The School Plan for Student Achievement

School: Richman Elementary School

CDS Code: 30-66506-6028146

District: Fullerton School District

Principal: Kristen Holm

Revision Date: October 25, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Richman Elementary School's Vision and Mission Statements
Our mission is to empower students and create thoughtful citizens by promoting a highly engaging, relevant and rigorous learning environment that encourages critical thinking and creativity. We provide a strong foundation in literacy and communication skills by integrating the disciplines of science, technology, engineering, arts and mathematics, STEAM, as part of the education STEAM pipeline.

Vision: Richman Elementary aims to provide all students with an excellent education so that they feel empowered to dream big, discover their passion while developing their potential to becoming lifelong learners and responsible citizens.

School Profile

Richman Elementary School was established in 1958 and is located in the City of Fullerton in Orange county. It is bordered by a public park to the East with residential homes to the West. The entire Richman school population is composed of students from diverse backgrounds with 87.66% of families eligible for free or reduced lunch. Richman is identified as a Title I School-wide program which students from transitional kindergarten through sixth grade. In addition, we have a State Pre-School program on campus that serves the Fullerton community.

The current Richman school enrollment for the 2023-24 school year is 520 which includes our Transitional Kindergarten (TK) program. The Transitional Kindergarten is a full-day program serving TK students that primarily turn 5 years old between September 2 - April 2. Our State preschool program consists of one class of 24 students. Our program is in the second year of year round school beginning July 1, 2022. The state preschool day is 8:00 a.m.- 4:00 p.m. Monday - Friday.

Our committed staff who holds themselves responsible and accountable for all the students in our school. Parents are offered learning opportunities as they participate in our school-wide events alongside leadership opportunities such as ELAC, SSC, DELAC and PTA. We offer many workshops for parents to learn how to work with their children and make learning an enjoyable experience. We offer students a variety of opportunities to participate in classes/clubs before and after school. After school students may participate in Marathon Kids Running Club, Art Classes, Writer's Guild, ALEKS math class, Good News Club, Student Council, Band (5th and 6th), Congressional App Challenge, Broadcasting Club, Robotics Club, Linda Mood Bell class, Speech and Debate, ACTS Musical Theater Class, Richman Hockey Team, Play Her Way (girls ice hockey team) and after-school tutoring. We also offer a before school and after school program Monday- Friday. During school hours we offer a Response to Intervention (RtI) program to support our students academically and behaviorally. Our students need to know that Richman is a safe place that will prepare them to be life-long learners and be successful in their future endeavors.

Our school community is comprised of the Richman staff, parents, and community which has revised this Single Plan of Student Achievement to represent the innovative approach for assisting our students in achieving their academic and social goals through meeting the Common Core State Standards. Without the committed parents and community, our goals could not be met. The Richman staff is also committed to improving student learning by analyzing data in and order to plan for the current and future needs of our students. Looking at demographics, perceptions, school processes, and student learning will enable us to make continuous school improvements.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

1. 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).

Youth Truth Survey, California Healthy Kids Survey, School Site Survey, Program Climate Survey, Youth Truth, Needs Assessment to Parent Groups

Richman School seeks to refine and provide the best possible customer service and instruction for our families and students. Also, teacher and staff needs are continuously being considered so that everyone is supported to succeed. Based on survey data, we continue to focus on progressive progress in the following areas of focus.

1) Leveled RtI for all identified students five times per week

2) Teachers working with grade-level colleagues to level RtI with pull-out support for Tier III students with our RtI ELA and Math Coaches. Students not in need of short-term or long-term interventions, will participate in differentiated instruction in the classroom or provide extension or enrichment activities.

3) Flexible groupings for ELA and Math RtI for each 6 week cycle

4) Continued development of language acquisition with Wonder ELD Curriculum.

5) Attendance improvement focus school-wide through the implementation of a monthly rewards program

6) A comprehensive attendance "encouragement plan" that involves: high expectations, increased communication, attendance incentives, home visits, consistent messaging, Blackboard Connect Ed messages, and use of social media

(7) Increased communication through weekly principal messages, flyers, newsletters, digital marquee, Facebook, Instagram, Seesaw, Class Dojo, phone calls, and conferences

(8) Increase parent education through OCDE partnerships, Parent Coffees, ELAC, and Parent to Parent.

(9) Positive Behavior Interventions and Strategies (PBIS) is used school-wide to provide students with explicit instruction in behavioral expectations at Richman School. Our school community has a PBIS Rewards Program. Students all have a lanyard and badge that can be scanned by all staff for good behavior. There are built-in behavioral incentives and supports needed to ensure students' social-emotional success. Students are able to shop at our PBIS Store and redeem their points. We have a counselor on site that works with students to help with conflict resolution and restorative circles.

Classroom Observations

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

Informal observation of classroom instruction is conducted weekly by the administration. Formal observations are conducted as needed to meet contractual obligations. Additionally, the principal will attend identified grade level PLC meetings to review student learning data, problems solve, and support curriculum implementation. When asked, the assistant principal will also be involved in supporting teachers at the PLC meetings.

Utilizing a digital Google Form, the principal and assistant principal will complete classroom walkthroughs focusing on: clarity of standard to students, whole class engagement, Marzano's strategies (routines, learning scales, learning games, etc.), and Bloom's Taxonomy for student cognition. This report is emailed to the teacher to provide feedback and positive reinforcement.

Through the use of social media (Twitter, Facebook and Instagram) the principal will spotlight strong evidence of student learning and high level teaching. Posts will highlight District Incentives: STEAM, ELD, Writers Workshop, Reader's Workshop, NGSS, Thinking Maps, Project Based Learning, differentiated instruction, personalized learning, rigor, and high levels of student engagement.

District Benchmark Testing (K-2)

3. Describe how your school site supports Kindergarten through Second grade teachers for District Benchmark Testing:
Richman teachers are supported weekly by getting the opportunity to work collaboratively in PLC groups twice weekly reviewing data and creating Common Grade Level Assessments for additional student practice/support. Additionally, teachers are provided with additional resources and supplemental materials to provide additional support for the differentiation of all learners. During the benchmark assessments, teachers have additional testing time provided through release time by arranging substitutes. They also have access to the support of our RtI Teacher/Coach in identifying research supported Tier 2 intervention lessons. Teachers in K-2nd grade have an instructional aide for 3.75 hours per day Monday- Friday to help facilitate small group work, guided reading groups, and differentiated instruction.

Transition from Preschool to Kindergarten (Title I Schools K-6)

4. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten:
Providing a strong foundation is an essential focus of the early childhood programs offered at Richman School. Richman currently offers a State Preschool program that serves a total of 24 students from 8:00 a.m.- 4:00 p.m. year round. Literacy development of a child is the major focus of the State Preschool program and parents are required to read to their student once a week for 15 minutes in the classroom.

