

## School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School <br> (CDS) Code |
| :---: | :---: |
| Pepper Drive School | 37683616040372 |

Schoolsite Council Local Board Approval (SSC) Approval Date

Date
January 2024

## 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

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.
Pepper Drive is a Schoolwide Title 1 program. Aligning to our LCAP and LCFF requirements, Pepper Drive prioritizes professional development for teachers to make gains towards the school and district goals. In addition to district provided trainings, Pepper Drive offers teachers site-based professional learning. This includes dedicated opportunities for teachers to plan with their peers and teammates on a regular basis as well as meet regularly with administration and counseling staff to address the social emotional concerns of students. Furthermore, Pepper Drive has a designated Student Success Team (SST) that meets with teachers to identify any student who is experiencing difficulty in the areas of attendance, behavior, or academics. The SST team includes the classroom teacher, the Speech/Language Pathologist, Intervention Resource teachers, Specialized Academic Instructors, the School Psychologist, the parents of the child, an administrator and when needed, the school counselor or the English Learner support staff. Expenditures to supplemental materials and activities are prioritized to align to California State Standards and increasing achievement toward meeting and exceeding the standards. To further support students, pupils in grades $6-8$, have the
opportunity to attend extra-curricular clubs and elective classes. Family and community engagement are also supported through input via surveys and parent meetings, membership on school committees including School Site Council and English Learner Advisory Committee, and family extra-curricular events such as Family Literacy Night and Family Math Nights.

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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 schoolyear, and a summary of results from the survey(s).
Pepper Drive School reviews the following surveys both formally and informally to gauge student, parent, and teacher input:

- Panorama Education Survey (students)
- Panorama Education Survey (saff)
- Newsletter Responses (Parents)
- Staff/Teacher input (Staff)
- 1:1 Interviews with teachers (staff)
- District-wide communication survey (Parents)
- EL Program Survey (parents)
- LCAP Student Survey

Based on the surveys from the above educational partners, goals will be written to address: academic improvement in Math and ELA, continued improvement and implementation of PBIS Program and SEL curriculum.

Although in previous years, other surveys were included (California Healthy Kids Survey, District Caring Schools Survey, Staff Climate Survey, Student Climate Survey, Speak-Up Survey), these surveys were not administered in the 2022-2023 school year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.
Classroom observations at Pepper Drive are regularly completed by the administrative team (Principal, Vice Principal) with a target of 6 hours spent weekly by the Principal and Vice Principal making instructional rounds. There are three main types of observation that include evaluationbased (formal) observations, informal structured walkthrough (data collection) observations, and informal drop-in observations. Through evaluation and drop-in observations, teachers are provided direct feedback. Informal structured walkthrough observations include teacher feedback and also allow for data collection.
Data findings:
2022-2023 data focused on ELA instruction (academic vocabulary and accountable talk) and Mathematics instruction (development of students' conceptual understanding of mathematics and communicating that understanding).
Current data indicates that students are struggling with non-fiction reading comprehension and domain-specific vocabulary as well as conceptual understanding in mathematics. Goals will be written to address these findings.

## 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) Pepper Drive utilizes data from the following state and local assessments: Benchmark Assessment System (BAS,) Smarter Balanced Assessment Consortium (SBAC,) iReady Diagnostics, District English Language Arts Performance Tasks, Smarter Balanced Interim Assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teams regularly meet to determine student achievement on local measures and modify instruction in grade level and content teams. Curriculum embedded assessments include assessments from Wonders, Amplify, Math Expressions, and College Preparatory Mathematics (CPM). Other local measures include Educational Software for Guiding Instruction (ESGI,) Lexia, and iReady.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)
All requirements for highly qualified staff at Pepper Drive have been met.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
All credentialed teachers at Pepper Drive School meet state requirements. The Santee School District has extensive training on all adopted instructional materials and follow-up training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
Topics of staff development are directly aligned and prioritized to address student learning needs. 2023-2024 will continue the work of the past year and include Cognitively Guided Instruction(CGI,) Math Talks, Guided Language Acquisition and Design (GLAD), Guided Reading, Positive Behavioral Interventions and Supports (PBIS,) Tier I Best Practices, Second Step (SEL curriculum,) Learning Progressions, Learning Targets and Success Criteria, Universal Design for Learning (UDL.) and Restorative Practices. We will also focus development on targeting specific needs through our MTSS program.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Pepper Drive provides assistance and support for teachers by accessing site experts and release time for teachers to confer. We also access district-level Curriculum Resource Teachers for support. They provide coaching and content expertise.

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)
Teacher teams are provided regular opportunities to meet and collaborate. These opportunities are designed to be flexible, so as to allow grade level teams or content teams to meet based on their needs. Opportunities are made through team release, when available.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA) All curriculum, instruction, and materials are directly aligned to CA State Standards. The Santee School District has a thoughtful process of review for all adopted materials to ensure CA State Standard alignment. Supplemental materials used in classrooms undergo vetting prior to be used with children to ensure their alignment as well. Pepper Drive teachers engage in effective, research based instructional practices.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
Classroom schedules and the master calendar are designed to ensure that the recommended ELA and mathematics instructional minutes are adhered to for all students.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
Schoolwide Response to Intervention (Rtl) is scheduled into all grade-level (TK-8) schedules. Classroom teachers also maintain flexibility to increase that time as needed during the course of instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA) All materials are State Board adopted and appropriate for all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)
Curricular materials are State Board adopted. Intervention materials are research-based and standards-aligned. ELA intervention materials: Leveled Literacy Intervention (LLI), Flocabulary, iReady Reading, Imagine Learning, NearPod, and Lexia. Math intervention materials: Do the Math (Houghton Mifflin), Touch Math, iReady math, and Relflex math.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)
Pepper Drive enacts a dedicated Rtl process that allows access for all underperforming students to meet the standards. Interventions are provided in three tiers. Classroom and pull-out interventions are offered in Tier One and Tier Two. Tier Three interventions are provided by specialized staff. Students are identified for intervention based on academic data. Data in ELA and mathematics is reviewed at a minimum of every six weeks and groups are fluidly redesigned for Tiers Two and Three. Tier One groups are more fluid and change based on teacher-identified needs in the classroom.

Evidence-based educational practices to raise student achievement
Pepper Drive regularly reviews student achievement results, identifies needs, and designs instructional opportunities for all students to increase achievement. Teachers employ a variety of best practices including specialized strategies such as Cognitively Guided Instruction, Inquiry-based Instruction, Project-Based Learning, Universal Design Learning, and Guided Language Acquisition and Design to increase student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)
These resources include a District Community Collaborative Director, site Intervention Resource teachers, school counselor, Student Success Team including Specialized Academic Instructors, Instructional Resource Teachers, a Community Liaison, school psychologist, outside mental health providers contracted by District, adopted curriculum that is available free of charge at home, student access to iPads at school and home to support academic growth, and volunteer 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)
Pepper Drive has staff and parents at District Advisory Committee, District Climate Committee, PBIS Committee, School Climate Committee, School Site Council, English Learner Advisory Committee, and our Parent Teacher Association.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
Title I funds are allocated to purchase research-based intervention materials, provide training and support for teachers to improve instructional practices, purchase supplemental materials and fund activities to promote student achievement.

Fiscal support (EPC)
Title I allocation 2023-2024 is $\$ 125,374$. See Goals 1-3 for breakdown of expenditures.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The Single Site Plan for Pepper Drive is a product of the input of several educational partners. Community groups including PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) are given opportunities to give input on both academic goal setting and financial planning. The SSC and ELAC meet monthly and discuss the plan, or components of the plan, as needed. Staff also serve as a driving force for academic goal setting and analysis as well as identifying the spending needs of funds based on the funding source. Annual reviews are carried out by the SSC and staff.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
At this time no inequities were identified based on our needs assessment.

