School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stephen Foster Elementary School	19643036011704	October 31, 2023	December 14, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

The purpose of the Stephen Foster Elementary School Plan is to outline the school's goals, strategies, and actions to improve student learning and achievement with focused attention on student groups targeted for additional support and improvement (ATSI)- English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities. It serves as a roadmap for the school community, including administrators, teachers, staff, and parents, to work collaboratively towards enhancing student outcomes. The SPSA identifies the specific needs of the student population, sets measurable objectives, and establishes a framework for monitoring progress and evaluating the effectiveness of interventions. Ultimately, the SPSA aims to ensure that all students receive a high-quality education and have the

opportunity to reach their full potential through a challenging curriculum in a positive and supportive atmosphere. It is the vision of the Stephen Foster community to closely work together toward continuous academic excellence in a safe and rigorous learning environment. We strive to conduct thorough analysis of student data, including academic performance, attendance, and behavior, to identify specific areas of need. This assessment should involve input from teachers, parents, and students themselves to`set goals that address the identified needs. These goals should be aligned with state and district standards and focus on improving student achievement, develop a range of evidence-based strategies and interventions that target the identified needs. These may include differentiated instruction, small group interventions, tutoring programs, professional development for teachers, or family engagement initiatives. Additionally, the plan will help determine the necessary resources, such as funding, personnel, materials, and technology, needed to implement the strategies and interventions effectively. Allocate resources in a way that ensures equitable access and support for all students. This plan should include regular progress monitoring and data collection to assess the effectiveness of the interventions, foster a collaborative culture among staff, parents, and community partners to support the implementation of the plan and use data to make informed decisions and adjust the plan as needed to ensure continuous improvement.

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

Stephen Foster Elementary School's plan for effectively meeting the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs includes the following elements:

1. Implement evidence-based interventions, ensure equitable access to resources and opportunities by addressing the needs of subgroups of students, including English language learners and students with disabilities.

2. LCAP Alignment: The School's plan aligns with the goals, actions, and metrics outlined in the District's LCAP. This includes ensuring that the plan addresses the state priorities identified in the LCAP and reflects the school's unique needs and context.

3. Integration of Programs: The school's plan Identifies how the school will integrate and coordinate various federal, state, and local programs to maximize resources and support student achievement. This may involve leveraging funding to implement targeted interventions and initiatives outlined in the school's plan.

4. Data-driven Decision Making: Stephen Foster's plan emphasizes the use of data to inform decision-making and monitor progress towards goals. This includes collecting and analyzing multiple sources of data, such as student assessments, attendance rates, and discipline data, to identify areas of improvement and make informed adjustments to the plan.

5. Stakeholder Engagement: Stephen Foster will engage stakeholders, including parents, teachers, staff, and community members, in the development, implementation, and evaluation of the shcool's plan. This may involve conducting surveys, holding meetings, or establishing advisory committees, such as School Site Council and ELAC, to ensure diverse perspectives are considered.

6. Professional Development: The school's plan provides for ongoing professional development opportunities for teachers and staff to enhance their instructional practices and support the implementation of the school plan. This includes training on evidence-based strategies, data analysis, and culturally responsive teaching.

By addressing these elements, a school's plan can effectively meet the ESSA requirements while aligning with the LCAP and other federal, state, and local programs. This ensures a comprehensive and coordinated approach to improving student achievement and meeting the needs of all students.

Comprehensive Needs Assessment Components

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

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

Healthy Kids Survey - A survey given to all 5th-grade students. This survey measures resiliency, protective factors, risk behaviors, and school climate.

Results of the 2022-2023 survey are: &0% of all 5th grade students responded to the survey (44 Female, 56 Male).

Key Indicators of School Climate
76% of 5th-grade students who took the healthy kids survey report that they feel school connectedness.
72% responded that there are caring adults in school.
88% responded that they have academic motivation and have high expectations of adults in school.
78% expressed that there is an "Anti-bullying climate at Stephen Foster.
79% responded that they feel safe at school.
93% responded that they feel safe on the way to school.
84% responded that there is rule clairity at school.
68% responded that students are well behaved.
59% responded that they are treated fairly at school.
96% responded that they are treated with respect.

Key Indicators of Substance Use, Routines and STudent Well-Being
13% indicated alcohol or durg use.
65% indicated eating breakfast.
28% indicated late bedtime.
19% indicated frequent sadness.
74% indicated wellness.

Perceived School Perfoemance
38% responded as perceiving themselves as better than most students.
49% responded as perceiving themselves as same as other students.
12% responded as perceiving themselves as "don't do as well as most students."

When students were asked, " Do the teachers and other grown-ups at school..."
"Tell you when you do a good job?" 30% said all of the time, 45% said most of the time, 22% said some of the time.
"Believe that you can do a good job?" 51% said all of the time, 41% said most of the time, 9% said some of the time.
"Wand you to do your best?' 75% said all of the time, 22% said most of the time, 3% said some of the time.

Panorama SEL Survey Fall 2023-2024 Results: 180 students responded in grades 3-5 (48% Female, 52% Male. 9% English Learners, 88% English Only, 3% IFEP
Black or African American 18 10%
Cambodian 6 3%
Filipino 12 7%
Hispanic 90 50%
White 36 20%
Confidentiality protected 18 10%

Topic	Percentile	Increase or Decrease
Self-Management	40th-59th	increase of 16
Social Awareness	60th-79th	decrease of 9
Grit	60th-79th	increase of 7
Growth Mindset	80th-90th	no change
Emotional Regulation	60th-79th	decrease of 10

Classroom Observations

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

Throughout each school year, both formal and informal classroom walkthroughs and observations are conducted. Formal observations take place on average for an hour so that all components of the lesson can be observed and areas for growth can be supported. Classroom walkthroughs and informal visits are an average of twenty minutes in length and occur throughout the school year at different times in the school day and in the various disciplines of education. During these classroom observations, evidence of a measurable objective or essential question was reviewed with students. There is evidence that the objective/essential question enhances the overall student understanding of the standard. Students collaborate in groups using accountable talk so that they can have the opportunity to interact and explain how they will demonstrate their learning. Students can be seen building knowledge through reading, writing, or speaking about text (literary and/or informational), citing evidence from the text/sources, and using academic language to answer questions.

Technology is used for instruction along with more traditional methods. Students in the upper grades are able to log into their google classroom to view slide shows, see and submit work, communicate with their peers and teachers, and interact with others to increase their understanding of standards. All students access district platforms and apps through their Clever portal. Teachers are observed providing feedback to individual students during class meetings, before and after class, and even in email messages. Students are observed providing feedback to peers during class meetings. Teachers integrate low-profile controls during class in order to optimize learning time.

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)

Teachers utilize data from local and state assessments to modify and improve instruction to increase student achievement. Teachers in grades TK-2 analyzed local assessments for ELA, Math, and Writing as well as ELPAC assessment data to create goals for each grade level during their weekly PLCs, identify individual student needs and to inform instruction. Teachers plan their instructional units based on the identified goals and the district assessment calendar. Teachers in grades 3-6 utilize local assessment data, ELPAC data as well as CAASPP interim and summative assessment data to inform instruction and to determine instructional goals. Teachers utilize assessment data as a determining factor for multi-tiered systems of supports. Teachers plan Tier 1 interventions and make recommendations for academic interventions as the Tier 2 & 3 levels. Teachers monitor EL students progress in language acquisition through ELA district assessments and ELPAC results. These students are monitored every trimester to identify qualifications for reclassification.

Multiple measures, such as SBAC results, NWEA assessments, district assessments, and data from classroom discussions, projects, assessments, and observations, are used to facilitate improvement in student achievement. School-wide data is analyzed by school staff and discussed with and scrutinized by the School Site Council and English Learner Advisory Committee to determine the needs and goals of Ernie Pyle students. Assessment data is also used to develop RtI, tutoring, and intervention groups for targeted instruction. Students are taught in small groups to meet individual student needs. Instruction is differentiated within the classroom setting to meet students where they are and address their various learning needs.

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

Teachers meet regularly in Professional Learning Communities (PLC) to analyze data from curriculum-embedded assessments to determine needs for reteaching, tier 1 intervention and planning of future instruction. Assessment data includes all district aligned curriculum in the areas of ELA, Math and ELD. Teachers discuss instructional strategies, techniques and supports needed from our school's instructional specialist.

District-adopted curriculum including embedded assessments is used for all students. Data is collected into a districtwide internet-based data collection program that allows twenty-four-hour access to data for recent and past district and state assessments. Educators can analyze this data along with grade-level and school-wide data shared at Professional Learning Community meetings and staff meetings to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Stephen Foster teachers all meet the highly qualified requirements.

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

Stephen Foster has 28 teachers with cleared credentials. All teachers have the opportunity to attend Professional Development at the school and district level, focusing on district initiatives and strategies to support instruction. Stephen Foster Elementary School has a sufficient amount of credentialed teachers who regularly attend professional development. Teacher training focuses on the ELA curriculum, ELD strategies and practices, SBAC preparation and testing procedures, Thinking Maps, Math best practices, technology, tier 1 first best instruction practices, and district assessments as well as Tier 2 and 3 interventions and enrichment/acceleration.

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

All professional development is aligned to the State Standards, District Initiatives and School goals as well as teacher and staff development needs. Professional development opportunities are offered in the areas of English Language Arts (ELA), English Language Development (ELD), Word Study, Math, Social Studies, Science (NGSS), technology, and Positive Behavior Intervention and Support. Content standards are the foundational base for all professional development trainings. School-wide, small group, and individual student performance are integrated into training sessions to meet all students' academic needs fully. Professional development trainings occur a minimum of once per month, with teachers following up on best practices during weekly PLCs. Teachers have the option to attend additional trainings monthly. Teachers reflect upon teaching practices and determine professional development needs through Leadership meetings. Additionally, teachers have access to coteaching professional developement with district and site TOSAs.

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

Stephen Foster has an Instructional Leadership Team, composed of the Principal, Assistant Principal, Instructional Specialist, Intervention Teacher and teacher leaders in the areas of Technology, GATE, Grades K-3, Grades 4-6, ELD, and SST/MTSS. The Instructional Specialist supports teachers with individual instructional needs and District Initiative implementation and the site-administration supports teachers with developing their professional practice and with progress monitoring of professional growth goals. We also have the opportunity to collaborate with district level TOSAs in the areas of ELA/ELD, Science, Math, and Technology. Stephen Foster has two teachers on special assignment, TOSA's, who provide ongoing training to all teachers through modeling, coaching, and collaborating during PLCs and the opportunity for release time for co-plan co-teaching and providing support on first best instruction techniques. The Intervention teachers focus on instructional assistance in the areas of Math, ELA literacy skills through decoding, reading comprehension, phonemic awareness, systematic word study, vocabulary development, fluency, and writing. Our district-level TOSA's support students and staff at Stephen Foster by providing modeling, coaching, and collaboration during PLCs in the areas of designated and integrated ELD, technology, math, ELA, and they have provided assistance in creating school-wide and grade-level language objectives. In addition, teachers are provided support with lessons, instructional materials, and integrating core content areas into ELD instruction.