In addition, we offer a full day Transitional Kindergarten (TK) class with 24 students. The TK classroom has an instructional aide for 6.5 hours five days a week. This TK program is an educational opportunity for children born between September 2nd and February 2nd who do not qualify for our regular kindergarten program due to their age. Our TK program provides developmentally appropriate curriculum aligned with Kindergarten standards. There is also an integration of technology where students utilize iPads to practice readiness skills as well as participate in STEAM lessons in our STEAM lab.

Our Richman staff understands the importance of the Preschool experience and transitioning to Kindergarten. This is the primary reason ongoing communication has been established between the grade levels through regular meetings and joint professional development sessions. It is through strategic planning that our Preschool, TK, and Kindergarten teachers have paved the way for our students to achieve success in our Kindergarten program and beyond.

Description of Barriers and Related School Goals

Barrier #1: Continue growth in our RTI program will permit students who are struggling with basic and complex foundational skills to obtain mastery or progress, while still giving them access to grade-level content. We need to continue progress monitor using CFAs, iReady, and curriculum assessments to ensure students are learning the essential standards that will prepare them for higher, complex skills required and taught as they advance in their academic careers. There is a need to provide multiple opportunities for our EL students to interact with literacy and informative text which will allow them the ability to understand main ideas and details thus, fully comprehending their reading to show growth and improvement in proficiency levels.

Barrier #2: Attendance continues to be a concern for our students. We need to have our students present in order for them to obtain the skills they need to progress academically. Communicating to parents the importance of attending school is vital to our goal of creating a climate of aiming for success.

Goal #1: Our RTI program continues to improve and assist more of our students, which in turn allows for the good first teaching to be perfected. During the 23-24 school year we have 1 RtI ELA Teacher and 1 RtI Math Teacher provided by the district. We continue to implement Reader's and Writer's Workshop by teaching reading and writing strategies to support our students' reading, writing, foster student engagement, and academic growth. Our TK -2nd grade teachers were trained in the Orton-Gillingham and Heggerty Phonics Program. They provide foundational phonics instruction 5 days a week in TK- 2nd grade. We use CGI strategies, TK-6th grade, to provide students with continued opportunities for application and reasoning versus solely calculating results. Additionally, we systematically and strategically teach foundational skills needed to solve high-level problems.

Goal #2: Our goal is to promote positive relationships with parents and has more parent involvement. We will have parents attend meetings and events to provide a variety of opportunities for parent involvement and volunteer opportunities to communicate our goals of increasing students' attendance. We will provide a PBIS- safe school climate through training, school implementation, weekly assemblies as well as provide behavior supports through the use of counselors and training. Incentivize attendance - extra recess for monthly attendance awards and students receive a "Golden Ticket." The principal and our Community Schools SSA work

with families that struggle with attending school on time. SART Contract meetings are held and weekly check in with students and families are conducted to provide continue support.

Additional Targeted Support and Improvement (ATSI) Inequities

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% 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	68	71	51	0	70	51	0	70	51	0.0	98.6	100.0
Grade 4	78	67	72	0	65	72	0	65	72	0.0	97.0	100.0
Grade 5	87	72	72	0	71	71	0	71	71	0.0	98.6	98.6
Grade 6	87	91	74	0	91	74	0	91	74	0.0	100.0	100.0
All Grades	320	301	269	0	297	268	0	297	268	0.0	98.7	99.6

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 Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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		2400.	2408.		22.86	15.69		17.14	25.49		20.00	27.45		40.00	31.37
Grade 4		2470.	2435.		29.23	22.22		21.54	19.44		24.62	18.06		24.62	40.28
Grade 5		2510.	2485.		22.54	21.13		32.39	25.35		19.72	21.13		25.35	32.39
Grade 6		2467.	2518.		7.69	18.92		20.88	24.32		21.98	35.14		49.45	21.62
All Grades	N/A	N/A	N/A		19.53	19.78		22.90	23.51		21.55	25.37		36.03	31.34

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		12.86	13.73		48.57	64.71		38.57	21.57
Grade 4		15.38	9.72		69.23	61.11		15.38	29.17
Grade 5		23.94	15.49		49.30	67.61		26.76	16.90
Grade 6		10.99	16.22		47.25	55.41		41.76	28.38
All Grades		15.49	13.81		52.86	61.94		31.65	24.25

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		14.29	9.80		50.00	60.78		35.71	29.41
Grade 4		18.46	13.89		56.92	48.61		24.62	37.50
Grade 5		26.76	16.90		59.15	56.34		14.08	26.76
Grade 6		5.49	22.97		40.66	51.35		53.85	25.68
All Grades		15.49	16.42		50.84	53.73		33.67	29.85

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		10.00	5.88		70.00	80.39		20.00	13.73
Grade 4		10.77	15.28		75.38	62.50		13.85	22.22
Grade 5		12.68	9.86		77.46	70.42		9.86	19.72
Grade 6		9.89	17.57		63.74	66.22		26.37	16.22
All Grades		10.77	12.69		71.04	69.03		18.18	18.28

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		15.71	13.73		58.57	56.86		25.71	29.41
Grade 4		18.46	13.89		63.08	65.28		18.46	20.83
Grade 5		22.54	12.68		60.56	66.20		16.90	21.13
Grade 6		6.59	17.57		59.34	64.86		34.07	17.57
All Grades		15.15	14.55		60.27	63.81		24.58	21.64

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% 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	68	71	51	0	70	51	0	70	51	0.0	98.6	100.0
Grade 4	78	67	72	0	65	72	0	65	72	0.0	97.0	100.0
Grade 5	87	72	72	0	72	71	0	72	71	0.0	100.0	98.6
Grade 6	87	91	74	0	91	74	0	91	74	0.0	100.0	100.0
All Grades	320	301	269	0	298	268	0	298	268	0.0	99.0	99.6

* 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 Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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		2400.	2427.		18.57	21.57		20.00	23.53		21.43	25.49		40.00	29.41
Grade 4		2478.	2448.		24.62	22.22		20.00	20.83		35.38	16.67		20.00	40.28
Grade 5		2494.	2497.		23.61	22.54		12.50	15.49		33.33	25.35		30.56	36.62
Grade 6		2492.	2527.		13.19	22.97		17.58	17.57		21.98	32.43		47.25	27.03
All Grades	N/A	N/A	N/A		19.46	22.39		17.45	19.03		27.52	25.00		35.57	33.58

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		24.29	23.53		37.14	47.06		38.57	29.41
Grade 4		32.31	30.56		47.69	29.17		20.00	40.28
Grade 5		25.00	25.35		52.78	47.89		22.22	26.76
Grade 6		17.58	31.08		40.66	39.19		41.76	29.73
All Grades		24.16	27.99		44.30	40.30		31.54	31.72