## School and Student Performance Data

## Student Enrollment <br> 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 | 0.2\% | \% | 0\% | 2 |  | 0 |
| African American | 3.2\% | 2.87\% | 2.95\% | 27 | 22 | 21 |
| Asian | 1.9\% | 2.61\% | 2.67\% | 16 | 20 | 19 |
| Filipino | 1.7\% | 1.83\% | 1.54\% | 14 | 14 | 11 |
| Hispanic/Latino | 35.2\% | 35.90\% | 37.36\% | 295 | 275 | 266 |
| Pacific Islander | 0.1\% | 0.13\% | 0.14\% | 1 | 1 | 1 |
| White | 49.1\% | 49.09\% | 46.07\% | 412 | 376 | 328 |
| Multiple/No Response | 8.6\% | 7.57\% | 9.27\% | 72 | 58 | 66 |
|  | Total Enrollment |  |  | 839 | 766 | 712 |

## Student Enrollment

 Enrollment By Grade Level| Grade |  | Student Enrollment by Grade Level |  |
| :--- | :---: | :---: | :---: |
|  | Number of Students |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |
| Kindergarten | 91 | 59 | 83 |
| Grade 1 | 55 | 71 | 57 |
| Grade 2 | 76 | 66 | 78 |
| Grade3 | 97 | 85 | 60 |
| Grade 4 | 152 | 91 | 88 |
| Grade 5 | 102 | 96 | 88 |
| Grade 6 | 71 | 90 | 96 |
| Grade 7 | 113 | 87 | 90 |
| Grade 8 | 82 | 121 | 72 |
| Total Enrollment | 839 | 766 | 712 |

## Conclusions based on this data:

1. Enrollment continues to flex throughout the school year, but has decreased by approximately 100 students since the start of COVID in March 2020.
2. Pepper Drive's student population is nearly $50 \%$ based on transfers, both inter-district and intra-district.
3. Kindergarten enrollment has seen a decline over the last 5 years.

## School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

| English Learner (EL) Enrollment |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | Number of Students |  | Percent of Students |  |  |  |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |  |  |
| English Learners | 112 | 105 | 102 | $\mathbf{1 3 . 3 0} \%$ | $\mathbf{1 3 . 7} \%$ | $\mathbf{1 4 . 3} \%$ |  |  |
| Fluent English Proficient (FEP) | 59 | 71 | 60 | $7.00 \%$ | $9.3 \%$ | $8.4 \%$ |  |  |
| Reclassified Fluent English Proficient (RFEP) | 8 | 10 | 13 | $7.1 \%$ | $10.5 \%$ | $10.8 \%$ |  |  |

Conclusions based on this data:

1. Our percentage of English Learners in 2022-23 continued to drop slightly. We continue to serve students who need focused instruction to increase their knowledge of English. Professional learning and opportunities for the EL service providers to meet with teachers more regularly continue to be a focus.
2. Our reclassification rate decreased significantly during the COVID Pandemic.
3. Teachers continue to need and benefit from quality professional development on instructing English Learners.

## School and Student Performance Data

## CAASPP Results <br> 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 | 96 | 84 | 58 | 95 | 84 | 58 | 95 | 84 | 58 | 99.0 | 100.0 | 100.0 |
| Grade 4 | 149 | 91 | 82 | 147 | 89 | 82 | 147 | 89 | 82 | 98.7 | 97.8 | 100.0 |
| Grade 5 | 99 | 95 | 85 | 95 | 94 | 84 | 94 | 94 | 84 | 96.0 | 98.9 | 98.8 |
| Grade 6 | 69 | 87 | 93 | 67 | 84 | 92 | 67 | 84 | 92 | 97.1 | 96.6 | 98.9 |
| Grade 7 | 106 | 84 | 80 | 104 | 81 | 78 | 103 | 81 | 78 | 98.1 | 96.4 | 97.5 |
| Grade 8 | 86 | 123 | 70 | 82 | 122 | 70 | 82 | 122 | 70 | 95.3 | 99.2 | 100.0 |
| All Grades | 605 | 564 | 468 | 590 | 554 | 464 | 588 | 554 | 464 | 97.5 | 98.2 | 99.1 |

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 | 2424. | 2447. | 2435. | 25.26 | 30.95 | 32.76 | 23.16 | 23.81 | 20.69 | 24.21 | 32.14 | 25.86 | 27.37 | 13.10 | 20.69 |
| Grade 4 | 2461. | 2459. | 2477. | 20.41 | 21.35 | 26.83 | 30.61 | 21.35 | 30.49 | 19.73 | 28.09 | 17.07 | 29.25 | 29.21 | 25.6 |
| Grade 5 | 2498. | 2484. | 2484. | 20.21 | 17.02 | 14.29 | 28.72 | 22.34 | 30.95 | 23.40 | 29.79 | 19.05 | 27.66 | 30.85 | 35.7 |
| Grade 6 | 2511. | 2493. | 2503 | 8.96 | 5.95 | 11.96 | 37.31 | 32.14 | 23.91 | 29.85 | 27.38 | 33.70 | 23.88 | 34.52 | 30.43 |
| Grade 7 | 2553. | 2534. | 2537. | 14.56 | 8.64 | 12.82 | 38.83 | 35.80 | 35.90 | 27.18 | 32.10 | 19.23 | 19.42 | 23.46 | 32.05 |
| Grade 8 | 2558. | 2500. | 2570. | 17.07 | 8.20 | 14.29 | 28.05 | 20.49 | 40.00 | 29.27 | 25.41 | 24.29 | 25.61 | 45.90 | 21.43 |
| All Grades | N/A | N/A | N/A | 18.37 | 14.98 | 18.10 | 30.95 | 25.45 | 30.39 | 24.83 | 28.88 | 23.28 | 25.85 | 30.69 | 28.23 |


| Reading <br> 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 | 18.95 | 21.43 | 22.41 | 63.16 | 60.71 | 62.07 | 17.89 | 17.86 | 15.52 |
| Grade 4 | 20.41 | 13.48 | 17.07 | 57.82 | 70.79 | 71.95 | 21.77 | 15.73 | 10.98 |
| Grade 5 | 18.09 | 14.89 | 10.71 | 62.77 | 59.57 | 66.67 | 19.15 | 25.53 | 22.62 |
| Grade 6 | 13.43 | 9.52 | 14.13 | 62.69 | 54.76 | 54.35 | 23.88 | 35.71 | 31.52 |
| Grade 7 | 19.42 | 11.11 | 20.51 | 60.19 | 66.67 | 55.13 | 20.39 | 22.22 | 24.36 |
| Grade 8 | 15.85 | 8.20 | 15.71 | 56.10 | 52.46 | 64.29 | 28.05 | 39.34 | 20.00 |
| All Grades | 18.20 | 12.82 | 16.38 | 60.20 | 60.29 | 62.28 | 21.60 | 26.90 | 21.34 |


| Wroducing clear and purposeful writing |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  | \% At or Near Standard |  | \% Below Standard |  |  |  |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |  |
| Grade 3 | 18.95 | 19.05 | 22.41 | 55.79 | 64.29 | 56.90 | 25.26 | 16.67 | 20.69 |  |
| Grade 4 | 11.64 | 14.61 | 18.29 | 62.33 | 62.92 | 56.10 | 26.03 | 22.47 | 25.61 |  |
| Grade 5 | 18.09 | 15.96 | 13.10 | 57.45 | 59.57 | 63.10 | 24.47 | 24.47 | 23.81 |  |
| Grade 6 | 12.12 | 8.33 | 7.61 | 62.12 | 55.95 | 61.96 | 25.76 | 35.71 | 30.43 |  |
| Grade 7 | 15.53 | 12.35 | 20.51 | 63.11 | 60.49 | 53.85 | 21.36 | 27.16 | 25.64 |  |
| Grade 8 | 19.51 | 4.92 | 15.71 | 58.54 | 43.44 | 72.86 | 21.95 | 51.64 | 11.43 |  |
| All Grades | 15.70 | 12.09 | 15.73 | 60.07 | 56.86 | 60.78 | 24.23 | 31.05 | 23.49 |  |