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

Stephen Foster teachers collaborate weekly in grade-level meetings and Professional Learning Committees. Teachers collaborate during grade-level PLC meetings each week and focus on struggling learners, common assessments, grade level goals, instructional practices and accelleration. Teachers use data to drive future instruction during intervention PLC meetings with the site intervention teachers every other week. They have independent teacher preparation time on alternating weeks. Additionally, many teams collaborate during their own planning time. Additionally, teachers are given 3 days per year to engage in vertical allignment PLCs. Our Intervention teachers collaborate with grade-level teams on-site and with other TOSAs at district-wide meetings regularly to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies. The district employs TOSAs who are available to support teachers in coaching, professional development as well as additional instructional needs. One district technology TOSA and one district science TOSA support our school for additional needs and to ensure student growth toward meeting all standards.

Teaching and Learning

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

All curriculum and instructional materials utilized at Stephen Foster are directly aligned to the California State Standards in all content areas, including ELD. District Adopted Curriculum include McGraw-Hill Education – CA Reading Wonders, McGraw-Hill Education – CA Inspire Science, HM Harcourt - CA Reflections, Great Minds - Eureka Math, McGraw-Hill Education – CA StudySync, Houghton Mifflin – CA Go Math, Inspire Science and HM Harcourt - CA Reflections.Teaching practices and instructional materials are adopted based on content and performance standards. Stephen Foster integrates instructional practices into lessons and learning opportunities. Educators are focussed on ensuring that students understand the measurable daily objectives, which are written from the content standards. Our core curriculum is standards-based and spirals standards through the units of study. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson.

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

All teachers adhere to the recommended minutes for reading/language arts and mathematics. Teachers daily and weekly lesson plans indicate their instructional minutes and time for each subject area. All teachers at Stephen Foster turn in class schedules that adhere to the recommended instructional minutes for curricular areas. Instructional minute schedules are also submitted to administrators in our district office for review and approval.They are used for classroom visits and informal observations.

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

ELA and Math instruction is aligned to our district pacing guide, instructional minute requirements and assessment calendar. As part of our intervention program we have 30 minute intervention sessions four times per week (RTI for ELA and Math) in all grade-levels. Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching during co-plan co-teach, and during the intervention and RTI classes. The Intervention teacher and grade-level teams focus on literacy instruction for specific grade level needs. Students are grouped by literacy and mathematical needs, and groups are sized according to targeted academic goals for intervention and acceleration.

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

All students are provided with standard based materials according to their grade level, EL status and individual educational plans and student needs. Bellflower Unified School District adopted standards-based curriculum is used by, and available to, all teachers. The curriculum includes leveled materials for all student groups: below grade level, at grade level, above grade level, and English learners. All teachers have been provided full classroom sets of all adopted materials in all content areas for the students they instruct.

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

Our current adoptions match state requirements in all core areas. All teachers at Stephen Foster Elementary use BUSD standards-based adopted materials in concert with district initiatives for Tier I instruction in the general education setting. For Tiers II and III, we use standards and research-based intervention programs that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD.

Opportunity and Equal Educational Access

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

Students have equitable access to all programs, classrooms, and services. We have a dedicated MTSS/SST lead teacher that supports teachers with determining RTI needs of students and an Instructional Specialist that supports teachers with Tier 1 instruction, and RTI is implemented in all grade levels for ELA and Math. Our EL students also receive 30 minutes of designated ELD instruction daily and language scaffolding through out the daily instruction. The district-wide curriculum adoption provides differentiated instructional materials to allow underperforming students to meet standards and on grade level and accelerated students to be appropriately challenged. Teachers use this modified curriculum during small group instruction throughout the day. Sentence frames and conversation starters are used to provide supports for English learners to meet language objectives. Direct Interactive Instruction utilizes chanting, focusses on student engagement, includes the use of collaborative conversations, encourages gradual release, highlights academic vocabulary, and learning process steps to provide support for all students. Our district initiative,Thinking Maps, provide necessary supports for organizing content, along with retelling and writing skills.

Evidence-based educational practices to raise student achievement

Response to Intervention (RTI) is implemented school wide: Teachers implement tiered instruction through leveled grouping in order to implement differentiated instruction and acceleration. All supplemental programs and services support standards-based instruction and the district adopted curriculum. To support accelerating learning, GATE enrichment program will be available after school and additional acceleration will be provided during intervention for students that are at or above standards. To support English language development, SDAIE strategies will be utilized during integrated ELD instruction in all content areas in addition to designated ELD instruction daily. Stephen Foster Elementary School has a targeted RtI program that focuses on the specifications of MTSS to meet the needs of all learners. Intervention programs and strategies are used to meet the individual needs of all students. These include RTI, SIPPS, guided reading, Independent reading groups, and computer-based programs. Intervention groups for struggling learners are data-driven flexible groupings based on assessed need. RtI groupings and classes for at and above grade level are available to enhance literacy skills using concepts using differentiated small groups. For social-emotional learning, Stephen Foster uses tSecond Step lessons as well as Circle of Friends.

Parental Engagement

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

Our school works with Caring Connections which connects families to community resources at no or low cost to them. We have a dedicated school counselor as well as support from the Community Family Guidance Center to support with counseling services. These resources include tutoring, child care support, medical and dental support, and many other needs families might need. All of these resources can have an impact on student learning and our families. Our school utilizing programs like ST math which helps students build deep conceptual understanding in math, Fast Forward, a computer-based reading program designed to help students develop and strengthen their cognitive skills necessary for success in reading and learning, Rewards, a specialized reading program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency, accelerated reader as well as paper tutoring a free online tutoring program offered 24/7.

Teachers also offer individual tutoring to students and we have an afterschool program where students can get homework help. Stephen Foster also hosts family engagement nights throughout the year to involve and inform families in the steps to help their students increase in mathematical, literacy, and other academic skills. Throughout the year coffee with the Counselors and Principal is open to parents in before and after school forums to receive social-emotional-behavioral and academic information and support. An Academic Intervention Plan is written for students who are not on track to meet grade-level standards in the fall during Parent-Teacher Conferences and as needed for academics and behavior needs. Conferences throughout the year focus on increasing student achievement. Conferences are held for all students in the Fall. Spring conferences are conducted on an as-needed basis as well as throughout the school year for academic, SEL, behavioral as well as attendance needs. Student Study Team meetings are held as needed for students who are struggling with academics or behavior. Our Counselor and CSW provide referrals for community-based supports for students in need of these services. Teachers host small groups throughout the school year for different subjects based on the academic needs of the students. The school offers Chromebooks to all students to check out to keep at home in order to continue learning on the available platforms at home. Think Together is a free after-school care program available to all families on a first-come basis; the program is a safe place for students to be after school hours. Think Together focuses on building both math and literacy skills.

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)

Not applicable

Funding

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

Instructional assistants support small group ELA and math instruction during school day Response to Intervention. Technology devices allow struggling students access to core and supplementary curriculum. Identified target students attend intervention four days a week to improve reading achievement. Supplementary software programs such as Smarty Ants and ST Math enhance students' language skills. A case manager arranges social services such as counseling, food, clothing, medical insurance and tutoring because healthy kids learn better. District categorical funding provides: an Intervention TOSA, an Instructjional Specialist, Chromebooks, and professional development.

Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocations the district also provides additional services. The district provides an intervention teacher, an Instructional Specialist, a case manager, a library media aide, and preschool services.

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 Stephen Foster Elementary School Site Council is made up of one administrator, one classified staff member, three teachers and five parents. The SSC will meet on the following dates: September 14, 2023, October 31, 2023, November 17, 2023, December 19, 2023, March 21, 2024 and May 9, 2024. The SSC reviewed and analyzed school budgets, student achievement data, parent, student, and staff surveys, effectiveness of school plan actions and suggestions for school goals.The process to involve all educational partners and includes input from teachers, staff, parents and students through surveys, ELAC meetings, leadership team meetings, professional development feedback and PTA considerations. The School Site Council considered the input and approved the revised School Plan on October 31, 2023.

Resource Inequities

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

Stephen Foster staff are actively endaged in developing our tiered systems of support through our SST/MTSS process. As a school site we have identified and are establishing the supports in each tier to have a clear understanding of the levels of supports a student should receive before any other action is taken in regards to their needs to meet academic achievement and social/emotional/behavioral engagement, especially for student groups targeted for additional support and improvement (ATSI)- English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities. Stephen Foster has resource inequities with staffing at some levels. Although funding is available, it has been challenging to hire instructional aides and classified staff to fill current vacancies. At this time we have openings for a Behavior Assistant, substitutes, and special education aides. Stephen Foster would benefit from having a general education behavior assistant to support growing needs in TK through 1st, especially as the State brings younger students to TK, and more time/ days for theBCBA to support student needs at the school. Results of the fall Pannorama survey indicate that parents need to learn more about programs that counselors and teachers are using for social-emotional learning, academic support programs, and PBIS including the expectation of BOLTS at Stephen Foster.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.36%	0.19%	0.05%	2	1	29
African American	7.79%	5.61%	0.12%	43	30	62
Asian	7.97%	6.54%	0.17%	44	35	88
Filipino	4.89%	4.86%	0.09%	27	26	46
Hispanic/Latino	55.62%	56.64%	0.33%	307	303	171
Pacific Islander	1.63%	1.68%	0.03%	9	9	18
White	14.49%	15.33%	0.11%	80	82	57
Multiple/No Response	6.52%	8.22%	0.10%	36	44	51
			Total Enrollment	552	535	522

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	77	101	57
Grade 1	64	57	62
Grade 2	80	69	64
Grade3	71	78	76
Grade 4	89	68	74
Grade 5	67	97	74
Grade 6	104	65	86
Total Enrollment	552	535	522

Conclusions based on this data:

1. 23-24 school year shows Hispanic/Latino subgroup has the largest population with 171 students.