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		17.14	17.65		40.00	50.98		42.86	31.37
Grade 4		21.54	19.44		46.15	36.11		32.31	44.44
Grade 5		15.28	16.90		50.00	43.66		34.72	39.44
Grade 6		12.09	13.51		46.15	56.76		41.76	29.73
All Grades		16.11	16.79		45.64	46.64		38.26	36.57

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		14.29	21.57		51.43	52.94		34.29	25.49
Grade 4		13.85	18.06		69.23	48.61		16.92	33.33
Grade 5		11.11	22.54		61.11	46.48		27.78	30.99
Grade 6		9.89	13.51		52.75	60.81		37.36	25.68
All Grades		12.08	18.66		58.05	52.24		29.87	29.10

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	1403.4	1423.8	1416.4	1418.5	1426.8	1423.6	1368.2	1416.1	1399.3	39	33	28
1	1448.1	1453.5	1421.6	1461.8	1462.5	1426.9	1434.1	1444.0	1415.7	29	26	18
2	1479.6	1489.7	1479.3	1483.4	1495.9	1487.2	1475.4	1483.1	1470.9	33	22	26
3	1495.5	1490.0	1491.8	1492.7	1494.7	1493.5	1497.9	1485.0	1489.5	33	25	19
4	1524.9	1522.0	1489.2	1531.1	1516.6	1497.9	1518.2	1526.8	1480.0	29	30	21
5	1546.4	1546.3	1548.8	1540.8	1538.0	1554.8	1551.7	1554.1	1542.3	41	26	20
6	1554.4	1531.9	1546.1	1563.2	1529.6	1544.5	1545.1	1533.8	1547.3	36	38	17
All Grades										240	200	149

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	12.82	15.15	14.29	30.77	21.21	32.14	33.33	48.48	28.57	23.08	15.15	25.00	39	33	28
1	6.90	3.85	5.56	37.93	46.15	16.67	34.48	38.46	50.00	20.69	11.54	27.78	29	26	18
2	3.03	22.73	15.38	51.52	50.00	34.62	36.36	18.18	46.15	9.09	9.09	3.85	33	22	26
3	15.15	16.00	10.53	42.42	40.00	52.63	39.39	32.00	21.05	3.03	12.00	15.79	33	25	19
4	10.34	26.67	4.76	75.86	46.67	42.86	13.79	16.67	28.57	0.00	10.00	23.81	29	30	21
5	29.27	42.31	35.00	53.66	34.62	50.00	14.63	23.08	10.00	2.44	0.00	5.00	41	26	20
6	44.44	23.68	29.41	22.22	47.37	52.94	27.78	23.68	17.65	5.56	5.26	0.00	36	38	17
All Grades	18.33	21.50	16.11	44.17	40.50	39.60	28.33	29.00	29.53	9.17	9.00	14.77	240	200	149

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	15.38	9.09	21.43	38.46	33.33	17.86	25.64	42.42	35.71	20.51	15.15	25.00	39	33	28
1	20.69	30.77	11.11	41.38	26.92	27.78	31.03	38.46	38.89	6.90	3.85	22.22	29	26	18
2	36.36	40.91	23.08	30.30	40.91	46.15	30.30	9.09	26.92	3.03	9.09	3.85	33	22	26
3	27.27	40.00	36.84	54.55	28.00	31.58	15.15	20.00	21.05	3.03	12.00	10.53	33	25	19
4	55.17	53.33	33.33	34.48	30.00	42.86	10.34	10.00	9.52	0.00	6.67	14.29	29	30	21
5	56.10	53.85	70.00	39.02	42.31	30.00	4.88	3.85	0.00	0.00	0.00	0.00	41	26	20
6	58.33	44.74	52.94	30.56	42.11	41.18	8.33	7.89	5.88	2.78	5.26	0.00	36	38	17
All Grades	38.75	38.50	34.23	38.33	35.00	33.56	17.50	19.00	20.81	5.42	7.50	11.41	240	200	149

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	12.82	12.12	25.00	66.67	75.76	46.43	20.51	12.12	28.57	39	33	28
1	34.48	34.62	22.22	51.72	61.54	66.67	13.79	3.85	11.11	29	26	18
2	21.21	22.73	11.54	75.76	68.18	88.46	3.03	9.09	0.00	33	22	26
3	24.24	44.00	21.05	66.67	40.00	57.89	9.09	16.00	21.05	33	25	19
4	51.72	50.00	33.33	48.28	36.67	42.86	0.00	13.33	23.81	29	30	21
5	31.71	26.92	45.00	63.41	73.08	55.00	4.88	0.00	0.00	41	26	20
6	36.11	18.42	17.65	55.56	73.68	82.35	8.33	7.89	0.00	36	38	17
All Grades	29.58	29.00	24.83	61.67	62.00	62.42	8.75	9.00	12.75	240	200	149

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	23.08	15.15	14.29	58.97	60.61	57.14	17.95	24.24	28.57	39	33	28
1	10.34	7.69	11.11	82.76	76.92	44.44	6.90	15.38	44.44	29	26	18
2	39.39	72.73	42.31	48.48	18.18	53.85	12.12	9.09	3.85	33	22	26
3	39.39	48.00	47.37	57.58	40.00	42.11	3.03	12.00	10.53	33	25	19
4	55.17	53.33	33.33	44.83	40.00	52.38	0.00	6.67	14.29	29	30	21
5	70.73	69.23	90.00	26.83	30.77	10.00	2.44	0.00	0.00	41	26	20
6	72.22	68.42	64.71	25.00	28.95	35.29	2.78	2.63	0.00	36	38	17
All Grades	45.42	47.50	41.61	47.92	42.50	43.62	6.67	10.00	14.77	240	200	149

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	7.69	12.12	7.14	61.54	72.73	60.71	30.77	15.15	32.14	39	33	28
1	17.24	23.08	16.67	44.83	42.31	27.78	37.93	34.62	55.56	29	26	18
2	9.09	9.09	15.38	81.82	77.27	46.15	9.09	13.64	38.46	33	22	26
3	3.03	8.00	5.26	75.76	52.00	42.11	21.21	40.00	52.63	33	25	19
4	6.90	6.67	0.00	75.86	60.00	52.38	17.24	33.33	47.62	29	30	21
5	34.15	19.23	25.00	56.10	69.23	60.00	9.76	11.54	15.00	41	26	20
6	22.22	13.16	0.00	33.33	50.00	64.71	44.44	36.84	35.29	36	38	17
All Grades	15.00	13.00	10.07	60.83	60.00	51.01	24.17	27.00	38.93	240	200	149

