School Year: **2020-21**

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
Arboga Elementary School	58-72736-6056634	08/06/2020	

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening: STAR Reading, Early Literacy, STAR Math360
Common formative and summative assessments developed by collaboration teams or included in state approved district adopted curriculum
CASSPP-ELA and Math
ELPAC
Accelerated Reader, Accelerated Math
Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, Suspension Rate
Attendance Reports
Discipline Reports; Aeries/Swiss
PD Rosters and Plans
Teacher and Student Surveys
Parent Surveys
Observations
Parent Conference Schedules and SSTs/IEPs
Follet Data
Prodigy, Moby Max, Lexia
SWIS and PBIS data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

- STAR Reading and Early Literacy data are used throughout the school year to assess student levels, monitor progress, place students in intervention groups, and guide instruction. Data shows average growth in grades 1st -6th is greater than 0.8 (equivalent to 8 months) through the 2nd trimester. 1st- .8, 2nd- .9, 3rd- .8, 4th- .8, 5th- .7, 6th- 1.1

STAR Math data shows growth of more than .6 (equivalent to 6 months) through the second trimester. 3rd- .4, 4th- .6, 5th- .6, 6th- .9

- CAASPP data addresses overall progress in grades 3rd- 6th and these assessment results assist in guiding the intervention plan for all students. ELA data reveals that students are performing 18.1 points below the standard for proficiency, but increased by 7.9 points last school year. Math data shows students are working 34.6 points below the standard for proficiency, and maintained that status from the prior year.
- Qualitative survey data from parents is consistent in requesting an improvement to school facilities, but data explains most parents are satisfied with the educational program offered. Students also echo the same sentiment in asking for improvement to school facilities. Teachers survey results indicate an ongoing need for programs to improve the social-emotional health of students, so they connect to school and experience more success learning.
- Discipline data shows a decrease in suspension and referral data. Suspensions decreased by more than 50% for the first half of the school year. The number of playground referrals has maintained consistent, but classroom referrals has decreased from the prior school year.

The growth in ELA is attributed to the implementation of a solid intervention programs. Our dedication to ELA WIN time is improving student achievement on benchmark assessments and CAASPP scores. The efforts to PBIS and behavior support is a significant part of creating a safe healthy environment where all students can learn and all teachers can teach.

- We know creating a healthy learning environment is key to everything else, so providing supports for students' emotional, safety, and social needs is top priority.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students who need additional support are being offered support in the form of WIN (What I Need) time. Students are assessed, grouped according to the essential standard they need additional instruction with, and they receive direct, explicit instruction at their level to achieve proficiency. Students are currently receiving this additional support in ELA and data shows improvement, but math data is not showing the same results. Our success with ELA likely correlates with the interventions provided. Goals are being set to implement Math WIN time.
The current plan in place for interventions during the regular day is fully implemented and functioning well. There have been some requests to make time adjustments to the schedule, so intervention is not competing with core. Some intervention time is not aligned well with teacher and grade level schedules. Teachers are eager to better align intervention, enrichment, and direct instruction for the 2019-2020 school year. Maintaining rigor during core instruction and intervention time is the goal.
We have a large team employed to implement intervention during WIN time. Many of the key staff members are not credentialed teachers, so training them to deliver quality instruction is key. As a staff, we have put a focus on more professional development for para-educators. The para-educators would like to feel more prepared to deliver instruction and feel a part of the planning and reflecting processes as well. We are currently working to develop a professional development plan for 2019-2020.
We will embark on a new journey with Lexia reading program. We will use this program to implement summer intervention for students at home. We recognize summer learning loss is an issue and the hope is to maximize growth over the summer with a new user friendly software.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We recognize the need for a structured math intervention time, but the concern is ensuring we don't negatively impact core or the success we are seeing in ELA. Grade levels are making some adjustments to incorporate more leveled instruction for students across the curriculum. We hope that providing intervention for math we will see the growth we are seeing in ELA.
Next year, the plan is to allow teachers to select the WIN time that maximizes the intervention being provided and also maximizes the rest of the instructional minutes. Each year our PLC grows and the changes will allow for better instruction, more learning, and greater student success.
We will continue to dedicate resources to supporting direct instruction, intervention, and developing the skills of our staff to provide the best for students. This will include professional development for all staff working with students.
Lexia and other supplementary program data will be used during the school year to organize WIN groups, monitor ELA progress, challenge high achieving students, and provide intervention for struggling learners.
Behavior, attendance, social-emotional health will continue to be priority. A2A, SWIS, and Suite 360 will be programs to help monitor progress, track high risk students, and provide data for planning and interventions.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Based on our findings we will continue to provide support for all staff in continuing the PLC process. All staff see the need to provide training for the instructional assistants that are critical to the intervention sessions. This will include training in curriculum, instructional strategies, classroom management, and will also provide time for staff to observe certificated teachers. Professional development for teachers will remain priority.
We will include instructional assistants in the PLC collaboration time. Teachers need time to share lesson plans with assistants. Assistants will feel more including in the PLC process and will have a better understanding of what the WIN expectations are. Our para staff does not currently have opportunities to review data and see the results from the WIN sessions. We will build this into the day of the assistant, or provide extra contracted time for team meetings.
Staff is interested in attending conferences and also bringing experts to the school to present at meetings and PLC meeting times.
Staff will review and analyze A2A, SWIS and Suite 360 data at PBIS, Site Council, staff, and parent meetings. Staff will be provided development in the area of social-emotional health as needed.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*

- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Principal and teachers present SPSA and achievement and plan data at PTSO and meetings.
Principal and ELAC facilitator present achievement and plan data at ELAC meetings. Parents of English Language earners are formally surveyed for input at least once during the school year. Data from the ELAC survey is analyzed by administrators and teachers and is used in forming the SPSA.
School Site Council oversees the categorical funding for the school.
Curriculum days have become a part of the culture for including and sharing information with parents-- Reading night, Science Night, History Day, STEAM night. Families are included in standards based projects and curriculum activities to support student learning.
Ongoing communication with families is made possible with Class Dojo, Remind, Facebook, newsletter, School Messenger calls, calendars, Cougar Guide, and assemblies.
Teachers use many methods to communicate academic data and progress with families: AERIES Parent Portal, report cards, progress reports, parent conferences, and open on ongoing calls, texts and emails.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.1%	1.20%	1.25%	10	6	6
African American	3.1%	2.59%	2.3%	15	13	11
Asian	8.4%	8.58%	7.31%	40	43	35
Filipino	0.4%	1.40%	0.84%	2	7	4
Hispanic/Latino	30.7%	31.74%	33.61%	147	159	161
Pacific Islander	%	0.60%	0.63%		3	3
White	50.3%	49.90%	50.73%	241	250	243
Multiple/No Response	0.4%	0.40%	0.63%	2	2	3
			Total Enrollment	479	501	479

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	66	70	67
Grade 1	65	72	70
Grade 2	69	63	71
Grade3	74	80	64
Grade 4	68	79	75
Grade 5	67	71	67
Grade 6	70	66	65
Total Enrollment	479	501	479

Conclusions based on this data:

1. Hispanic students make up a significant percentage of the total population. English language learners are the only subgroup who saw a decline in grades 3-6 in 2019-2020. In coordination with the ELL Facilitator, data should be communicated to the classroom teacher and ELL Catch Up Plans implemented for struggling students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	89	75	72	18.6%	15.0%	15.0%
Fluent English Proficient (FEP)	14	26	22	2.9%	5.2%	4.6%
Reclassified Fluent English Proficient (RFEP)	10	18	4	10.2%	20.2%	5.3%

Conclusions based on this data:

1. Hispanic students make up a significant percentage of the total population. English language learners are the only subgroup who saw a decline in grades 3-6 in 2019-2020. In coordination with the ELL Facilitator, data should be communicated to the classroom teacher and ELL Catch Up Plans implemented for struggling students.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	77	66	72	75	65	72	75	65	97.3	97.4	98.5
Grade 4	67	75	79	67	75	77	67	75	77	100	100	97.5
Grade 5	67	76	64	67	72	64	67	72	64	100	94.7	100
Grade 6	72	62	63	71	60	63	71	60	63	98.6	96.8	100
All Grades	280	290	272	277	282	269	277	282	269	98.9	97.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2414.	2426.	2415.	22.22	29.33	24.62	18.06	29.33	23.08	33.33	14.67	20.00	26.39	26.67	32.31
Grade 4	2444.	2453.	2458.	13.43	12.00	23.38	31.34	26.67	23.38	17.91	30.67	24.68	37.31	30.67	28.57
Grade 5	2459.	2469.	2489.	8.96	13.89	9.38	22.39	20.83	40.63	23.88	26.39	28.13	44.78	38.89	21.88
Grade 6	2515.	2505.	2518.	9.86	5.00	11.11	32.39	33.33	39.68	36.62	40.00	28.57	21.13	21.67	20.63
All Grades	N/A	N/A	N/A	13.72	15.60	17.47	25.99	27.30	31.23	28.16	27.30	25.28	32.13	29.79	26.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	29.33	32.31	51.39	42.67	38.46	34.72	28.00	29.23
Grade 4	16.42	14.67	22.08	49.25	58.67	54.55	34.33	26.67	23.38
Grade 5	10.45	15.28	21.88	46.27	47.22	56.25	43.28	37.50	21.88
Grade 6	21.43	13.33	25.40	45.71	48.33	39.68	32.86	38.33	34.92
All Grades	15.58	18.44	25.28	48.19	49.29	47.58	36.23	32.27	27.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	26.67	13.85	48.61	40.00	53.85	27.78	33.33	32.31
Grade 4	20.90	12.00	16.88	47.76	54.67	48.05	31.34	33.33	35.06
Grade 5	16.42	16.67	7.81	43.28	52.78	65.63	40.30	30.56	26.56
Grade 6	15.71	16.67	15.87	58.57	51.67	68.25	25.71	31.67	15.87
All Grades	19.20	18.09	13.75	49.64	49.65	58.36	31.16	32.27	27.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	21.33	21.54	62.50	69.33	56.92	25.00	9.33	21.54
Grade 4	8.96	13.33	14.29	64.18	72.00	71.43	26.87	14.67	14.29
Grade 5	5.97	6.94	12.50	67.16	56.94	70.31	26.87	36.11	17.19
Grade 6	14.29	10.00	9.52	71.43	65.00	73.02	14.29	25.00	17.46
All Grades	10.51	13.12	14.50	66.30	65.96	68.03	23.19	20.92	17.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.44	26.67	15.38	52.78	52.00	53.85	27.78	21.33	30.77
Grade 4	19.40	17.33	19.48	52.24	62.67	53.25	28.36	20.00	27.27
Grade 5	14.93	20.83	18.75	37.31	43.06	54.69	47.76	36.11	26.56
Grade 6	24.29	20.00	17.46	55.71	60.00	57.14	20.00	20.00	25.40
All Grades	19.57	21.28	17.84	49.64	54.26	54.65	30.80	24.47	27.51