| Demonstrating effective communication skills |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  | \% At or Near Standard |  | \% Below Standard |  |  |  |  |
|  | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |
| Grade 3 | 9.47 | 14.29 | 13.79 | 77.89 | 80.95 | 75.86 | 12.63 | 4.76 | 10.34 |
| Grade 4 | 12.24 | 6.74 | 14.63 | 74.83 | 77.53 | 76.83 | 12.93 | 15.73 | 8.54 |
| Grade 5 | 12.77 | 11.70 | 13.10 | 72.34 | 74.47 | 73.81 | 14.89 | 13.83 | 13.10 |
| Grade 6 | 7.46 | 15.48 | 8.70 | 76.12 | 75.00 | 81.52 | 16.42 | 9.52 | 9.78 |
| Grade 7 | 15.53 | 13.58 | 7.69 | 78.64 | 71.60 | 70.51 | 5.83 | 14.81 | 21.79 |
| Grade 8 | 15.85 | 11.48 | 17.14 | 68.29 | 63.93 | 65.71 | 15.85 | 24.59 | 17.14 |
| All Grades | 12.41 | 12.09 | 12.28 | 74.83 | 73.29 | 74.35 | 12.76 | 14.62 | 13.36 |


| 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 | 20.00 | 25.00 | 15.52 | 69.47 | 65.48 | 68.97 | 10.53 | 9.52 | 15.52 |
| Grade 4 | 17.01 | 6.74 | 21.95 | 70.07 | 77.53 | 64.63 | 12.93 | 15.73 | 13.41 |
| Grade 5 | 17.02 | 9.57 | 19.05 | 57.45 | 65.96 | 54.76 | 25.53 | 24.47 | 26.19 |
| Grade 6 | 10.45 | 13.10 | 17.39 | 77.61 | 65.48 | 57.61 | 11.94 | 21.43 | 25.00 |
| Grade 7 | 23.30 | 13.58 | 19.23 | 66.99 | 70.37 | 64.10 | 9.71 | 16.05 | 16.67 |
| Grade 8 | 20.73 | 7.38 | 17.14 | 63.41 | 68.03 | 65.71 | 15.85 | 24.59 | 17.14 |
| All Grades | 18.37 | 12.09 | 18.53 | 67.35 | 68.77 | 62.07 | 14.29 | 19.13 | 19.40 |

## Conclusions based on this data:

1. Analysis of standardized assessment data indicates a decrease in research and inquiry scores and an increase in all other grade levels. Developing stronger skills in this area for incoming 3rd graders and current 4th graders will be a focus.
2. Analysis of standardized writing skills indicates an uptick in scores for 4 th, 5 th and 8 th grades. Developing stronger writing skills will be a focus for 3rd and 7th grades, this year's 4th and 8th graders.
3. Analysis of IReady End of Year Scores indicated and overall achievement score of $57 \%$ at or above grade level. This is a $26 \%$ increase from the beginning of the school year. The lowest score was $63 \%$ in informational text. Informational text comprehension will continue to be a focus area.

## School and Student Performance Data

## CAASPP Results <br> 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 | 96 | 84 | 58 | 94 | 84 | 58 | 94 | 84 | 58 | 97.9 | 100.0 | 100.0 |
| Grade 4 | 149 | 91 | 82 | 144 | 90 | 82 | 144 | 90 | 82 | 96.6 | 98.9 | 100.0 |
| Grade 5 | 99 | 95 | 85 | 92 | 94 | 84 | 92 | 94 | 84 | 92.9 | 98.9 | 98.8 |
| Grade 6 | 69 | 87 | 93 | 67 | 84 | 92 | 67 | 84 | 92 | 97.1 | 96.6 | 98.9 |
| Grade 7 | 106 | 84 | 80 | 101 | 81 | 80 | 101 | 81 | 80 | 95.3 | 96.4 | 100.0 |
| Grade 8 | 86 | 123 | 70 | 79 | 123 | 70 | 78 | 122 | 70 | 91.9 | 100.0 | 100.0 |
| All Grades | 605 | 564 | 468 | 577 | 556 | 466 | 576 | 555 | 466 | 95.4 | 98.6 | 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 |  |  | \% 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 | 2433. | 2443. | 2426. | 17.02 | 21.43 | 15.52 | 35.11 | 28.57 | 31.03 | 23.40 | 28.57 | 24.14 | 24.47 | 21.43 | 29.31 |
| Grade 4 | 2463. | 2464. | 2472. | 15.28 | 15.56 | 12.20 | 28.47 | 18.89 | 34.15 | 29.86 | 43.33 | 34.15 | 26.39 | 22.22 | 19.51 |
| Grade 5 | 2486. | 2465. | 2486. | 14.13 | 8.51 | 15.48 | 15.22 | 12.77 | 13.10 | 33.70 | 35.11 | 42.86 | 36.96 | 43.62 | 28.57 |
| Grade 6 | 2531. | 2512. | 2515. | 17.91 | 14.29 | 19.57 | 20.90 | 20.24 | 17.39 | 35.82 | 29.76 | 31.52 | 25.37 | 35.71 | 31.52 |
| Grade 7 | 2564. | 2528. | 2532. | 23.76 | 18.52 | 16.25 | 30.69 | 18.52 | 23.75 | 24.75 | 27.16 | 26.25 | 20.79 | 35.80 | 33.75 |
| Grade 8 | 2603. | 2589. | 2593. | 35.90 | 27.87 | 30.00 | 20.51 | 21.31 | 22.86 | 19.23 | 28.69 | 28.57 | 24.36 | 22.13 | 18.57 |
| All Grades | N/A | N/A | N/A | 19.97 | 18.20 | 18.03 | 25.87 | 20.00 | 23.18 | 27.78 | 32.07 | 31.76 | 26.39 | 29.73 | 27.04 |


| Concepts \& Procedures         <br> Grade Level  \% Above Standard  \% At or Near Standard  \% Below Standard   $\mathbf{2 0 - 2 1}$ |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ | $\mathbf{2 0 - 2 1}$ | $\mathbf{2 1 - 2 2}$ | $\mathbf{2 2 - 2 3}$ |  |
| Grade 3 | 22.34 | 26.19 | 15.52 | 55.32 | 52.38 | 51.72 | 22.34 | 21.43 | 32.76 |
| Grade 4 | 19.44 | 16.67 | 13.41 | 51.39 | 56.67 | 58.54 | 29.17 | 26.67 | 28.05 |
| Grade 5 | 18.48 | 10.64 | 20.24 | 48.91 | 52.13 | 48.81 | 32.61 | 37.23 | 30.95 |
| Grade 6 | 19.70 | 19.05 | 19.57 | 57.58 | 47.62 | 50.00 | 22.73 | 33.33 | 30.43 |
| Grade 7 | 34.65 | 22.22 | 17.50 | 43.56 | 46.91 | 53.75 | 21.78 | 30.86 | 28.75 |
| Grade 8 | 36.36 | 29.51 | 32.86 | 42.86 | 46.72 | 51.43 | 20.78 | 23.77 | 15.71 |
| All Grades | 24.74 | 21.08 | 19.74 | 49.83 | 50.27 | 52.36 | 25.44 | 28.65 | 27.90 |