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	25.64	33.33	50.00	33.33	39.39	28.57	41.03	27.27	21.43	39	33	28
1	3.45	11.54	5.56	62.07	61.54	72.22	34.48	26.92	22.22	29	26	18
2	6.06	13.64	7.69	69.70	63.64	80.77	24.24	22.73	11.54	33	22	26
3	12.12	4.00	5.26	75.76	88.00	84.21	12.12	8.00	10.53	33	25	19
4	6.90	26.67	0.00	86.21	63.33	61.90	6.90	10.00	38.10	29	30	21
5	12.20	30.77	15.00	75.61	65.38	80.00	12.20	3.85	5.00	41	26	20
6	19.44	5.26	58.82	77.78	89.47	41.18	2.78	5.26	0.00	36	38	17
All Grades	12.92	18.00	20.81	67.92	67.50	63.09	19.17	14.50	16.11	240	200	149

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**
516	**85.1**	**39.3**	**1.0**
Total Number of Students enrolled in Richman 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	203	39.3
Foster Youth	5	1.0
Homeless	8	1.6
Socioeconomically Disadvantaged	439	85.1
Students with Disabilities	73	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6
American Indian	1	0.2
Asian	22	4.3
Filipino	13	2.5
Hispanic	431	83.5
Two or More Races	11	2.1
Pacific Islander	2	0.4
White	28	5.4

Conclusions based on this data:

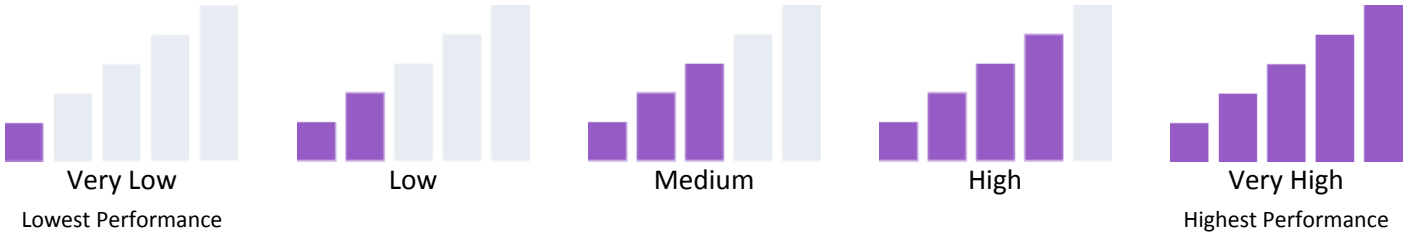
1.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

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.

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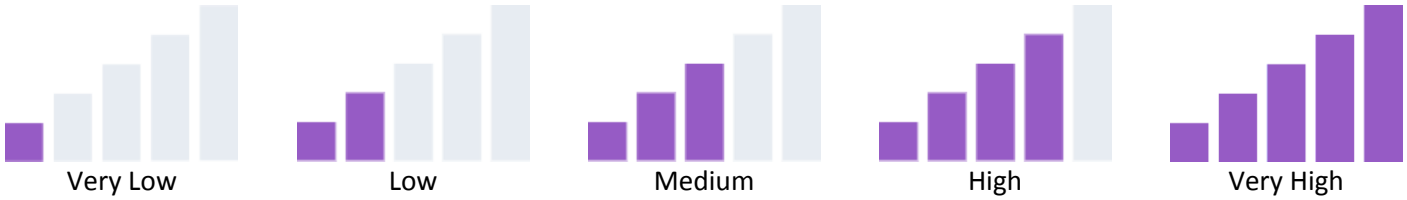


Very Low — Lowest Performance | Low | Medium | High | Very High — Highest Performance

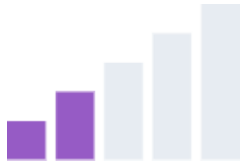
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

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

All Students



Low
20.9 points below standard
291 Students

English Learners

Low
35.0 points below standard
156 Students

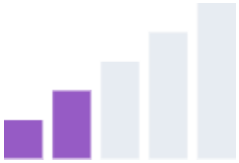
Foster Youth

No Performance Level
6 Students

Homeless

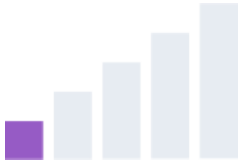
No Performance Level
5 Students

Socioeconomically Disadvantaged



Low
31.9 points below standard
255 Students

Students with Disabilities



Very Low
113.8 points below standard
52 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
6 Students

American Indian

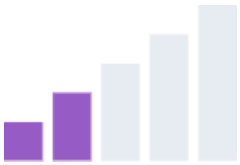
Asian

No Performance Level
42.1 points above standard
13 Students

Filipino

No Performance Level
9 Students

Hispanic



Low
29.6 points below standard
245 Students

Two or More Races

No Performance Level
7 Students

Pacific Islander

No Performance Level
1 Student

White

No Performance Level
14.8 points above standard
12 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
54.1 points below standard	10.6 points above standard	7.8 points below standard
110 Students	46 Students	125 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).

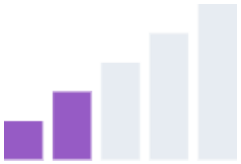
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

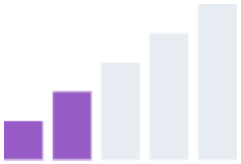


Low

34.2 points below standard

292 Students

English Learners



Low

47.7 points below standard

156 Students

Foster Youth

No Performance Level

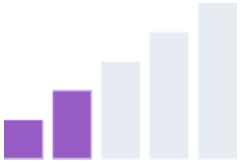
6 Students

Homeless

No Performance Level

5 Students

Socioeconomically Disadvantaged

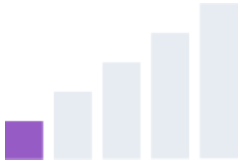


Low

44.5 points below standard

255 Students

Students with Disabilities



Very Low

135.7 points below standard

53 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students		No Performance Level 19.8 points above standard 13 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 41.2 points below standard 245 Students	No Performance Level 7 Students	No Performance Level 1 Student	No Performance Level 19.3 points above standard 12 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.6 points below standard 110 Students	4.9 points below standard 46 Students	22.2 points below standard 126 Students

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

English Learner Progress

Medium

45.5 making progress towards English language proficiency

Number of EL Students: 165 Students

Performance Level: 3

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
27.3%	27.3%	7.9%	37.6%

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).