2. All student enrollment sub-groups have decreased since the 2020-21 school year, as has the Hispanic subgroup.

3. We've seen a decrease in enrollment in the last few years. The total enrollment has decreased by 30 students since the 2021-22 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	42	48	48	7.6%	9.0%	9.0%
Fluent English Proficient (FEP)	35	21	11	6.3%	3.9%	2.0%
Reclassified Fluent English Proficient (RFEP)	0		7	0%		1.03%

Conclusions based on this data:

1. The number of English learners has remained the same from 22-23 to 23-24

2. There has been an increase in reclassified students from 21-22 to 23-24.

3. Reclassification criteria should be investigated to ensure that all students eligible are considered for this designation.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	70	73	0	69	72	0	69	72	0.0	98.6	98.6
Grade 4	65	85	66	0	85	66	0	85	66	0.0	100.0	100.0
Grade 5	97	66	90	0	66	89	0	66	89	0.0	100.0	98.9
Grade 6	66	96	66	0	96	66	0	96	66	0.0	100.0	100.0
All Grades	315	317	295	0	316	293	0	316	293	0.0	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.	2446.		30.43	31.94		28.99	27.78		13.04	25.00		27.54	15.28
Grade 4		2471.	2466.		24.71	28.79		27.06	25.76		21.18	16.67		27.06	28.79
Grade 5		2543.	2520.		39.39	30.34		28.79	26.97		21.21	19.10		10.61	23.60
Grade 6		2537.	2569.		16.67	27.27		38.54	43.94		23.96	19.70		20.83	9.09
All Grades	N/A	N/A	N/A		26.58	29.69		31.33	30.72		20.25	20.14		21.84	19.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.19	22.22		53.62	62.50		23.19	15.28
Grade 4		16.47	12.12		63.53	66.67		20.00	21.21
Grade 5		24.24	20.22		69.70	64.04		6.06	15.73
Grade 6		17.71	18.18		61.46	74.24		20.83	7.58
All Grades		19.94	18.43		62.03	66.55		18.04	15.02

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.09	29.17		46.38	59.72		27.54	11.11
Grade 4		15.29	25.76		64.71	53.03		20.00	21.21
Grade 5		40.91	31.46		50.00	53.93		9.09	14.61
Grade 6		14.58	33.33		64.58	54.55		20.83	12.12
All Grades		22.78	30.03		57.59	55.29		19.62	14.68

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.14	6.94		72.46	79.17		17.39	13.89
Grade 4		12.94	12.12		69.41	69.70		17.65	18.18
Grade 5		15.15	17.98		78.79	66.29		6.06	15.73
Grade 6		18.75	18.18		72.92	75.76		8.33	6.06
All Grades		14.56	13.99		73.10	72.35		12.34	13.65

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		13.04	18.06		65.22	65.28		21.74	16.67
Grade 4		12.94	12.12		75.29	69.70		11.76	18.18
Grade 5		30.30	21.35		63.64	64.04		6.06	14.61
Grade 6		17.71	28.79		66.67	60.61		15.63	10.61
All Grades		18.04	20.14		68.04	64.85		13.92	15.02

Conclusions based on this data:

1. Overall achievement for all students meeting or exceeding ELA standards increased from 57.91% in 21-22 to 60.41% in 22-23. The 22-23 ELA SBAC results indicate that writing is a strength with 30.03% of students exceeding the standards and 55.29% near the standard an improvement of +7.25% over 21-22 in Above the Standard.

2. 5th Grade students outperformed the other grade levels in ELA with 71.21% meeting or exceeding the standards in this subject area.

3. Stephen Foster exceeded the district average in ELA. 60.41% of the students met or exceeded ELA standards at Foster, while the district percentage for students meeting and exceeding the standard is 43.45%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	70	73	0	69	72	0	69	72	0.0	98.6	98.6
Grade 4	65	85	66	0	85	66	0	85	66	0.0	100.0	100.0
Grade 5	97	66	90	0	66	89	0	66	89	0.0	100.0	98.9
Grade 6	66	96	66	0	96	66	0	96	66	0.0	100.0	100.0
All Grades	315	317	295	0	316	293	0	316	293	0.0	99.7	99.3

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2424.	2442.		18.84	30.56		34.78	23.61		15.94	22.22		30.43	23.61
Grade 4		2474.	2462.		15.29	18.18		27.06	27.27		41.18	33.33		16.47	21.21
Grade 5		2510.	2513.		15.15	25.84		25.76	16.85		39.39	30.34		19.70	26.97
Grade 6		2515.	2553.		17.71	37.88		25.00	15.15		23.96	22.73		33.33	24.24
All Grades	N/A	N/A	N/A		16.77	27.99		27.85	20.48		30.06	27.30		25.32	24.23

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.09	37.50		44.93	43.06		28.99	19.44
Grade 4		24.71	27.27		55.29	45.45		20.00	27.27
Grade 5		21.21	20.22		60.61	60.67		18.18	19.10
Grade 6		11.46	33.33		57.29	43.94		31.25	22.73
All Grades		20.25	29.01		54.75	49.15		25.00	21.84

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		24.64	30.56		49.28	45.83		26.09	23.61
Grade 4		12.94	24.24		64.71	53.03		22.35	22.73
Grade 5		13.64	23.60		71.21	49.44		15.15	26.97
Grade 6		16.67	24.24		48.96	57.58		34.38	18.18
All Grades		16.77	25.60		57.91	51.19		25.32	23.21

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		21.74	23.61		56.52	61.11		21.74	15.28
Grade 4		22.35	15.15		57.65	63.64		20.00	21.21
Grade 5		12.12	20.22		69.70	68.54		18.18	11.24
Grade 6		12.50	18.18		65.63	60.61		21.88	21.21
All Grades		17.09	19.45		62.34	63.82		20.57	16.72

Conclusions based on this data:

1. Overall SBAC Math scores increased slightly from 44.62% 21-22 to 48.47% 23-24 in standard met or exceeded. Additionally, there was an increase from 16.77% (21-22) to 27.99% (22-23) in standard exceeded.

2. Concepts and procedures are a relative strength when compared with the other instructional areas in mathematics- 29.01% above standard and 49.15% near standard. This is an increase form 21-22 with 20.25% above standard.

3. in 21-22 all grades had a higher percentage of students who are not met and nearly met than met and exceeded. In 22-23, 3rd grade had 54.17% and 6th grade had 53.03% meeting or exceeding standards overall.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1386.8	*	*	1406.3	*	*	1341.5	*	*	12	6	4
1	*	*		*	*		*	*		6	4	
2	*	*	*	*	*	*	*	*	*	4	7	4
3	*	*	*	*	*	*	*	*	*	7	6	7
4	*	*	*	*	*	*	*	*	*	6	7	7
5	*	*	1533.5	*	*	1542.4	*	*	1524.4	4	4	11
6	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										42	36	38

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	36.36	*	*	18.18	*	*	36.36	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	11.11	26.32	38.10	38.89	36.84	33.33	33.33	31.58	21.43	16.67	5.26	42	36	38

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*	*	50.00	*	*	25.00	*	*	16.67	*	*	12	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	33.33	42.11	50.00	38.89	36.84	14.29	16.67	18.42	19.05	11.11	2.63	42	36	38

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	*	*	75.00	*	*	25.00	*	*	12	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	5.56	7.89	21.43	27.78	23.68	42.86	38.89	47.37	30.95	27.78	21.05	42	36	38

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	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	25.00	26.32	52.38	55.56	57.89	21.43	19.44	15.79	42	36	38

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	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	72.73	*	*	9.09	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	36.11	63.16	57.14	52.78	31.58	19.05	11.11	5.26	42	36	38

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	5.56	10.53	57.14	61.11	52.63	35.71	33.33	36.84	42	36	38

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.38	13.89	18.42	61.90	69.44	71.05	35.71	16.67	10.53	42	36	38

Conclusions based on this data:

1. There was a significant increase in the percentage of students at the well developed level in the writing domain from 13.89% in 21-22 to 18.42% in 22-23.

2. The percentage of students in the oral language well-developed proficiency level has increased from 21-22 (33.33%) to 22-23 (42.11%)

3. The percentage of students in the Writing Domain well-developed proficiency level has increased from 21-22 (13.89%) to 22-23 (18.42%)

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
552	**58.5**	**7.6**	**1.1**
Total Number of Students enrolled in Stephen Foster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	7.6
Foster Youth	6	1.1
Homeless	7	1.3
Socioeconomically Disadvantaged	323	58.5
Students with Disabilities	96	17.4

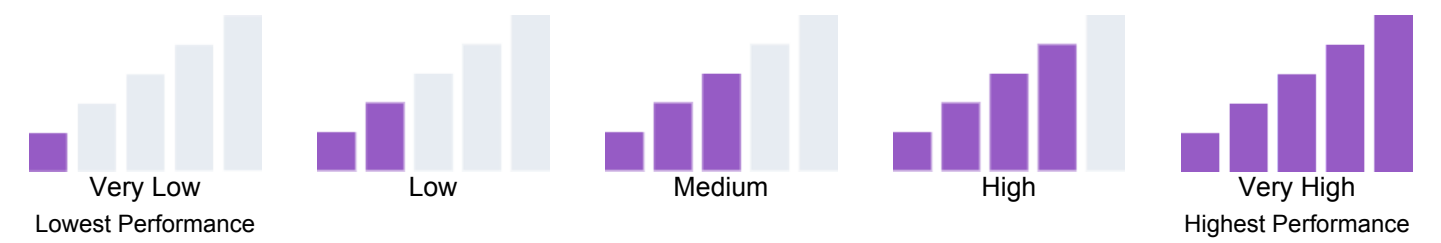| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	7.8
American Indian	2	0.4
Asian	44	8.0
Filipino	27	4.9
Hispanic	307	55.6
Two or More Races	36	6.5
Pacific Islander	9	1.6
White	80	14.5

Conclusions based on this data:

1. 2021/2022 There is a high number of Socioeconomically Disadvantage students with a total of 323, and increase from 312 in 2019/2020.

2. 2019/20 Our population of Students with Disabilities is at 112 students. 2021-2022 has a decrease to 96.

3. 2021/22 Our English Learners population is at 42 students. This is a decrease from 44 the previous year.

School and Student Performance Data

Overall Performance

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

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

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

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Medium		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Chronic absenteeism is very high for all student groups. We are holding attendance meetings with parents and investigating the causes so we can address accordingly.