| 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 | 24.47 | 27.38 | 22.41 | 48.94 | 46.43 | 56.90 | 26.60 | 26.19 | 20.69 |
| Grade 4 | 15.97 | 13.33 | 18.29 | 50.69 | 56.67 | 59.76 | 33.33 | 30.00 | 21.95 |
| Grade 5 | 8.70 | 5.32 | 9.52 | 58.70 | 59.57 | 61.90 | 32.61 | 35.11 | 28.57 |
| Grade 6 | 16.42 | 7.14 | 9.78 | 52.24 | 54.76 | 52.17 | 31.34 | 38.10 | 38.04 |
| Grade 7 | 19.80 | 14.81 | 13.75 | 63.37 | 48.15 | 55.00 | 16.83 | 37.04 | 31.25 |
| Grade 8 | 33.33 | 25.41 | 21.43 | 46.15 | 51.64 | 58.57 | 20.51 | 22.95 | 20.00 |
| All Grades | 19.27 | 16.04 | 15.24 | 53.47 | 52.97 | 57.30 | 27.26 | 30.99 | 27.47 |


| 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 | 15.96 | 23.81 | 25.86 | 68.09 | 60.71 | 58.62 | 15.96 | 15.48 | 15.52 |
| Grade 4 | 13.19 | 21.11 | 25.61 | 66.67 | 55.56 | 53.66 | 20.14 | 23.33 | 20.73 |
| Grade 5 | 11.96 | 5.32 | 3.57 | 69.57 | 61.70 | 73.81 | 18.48 | 32.98 | 22.62 |
| Grade 6 | 19.40 | 15.48 | 13.04 | 62.69 | 64.29 | 61.96 | 17.91 | 20.24 | 25.00 |
| Grade 7 | 26.73 | 13.58 | 13.75 | 63.37 | 62.96 | 65.00 | 9.90 | 23.46 | 21.25 |
| Grade 8 | 38.46 | 27.87 | 22.86 | 50.00 | 59.02 | 64.29 | 11.54 | 13.11 | 12.86 |
| All Grades | 19.97 | 18.38 | 16.74 | 64.06 | 60.54 | 63.09 | 15.97 | 21.08 | 20.17 |

## Conclusions based on this data:

1. Analysis of standardized assessment data indicates students have overall improved slightly in conceptual knowledge in mathematical problem solving, preventing expected achievement. The decision was made to continue to focus on conceptual learning in mathematics and communicating abstract reasoning effectively, allowing students to make sense of problems, persevere in solving them by modeling in a variety of ways using appropriate tools strategically. (CCSS MATH PRACTICE: MP1, MP2, MP4, MP5.)
2. Mathematical Reasoning: Students in 3-8th grade overall demonstrated understanding and made conclusions at or above grade level. Students in grade 6 will focus on this area to increase their ability to reason mathematically.
3. Problem solving and data analysis is a challenging area for grades 5,6 and 7 . We will continue to focus on this area in all grades to build problem solving skills and interpret data. K-2 will also focus on this area to build a solid foundation in this life skill. IReady overall math scores at or above grade level were $56 \%$, indicating a $37 \%$ increase from the beginning of the year data.

## School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data <br> 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 | * | * | 1401.9 | * | * | 1430.7 | * | * | 1334.7 | 7 | 9 | 11 |
| 1 | * | 1458.8 | * | * | 1447.1 | * | * | 1470.0 | * | 7 | 11 | 8 |
| 2 | * | * | 1514.7 | * | * | 1509.8 | * | * | 1519.0 | 9 | 6 | 11 |
| 3 | * | 1504.9 | * | * | 1500.0 | * | * | 1509.5 | * | 10 | 15 | 5 |
| 4 | 1528.1 | 1496.5 | 1527.0 | 1528.3 | 1511.1 | 1520.5 | 1527.4 | 1481.6 | 1533.0 | 23 | 12 | 14 |
| 5 | 1535.2 | 1530.5 | * | 1530.6 | 1524.9 | * | 1539.3 | 1535.5 | * | 18 | 11 | 10 |
| 6 | * | 1524.1 | * | * | 1515.9 | * | * | 1531.8 | * | 7 | 16 | 10 |
| 7 | * | * | 1489.2 | * | * | 1483.2 | * | * | 1495.2 | 6 | 9 | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | 9 | 5 |
| All Grades |  |  |  |  |  |  |  |  |  | 89 | 98 | 87 |

## Overall Language

Percentage of Students at Each Performance Level for All Students

|  | 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 | * | * | 9.09 | * | * | 18.18 | * | * | 45.45 | * | * | 27.27 | * | * | 11 |
| 1 | * | 18.18 | * | * | 36.36 | * | * | 36.36 | * | * | 9.09 | * | * | 11 | * |
| 2 | * | * | 45.45 | * | * | 18.18 | * | * | 27.27 | * | * | 9.09 | * | * | 11 |
| 3 | * | 20.00 | * | * | 46.67 | * | * | 20.00 | * | * | 13.33 | * | * | 15 | * |
| 4 | 30.43 | 25.00 | 42.86 | 47.83 | 33.33 | 28.57 | 17.39 | 33.33 | 21.43 | 4.35 | 8.33 | 7.14 | 23 | 12 | 14 |
| 5 | 22.22 | 18.18 | * | 44.44 | 36.36 | * | 33.33 | 45.45 | * | 0.00 | 0.00 | * | 18 | 11 | * |
| 6 | * | 25.00 | * | * | 43.75 | * | * | 25.00 | * | * | 6.25 | * | * | 16 | * |
| 7 | * | * | 7.69 | * | * | 38.46 | * | * | 38.46 | * | * | 15.38 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 25.84 | 23.47 | 29.89 | 46.07 | 38.78 | 29.89 | 24.72 | 28.57 | 27.59 | 3.37 | 9.18 | 12.64 | 89 | 98 | 87 |


| Oral Language <br> Percentage of Students at Each Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | 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 | * | * | 18.18 | * | * | 18.18 | * | * | 36.36 | * | * | 27.27 | * | * | 11 |
| 1 | * | 27.27 | * | * | 45.45 | * | * | 18.18 | * | * | 9.09 | * | * | 11 | * |
| 2 | * | * | 63.64 | * | * | 0.00 | * | * | 27.27 | * | * | 9.09 | * | * | 11 |
| 3 | * | 40.00 | * | * | 46.67 | * | * | 0.00 | * | * | 13.33 | * | * | 15 | * |
| 4 | 43.48 | 50.00 | 50.00 | 43.48 | 33.33 | 35.71 | 13.04 | 8.33 | 7.14 | 0.00 | 8.33 | 7.14 | 23 | 12 | 14 |
| 5 | 44.44 | 27.27 | * | 50.00 | 63.64 | * | 5.56 | 9.09 | * | 0.00 | 0.00 | * | 18 | 11 | * |
| 6 | * | 31.25 | * | * | 50.00 | * | * | 12.50 | * | * | 6.25 | * | * | 16 | * |
| 7 | * | * | 30.77 | * | * | 38.46 | * | * | 15.38 | * | * | 15.38 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 41.57 | 35.71 | 45.98 | 44.94 | 45.92 | 26.44 | 12.36 | 9.18 | 16.09 | 1.12 | 9.18 | 11.49 | 89 | 98 | 87 |