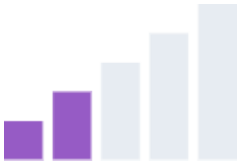
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

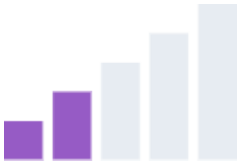


High

14.8% Chronically Absent

533 Students

English Learners



High

12% Chronically Absent

217 Students

Foster Youth

No Performance Level

27.3% Chronically Absent

11 Students

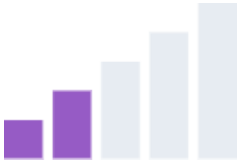
Homeless

No Performance Level

9.1% Chronically Absent

11 Students

Socioeconomically Disadvantaged

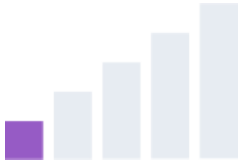


High

16.1% Chronically Absent

454 Students

Students with Disabilities



Very High

20.7% Chronically Absent

92 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	13% Chronically Absent	13.3% Chronically Absent
10 Students	1 Student	23 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	No Performance Level
14.7% Chronically Absent	27.3% Chronically Absent	Less than 11 Students	14.3% Chronically Absent
443 Students	11 Students	2 Students	28 Students

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

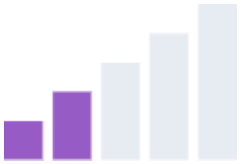
All Students

Medium

1.7% suspended at least one day

538 Students

English Learners



High

3.2% suspended at least one day

219 Students

Foster Youth

No Performance Level

0% suspended at least one day

11 Students

Homeless

No Performance Level

0% suspended at least one day

11 Students

Socioeconomically Disadvantaged

Medium

2% suspended at least one day

456 Students

Students with Disabilities

Medium

1.1% suspended at least one day

93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
10 Students	1 Student	25 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	No Performance Level
1.8% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
446 Students	11 Students	2 Students	28 Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP Goal 1:
All students will demonstrate proficiency, or growth toward proficiency, in ELA and Math.
SCHOOL GOAL #1:
By 3rd trimester, grades K-2 will decrease the percentage of students not meeting grade level standards by 20% on the FSD Benchmark Assessments. The percentage of students in grades 3-6 scoring below grade level by 1 or 2 years based on the iReady Diagnostic Assessment will decrease by at least 20% from 2022/2023 school year. AMAO1- Increase percent of EL students making annual progress in learning English by 5%. ELA: By Spring 2024 the overall SBAC ELA Distance From Standard (DFS) will increase from 5 points from -28 to -23. Math: ELA: By Spring 2024 the overall SBAC Math Distance From Standard (DFS) will increase from 5 points from -24 to -19. The percentage of students in grades 3-6 scoring in levels 1 and 2 ("not meeting State Standards") on the 2022-23 Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment will decrease by a minimum of 10% from the 2022-23 ELA and Mathematics results.
Data Used to Form this Goal:
K-1: FSD Diagnostic assessments, teacher common formative assessments 2nd - 6th grade: iReady assessments ELLs: CELDT data ELA: Scholastic Running Records, Reader's Workshop conferencing notes, Reading Eggs App report (TK-2nd) Math: Simple Solution Quizes, Eureka Quizes, Eureka Tests, Reflex, Zearn, ALEKS Math, Math Seeds Report (K-2nd)

Findings from the Analysis of this Data:

Detailed analysis of the iReady data reveals the need for strategic support in all areas of ELA for struggling learners. Identified students will receive targeted support both inside and outside the classroom. Teachers provide support through balanced literacy, guided reading, small group work, novel studies and conferencing.

In the area of Mathematics, iReady data reveal student strengths and weaknesses. Identified students will receive targeted support to ensure that students progress toward mastery. Proficient and advanced students in math will be offered an additional program before and after school to allow them to continue working at high level of rigor. Eureka Math will be used K-6th grade to provide higher level thinking, rigor, math fluency, and CGI strategies.

How the School will Evaluate the Progress of this Goal:

1. Grade level teams meet in PLC groups on a bi-weekly basis to discuss individual student performance, with an emphasis on students who are struggling.Utilizing the Universal Screening process, students who are at risk of not attaining grade level standards are identified to receive the appropriate RtI tiered interventions. Teachers plan Tier I, 2 and 3 intervention instruction and are assisted by an RtI Teacher/Coach.All students are monitored to determine progress, identify students who are not demonstrating adequate progress, and strategically adjust instruction to meet students' needs. Each student's progress is monitored and analyzed using CFA's, iReady Diagnostics, and teacher observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support CCSS (1) Our Response to Intervention Coach will support K- 6th grade students needing Tier 3 interventions. The RtI Coach will assist teachers in developing Tier 2 leveled intervention groups which take place in all classrooms. The RtI Coach will oversee the progress monitoring of students receiving Tier 3 interventions, assist in staff development and other assigned duties as needed.	July 2023- June 2024	Principal Teachers Support Staff PE Teacher RSP Teacher RTI Teacher	50% P.E. Teacher and Instructional Aides	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50460
			School Supplies for student materials	4000-4999: Books And Supplies	Title I	25000
			Zearn Online Math App	4000-4999: Books And Supplies	LCFF - Supplemental	3247
			2 Kindergarten Aides increased hours (3.75 hour) and 2 First grade Instructional Aide (3.75 hours) 2 second grade Instructional aides	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59000
			PE equipment	4000-4999: Books And Supplies	LCFF - Base	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(2) Our Physical Education teacher and two recreational assistants will conduct weekly PE lessons to all Kinder - 6th grade students in order to provide release time for teachers to collaborate as a PLC. (3) Our site Computer Technician will assist with maintaining iPads and any ed. tech hardware. (5) Categorically funded staff will work extra time to perform additional duties within the scope of their job duties on an as needed basis. For example, supervision coverage for our TK classroom will be provided. (6) Establish a structure and culture for continuous improvement by implementing best practices and providing professional development of teachers and staff to support English Learner students and reclassified students to include: Supplemental instructional materials to support English language acquisition and CCSS English Language Development - Designated/Integrated.			iReady Lessons	4000-4999: Books And Supplies	Title I	12960
			Field Trip Transportation	5000-5999: Services And Other Operating Expenditures	Title I	8774
			Social Studies Weekly Kindergarten- 6th	4000-4999: Books And Supplies	LCFF - Supplemental	378
			Scholastic News	4000-4999: Books And Supplies	LCFF - Supplemental	981
			ELA and Math Rti Coach	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(7) Teacher substitutes will be utilized to support the following programs: conducting student assessments, instructional rounds, Student Study Team (SST)/Round Table Meetings, Teacher Evaluation Conferences, and Classroom Visitations.						
Curriculum and Instruction (1) Teachers will utilize materials and supplemental resources to assure coherence and grade level alignment. (2) Writing instruction will be supported by using Reader's/Writer's Workshop. (3) While students are participating in P.E. ,teachers will participate in weekly grade level PLC meetings. During meetings teachers collaborate to identify student(s) needs, createCFA's, discuss student progress, align CFA's, Tier 1 and Tier 2 instruction with our identified Guaranteed and Viable Standards, while also planning intervention strategies. (4) Continue to re-evaluate Common Core State Standards implementation to determine the alignment with instructional practices.	July 2023- June 2024	Principal, Teachers, Support Staff	Teacher Extra Time (after school tutoring/intervention groups)	1000-1999: Certificated Personnel Salaries	Title I	12000
			Teacher Release Time Subs-K/1st/TK assessment days, 2 teacher planning days K-6	5000-5999: Services And Other Operating Expenditures	Title I	5000
			Virtual School Assemblies promoting diverse authors throughout the school year	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3395
			Starfall School Subscription	4000-4999: Books And Supplies	LCFF - Supplemental	355
			Simple Solutions Math (Kindergarten-6th grade) and Phonics - Kinder- 2nd (Intervention support at home- math practice books)	4000-4999: Books And Supplies	LCFF - Supplemental	9599
			Novel Studies 2nd-6th grade	4000-4999: Books And Supplies	Title I	6321