2. More information needed on English learner progress in order to provide appropraite support.

3. Suspension rate is very low showing that student engaement is high.
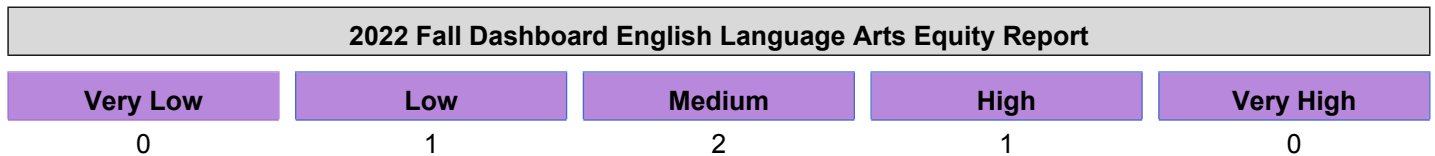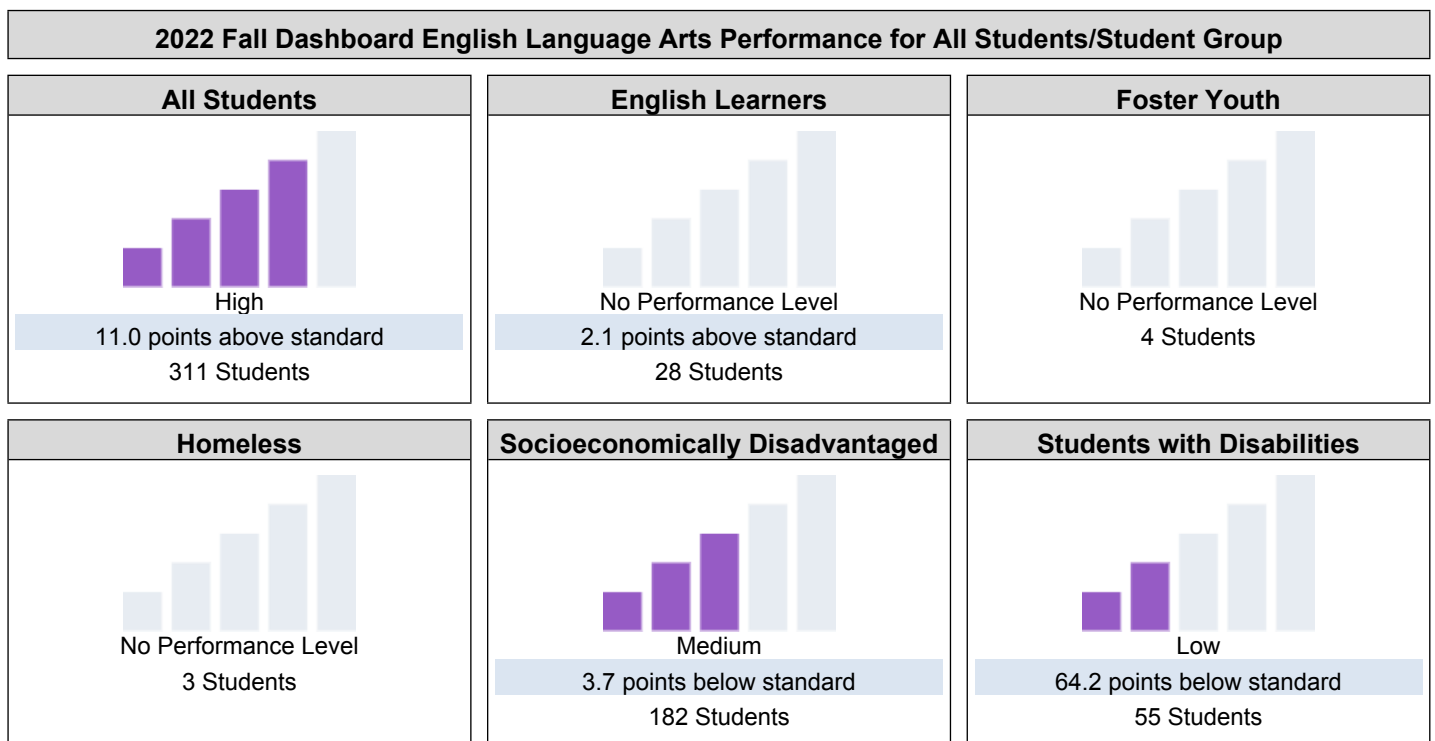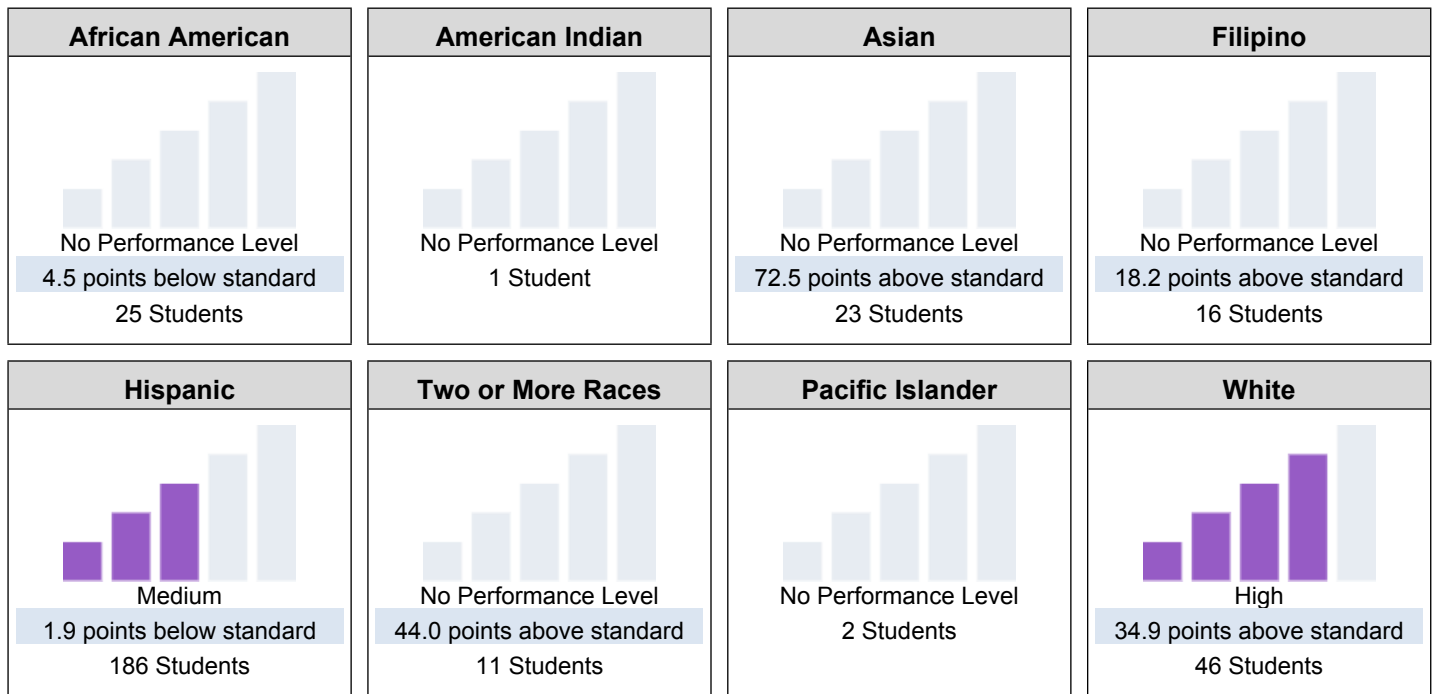
School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High

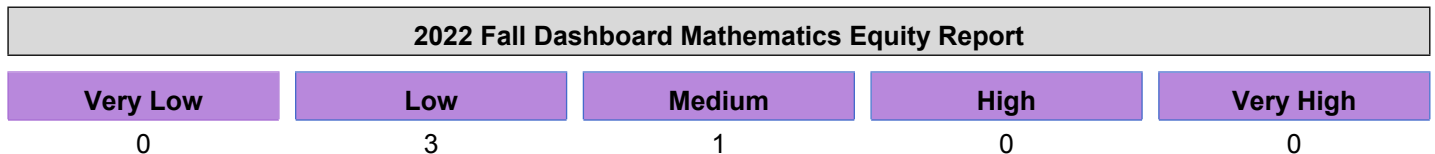Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	2	1	0

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

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

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
11.0 points above standard	2.1 points above standard	4 Students
311 Students	28 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
3 Students	3.7 points below standard	64.2 points below standard
	182 Students	55 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

4.5 points below standard

25 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

72.5 points above standard

23 Students

Filipino

No Performance Level

18.2 points above standard

16 Students

Hispanic

Medium

1.9 points below standard

186 Students

Two or More Races

No Performance Level

44.0 points above standard

11 Students

Pacific Islander

No Performance Level

2 Students

White

High

34.9 points above standard

46 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

32.5 points below standard

18 Students

Reclassified English Learners

10 Students

English Only

9.2 points above standard

265 Students

Conclusions based on this data:

1. Although overall ELA achievement is high, several student groups are below the standard signifgcantly and the school plan has begun to address this with teired intervention. Socioeconomically Disadvantaged students are 3.7 points below standard, Students with Disabilities are 64.2 points below standard and African American students are 4.5 points below standard.

2. EL students are 32.5 points below standard in ELA wheras English only students are 9.2 points above the standard.

3. Hispanic students are 1.9 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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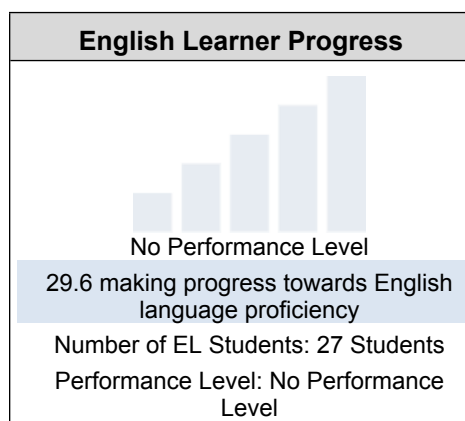note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
16.4 points below standard	14.1 points below standard	4 Students
306 Students	28 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
3 Students	32.5 points below standard	70.3 points below standard
	178 Students	50 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
28.0 points below standard	0 Students	73.1 points above standard	24.1 points below standard
25 Students		23 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
30.1 points below standard	14.5 points above standard	2 Students	3.6 points below standard
183 Students	11 Students		45 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44.2 points below standard	10 Students	19.2 points below standard
18 Students		260 Students

Conclusions based on this data:

1. Although the overall performance rating is medium, most of the subgroups are low (EL students do not have performance data but are 14.1 points below standard, SED 32.5 points below standard., SWD 70.3 points below standard.

2. African American students also do not have a performance level but are 28.0 points below standard. Hispanic student performance data is low, 30.1 points below standard.

3. Math is an area of need for all student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
29.6 making progress towards English language proficiency
Number of EL Students: 27 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
29.6%	40.7%	0.0%	29.6%

Conclusions based on this data:

1. 2019 17.1 percent of ELs decreased 1 ELPI level out of 35 students. 2022 29.6 percent of ELs decreased 1 ELPI level out of 27 students.

2. 2019 34.2 percent of ELs progressed at least 1 ELPI level out of 35 students. 2022 29.6 percent of ELs progressed at least 1 ELPI level out of 27 students.

3. 2019 11.4 percent of ELs maintained at level 4 out of 35 students. 2022 0 percent of ELs maintained at level 4 out of 27 students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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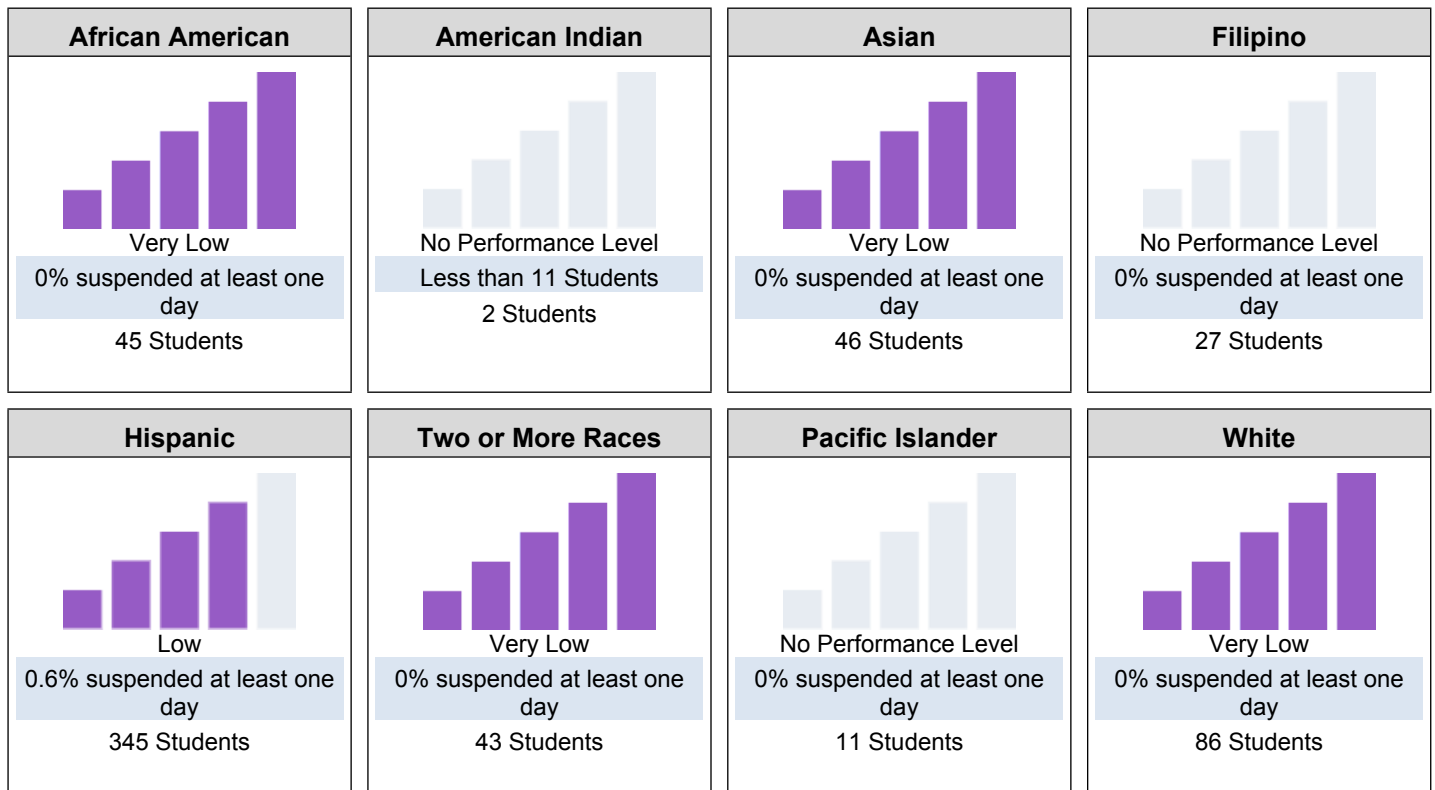