## 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 | * | * | 0.00 | * | * | 0.00 | * | * | 63.64 | * | * | 36.36 | * | * | 11 |
| 1 | * | 18.18 | * | * | 27.27 | * | * | 36.36 | * | * | 18.18 | * | * | 11 | * |
| 2 | * | * | 36.36 | * | * | 18.18 | * | * | 36.36 | * | * | 9.09 | * | * | 11 |
| 3 | * | 20.00 | * | * | 33.33 | * | * | 20.00 | * | * | 26.67 | * | * | 15 | * |
| 4 | 13.04 | 0.00 | 21.43 | 52.17 | 41.67 | 28.57 | 21.74 | 33.33 | 35.71 | 13.04 | 25.00 | 14.29 | 23 | 12 | 14 |
| 5 | 16.67 | 18.18 | * | 16.67 | 27.27 | * | 66.67 | 36.36 | * | 0.00 | 18.18 | * | 18 | 11 | * |
| 6 | * | 12.50 | * | * | 18.75 | * | * | 43.75 | * | * | 25.00 | * | * | 16 | * |
| 7 | * | * | 0.00 | * | * | 15.38 | * | * | 53.85 | * | * | 30.77 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 13.48 | 14.29 | 13.79 | 35.96 | 30.61 | 22.99 | 38.20 | 32.65 | 42.53 | 12.36 | 22.45 | 20.69 | 89 | 98 | 87 |


| 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 | * | * | 27.27 | * | * | 36.36 | * | * | 36.36 | * | * | 11 |
| 1 | * | 36.36 | * | * | 54.55 | * | * | 9.09 | * | * | 11 | * |
| 2 | * | * | 45.45 | * | * | 45.45 | * | * | 9.09 | * | * | 11 |
| 3 | * | 53.33 | * | * | 33.33 | * | * | 13.33 | * | * | 15 | * |
| 4 | 56.52 | 75.00 | 42.86 | 34.78 | 8.33 | 57.14 | 8.70 | 16.67 | 0.00 | 23 | 12 | 14 |
| 5 | 16.67 | 18.18 | * | 61.11 | 81.82 | * | 22.22 | 0.00 | * | 18 | 11 | * |
| 6 | * | 25.00 | * | * | 62.50 | * | * | 12.50 | * | * | 16 | * |
| 7 | * | * | 15.38 | * | * | 46.15 | * | * | 38.46 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 39.33 | 35.71 | 34.48 | 50.56 | 53.06 | 49.43 | 10.11 | 11.22 | 16.09 | 89 | 98 | 87 |

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 | * | * | 9.09 | * | * | 81.82 | * | * | 9.09 | * | * | 11 |
| 1 | * | 27.27 | * | * | 54.55 | * | * | 18.18 | * | * | 11 | * |
| 2 | * | * | 63.64 | * | * | 27.27 | * | * | 9.09 | * | * | 11 |
| 3 | * | 40.00 | * | * | 53.33 | * | * | 6.67 | * | * | 15 | * |
| 4 | 60.87 | 33.33 | 35.71 | 39.13 | 50.00 | 57.14 | 0.00 | 16.67 | 7.14 | 23 | 12 | 14 |
| 5 | 88.89 | 63.64 | * | 11.11 | 36.36 | * | 0.00 | 0.00 | * | 18 | 11 | * |
| 6 | * | 56.25 | * | * | 37.50 | * | * | 6.25 | * | * | 16 | * |
| 7 | * | * | 61.54 | * | * | 23.08 | * | * | 15.38 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 58.43 | 45.92 | 47.13 | 40.45 | 41.84 | 41.38 | 1.12 | 12.24 | 11.49 | 89 | 98 | 87 |


| Reading DomainPercentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | 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 | * | * | 0.00 | * | * | 72.73 | * | * | 27.27 | * | * | 11 |
| 1 | * | 36.36 | * | * | 45.45 | * | * | 18.18 | * | * | 11 | * |
| 2 | * | * | 27.27 | * | * | 54.55 | * | * | 18.18 | * | * | 11 |
| 3 | * | 20.00 | * | * | 46.67 | * | * | 33.33 | * | * | 15 | * |
| 4 | 8.70 | 8.33 | 21.43 | 69.57 | 58.33 | 64.29 | 21.74 | 33.33 | 14.29 | 23 | 12 | 14 |
| 5 | 33.33 | 27.27 | * | 61.11 | 45.45 | * | 5.56 | 27.27 | * | 18 | 11 | * |
| 6 | * | 18.75 | * | * | 43.75 | * | * | 37.50 | * | * | 16 | * |
| 7 | * | * | 7.69 | * | * | 46.15 | * | * | 46.15 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 21.35 | 20.41 | 21.84 | 56.18 | 50.00 | 49.43 | 22.47 | 29.59 | 28.74 | 89 | 98 | 87 |


| Writing Domain <br> Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | 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 | * | * | 9.09 | * | * | 45.45 | * | * | 45.45 | * | * | 11 |
| 1 | * | 27.27 | * | * | 63.64 | * | * | 9.09 | * | * | 11 | * |
| 2 | * | * | 45.45 | * | * | 45.45 | * | * | 9.09 | * | * | 11 |
| 3 | * | 40.00 | * | * | 60.00 | * | * | 0.00 | * | * | 15 | * |
| 4 | 21.74 | 0.00 | 14.29 | 73.91 | 91.67 | 64.29 | 4.35 | 8.33 | 21.43 | 23 | 12 | 14 |
| 5 | 5.56 | 18.18 | * | 88.89 | 63.64 | * | 5.56 | 18.18 | * | 18 | 11 | * |
| 6 | * | 18.75 | * | * | 75.00 | * | * | 6.25 | * | * | 16 | * |
| 7 | * | * | 15.38 | * | * | 69.23 | * | * | 15.38 | * | * | 13 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 19.10 | 19.39 | 20.69 | 75.28 | 72.45 | 62.07 | 5.62 | 8.16 | 17.24 | 89 | 98 | 87 |

## Conclusions based on this data:

1. We recognize overall drops in "Well Developed" and "Level 4" performance bands between these two years.
2. We see increases in "Somewhat Moderately" and "Level 2 " and Level 3 " performance bands as well, with drops (when data is comparable) in "Beginning" and "Level 1" performance.
3. Research into the decreased performance of Current English Learners is needed along with strategies to ensure students do not plateau at Levels 2 and 3.

## School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population

| Total <br> Enrollment |
| :---: |
| 712 |

Total Number of Students enrolled in Pepper Drive School


Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

| English <br> Learners |
| :---: |
| 14.3 |

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

| Foster <br> Youth |
| :---: |
| 0.8 |

Students whose well being is the responsibility of a court.

| 2022-23 Enrollment for All Students/Student Group |  |  |
| :--- | :---: | :---: |
| Student Group | Total | Percentage |
| English Learners | 102 | 14.3 |
| Foster Youth | 6 | 0.8 |
| Homeless | 35 | 4.9 |
| Socioeconomically Disadvantaged | 404 | 56.7 |
| Students with Disabilities | 101 | 14.2 |


| Enrollment by Race/Ethnicity |  |  |
| :--- | :---: | :---: |
| Student Group | Total | Percentage |
| African American | 21 | 2.9 |
| Asian | 19 | 2.7 |
| Filipino | 11 | 1.5 |
| Hispanic | 266 | 37.4 |
| Two or More Races | 66 | 9.3 |
| Pacific Islander | 1 | 0.1 |
| White | 328 | 46.1 |

## Conclusions based on this data:

1. This data was not updated for 2021-2022, and the conclusions below remain based on prior data.
2. Pepper Drive has seen overall population growth over the past 5 years.
3. The EL population and Homeless population have increased notably, and with other student groups growing as well. Our school has an increasingly diverse student population.

