	\$6,808.00

Subtotal of additional federal funds included for this school: \$128,879.04

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 (\$)
District Funded	\$1,840.36
EL Supplemental	\$5,760.00
LCFF Site Discretionary	\$118,604.00
Other	\$42,000.00
Special Education	\$15,390.00

Subtotal of state or local funds included for this school: \$183,594.36

Total of federal, state, and/or local funds for this school: \$312,473.40

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	119,470.04	0.00
EL Supplemental	5,760.00	0.00
LCFF Site Discretionary	118,604	0.00
Special Education	15,390.00	0.00
Title I Part A: Parent Involvement	1,601.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,840.36
EL Supplemental	5,760.00
LCFF Site Discretionary	118,604.00
Other	42,000.00
Special Education	15,390.00
Title I	119,470.04
Title I Part A: Allocation	1,000.00
Title I Part A: Parent Involvement	1,601.00
Title II Part A: Improving Teacher Quality	6,808.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	145,090.79
2000-2999: Classified Personnel Salaries	29,188.46
3000-3999: Employee Benefits	58,758.79
4000-4999: Books And Supplies	8,200.00
5000-5999: Services And Other Operating Expenditures	51,026.00

5700-5799: Transfers Of Direct Costs	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	16,669.00
None Specified	1,840.36

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	1,840.36
1000-1999: Certificated Personnel Salaries	EL Supplemental	3,000.00
3000-3999: Employee Benefits	EL Supplemental	474.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	2,286.00
1000-1999: Certificated Personnel Salaries	LCFF Site Discretionary	50,000.00
2000-2999: Classified Personnel Salaries	LCFF Site Discretionary	2,000.00
3000-3999: Employee Benefits	LCFF Site Discretionary	23,636.00
4000-4999: Books And Supplies	LCFF Site Discretionary	6,450.00
5000-5999: Services And Other Operating Expenditures	LCFF Site Discretionary	28,500.00
5700-5799: Transfers Of Direct Costs	LCFF Site Discretionary	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Site Discretionary	6,318.00
1000-1999: Certificated Personnel Salaries	Other	36,000.00
3000-3999: Employee Benefits	Other	6,000.00
1000-1999: Certificated Personnel Salaries	Special Education	4,000.00
2000-2999: Classified Personnel Salaries	Special Education	4,000.00
3000-3999: Employee Benefits	Special Education	1,500.00
5000-5999: Services And Other Operating Expenditures	Special Education	5,890.00
1000-1999: Certificated Personnel Salaries	Title I	46,590.79
2000-2999: Classified Personnel Salaries	Title I	23,188.46
3000-3999: Employee Benefits	Title I	24,840.79

4000-4999: Books And Supplies	Title I	1,750.00
5000-5999: Services And Other Operating Expenditures	Title I	14,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,351.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,500.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	1,308.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,712.00
Goal 2	150,535.04
Goal 3	17,419.00
Goal 4	26,807.36

School Site Council Membership

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

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

Name of Members	Role
Eboni Kemp	Principal
Dr. Anabel Baba	Other School Staff
Sarah Matlock	Classroom Teacher
Kerry Kenley-Moreno	Classroom Teacher
Cecelia Valle	Classroom Teacher
Amanda Jagusch	Parent or Community Member
Kenya Gray	Parent or Community Member
Lara Costello	Parent or Community Member
Diana Navarro	Parent or Community Member
Chelsea Martin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Teachers & Support Staff

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 June 6, 2023.

Attested:

Principal, Dr. Mitzi Moreland on June 6, 2023

SSC Chairperson, Amanda Jagusch on June 6, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019