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
7	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.5% Chronically Absent	37.5% Chronically Absent	27.3% Chronically Absent
579 Students	48 Students	11 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	41.1% Chronically Absent	49.1% Chronically Absent
7 Students	353 Students	114 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	High	No Performance Level
34.1% Chronically Absent	Less than 11 Students	10.9% Chronically Absent	19.2% Chronically Absent
44 Students	1 Student	46 Students	26 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
37.6% Chronically Absent	41.9% Chronically Absent	36.4% Chronically Absent	22.2% Chronically Absent
327 Students	43 Students	11 Students	81 Students

Conclusions based on this data:

1. 2019 Overall we increased by 1 point in absenteeism for all groups to 6.8% chronically absent. By 2022 this increased to 32.5%. This is a 25.7% increase since 2020/2021.

2. 2022 African American, White, Hispanic, Asian, Students with disabilities, Socioeconomically disadvantage, and ELs increased.

3. 2022 Asian students have the lowest absenteeism at 10.9%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	1	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
0.3% suspended at least one day	0% suspended at least one day	0% suspended at least one day
605 Students	52 Students	14 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
Less than 11 Students	0.3% suspended at least one day	0% suspended at least one day
7 Students	369 Students	125 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
45 Students	2 Students	46 Students	27 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	Very Low	No Performance Level	Very Low
0.6% suspended at least one day	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
345 Students	43 Students	11 Students	86 Students

Conclusions based on this data:

1. There was an overall significant decrease of .3% in suspensions.

2. There was a decline in suspensions for ELs, Socioeconomically Disadvantage, Hispanic, and White.

3. There were no increases in suspensions for any subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students safe, collaborative conditions for learning.

Goal 1

As part of developing quality Tier 1 instruction to meet the instructional needs of all learners, Stephen Foster will Implement weekly social emotional learning opportunities for students through SEL curriculum, teach and practice Restorative Justices, and fully implement PBIS Tier 1, 2, and 3 structures with Restorative Practices to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement leading to better learning outcomes and increase school attendance.

Identified Need

All students will have a high sense of belonging and feel that they are valued members of the school community and will make academic, social/emotional and behavioral progress and attend school consistently.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22-23 California Healthy Kids Survey data	Sample size: 70% of 5th graders. 72% responded that there are caring adults in school. 81% responded that teachers and grown-ups in school care about them some of the time or most of the time. 78% responded that teachers and grown-ups in school listen when students have something to say some of the time or most of the time. 55% responded that teachers and grown-ups in school make an effort to get to know you some of the time or most of the time. 75% responded that teachers and grown-ups in school want you to do your best all of the time. 51% responded that teachers and grown-ups in school believe you can do a good job all of the time.	By Spring 2024, these indicators will positively increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	71% responded that their school helps students resolve conflicts with each other most of the time or all of the time. 59% responded "yes" to, "Are students treated fairly when they break the rules most of the time or all of the time." 68% responded that students are well behaved.	
A2A chronic and severe chronic data	15.51% of students have been identified as chronically absent for the Fall 2023.	By spring 2024, students will decrease their chronic absenteeism from 23.84% to under 12% as measured by A2A monthly reports.
Panorama Survey Fall 2023-2024	71% Teacher/Student Relationships Grades 3-5 67% Sense of Belongings Grades 3-5 69% Teacher/Student Relationships 6th grade 52% Sense of Belongings 6th grade	By spring 2024 administration of the Panorama survey: 75% Teacher/Student Relationships Grades 3-5 71% Sense of Belongings Grades 3-5 75% Teacher/Student Relationships 6th grade 70% Sense of Belongings 6th grade
Panorama Survey Fall 2023-2024	71% Self Management Grades 3-5 70% Social Awareness Grade 3-5 62% Grit Grades Grades 3-5 58% Growth Mindset Grades 3-5 48% Emotion Regulation Grades 3-5 75% Self Management 6th Grade 65% Social Awareness 6th Grade 61% Grit Grades 6th Grade 55% Growth Mindset 6th Grade 48% Emotion Regulation 6th Grade	Based on the Spring 2024 administration of the Panorama survey: 80% Self Management Grades 3-5 75% Social Awareness Grade 3-5 65% Grit Grades Grades 3-5 65% Growth Mindset Grades 3-5 58% Emotion Regulation Grades 3-5 82% Self Management 6th Grade 75% Social Awareness 6th Grade 75% Grit Grades 6th Grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		70% Growth Mindset 6th Grade 55% Emotion Regulation 6th Grade

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Strategy/Activity

A tiered response plan will be developed and implemented consistently for all students who are chronically absent. Analyze attendance data to identify the students showing a pattern of absenteeism and hold A2A meetings with parents to identify the difficulties of attendance. Monthly class recognition for highest percentage of attendance. Work with our CSW and Caring Connections to support families in needs of resources. Connect our students with our counselor for social emotional support. Continue with PBIS reinforcers and incentives to create a positive environment for students. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will be referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries CSW Extra Duty
323.00	LCFF - Supplemental 3000-3999: Employee Benefits CSW Extra Duty Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Counselor to oversee attendance meetings, interventions and awards; monitor an analyze student attendance data

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Strategy/Activity

As part of developing quality Tier 1 instruction, all teachers at Stephen Foster will be trained to teach and implement Restorative Justices, and fully implement PBIS Tier 1, 2, and 3 structures with Restorative Practices to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement and better learning outcomes.

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)
7,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Paid PD Time Conscious Discipline
2,010.00	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Paid PD Time
1,200.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conscious Disipline Training Materials
3,398.99	SISS 4000-4999: Books And Supplies 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 will benefit by increasing their sense of safety and our positive learning environment.

Strategy/Activity

Stephen Foster Elementary will work with Caring Connections to support families in needs of resources and YMCA Playground Partners during social time and recess play. We will connect our students and families to CFGC for social emotional support. Continue to strengthen the capacity of our Second Step program implementation to support our students' social emotional learning. Continue with building PBIS and associated incentives to create a positive environment for students; reinforce the Bolts expectations daily during flag salute; counselor will hold group sessions for specific strategies to deal with conflicts in a positive manner and increase targeted

support for students with chronic attendance problems, English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

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)
	District Funded 2000-2999: Classified Personnel Salaries CSW, District Obligated
	District Funded 3000-3999: Employee Benefits CSW, District Obligated

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Strategy/Activity

Having designed and implemented the Stephen Foster Wellness Center (the Charging Station), we will support student developement of self-regulatory behaviors, self reflection, social interaction by integrating the Wellness Center with school initiatives, such as PBIS, SEL curriculum, in conjunction to other teired social/emotional and behavioral interventions, to teach students how to respond appropriately to all circumstances.

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)
	District Funded 1000-1999: Certificated Personnel Salaries 2 counselors
	District Funded 2000-2999: Classified Personnel Salaries SEL Behavior Assistant

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

In order to promote student health and wellbeing, the Health Office, classrooms and general campus must be clean and maintained.

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)
7,000.00	SISS 5000-5999: Services And Other Operating Expenditures Custodial Supplies
300.00	SISS 5000-5999: Services And Other Operating Expenditures Health Office 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 part of developing quality Tier 1 instruction to meet the instructional needs of all learners, Stephen Foster will Implement weekly social emotional learning opportunities for students through SEL curriculum, teach and practice Restorative Justices, and fully implement PBIS Tier 1, 2, and 3 structures with Restorative Practices to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement leading to better learning outcomes and increase school attendance.

Goal 1 identifies the need to build an understanding and implement of Restorative Practices and consistant PBIS structures to decrease chronically absent students, support students in regulating their own emotions, connect students with adults at school, increase bystander intervention against bullying, maintain excellent facilities, and increase Clarifying What Students must learn to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement leading to better learning outcomes and increase school attendance. Here is the Fall update of progress towards these goals: A2A chronic and severe chronic data: Baseline- 15.51% of Stephen Foster students have been identified as chronically absent for the Fall 2023. This number is decreasing slightly. The first parent conferences for Fall 2023 have been scheduled. Monthly Attendance Totals from Aeries for the first three months of the 23-24 school year are: TK-3rd-95.01, 4-6-95.28%; Overall total-95.28% attendance. Attendance has decreased insignificantly from month 1 for TK-3 and increased slightly for 4-6.

70% of the 5th grade students responded to the 22-23 California Healthy Kids Survey. This is a large increase from the 40% that responded to the 2021-2022 California Healthy Kids Survey. Caution must be used in interpreting results and patterns of change, given that the sample size is 30% greater in 22-23.

72% responded that there are caring adults in school. This is a decrease from 21-22

81% responded that teachers and grown-ups in school care about them some of the time or most of the time. This is a decrease from 21-22

78% responded that teachers and grown-ups in school listen when students have something to say some of the time or most of the time. This is a decrease from 21-22

55% responded that teachers and grown-ups in school make an effort to get to know you some of the time or most of the time. This is a decrease from 21-22

75% responded that teachers and grown-ups in school want you to do your best all of the time. This is a decrease from 21-22

51% responded that teachers and grown-ups in school believe you can do a good job all of the time. This is a decrease from 21-22

71% responded that their school helps students resolve conflicts with each other most of the time or all of the time. This is an increase from 21-22

59% responded "yes" to, "Are students treated fairly when they break the rules most of the time or all of the time." This is a decrease from 21-22

180 3rd through 5th grade and 78 6th grade students responded to the Fall Panorama SEL Survey data (Baseline-Fall 2023), while 199 3rd through 5th grade and 87 6th grade students responded to the Fall 2022 data. This is a decrease in student response for both grades. Due to the insufficient sample size in Spring of 2022-2023, no data can be compaired from that ssuvey.