## School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Lowest Performance

## 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance |
| :---: |
| English Language Arts |
| Yellow |


| Academic Engagement |
| :---: |
| Chronic Absenteeism |
| Yellow |


| Conditions \& Climate |
| :---: |
| Suspension Rate |
| Red |

## English Learner Progress <br> Blue

## Conclusions based on this data:

1. This dashboard data has not been updated for 2021-2022 or 2022-2023. The following conclusions remain: A decrease in performance in ELA and mathematics in 2019-2020, impacted dashboard results.
2. A decrease in chronic absenteeism maintained the green level.
3. Suspension rates increased by one percent, thus we earned the orange level

## School and Student Performance Data

## Academic Performance <br> English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Lowest Performance



Yellow



Blue
Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 1 | 4 | 0 | 1 |

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group



| Socioeconomically Disadvantaged |
| :---: |
| Yellow |
| 19.1 points below standard |
| Increased +9.7 points |
| 277 Students |



Students with Disabilities


Orange
67.8 points below standard

Maintained +1.9 points

101 Students

## 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| :---: | :---: | :---: | :---: |
| 22.9 points below standard <br> Increased +7.7 points <br> 15 Students | No Performance Color 0 Students | 14.1 points above standard <br> Decreased Significantly 15.6 points <br> 17 Students | Less than 11 Students <br> 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| $\frac{T_{\text {Yellow }}}{T}$ |  | No Performance Color | $\frac{\uparrow}{\text { Yellow }}$ |
| 26.1 points below standard | 34.3 points above standard | 0 Students | 5.7 points below standard |
| Increased Significantly +16.4 points <br> 172 Students | Increased Significantly +33.4 points <br> 36 Students |  | Increased Significantly +16.8 points <br> 208 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.

## 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner |
| :---: |
| 66.4 points below standard |
| Maintained +0.9 points |
| 51 Students |


| Reclassified English Learners |
| :---: |
| 10.8 points above standard |
| Increased Significantly +41.4 points |
| 40 Students |


| English Only |
| :---: |
| 2.9 points below standard |
| Increased Significantly +17.4 points |
| 340 Students |

## Conclusions based on this data:

1. This dashboard data has not been updated for 2021-2022.

## School and Student Performance Data

## Academic Performance <br> Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Lowest Performance



Yellow



Blue
Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard Mathematics Equity Report

| Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 3 | 2 | 0 | 1 |

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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group |  |  |
| :---: | :---: | :---: |
| All Students | English Learners | Foster Youth |
| $\frac{R T}{\text { Yellow }}$ |  | Less than 11 Students <br> 4 Students |
| 20.2 points below standard | 47.3 points below standard | 4 Students |
| Maintained +1.5 points | Maintained - 0.5 points |  |
| 453 Students | 91 Students |  |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 61.4 points below standard |  |  |
| Decreased Significantly -38.8 points | Orange | Orange |
|  | 33.3 points below standard | 81 points below standard |
| 20 Students | Decreased -6.1 points | Maintained +1.7 points |
|  | 276 Students | 101 Students |

## 2023 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

## 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner |
| :---: |
| 76.5 points below standard |
| Decreased -7.1 points |
| 51 Students |


| Reclassified English Learners |
| :---: |
| 10 points below standard |
| Increased +12 points |
| 40 Students |


| English Only |
| :---: |
| 12.9 points below standard |
| Increased +7 points |
| 339 Students |

## Conclusions based on this data:

1. This dashboard data has not been updated for 2021-2022.

## School and Student Performance Data

## Academic Performance <br> English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

## 2023 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
| :---: |
| Blue |
| 66.2 points above standard making <br> progress towards English language <br> proficiency |
| Number of EL Students: 71 Students <br> Performance Level: 5 |

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.

## 2023 Fall Dashboard Student English Language Acquisition Results

| Decreased <br> One ELPI Level |
| :---: |
| 11 |


| Maintained ELPI Level 1, <br> $\mathbf{2 L}, \mathbf{2 H}, \mathbf{3 L}$, or $\mathbf{3 H}$ |
| :---: |
| 13 |


| Maintained <br> ELPI Level 4 |
| :---: |
| 3 |


| Progressed At Least <br> One ELPI Level |
| :---: |
| 44 |

## Conclusions based on this data:

1. This data has not been updated for the 2022-23 school year.

## School and Student Performance Data

## Academic Performance <br> College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High <br> Lowest Performance |
| :---: | :---: | :---: | :---: | :---: |
| Highest Performance |  |  |  |  |

This section provides number of student groups in each level.

## 2023 Fall Dashboard College/Career Equity Report

| Very High | High | Medium | Low | Very Low |
| :--- | :--- | :--- | :--- | :--- | :--- |

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

| All Students | English Learners | Foster Youth |
| :---: | :---: | :---: |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

| African American | American Indian <br> Asian <br> Hispanic | Filipino | Two or More Races |
| :---: | :---: | :---: | :---: |

## Conclusions based on this data:

1. Pepper Drive does not use this metric from the California Dashboard.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Lowest Performance



Yellow



Blue
Highest Performance

This section provides number of student groups in each level.
2023 Fall Dashboard Chronic Absenteeism Equity Report

| Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 3 | 3 | 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


| Foster Youth |
| :---: |
| Less than 11 Students |
| 6 Students |
|  |


| Homeless |
| :---: |
| $28.6 \%$ Chronically Absent |
| Declined -24.1 |
| 35 Students |
|  |


| Socioeconomically Disadvantaged |
| :---: |
| Yellow |
| 30.5\% Chronically Absent |
| Declined Significantly -8.4 |
| 423 Students |


| Students with Disabilities |
| :---: |
| Orange |
| $26.7 \%$ Chronically Absent |
| Declined -14.1 |
| 135 Students |

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| :---: | :---: | :---: | :---: |
| 0\% Chronically Absent |  | 15\% Chronically Absent | 18.2\% Chronically Absent |
| Declined-18.2 23 Students | No Performance Color 0 Students | Declined -13.6 <br> 20 Students | Increased 3.9 <br> 11 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| $\frac{\uparrow_{\text {Yellow }}}{}$ | $\frac{8}{\text { Orange }}$ | Less than 11 Students | $\overbrace{\text { Yellow }}^{\uparrow}$ |
| 31.5\% Chronically Absent | 25.4\% Chronically Absent | Student | 22.1\% Chronically Absent |
| Declined Significantly -5.2 | Declined -12.3 |  | Declined Significantly -7.4 |
| 273 Students | 67 Students |  | 335 Students |

## Conclusions based on this data:

1. This dashboard data has not been updated for 2021-2022.

## School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance
Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green |
| :---: | :---: | :---: | :---: |

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

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
| :---: | :---: | :---: |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

## 2023 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. Pepper Drive does not use this metric from the California Dashboard.

## School and Student Performance Data

## Conditions \& Climate <br> Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Lowest Performance



Yellow



Blue
Highest Performance

This section provides number of student groups in each level.
2023 Fall Dashboard Suspension Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 2 | 0 | 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


Increased Significantly 4.7
746 Students

Homeless
$5.7 \%$ suspended at least one day

Declined -4.8
35 Students



Students with Disabilities


Red
9.4\% suspended at least one day

Increased 4.2
139 Students

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American |
| :---: |
| $12.5 \%$ suspended at least <br> one day <br> Increased 4.2 <br> 24 Students <br>  <br> ${ }$ |
|  |



| White |
| :---: |
| Red |
| Increased Significantly 5.5 <br> day <br> 340 Students |

## Conclusions based on this data:

1. This dashboard data has not been updated for 2021-2022.

## 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

English Language Arts

## LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

## Goal 1

Grades TK through 8th will increase the percentage of students meeting or exceeding standards by $10 \%$ or more as measured by district and state assessments in ELA/ELD.

## Identified Need

Analysis of standardized assessment data indicates a deficit in students' ability to comprehend nonfiction reading passages or communicate about their learning effectively. The decision was made to focus on ELA Anchor Standards R. 2 and R. 4 and adopt strategies that will allow students to deepen academic vocabulary and reading comprehension of non-fiction texts.

## Annual Measurable Outcomes

Metric/Indicator
CAASPP (3-8) ELA
Schoolwide Met or Exceeded
2021 Mid-Year iReady Reading Assessment

Baseline/Actual Outcome
48\% Met or Exceeding standard
Expected Outcome
58\% Meeting or Exceeding
standard standard

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

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

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

## All Students

Strategy/Activity
Staff participate in professional learning in English Language Arts with a focus on academic vocabulary, small group instruction, reading comprehension, goal setting and guided reading.