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(5) Teachers will re-evaluate and modify the identified Guaranteed and Viable Standards for each trimester. (6) Teachers and students will utilize Learning Scales for reflective learning. 7) Teachers will provide Project Based Learning experiences to develop depth of knowledge, collaboration opportunities, presentation/public speaking skills, and technology integration. (8) Teachers will provide daily systematic ELD (Dutro) lessons to small groups of identified students while the remainder of the students participate in extension or enrichment activities. (9) In consultation with our RtI Coach, teachers will provide research supported intervention lessons for Tier 1 and 2 fluid small groups. Instruction will be differentiated to ensure all student are working toward progressive growth in grade level standards. (10) MTSS Incentives - system of awards for Attendance, Academic Achievement, and Character Education (11) Student Weekly Planners will be purchased for students 3rd - 6th			Duplo Ink	4000-4999: Books And Supplies	LCFF - Base	1580
			Reading Eggs K-3, RtI 3-6th grade	4000-4999: Books And Supplies	Title I	1760
			Grade 3 New Teacher classroom library	4000-4999: Books And Supplies	Title I	4494
			Agendas for students in 2nd -6th grade	4000-4999: Books And Supplies	LCFF - Base	1605

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grade students. Planners serve as a communication piece between teacher and parent(s) on daily and weekly assignments. 12) Copier and Print Shop services will be available to teachers and staff for duplicating materials for instruction						
			Eureka Math Modules Supplemental for Kindergarten-6th grade	4000-4999: Books And Supplies	LCFF - Supplemental	25663
			Reflex Math App + Fraux (grades 1st - 6th grade)- 25 month subscription	4000-4999: Books And Supplies	LCFF - Base	1252
			Books for classroom libraries	4000-4999: Books And Supplies	Title I	6000
			Field Trip- 3rd grade LA Zoo	0000: Unrestricted	Parent-Teacher Association (PTA)	241
			Wonders ELA/ELD Curriculum	4000-4999: Books And Supplies	District Funded	0
			Books for School Library (March Madness books, diverse chapter books, picture books, non-fiction)	4000-4999: Books And Supplies	Title I	25858
			PE Equipment	4000-4999: Books And Supplies	Title I	4002
			6th grade field trip Museum of Tolerance	0000: Unrestricted	Parent-Teacher Association (PTA)	1224
			1st grade- CGI materials: Rekenreks	4000-4999: Books And Supplies	Title I	241
			4th grade Force STEAM field trip- Knotts	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1135

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Jr. Great Books and journals	4000-4999: Books And Supplies	LCFF - Base	1330
			ECOS 6th grade Science Camp- 60 students	5000-5999: Services And Other Operating Expenditures	Title I	14280
			Mathseeds App TK- 2nd grade	4000-4999: Books And Supplies	LCFF - Base	1946
			Printshop/Reproduction	4000-4999: Books And Supplies	LCFF - Base	3000
			ALEKS Math - 1 year subscription (8 extra licenses)	4000-4999: Books And Supplies	Title I	155

Planned Improvements in Student Performance

School Goal #2

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and Digital Literacy
LEA/LCAP Goal 2:
Ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.
SCHOOL GOAL #2:
All Richman students and staff will have access to and demonstrate progress to mastery of 21st century tools, resources, and skills in support relevant and rigorous learning experiences.
Data Used to Form this Goal:
Richman is in their seventh year of implementation of the FSD 1:1 iPad program. Students have access to technology throughout their day. Teachers have updated resources in their classrooms including teacher laptops and iPads, Apple TVs. TK-6th grade grade have 1:1 iPads to be used within the classroom. K-6th grade teachers have iPads and a MacBook. Also, all classrooms are equipped with Apple TV's and a RedCat Microphone/Speaker System. All Students and staff have access to numerous supplemental resources via iPad Apps, and Web-based programs such iReady ELA/Math Lessons, Reflex, Zearn, Mathseeds, RAZ Kids Plus, ALEKS Math, Studies Weekly, Discovery Science, Reading Eggs and StarFall. On-going Staff development in educational technology is embraced at Richman. Teachers continue to train, apply newly learned strategies and utilize iPad Apps, laptops, QR Codes, Seesaw, Nearpod, Booksnaps, Google Docs, Google Classroom, Haiku, Illuminate, and Twitter. Teacher technology proficiency varies and we are working to increasing technical expertise and student opportunities in all classrooms.
Findings from the Analysis of this Data:
(1) There is a need for continued training for all staff and community members (2) There is a need for greater support for teachers to ensure best practices and innovation with technology integration across the curriculum (3) On-going learning in the area of Digital Citizenship is a need for both teachers and the students (4) There is a need to train parents about Digital Citizenship, tracking student progress on Classroom Dojo, SeeSaw Power School, and the FSD Parent Portal

How the School will Evaluate the Progress of this Goal:

Progress toward meeting this goal of ensuring that all students and staff are maximizing their use of technology to support educational goals will be measured through self-study, surveys, and academic outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for Understanding 21st Century Standards (1) Focus on 21st Century skills, deep content knowledge, and the 4 C's (2) Build understanding across subjects through 21st technology, blended learning, project based learning and the SAMR model (3) Engage students in STEAM education through our K-2nd STEAM Lab (4) Engage students 3rd-6th in the	July 2023- June 2024	Principal,Teachers, Support Staff	Supplies for Library/Media Center	4000-4999: Books And Supplies	LCFF - Base	1000
			IAT Tech	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24591
			Cables for iPads	4000-4999: Books And Supplies	LCFF - Base	2460
			Keyboards 3rd-6th grade	4000-4999: Books And Supplies	Title I	10926
			iPad Case	4000-4999: Books And Supplies	LCFF - Supplemental	2000
			Color Printer	5000-5999: Services And Other Operating Expenditures	LCFF - Base	460
			575 Headsets with Microphone	4000-4999: Books And Supplies	LCFF - Base	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STEAM and DREAM Center for Innovation and Creativity with real world applications						
Support for 21st Century Learning Environments (5) Create flexible learning spaces that facilitate collaborative learning with digital tools (6) Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice (7) Allow equitable access to quality learning tools, technology, and resources (8) Pursue additional technology, materials and furniture by writing grants to various organizations including the Fullerton Education Foundation Support for 21st Century Learning Environments	July 2023- June 2024	Principal, Teachers, Support Staff	Movie License Laminator Contract Duplo Contract Repairs by Vendors	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base LCFF - Base LCFF - Base LCFF - Base	452 545 790 10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(11) Have upper grade students participate in the FSD Robot Nation Competition (12) Continue to nurture artistic skills through All The Arts program (13) Congressional App Challenge After School Club						