71% Teacher/Student Relationships Grades 3-5. This is a 4% decrease from Fall 2022.
67% Sense of Belongings Grades 3-5. This is a 3% decrease from Fall 2022.
69% Teacher/Student Relationships 6th grade. This is an 11% decrease from Fall 2022.
52% Sense of Belongings 6th grade. This is an 8% decrease from Fall 2022.
71% Self Management Grades 3-5. This is a 1% decrease from Fall 2022.
70% Social Awareness Grade 3-5. This is a 1% decrease from Fall 2022.
62% Grit Grades Grades 3-5. This is a 4% decrease from Fall 2022.
58% Growth Mindset Grades 3-5. This is a 6% decrease from Fall 2022.
48% Emotion Regulation Grades 3-5. This is a 3% decrease from Fall 2022.
75% Self Management 6th Grade. This is a 2% decrease from Fall 2022.
65% Social Awareness 6th Grade. This is a 11% decrease from Fall 2022.
61% Grit Grades 6th Grade. This is a 3% decrease from Fall 2022.
55% Growth Mindset 6th Grade. This is a 13% decrease from Fall 2022.
48% Emotion Regulation 6th Grade. This is a 9% increase from Fall 2022.

Baseline data indicates that this goal is an important goal and that Stephen Foster needs to build an understanding and implement of Restorative Practices and consistant PBIS structures to decrease chronically absent students, support students in regulating their own emotions, connect students with adults at school, increase bystander intervention against bullying, maintain excellent facilities, and increase Clarifying What Students must learn to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement leading to better learning outcomes and increase school attendance.

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

Strategy #1- A tiered response plan will be developed and implemented consistently for all students who are chronically absent. Analyze attendance data to identify the students showing a pattern of absenteeism and hold A2A meetings with parents to identify the difficulties of attendance. Monthly class recognition for highest percentage of attendance. Work with our CSW and Caring Connections to support families in needs of resources. Connect our students with our counselor for social emotional support. Continue with PBIS reinforcers and incentives to create a positive environment for students. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will be referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.

Strategy #2- As part of developing quality Tier 1 instruction, all teachers at Stephen Foster will be trained to teach and implement Restorative Justices, and fully implement PBIS Tier 1, 2, and 3 structures with Restorative Practices to create a sense of community within classrooms and outside of classrooms that build a positive school culture for all students that will lead to higher student collaboration, engagement and better learning outcomes.

Strategy #3- Stephen Foster Elementary will work with Caring Connections to support families in needs of resources and YMCA Playground Partners during social time and recess play. We will connect our students and families to CFGC for social emotional support. Continue to strengthen the capacity of our Second Step program implementation to support our students' social emotional learning. Continue with building PBIS and associated incentives to create a positive environment for students; reinforce the Bolts expectations daily during flag salute; counselor will hold group sessions for specific strategies to deal with conflicts in a positive manner and increase targeted support for students with chronic attendance problems, English Language Learners, African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Strategy #4- Having designed and implemented the Stephen Foster Wellness Center (the Charging Station), we will support student developement of self-regulatory behaviors, self reflection, social interaction by integrating the Wellness Center with school initiatives, such as PBIS, SEL curriculum, in conjunction to other teired social/emotional and behavioral interventions, to teach students how to respond appropriately to all circumstances.

Strategy #5- In order to promote student health and wellbeing, the Health Office, classrooms and general campus must be clean and maintained.

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.

Since the development of the plan, Stephen Foster has gone through a cycle of inquiry and updated this goal, the annual outcomes, metrics and strategies/activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Goal 2

Stephen Foster Elementary will provide all students with a guaranteed, viable curriculum in ELA and Math through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

Students in all grade levels need standards-based instruction to the rigor of the math standards to increase the percentage of students meeting and exceeding the standards. English learners need designated and integrated ELD support in order to increase achievement in ELA. 53% of Second grade students are still in the foundational skills part of the adaptive oral reading test and are not meeting the criteria for the oral reading fluency.

ELA
Students can read and comprehend grade level texts and communicate their understanding through written or oral language.Through targeted assistance and academic supports, we will close the achievement gap in ELA for students in the following subgroups: English learners, students with disabilities, socio-economically disadvantaged, and African Americans. Math Students will participate in math fluency daily during math instruction to develop math knowledge.
ELD
Students will speak in complete sentences and use structured language scaffolds as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Reading Data -Fall 2023 Foundational Skills	Phonological Awareness: TK-2nd Grade 43% of TK, 43% of K, 40% of 1st Exceeds Expectations 13% of K, 32% of 1st Meets Expectations 43% of K, 18% of 1st Approaching Expectations 10% of 1st, Below Expectations Phonics: TK-2nd Grade 61% of TK, 17% of K, 36% of 1st Exceeds Expectations 61% of K, 26% of 1st Meets Expectations	Increase phonological awareness and phonics achievement by 20%. Increase the amount of 2nd grade students meeting the oral reading threshold by 15%. Increase the amount of students achieving high and high average on the MAP Growth Reading test by 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21% of K, 12% of 1st Approaching Expectations 26%% Below Expectations Second Grade Foundational skills-53% Oral Reading-47% MAP Growth Reading TK-3rd Kinder-Low-9%, Low Average-19%, Average-17%, High Average-35%, High 20% First-Low 25%, Low Average-11%, Average-23%, High Average-24%, High-17% Second-Low-20%, Low Average-20%, Average-27%, High Average-12%, High-21% Third-Low-27%, Low Average-12%, Average-12%, High Average-36%, High-13%	
SBAC ELA-Spring 2022	Overall Standard Exceeded-29.69% Standard Met-30.72% Standard Nearly Met-20.14% Standard Not Met-19.45% 3rd Grade Standard Exceeded-31.94% Standard Met-27.78% Standard Nearly Met-25.00% Standard Not Met-15.28% 4th Grade Standard Exceeded-28.79% Standard Met-25.76% Standard Nearly Met-16.67% Standard Not Met-28.79% 5th Grade Standard Exceeded-30.34% Standard Met-26.97% Standard Nearly Met-19.10% Standard Not Met-23.60% Standard Exceeded-27.27% Standard Met-43.94%	Increase the percentage of students meeting and exceeding standards on the SBAC ELA by 10% in grades 3rd-6th on the Spring 2023 SBAC ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Nearly Met-19.70% Standard Not Met-9.09%	
NWEA Math Data-Fall 2023	Math-K/1 Kindergarten-Low-13%, Low Average-2%, Average-25%, High Average-31%, High-29% First Grade-Low-19%, Low Average-25%, Average-17%, High Average-24%, High-15% Math 2-3 Second Grade-Low-25%, Low Average-16%, Average 29%, High Average-18%, High-12% Third Grade-Low-18%, Low Average-29%, Average-20%, High Average-23%, High-10%	Increase the amount of students achieving high and high average on the MAP Growth Math test by 10%.
SBAC Math-Spring 2023	Overall Standard Exceeded-27.99% Standard Met-20.48% Standard Nearly Met-27.30% Standard Not Met-24.23% 3rd Grade Standard Exceeded-30.56% Standard Met-23.61% Standard Nearly Met-22.22% Standard Not Met-23.61% 4th Grade Standard Exceeded-18.18% Standard Met-27.27% Standard Nearly Met-33.33% Standard Not Met-21.21% 5th Grade Standard Exceeded-25.84% Standard Met-16.85% Standard Nearly Met-30.34% Standard Not Met-26.97% 6th Grade Standard Exceeded-37.88% Standard Met-15.15% Standard Nearly Met-22.73% Standard Not Met-24.24%	Increase the percentage of students meeting and exceeding standards on the SBAC Math by 10% in grades 3rd-6th on the Spring 2023 SBAC Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC-Spring 2023	Overall Well-Developed-11.11% Moderately Developed-38.89% Somewhat Developed-33.33% Minimally Developed-16.67%	Increase the percentage of students in the well- developed proficiency level by 10%.

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)

TK-2 grade level students

Strategy/Activity

To support and increase student performance on foundational skills, Word Study will be developed and implemented for TK-1. All primary teachers will be trained and coached to fully implement Word Study. 40% of teachers have been trained in Word Study and the other 60% will be trained in 23-24. Instructional Specialist will coach and guide teachers in fully implementing all aspects of Word Study. District TOSAs will provide training and coaching to fully implement all aspects of Word Study. Word Study will create strong foundational skills and support the science of Reading for all primary students. Fast Forward and a double dose of Word Study will continue to be implemented for intervention for targeted students.

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

Amount(s)	Source(s)
1,899.00	Concentration Grant 4000-4999: Books And Supplies Books and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners, struggling ATSI students based on data

Strategy/Activity

Teachers will collaborate to plan designated and integrated ELD instruction. All English learners will receive 30 minutes of daily designated instruction and integrated language instruction and supports throughout the instructional day. Ensure all English Learners acquire full proficiency in English by increasing one performance band or increasing within their identified language

proficiency level as measured by the ELPAC. Monitor ELs every trimester to identify possible reclassification candidates. ELD instruction along with SDAIE strategies being implemented school wide through out their instruction. Inform parents of requirements of reclassification through school news letters and ELAC/SSC meetings. Bilingual instructional aide and support aide will support English learners in accessing core curriculum and understanding academic expectations. Fast Forward and a double dose of Word Study Intervention will be implemented.

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

Amount(s)	Source(s)
30,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual IA and IA (2 IAs)
4,710	LCFF - Supplemental 3000-3999: Employee Benefits Classified Benefits
3,516.00	Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental Tech

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with focus on struggling ATSI students based on data

Strategy/Activity

Teachers will provide systematic phonics and phonological awareness Tier 1 instruction (Fast ForWord Tier 3, 10 day Word Study plan- Tier 1, Second Dose Word Study- Tier 2, Rewards- Tier 2, explicit syllabification instruction Tier 1.) K-2 Students will use phonics skills to decode text during reading. Grade 3-6 Students will decode multisyllabic words using word analysis skills and be able to fluently read grade level text. Supplemental ELA materials to support implementation of these strategies. Classroom teachers will utilize state, district (NWEA) and teacher created common assessments to continually monitor student progress, using SchoolCity to generate class, subgroup, and individual student reports for review and data analysis (during analysis, specific attention will be provided to addressing the needs of struggleing ATSI students). Students not meeting grade level standards will be provided with supplementary and intervention services to close achievement gaps Tier 2 and 3). Teachers will review the assessment results of individual students and other support services to determine specific content and performance standards not mastered. Professional Development is offered for teachers and other staff members to improve Tier 1 and Tier 2 instruction and meet the needs of diverse learners on campus. Teachers will participate in ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier 1 instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and

aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. Instructional Specialist, Intervention Teachers, and District TOSAs will provide support for teachers and students including English learners by modeling/coaching best practices for instruction and designated and integrated ELD.