## 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) |
| :---: | :---: |
| 12000 | Title I <br> None Specified <br> Participate in site, district, and county professional development and learning opportunities such as observations, professional reading, team meetings, conferences, field trips, workshops, etc. |
| 1,416 | LCFF - Supplemental <br> None Specified <br> Purchase of CCSS materials and supplies including technology hardware and software and duplication to support professional learning |
| 3926 | Prop 20 Lottery <br> None Specified Continue to build robust classroom libraries with additional on-level texts |
| 10000 | Title I <br> None Specified <br> Release for teachers to analyze performance data and align instruction to meet the needs of at-risk students |
| 5500 | Prop 20 Lottery <br> None Specified Duplicating materials for professional learning |
| 908 | LCFF - Base <br> None Specified <br> Purchase of CCSS materials and supplies including technology hardware and software and duplication to support professional learning |
| Strategy/Activity 2 <br> Students to be Served by this Strategy/Activity <br> (Identify either All Students or one or more specific student groups) |  |
| All Students |  |
| Strategy/Activity |  |
| Support staff, intervention resource teachers, and general education teachers will work with individuals and small groups on specific learning targets. |  |
| Proposed Expenditures for this Strategy/Activity <br> 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) |
| 1,840 | LCFF - Supplemental |


|  |  |  |  |  |  |  |  | None Specified <br> Team review of student work samples |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6000 | Title I <br> None Specified <br> Provide Gided Reading materials and <br> professional development to support small <br> group, targeted instruction |  |  |  |  |  |  |  |
| 4,000 | Prop 20 Lottery <br> None Specified <br> Purchase of supplemental instructional and <br> assessment materials including hardware and <br> software |  |  |  |  |  |  |  |
| 6000 | Title I <br> None Specified <br> Purchase of materials and supplies to support <br> identified student group needs |  |  |  |  |  |  |  |

## Strategy/Activity 3

## Students to be Served by this Strategy/Activity

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

Strategy/Activity
Grade level release and collaboration; scoring and analysis of student work

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)
Source(s)
3,800
Title I

None Specified
Release time for teachers and support personnel including MTSS Meetings (Multitiered Systems of Support)

## Strategy/Activity 4

## Students to be Served by this Strategy/Activity

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

Strategy/Activity
Improve and/or increase parent participation in their children's learning process, including District and school committees, parent nights, parent education opportunities, 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)
2,500

1,500

## Source(s)

Title I
None Specified Parent Night materials and childcare
LCFF - Supplemental
None Specified
Training materials, flyers, and supplies

## 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.
As our focus is on literacy and adding more practice with non-fiction texts, there is now an expectation for all Pepper Drive students to bring home on-level books weekly. To support this, we are working to build robust classroom libraries using Title I funding. This year, we will provide guided professional learning experiences around our 2 focus areas: Comprehension of Informational texts \& Vocabulary Development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Overall implementation of goals was completed and the funds expended as expected from 20222023 with small carryovers.

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.
For 2023-2024:
We have engaged staff in MTSS Intervention cycles and provided release time for data review and strategic planning. We have used UFLI, DIBELS, BAS, RAZ Kids, ESGI, iReady and IAB Benchmark assessments to drive interventions and shifts in classroom instruction to support students with targeted needs. We have increased classroom focus on small group instruction to meet the needs of our students.

## 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

Mathematics and Science

## LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

## Goal 2

Grades TK through 8th will increase the percentage of students meeting or exceeding standards by $10 \%$ or more as measured by district and state assessments in Mathematics.

## Identified Need

Analysis of standardized assessment data indicates students do not effectively apply conceptual knowledge in mathematical problem solving, preventing expected achievement. The decision was made to focus on conceptual learning in mathematics and communicating abstract reasoning effectively, allowing students to make sense of problems, persevere in solving them by modeling in a variety of ways using appropriate tools strategically. (CCSS MATH PRACTICE: MP1, MP2, MP4, MP5.)

## Annual Measurable Outcomes

## Metric/Indicator

CAASPP (3-8) Mathematics Schoolwide Met or Exceeded
iReady Math Mid Year 2021
(K-8 Tier 1 on grade level)

Baseline/Actual Outcome
41\% Met or Exceeding standard

## Expected Outcome

51\% Meeting or Exceeding standard

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

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

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

## All Students

Strategy/Activity
Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.

## 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) |
| :--- | :--- |
| 12000 | Title I <br> None Specified <br> Participate in site, district, and county <br> professional development and learning <br> opportunities such as observations, professional <br> reading, team meetings, conferences, field trips, <br> workshops, etc. |
| 100 | LCFF - Supplemental <br> None Specified <br> Purchase of supplemental CCSS instructional <br> materials and supplies as needed including <br> duplicating |
| 5696 | Prop 20 Lottery <br> None Specified <br> Purchase of supplemental CCSS instructional <br> materials and supplies as needed including <br> duplicating |

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

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

## Strategy/Activity

Support staff and general education teachers will work with individuals and small groups on specifically identified math 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) |
| :--- | :--- |
| 8000 | LCFF - Base <br> None Specified <br> Ongoing analysis of formative and summative <br> data including release time for team review of <br> student work samples |
| 100 | LCFF - Supplemental <br> None Specified <br> Purchase of supplemental instructional and <br> assessment materials including hardware and <br> software |
| 6318 | Prop 20 Lottery <br> None Specified |


|  | Purchase of supplemental materials and <br> supplies, including duplicating |
| :--- | :--- |
| 7,500 | LCFF - Base <br> None Specified <br> Purchase of supplemental materials and <br> supplies |
| 12000 | Title I <br> None Specified <br> Purchase of materials and supplies |

## Strategy/Activity 3

## Students to be Served by this Strategy/Activity

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

Strategy/Activity
Improve and/or increase parent participation in their children's learning process, including district and school committees

## 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)
6000

Source(s)
Title I
None Specified
Parent Night materials and childcare

## Strategy/Activity 4

## Students to be Served by this Strategy/Activity

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

Strategy/Activity
Staff will increase their knowledge of strategies to support implementation of Next Generation Science Standards (NGSS)

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)
2000

Source(s)
LCFF - Base
None Specified
Participate in site, district, and county
professional development opportunities such as

## 8000

professional reading, team meetings, release time, conferences, workshops, etc.
LCFF - Supplemental
None Specified
Purchase of supplies to support NGSS

## LCFF - Base

None Specified
Purchase of supplies and support to activities related to NGSS

## Strategy/Activity 5

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)

## 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.
Overall performance data has been limited since 2018-2019 due to Covid-19 school closure and subsequent reopening. While we were able to engage in all strategies/activities from 2022-2023, student achievement did not increase overall on state assessments. Additional strategies have been added to the 2023-2024 plan to support this necessary growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Overall implementation of goals was completed and the funds expended as expected from 20222023.The additional math materials were purchased and allocated to classrooms.

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.

Through reflection, we have chosen to utilize curriculum resource teachers to support student learning in mathematics. This support is offered by the school district. Further, professional learning as a staff is focused on applying conceptual knowledge in mathematical problem solving, preventing expected achievement. The decision was made to focus on conceptual learning in mathematics and communicating abstract reasoning effectively, allowing students to make sense of problems, persevere in solving them by modeling in a variety of ways using appropriate tools strategically.

## 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

Student Well Being/Safety

## LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

## Goal 3

Students will be more connected to school by maintaining regular attendance and feeling safe at school as measured by increases in reporting feeling "safe" or "very safe" at school and decrease chronic absenteeism. Work on this goal will focus on engaging students in community circles, monthly safety drills, and regular explicit instruction of school routines.