Planned Improvements in Student Performance

School Goal #3

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe and Secure Environment
LEA/LCAP Goal 3:
All District departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.
SCHOOL GOAL #3:
During the 2022-23 school year, Richman will work to create a safe, positive, welcoming, and eco-friendly learning environment where students are connected to the school and have an increased sense of safety. 100% of Richman students will receive lessons in character development through RACER Expectations and PBIS Rewards Program as measured by teachers' records. In addition, SEL Second Step Program will be implemented TK- 6th grade. Students will receive weekly SEL lessons as determined by grade level pacing guides. Richman will reduce the number of office referrals and suspensions.
Data Used to Form this Goal:
At Richman, a school climate survey will be conducted annually. In addition, frequent student and staff surveys provide information on pertinent topics regarding school climate and safety. Discipline referrals and suspension data, attendance reports, and tardy data are being evaluated.
Findings from the Analysis of this Data:
Richman School creates a positive school community environment. We have a highly dedicated and caring teaching staff that focus on creating and maintaining a safe learning environment for all of our Richman Racers. The "driving force" of our school climate and safety needs is our PBIS Team. We are in our 5th year of training and have been able to re-align our discipline referrals with our Behavior Intervention Flow Chart. Also, we have increased attendance incentives and behavioral awards for students demonstrating the mindsets for learning. Our PBIS committee is also working with school's administration to re-tool our system to include encouraging daily attendance. We support progressive discipline and helping students who make a mistake find a way to correct their mistake or make amends if harm was caused.

How the School will Evaluate the Progress of this Goal:
Richman School will evaluate this goal through our PBIS observations, studying survey results, looking at attendance data, and gaining insights about behavior patterns by looking at monthly discipline referral and suspension data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting Positive School Relationships (1) Promote positive relationships between all staff (2) Foster positive relationships between staff and students (3) Foster positive relationships from peer to peer (4) Create a school environment where students and staff are likely to feel safe and comfortable at school (5) Promote attendance and participation in all school activities such as lunch time sports, clubs, conflict/game manager program, student council and PTA events	July 2023- June 2024	Principal, Teachers, Support Staff	CNJ Associates: Lunch time Soccer Games	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10800
			Character and Attendance Award Certificates	4000-4999: Books And Supplies	LCFF - Supplemental	750
			Staff Team Building : happy bags, breakfast, lunch team meetings, coffee, treats for staff meetings	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3500
			Print Shop	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
			PBIS Rewards Program - Schoolwide	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1850
			PBIS Store Rewards	4000-4999: Books And Supplies	LCFF - Supplemental	5000
			Red Ribbon Week Supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	550
			Blue Lanyards and PBIS badges, Student Council ID badges	4000-4999: Books And Supplies	LCFF - Supplemental	1453
			Wondergrove License	4000-4999: Books And Supplies	Title I	960
			Mental Health Counselor (MHCS) 4 days a week 8:00 a.m. - 2:30 p.m.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting Engaging Teaching and Learning (1) Technology suppport/replacement for student/teacher needs. iPads, laptops, desktop computers smart TVs, printers, apps, keyboards, earphones, cables. Provide all resources required for a positive classroom environment including an increased technology. (2) Provide encouragement, support, and opportunities for student success through school and district initiatives (3) Implement school-wide activities such as assemblies, classroom rewards, individual student rewards and learning celebrations.	July 2022 - June 2023	Principal, Assistant Principal, Teachers, Support Staff	Surveillance Cameras for exterior of Richman Campus	0000: Unrestricted	District Funded	0
			Analog/Digital Walkie Talkies- SPED classes, noon duty	5900: Communications	LCFF - Base	1393
			Health office supplies	4000-4999: Books And Supplies	LCFF - Base	6850
			Front office supplies : Xerox paper, generic supplies, office chairs for front office and new offices- SSA, Psych., Counselor	4000-4999: Books And Supplies	LCFF - Base	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting a Welcoming Environment (1) Exemplify and promote a positive and friendly campus culture (2) Buildings will be clean, orderly, well maintained, free of clutter, and well lit (3) Student work and achievement is highlighted and displayed in classrooms and public areas (4) Excellence in customer service is emphasized (5) Morning Greeters are at every entry and exit point. Music is played before school during drop off to create a warm, happy, and welcoming school environment	July 2022 - June 2023	Principal, Assistant Principal, Teachers, Support Staff	Morning Greeters-classified IA extra time - stand at 4 different gates to welcome students to school/ Dismissal at Back Gate	2000-2999: Classified Personnel Salaries	LCFF - Base	6232
			Duplo Ink	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1297
Supporting School Safety (1) Emphasize the importance of positive physical, mental, and	July 2022 - June 2023	Principal, Assistant Principal, Teachers,	Health Office Supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emotional health for adults and students (2) The Campus will be maintained to emphasize safety for all staff and students (3) Regular drills will be held to support emergency preparedness (4) A detailed emergency plan is in place and all staff members understand their role in the event of an emergency (5) Emergency supplies are kept on campus and are updated on an annual basis (6) A detailed Safe School Plan and Safe School Action Plan are in place		Support Staff				