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra aide support for interventions
472.00	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Extra aide support for interventions
7,841.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Collaboration PLCs
7,841.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Professional Developement
6,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Leader Meetings
1,722.00	LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits for Instructional Leader Meetings
24,163.00	LCFF - Supplemental 4000-4999: Books And Supplies Classroom Materials
15,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Tech

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Targeted Students Struggling in Math

Strategy/Activity

Teachers will incorporate math fluency instruction into daily math instruction. The Intervention Teacher and Instructional Specialist will support T1 fluency and T2 intervention implementation through co-plan, co-teach methods. Additional support through ST Math, CGI Math strategies, math accountable talk strategies, and integrating technology in math will provide support for student achievement. Supplemental math materials to support these strategies.

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

Amount(s)	Source(s)
4,713.00	SISS 4000-4999: Books And Supplies Materials and Supplies for Tier I Instruction
5,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies for Tier I Instruction

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who need academic support to accelerate learning

Strategy/Activity

Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord. Math Teir 2 and 3 supports will also be developed for targeted struglling students.

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

Amount(s)	Source(s)
7,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before/After School Intervention
1,948.00	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits for Intervention
4,300.00	Concentration Grant 2000-2999: Classified Personnel Salaries Instructional Aides to support RTI
675.00	Concentration Grant 3000-3999: Employee Benefits

	Employee Benefits Instructional Aides to support RTI
3,800.00	Concentration Grant 1000-1999: Certificated Personnel Salaries After School Intervention
1,087.00	Concentration Grant 3000-3999: Employee Benefits Employee Benefits After School Intervention

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.

Goal 2 identifies the need to increase student achievement in math, reading and language on district and state testing. Over time, Math scores have remained consistant with some fluctuation. Here is the March update of progress towards these goals:

NWEA Growth: Math- About half of the math scores have increased.

Term Grade Percentile:		1st-20th	21st-40th	41st-60th	61st-80th	>80th
Achievement Winter All	2022-2023	19%	22%	22%	23%	14%
Achievement Spring All	2022-2023	22%	16%	21%	24%	17%
Achievement Fall All	2023-2024	18%	21%	25%	23%	13%
Achievement Winter 1	2022-2023	18%	24%	18%	27%	13%
Achievement Spring 1	2022-2023	28%	20%	17%	15%	20%
Achievement Fall 1	2023-2024	19%	25%	17%	23%	16%
Achievement Winter 2	2022-2023	21%	21%	23%	24%	11%
Achievement Spring 2	2022-2023	27%	17%	28%	20%	8%
Achievement Fall 2	2023-2024	23%	17%	29%	19%	12%
Achievement Winter 3	2022-2023	24%	10%	22%	24%	20%
Achievement Spring 3	2022-2023	19%	9%	23%	29%	20%
Achievement Fall 3	2023-2024	18%	29%	21%	23%	9%
Achievement Winter 4	2022-2023	16%	27%	24%	24%	9%
Achievement Spring 4	2022-2023	17%	21%	19%	29%	14%
Achievement Fall 4	2023-2024	13%	13%	21%	31%	22%
Achievement Winter 5	2022-2023	24%	21%	23%	23%	9%
Achievement Spring 5	2022-2023	23%	11%	24%	26%	16%
Achievement Fall 5	2023-2024	21%	28%	26%	21%	4%
Achievement Winter 6	2022-2023	17%	25%	24%	23%	11%
Achievement Spring 6	2022-2023	25%	19%	15%	26%	16%
Achievement Fall 6	2023-2024	19%	23%	33%	17%	8%

NWEA Growth: Reading-

Term Grade Percentile:		1st-20th	21st-40th	41st-60th	61st-80th	>80th
Achievement Winter All	2022-2023	17%	19%	23%	26%	15%

		1st-20th	21st-40th	41st-60th	61st-80th	>80th
Achievement Spring All	2022-2023	22%	15%	22%	22%	19%
Achievement Fall All	2023-2024	18%	18%	19%	28%	17%
Achievement Winter 1	2022-2023	00%	00%	00%	00%	00%
Achievement Spring 1	2022-2023	33%	9%	17%	15%	26%
Achievement Fall 1	2023-2024	25%	12%	23%	25%	15%
Achievement Winter 2	2022-2023	00%	00%	00%	00%	00%
Achievement Spring 2	2022-2023	15%	18%	17%	17%	33%
Achievement Fall 2	2023-2024	21%	21%	25%	12%	21%
Achievement Winter 3	2022-2023	18%	13%	18%	30%	21%
Achievement Spring 3	2022-2023	15%	16%	22%	25%	22%
Achievement Fall 3	2023-2024	28%	12%	12%	35%	13%
Achievement Winter 4	2022-2023	21%	21%	30%	20%	8%
Achievement Spring 4	2022-2023	27%	13%	29%	23 %	8%
Achievement Fall 4	2023-2024	15%	16%	23%	22%	24%
Achievement Winter 5	2022-2023	18%	22%	24%	22%	14%
Achievement Spring 5	2022-2023	19%	19%	26%	19%	17%
Achievement Fall 5	2023-2024	21%	18%	20%	35%	6%
Achievement Winter 6	2022-2023	9%	21%	20%	33%	14%
Achievement Spring 6	2022-2023	29%	11%	19%	31%	10%
Achievement Fall 6	2023-2024	10%	27%	14%	27%	22%

NWEA Growth: Language-

Term Grade Percentile:		1st-20th	21st-40th	41st-60th	61st-80th	>80th
Achievement Winter All	2022-2023	17%	18%	20%	25%	20%
Achievement Spring All	2022-2023	14%	8%	31%	26%	21%
Achievement Fall All	2023-2024	16%	17%	21%	23%	23%
Achievement Winter 3	2022-2023	17%	10%	18%	27%	28%
Achievement Spring 3	2022-2023	3%	2%	39%	24%	32%
Achievement Fall 3	2023-2024	21%	21%	19%	20%	28%
Achievement Winter 4	2022-2023	22%	19%	18%	32%	9%
Achievement Spring 4	2022-2023	00%	00%	00%	00%	00%
Achievement Fall 4	2023-2024	16%	9%	19%	24%	32%
Achievement Winter 5	2022-2023	20%	25%	17%	19%	19%
Achievement Spring 5	2022-2023	10%	10%	30%	31%	19%
Achievement Fall 5	2023-2024	21%	16%	27%	26%	10%
Achievement Winter 6	2022-2023	9%	20%	24%	24%	23%
Achievement Spring 6	2022-2023	00%	00%	00%	00%	00%
Achievement Fall 6	2023-2024	14%	23%	19%	21%	23%

State test scores are not available for comparison yet.

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

Strategy #1 To support and increase student performance on foundational skills, Word Study will be developed and implemented for TK-1. All primary teachers will be trained and coached to fully implement Word Study. 40% of teachers have been trained in Word Study and the other 60% will be trained in 23-24. Instructional Specialist will coach and guide teachers in fully implementing all aspects of Word Study. District TOSAs will provide training and coaching to fully implement all aspects of Word Study. Word Study will create strong foundational skills and support the science of

Reading for all primary students. Fast Forward and a double dose of Word Study will continue to be implemented for intervention for targeted students. Partially implemented

Strategy #2 Teachers will collaborate to plan designated and integrated ELD instruction. All English learners will receive 30 minutes of daily designated instruction and integrated language instruction and supports throughout the instructional day. Ensure all English Learners acquire full proficiency in English by increasing one performance band or increasing within their identified language proficiency level as measured by the ELPAC. Monitor ELs every trimester to identify possible reclassification candidates. ELD instruction along with SDAIE strategies being implemented school wide through out their instruction. Inform parents of requirements of reclassification through school news letters and ELAC/SSC meetings. Bilingual instructional aide and support aide will support English learners in accessing core curriculum and understanding academic expectations. Fast Forward and a double dose of Word Study Intervention will be implemented. Partially implemented. ELD 30 minutes daily has been scheduled and implemented, as well as intervention blocks.

Strategy #3 Teachers will provide systematic phonics and phonological awareness Tier 1 instruction (Fast ForWord Tier 3, 10 day Word Study plan- Tier 1, Second Dose Word Study- Tier 2, Rewards- Tier 2, explicit syllabification instruction Tier 1.) K-2 Students will use phonics skills to decode text during reading. Grade 3-6 Students will decode multisyllabic words using word analysis skills and be able to fluently read grade level text. Supplemental ELA materials to support implementation of these strategies. Classroom teachers will utilize state, district (NWEA) and teacher created common assessments to continually monitor student progress, using SchoolCity to generate class, subgroup, and individual student reports for review and data analysis (during analysis, specific attention will be provided to addressing the needs of struggleing ATSI students). Students not meeting grade level standards will be provided with supplementary and intervention services to close achievement gaps Tier 2 and 3). Teachers will review the assessment results of individual students and other support services to determine specific content and performance standards not mastered. Professional Development is offered for teachers and other staff members to improve Tier 1 and Tier 2 instruction and meet the needs of diverse learners on campus. Teachers will participate in ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier 1 instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. Instructional Specialist, Intervention Teachers, and District TOSAs will provide support for teachers and students including English learners by modeling/coaching best practices for instruction and designated and integrated ELD.Fully scheduled and supported, Partially implemented

Strategy #4 Teachers will incorporate math fluency instruction into daily math instruction. The Intervention Teacher and Instructional Specialist will support T1 fluency and T2 intervention implementation through co-plan, co-teach methods. Additional support through ST Math, CGI Math strategies, math accountable talk strategies, and integrating technology in math will provide support for student achievement. Supplemental math materials to support these strategies. Partially Implemented

Strategy #5 Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord. Math Teir 2 and 3 supports will also be developed for targeted struglling students; RTI implemented, additional planning dates scheduled for MTSS

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.

Stephen Foster has an instructional specialist. She was unable to take up her position until after the start of the school year and is in the process on being trained in FastForWord and Word Study. Her role is to assist teachers in meeting the needs of all students through the district initiatives. She attends PLCs on Thursdays and has provided support on the process, as well as strategies and programs to help all students, including struggling and gifted students, and EL. She also manages supplemental interventions such as Fast ForWord, Reading Assistant Plus, and ST Math. She is funded through the district so there is no impact to the SF budget.
Stephen Foster will implement word study training at the primary grades to increase proficiency in phonological awareness and phonics skills for all students. The first round of in person demonstration lessons will start in late March with kindergarten. There is no impact to the Foster budget.
Additionally, Stephen Foster has brought on an Instructional Aide to work with TOSAs on providing ELA/Reading intervention.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Goal 3

Stephen Foster Parent Involvement Goal: Increase parent involvement through advisory committees by building parental capacity for policy and program decision making, in addition to increasing parent engagement through goal-directed relationships between staff and families that are mutual, culturally responsive, and support student learning.