## Identified Need

According to the Spring 2022 Panorama Survey, in the area of SAFETY, $76 \%$ of elementary and $52 \%$ of secondary students responded that they feel safe or very safe at school. $13 \%$ of secondary students stated that they feel "Unsafe" or "Very Unsafe" while at school. This must be a focus of our growth for this year.
According to Panorama data, our students' "Sense of Belonging" rankings drop from elementary to middle school. In Middle School, 52\% of students Agree or Strongly Agree that they "feel like [they are] a part of this school." $35 \%$ of students state that they "Neither Agree nor Disagree" with that same statement. This neutrality in the survey for secondary students suggests a lack of connection to school that requires intervention. 38 students stated that they do not feel like they are a part of this school.

## Annual Measurable Outcomes

| Metric/Indicator |
| :--- |
| 2022-23 Attendance Rate |
| 2022-2023 Panorama Survey |
| Safety |
| 2022-2023 Panorama Survey <br> Sense of Belonging |

Baseline/Actual Outcome
92.64\%
$76 \%$ of elementary (4-5) and $52 \%$ of secondary students (68) responded that they feel safe or very safe at school.
$69 \%$ (4-5) and 52\% (6-8) report feeling "connected at school" by answering positively to the statement, "I feel like I am a part of this school"

## Expected Outcome

Increase to 96.5\%
Increase by 5\%

Increase by 5\%

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

## Strategy/Activity 1

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

## All Students

## Strategy/Activity

School Climate Committee/PBIS will meet at least twice each trimester to refine program implementation and analyze school data.

## 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)
110

Source(s)
LCFF - Supplemental
None Specified
Materials for committees

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

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

## All Students

Strategy/Activity
Attendance Recognition will occur on campus. Student Attendance Committee will meet at least twice each trimester to refine program implementation and analyze school data. Attendance Committee will engage in collaboration sessions based on 2022-2023 partnership with SDCOE (iCAN Program).

## Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
| :--- | :--- |
| 1762 | LCFF - Supplemental <br> None Specified <br> Attendance will be reviewed and reward and <br> recognition provided for students with improved <br> attendance. |
| 1000 | LCFF - Base <br> None Specified <br> Purchase of incentives and materials for <br> communication (postcards, stamps) |

## Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students
Strategy/Activity
Student academic, citizenship and effort performance will be recognized on campus.

## 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)
3014

Source(s)
LCFF - Supplemental
None Specified
Academic and social incentives (such as assemblies or theme days) will be provided who are currently at risk and have earned them through their work and actions.

## Strategy/Activity 4

## Students to be Served by this Strategy/Activity

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

## All Students

Strategy/Activity
Staff will work together to implement Social Emotional Learning program, Second Step, and PBIS on campus. Staff will increase monitoring of hallways and bathrooms to create improved feelings of campus safety.

## 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)
5426
8000

6300

Source(s)
Title I
None Specified
Supplemental materials for SEL instruction will be purchased and distributed.
Title I
None Specified
Release time and materials for PBIS Committee and Tiger Family committee.
Title I
None Specified

|  |  |  |  |  |  |  | Additional hours for campus aides to rotate <br> through middle school hallways and near <br> bathrooms |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 500 | Title I <br> None Specified <br> Training provided to campus aides to support <br> student safety and well-being |  |  |  |  |  |  |

## Strategy/Activity 5

## Students to be Served by this Strategy/Activity

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

Strategy/Activity
Communication about SEL and PBIS will be provided to educational partners.

## 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) |
| :--- | :--- |
| 393 | Prop 20 Lottery <br> None Specified <br> Supplies will be purchased including paper and <br> printing supplies. |
| 2421 | LCFF - Base <br> None Specified <br> Supplies will be purchased including paper and <br> printing supplies. |
| 100 | Title I <br> None Specified <br> Purchase of digital family/staff newsletter <br> program |

## Strategy/Activity 6

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

## All students

Strategy/Activity
Staff will examine current practices, suspension statistics and outcomes for equity including multilingual, special education designated 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)
7,000

3000

Source(s)
Title I
None Specified
Partnership with SDCOE Equity Team.
Title I
None Specified
Professional learning time and release time for staff

## Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
The strategies and activities that were outlined in the plans of 2022-2023 were implemented.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Overall implementation of goals were completed and the funds expended as expected from 20222023, with small carryovers.

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.
We continue to feel that increasing communication about this overall goal is essential and are slightly increasing funds address student feelings of safety and belonging.. Also, funding is being dedicated to our focus on school equity and a partnership with the San Diego County Office of Education to support equity at Pepper Drive School. Pepper Drive has provided training on Restorative Practices at the beginning of the year to develop additional behavior management strategies. Staff focus on unified campus protocols and behavior expectations will provide a positive foundation for student feelings of safety and a sense of belonging.

## 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 4

## Identified Need

## Annual Measurable Outcomes

$$
\begin{array}{lll}
\text { Metric/Indicator } & \text { Baseline/Actual Outcome } & \text { Expected Outcome }
\end{array}
$$

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 5

## Identified Need

## Annual Measurable Outcomes

$$
\begin{array}{lll}
\text { Metric/Indicator } & \text { Baseline/Actual Outcome } & \text { Expected Outcome }
\end{array}
$$

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
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
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

Title I

## Allocation (\$)

\$100,626.00

Subtotal of additional federal funds included for this school: \$100,626.00
List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

## State or Local Programs

LCFF - Base
LCFF - Supplemental
Prop 20 Lottery

## Allocation (\$)

\$29,829.00
\$9,942.00
\$25,833.00

Subtotal of state or local funds included for this school: $\$ 65,604.00$
Total of federal, state, and/or local funds for this school: \$166,230.00

## 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 |  |
| :--- | :---: | :---: |
| LCFF - Base | 32,939 | Balance |
| LCFF - Supplemental | 16,870 | $3,110.00$ |
| Prop 20 Lottery | 17,478 | $6,928.00$ |
| Title I | 143,255 | $-8,355.00$ |
| Learning Loss Mitigation Funds | 48,030 | $42,629.00$ |
| Other State Revenue | 480 | $48,030.00$ |

## Expenditures by Funding Source

| Funding Source | Amount |
| :--- | :---: |
| LCFF - Base |  |
| LCFF - Supplemental | $29,829.00$ |
| Prop 20 Lottery | $9,942.00$ |
| Title I | $25,833.00$ |

## Expenditures by Budget Reference

| Budget Reference | Amount |
| :--- | :---: |
| None Specified |  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
| :--- | :--- | :---: |
| None Specified | LCFF - Base | $29,829.00$ |
| None Specified | LCFF - Supplemental | $9,942.00$ |
| None Specified | Prop 20 Lottery | $25,833.00$ |
| None Specified | Title I |  |

## Expenditures by Goal

Goal Number

| Goal 1 |
| :---: |
| Goal 2 |
| Goal 3 |

Total Expenditures
59,390.00
67,814.00
39,026.00

## School Site Council Membership

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

## 1 School Principal

4 Classroom Teachers
5 Parent or Community Members

| Name of Members | Role |
| :--- | :--- |
| Nathan Horner, Interim Principal | Principal |
| Nakisha Rodarte | Parent or Community Member |
| Victoria Gibbs | Parent or Community Member |
| Cathy McKinney | Parent or Community Member |
| Rosa Thomas | Parent or Community Member |
| Brian Bennett | Parent or Community Member |
| Hannah Cummings | Classroom Teacher |
| Karen Butsko | Classroom Teacher |
| Jill Wray | Classroom Teacher |
| Jennifer Keiser |  |

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

## Recommendations and Assurances

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
Signature
Committee or Advisory Group Name
English Learner Advisory Committee
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .
Attested:


SSC Chairperson, Hannah Cummings on 1/12/23