Planned Improvements in Student Performance

School Goal #4

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA/LCAP Goal 4:
Promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.
SCHOOL GOAL #4:
Our goal is to promote positive relationships with parents and have more parent involvement. We will have parents attend meetings and events to provide a variety of opportunities for parent involvement and volunteer opportunities to communicate our goals of increasing students' attendance. We will provide a PBIS-safe school climate through training, school implementation, assemblies as well as provide behavior supports through the use of counselors and training.
Data Used to Form this Goal:
Survey parents, volunteer hours logged, Coffee with the Principal, percentage of parents attending IEP/SST meetings, parent participation at Parent-Teacher conferences, SSC attendance, Wellness Council participation, and ELAC/DLAC participation. Also, the principal sends a weekly Blackboard message, in both Spanish and English, alerting parents to upcoming events.
Findings from the Analysis of this Data:
Communication is progressing at Richman with the usage of social media, Blackboard Connect, Peechjar and informational folders.
How the School will Evaluate the Progress of this Goal:
Effective communication will be measured through a Districtwide Youth Truth survey, exit ticket for parents in the front office asking for opinion on how it's going, and open door policy with the principal and AP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting School to Home Communication (1) Administration and Classroom Teachers will establish positive communication prior to the start of the school year. (2) Information will be disseminated to families describing school procedures, programs, policies, and rules (3) The school will communicate via phone, e-mail, Haiku, School Website, flyers, and newsletters to inform all families of current events, celebrate success, and support academic excellence (4) Personal phone calls and face to face meetings (5) Monthly Coffee with the Principal- first Friday of every month. Each month a guest speaker will be invited to address the school community. (6) Family Nights- Family Math Night, Family Read Night, SBAC Parent Night (7) Communication will be sent out in	July 2023 - June 2024	Principal, Teachers, Support Staff	Translators for Parent conferences/Back to School Night	2000-2999: Classified Personnel Salaries	Title I	2700
			Family Nights : Math, Reading, Writing, Rti	5000-5999: Services And Other Operating Expenditures	Title I	10000
			Instructional Planners	4000-4999: Books And Supplies	LCFF - Supplemental	3471
			Assistant Principal for the Day - every week one student will be AP for the day. Purchased Blue Blazers for the students to wear/	4000-4999: Books And Supplies	LCFF - Base	150
			Hospitality for Parent meetings: Coffee with the Principal, ELAC, SSC, PTA, and parent center	5000-5999: Services And Other Operating Expenditures	Title I	5000
			Community Schools Counselor 50%	2000-2999: Classified Personnel Salaries	District Funded	0
			Community Schools SSA 50%	2000-2999: Classified Personnel Salaries	District Funded	0
			Wednesday Parent Communication Folders	4000-4999: Books And Supplies	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English, Spanish, and Korean						
Supporting Strong Communication Among School Staff Positive communication skills will be promoted among all staff through the use of a variety of communication tools: (1) E-mail (2) Phone (3) Twitter (4) Google (5) Daily schedules (6) Weekly Calendars (7) Monthly Calendars (8) Yearly Calendar (9) Planning Meetings Announcements	July 2023- June 2024	Principal, Teachers, Support Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting Communication Among Staff and Students (1) Teachers will promote positive communication and celebrate success (2) Office Staff and Administration will be available to students to support as needed throughout the school day used our Communication Protocol system (3) Staff to student communication will be made through a variety of communication tools such face-to-face, conferences, e-mail, phone, progress reports, Google, Haiku and announcements	July 2023 - June 2024	Principal, Teachers, Support Staff				
Supporting Communication Among Students (1) Communication skills will be fostered through classroom	July 2023 - June 2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
discussions, collaborative learning, Google Classroom, and teacher mentoring. (2) Communication skills will be taught to our Conflict Managers so they can help with problem solving (3) Students will understand the importance of appropriate communication through our PBIS system with the emphasis on being Safe-Kind-Responsible (4) Students will work toward proficiency and fluency in oral and written communication through systematic ELD instruction, oral presentations, performances and projects (5) Responsible communication and interaction will be taught and monitored so students exhibit digital citizenship		Principal, Teachers, Support Staff				
Supporting Communication with the District (1) Clear and timely communication between school and District will be accomplished through effective use of e-mail, text message, and direct phone contact	July 2023 - June 2024	Principal, Teachers, Support Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(2) District information will be effectively conveyed to members of school staff and community (3) We will support District events and promote active participation among school community members						
Supporting Communication with the Wider Community (1) Social media such as Facebook and Twitter will used to share school information (2) The school website and teacher websites will be used to communicate and promote Richman and the District's great programs (3) Richman will continue to foster it's community relationships with CSUF, Hope University, St. Jude's Hospital, OCDE, and the Anaheim Ducks 4) Richman staff will participate in community events Love Fullerton, Richman Community Forums and Open House, and the FEF Toast to	July 2023 - June 2024	Principal,Teachers, Support Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning						

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302) Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.	X	209,395
Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.	X	64,990
Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.		
Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.	X	158,931
Other State or Federal Program Grants:		

Centralized Support for Planned Improvements in Student Performance

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
Federal:		
Title I Part A **Schoolwide Programs**	$14,199	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
Title II Part A **Supporting Effective Instruction**	$1550	Services include personnel, instructional materials, substitute costs, and consultant costs to support evidenced-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, and science and history/social science.
Title III Part A **Language Instruction for English Learners**	$565	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.
Title IV Part A **Student Support and Academic Enrichment**	$188	Services include activities related to supporting a well-rounded education, safe and healthy students, and activities related to supporting the effective use of technology.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF - Base	6,232.00
4000-4999: Books And Supplies	LCFF - Base	41,173.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,797.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	13,395.00
5900: Communications	LCFF - Base	1,393.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	109,460.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,591.00
4000-4999: Books And Supplies	LCFF - Supplemental	52,897.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,647.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,800.00
0000: Unrestricted	Parent-Teacher Association (PTA)	1,465.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,135.00
1000-1999: Certificated Personnel Salaries	Title I	12,000.00
2000-2999: Classified Personnel Salaries	Title I	2,700.00
4000-4999: Books And Supplies	Title I	101,177.00
5000-5999: Services And Other Operating Expenditures	Title I	43,054.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	0.00
LCFF - Base	64,990.00
LCFF - Supplemental	209,395.00
Parent-Teacher Association (PTA)	2,600.00
Title I	158,931.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,465.00
1000-1999: Certificated Personnel Salaries	121,460.00
2000-2999: Classified Personnel Salaries	33,523.00
4000-4999: Books And Supplies	195,247.00
5000-5999: Services And Other Operating Expenditures	57,498.00
5800: Professional/Consulting Services And Operating Expenditures	25,330.00
5900: Communications	1,393.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,236.00
Goal 2	58,224.00
Goal 3	55,635.00
Goal 4	23,821.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kristen Holm	X				
Marianna Arellano			X		
Pam Soto		X			
Heather Rodriguez		X			
Jaclyn Winsor		X			
Ekta Pipalia				X	
Claudia Gumucio				X	
Tiffany Leon				X	
Belinda Gordillo				X	
Brenda Rojo				X	
Emmeline Ninofranco					X
Savannah Lawce - Garcia					X
Leiliah Maxwell					X
Numbers of members of each category:	**1 1**	**3 3**	**1**	**5**	**3**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   Community Advisory Committee for Special Education Programs

   Gifted and Talented Education Program Advisory Committee

   Other ***(list)***
   PTA, Student Council, Certificated and Classified Staff

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 10/25/2022.

Attested:

Kristen Holm		
Typed Name of School Principal	Signature of School Principal	Date
Belinda Gordillo		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date