Identified Need

Stephen Foster families participate in many of our school events during the day and after school. However, there is a need to improve participation in school committees like SSC and ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Tracker 2022-2023	5,802 parents participation for the 2022-2023 school year	Increase participation in school committees/events by 5%.
2022-2023 California Healthy Kids Survey data	77% Parent Involvement in schooling 70% of fifth graders reported that an adult cared about their school work all of the time. 59% of fifth graders reported that an adult asked them about school all of the time. 35% of fifth graders reported that an adult asked them about grades all of the time.	According to the 2023-2024 Healthy Kids Survey: 87% of fifth will report parent involvement most and all of the time. 80% of fifth graders reported that an adult cared about their school work all of the time. 69% of fifth graders reported that an adult asked them about school all of the time. 45% of fifth graders reported that an adult asked them about grades all of the time.
2022-2023 California Healthy Kids Survey data	142 Parents responded to the 2022-2023 California Healthy Kids Survey CSPS Report	100% growth in Parents responding to the 2023-2024 California Healthy Kids Survey CSPS Report

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)

Stephen Foster student, staff, and parent will benefit from the increase in parent involvement in our school committees.

Strategy/Activity

Continuous communication regarding important committees and council for parents to be part of to make informed decisions on school related issues.
Blackboard communication to invite our parents to our committee monthly meetings.
Teachers inviting parents through Class Dojo, Remind, or emails.
Continue having student recognition assemblies with parent participation.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Continue promoting engagement from parent community for our PTA, SSC and ELAC.

Strategy/Activity

Send invites to all of our parent community for our PTA and SSC events. Reach out our EL parent community for participation in ELAC.
Promote our PTA events, parent nights, and parent support through our CSW.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parent education workshops and materials will be provided to assist parents in supporting students with academics at home.

Strategy/Activity

The following opportunities will be available to parents to assist them to acquire skills to help their children with the academic coursework:

Parenting Classes through Caring Connections
Parent conferences and meetings
Student Success Team
Data review and analysis on SSC and advisory committees
Teacher directed parent workshops
Case manager
Conferences and goal setting meetings with teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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.

Weekly Blackboard calls are sent out with an update of events happening at Stephen Foster. The majority of our teachers use Dojo, Google Classroom or both to keep parents informed. Student of the Month takes place on the last Friday of the month and parents are invited to this assembly. Fifth grade held their annual historical wax museum in February and parents attended on a staggered schedule. Sixth grade has a Gods and Goddesses wax museum in late March and parents will attend this event also.
PTA and SSC have strong parent support and these meetings are fully attended.
Town Hall and Principal Talks added in Spring

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

It has been difficult to find ELAC parents who can attend regular meetings. The ELAC committee has been integrated into SSC to encourage parents of EL students to attend. The case manager has been reaching out to parents individually to explaining the purpose and benefit of ELAC.

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.

COVID had impacted attendance at events last year and returning to post-COVID was slow in the begining. Meetings and activities returned, and attendance to meeting based activities has been slow. However, Parent Engadgement events that have student involvement have been well attended. Future events that are workshop or informational in nature will need to be joined to parent engagement events to get better turn out and parent feedback.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$157,918.99

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Concentration Grant	$15,277.00
LCFF - Supplemental	$127,230.00
SISS	$15,411.99

Subtotal of state or local funds included for this school: $157,918.99

Total of federal, state, and/or local funds for this school: $157,918.99

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jim Watwood	Principal
Anita Sliva	Classroom Teacher
Jennifer Blackman	Classroom Teacher
Mario Patron	Classroom Teacher
Terri Erickson	Other School Staff
Yvonne Reyes	Parent or Community Member
Marissa Ramirez	Parent or Community Member
Mario Kiresich	Parent or Community Member
Maritza Prieto	Parent or Community Member
Geraldine Alejo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 October 31, 2022.

Attested:

	Principal, Jim Watwood on 10/31/23
	SSC Chairperson, Geraldine Alejo on 10/31/23

PUBLIC SAFETY MEETING

Stephen Foster Elementary School
School Site Council (SSC)

Principal: Jim Watwood
Teachers: Mario Patron, Jennifer Blackman, Anita Silva,
Classified: Terri Erickson
Parents: Geraldine Alejo, Mario Luciano Kiresich,Maritza Ozier, Marissa Ramirez, Yvonne Reyes
October 31, 2023   **AGENDA**

Mark []

Legal Requirements

✔	1. Selection/Election results for all representative groups
✔	2. Discuss Site Safety Plan Developement
	3. Develop or revise an agenda calendar for the year (optional)
	4. Training for SSC on roles and responsibilities
	5. Define and approve the staff development needs of council members
✔	6. Review student performance data for all students and appropriate subgroups
	7. Obtain recommendations from other school site advisory committees regarding the focus of the school's Single Plan for Student Achievement
	8. Develop and approve the school plan and all related expenditures in accordance with all state and federal laws and regulations
	9. Recommend the overall school plan and related budget expenditures to the Board of Education
✔	10. Provide ongoing information regarding the monitoring of the implementation of the plan and budget/expenditures
	11. Evaluate the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
✔	12. Review and approve the staff development activities in the school plan
	13. If ELAC has delegated roles to SSC then the SSC will assist the principal and staff in: a) Develop a detailed school plan for ELs as part of the SPSA b) Develop and discuss school's needs assessment for ELs c) Discuss the R-30 and its implication for services for ELs d) Make El parents aware of the importance of regular school attendance

A. Welcome and Introductions
B. Call to Order
        i.Approval of Proposed Agenda

C. Roll call of members
D. Legal requirements
    a.   Review and Approve SPSA

    b.   Safety Plan Pre-discussion

E. Call for any additions/deletions of agenda items
    (California Education Code states that the council members present, by unanimous vote, may add an item to the agenda only if there is an immediate action needed and that the need for the action came to the attention of the council after the agenda was posted.)
F. Reports of Committees
G. Public Comment
H. Unfinished Business
I. New Business
J. Next Meeting Nov 17, 2023
K. Adjournment

Bellflower Unified School District

Stephen Foster Elementary School
SSC Meeting: Library
October 31, 2023

MEMBERS PRESENT:

Quorum was met Yes _X_ No __

☐ Jim Watwood	Principal	☐ Maritza Ozier	Parent (2023-2025)
☐ Mario Patron	Classroom Teacher (2023-2025)	☐ Marissa Ramirez	Parent (2023-2025)
☐ Anita Silva	Classroom Teacher (2022-2024)	☐ Yvonne Reyes	Parent (2023-2025)
☐ Jennifer Blackman	Classroom Teacher (2022-2024)	☑ ~~Mario Luciano Kiresich~~	Parent (2022-2024)
☐ Terri Erickson	School Personnel (2022-2024)	☐ Geraldine Alejo	Parent (2022-2024)
Guest Name:			

Item	Description/Actions	Meeting Summary
Welcome and Introductions	Mr. Watwood	Mr. Watwood welcomed all SSC Members; members introduced themselves
Call to Order	Mr. Watwood	3:31 p.m.
Approval of Proposed Agenda	Mr. Watwood	Martiza Ozier motioned to approve the agenda, Mario Patron, seconded the motion. The motion carried.
Nomination of officers	Mr. Watwood	Geraldine Alejo volunteered to be president; Marissa Ramirez volunteered to be vice president. Terri Erickson is resuming her position as secretary from the previous year.
Minutes	Mr. Watwood	This is the first meeting of the year, so there are no previous meeting minutes.
Goals, Strategies and Proposed Expenditures	Mr. Watwood	Mr. Watwood presented a powerpoint presentation discussing SPSA Goals: 1) Students will learn in safe environment; explained what a PLC was, (Professional Learning Communities, grade level teams). 2) ELA goals, intervention blocks, ELD (English Learning) 3) Parent Involvement, increased parent engagement, increasing ELAC. Question regarding how we are trying to involve

Item	Description/Actions	Meeting Summary
		parents. Presented budget. Answered public questions regarding planning days, interventions, and conscious discipline.
Opportunity For Public Comment	SSC members / Public Attendees	Discussion held regarding funding AR (Accelerated Reading), the pros and cons of AR, the data from AR and and options for other reading programs. General budget question regarding line item flexibility. Discussed discipline procedures involving Ed Code and training. Mario Patron made a motion to accept interim plan; Marissa Ramirez second the motions; motion carried.
Committee Reports	Mr. Watwood	None
Unfinished Business	Mr. Watwood	None
New Business ● Training ● Uniform Complaint Procedures	Ms. Watwood	None
Adjournment **Next meeting 11/17/23**	Mr. Watwood	Meeting Adjourned at 4:50 pm

SSC Sign In Sheet

October 31, 2023

Print Name	Signature
Anita Silva	
Jennifer Blackman	Blackman
Mario Patrón	Mario Patrón
Geraldine Aleji	
F. Huerope	
Marissa Ramirez	
Yvonne Reyes	
Maritza Ozier	Maritza Ozier
Jim Watwood	

Council Members	Meeting Dates
Jim Watwood - Principal Kaylie Gomez de Cervantes- Assistant Principal Mario Patron- Classroom Teacher (2023-2025) *NEW Anita Silva - Classroom Teacher (2022-2024) Jennifer Blackman - Classroom Teacher (2022-2024) Terri Erickson - School Personnel (2022-2024) - Parent (2023-2025) - Parent (2023-2025) - Parent (2023-2025) Mario Kiresich - Parent (2022-2024) Geraldine Alejo - Parent (2022-2024) -ELAC President (2023-2024) *NEED to FILL	*Send Recruitment letters before **Introduction: September 14, 2023 (BTSN)** **Voting: October 30, 2023** 1).October 31, 2023 2).November 17, 2023 3).January 25, 2024 4) March 21, 2024 5) May 9, 2024

Voting Ballot for SSC Membership
Stephen Foster Elementary School
Ballot for SSC Membership
2023-2024

Please vote for 3 of SSC members:

<u>Parents</u>:

- ☐ Maritza Ozier
- ☐ Marissa Ramirez
- ☐ Yvonne Reyes
- ☐

<u>School Group Members</u> (vote for 1 member):

- ☐ Mario Patron

<u>ELAC President</u>:

- ☐

<u>Other ELAC Supports (Non-Vote Members)</u>
Mr. James Watwood, School Principal (2023-2025)
Dr. Kaylie M. Gomez de Cervantes, Assistant Principal (2023-2025)
Anita Silva, Classroom Teacher (2022-2024)
Jennifer Blackman, Classroom Teacher (2022-2024)
Terri Erickson, School Personnel (2022-2024)
Mario Luciano Kiresich, Parent (2022-2024)
Geraldine Alejo, Parent (2022-2024)

23-24 SSC Members

Stephen Foster Elementary School

Parents:
- Mario Luciano Kiresich, Parent (2022-2024)
- Geraldine Alejo, Parent (2022-2024)
-
-
-

School Group Members:
- Mr. James Watwood, School Principal (2023-2025)
- Dr. Kaylie M. Gomez de Cervantes, Assistant Principal (2023-2025)
- Anita Silva, Classroom Teacher (2022-2024)
- Jennifer Blackman, Classroom Teacher (2022-2024)
- Terri Erickson, School Personnel (2022-2024)

ELAC President:
-

23-24 ELAC Member Contact List

Stephen Foster Elementary School

Principal: Mr. James Watwood. Assistant Principal Name: Dr. Kaylie M. Gomez de Cervantes

Position/Cargo	Name/Nombre	Email/Correo Electrónico	Phone Number Número de telefono	Student Name and Grade Nombre del estudiante y grado