Conclusions based on this data:

1. Students have made ELA gains of 7.9 points in two consecutive years.

2. ELA scores have shown improvement since the inception of WIN at Arboga School. Grade level PLCs will continue to implement specific interventions for all students.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	77	66	72	75	65	72	75	65	98.6	97.4	98.5
Grade 4	67	75	79	67	75	77	67	75	77	100	100	97.5
Grade 5	67	76	64	67	74	64	67	74	64	100	97.4	100
Grade 6	72	62	63	70	60	63	70	60	63	97.2	96.8	100
All Grades	279	290	272	276	284	269	276	284	269	98.9	97.9	98.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2437.	2430.	9.72	22.67	18.46	36.11	34.67	30.77	25.00	26.67	26.15	29.17	16.00	24.62
Grade 4	2460.	2445.	2467.	10.45	9.33	12.99	22.39	18.67	36.36	43.28	38.67	28.57	23.88	33.33	22.08
Grade 5	2463.	2466.	2478.	7.46	9.46	12.50	13.43	6.76	14.06	32.84	39.19	34.38	46.27	44.59	39.06
Grade 6	2521.	2495.	2516.	15.71	3.33	12.70	18.57	20.00	25.40	40.00	43.33	34.92	25.71	33.33	26.98
All Grades	N/A	N/A	N/A	10.87	11.62	14.13	22.83	20.07	27.14	35.14	36.62	30.86	31.16	31.69	27.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	37.33	30.77	45.83	42.67	40.00	33.33	20.00	29.23
Grade 4	16.42	17.33	24.68	43.28	32.00	38.96	40.30	50.67	36.36
Grade 5	11.94	12.16	18.75	28.36	29.73	31.25	59.70	58.11	50.00
Grade 6	17.14	11.67	17.46	44.29	40.00	41.27	38.57	48.33	41.27
All Grades	16.67	20.07	23.05	40.58	35.92	37.92	42.75	44.01	39.03

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	28.00	21.54	55.56	50.67	50.77	30.56	21.33	27.69
Grade 4	11.94	13.33	18.18	52.24	46.67	55.84	35.82	40.00	25.97
Grade 5	5.97	8.11	10.94	43.28	43.24	53.13	50.75	48.65	35.94
Grade 6	14.29	6.67	20.63	51.43	51.67	41.27	34.29	41.67	38.10
All Grades	11.59	14.44	17.84	50.72	47.89	50.56	37.68	37.68	31.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	29.33	20.00	59.72	53.33	58.46	23.61	17.33	21.54
Grade 4	13.43	12.00	14.29	52.24	52.00	58.44	34.33	36.00	27.27
Grade 5	5.97	5.41	6.25	53.73	52.70	50.00	40.30	41.89	43.75
Grade 6	18.57	6.67	17.46	58.57	50.00	50.79	22.86	43.33	31.75
All Grades	13.77	13.73	14.50	56.16	52.11	54.65	30.07	34.15	30.86

Conclusions based on this data:

1. Student achieved 11 points higher and the dashboard indicator moved from orange to green in the area of mathematics.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1428.9	*	1425.9	*	1435.5	*	13	5
Grade 1	*	*	*	*	*	*	*	7
Grade 2	1488.2	*	1500.8	*	1475.2	*	12	5
Grade 3	1513.7	*	1517.2	*	1509.9	*	15	8
Grade 4	1500.5	*	1495.5	*	1505.1	*	14	10
Grade 5	1458.4	1539.3	1451.1	1537.1	1465.3	1540.6	11	14
Grade 6	*	*	*	*	*	*	*	7
All Grades							84	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	13	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*	*	*	12	*
3	*	*	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	*	*	14	*
5	*	21.43	*	57.14	*	21.43	*	0.00	11	14
6	*	*	*	*	*	*		*	*	*
All Grades	33.33	12.50	40.48	67.86	15.48	16.07	*	3.57	84	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	13	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	12	*
3	*	*	*	*		*	*	*	15	*
4	*	*	*	*	*	*		*	14	*
5	*	50.00	*	50.00	*	0.00	*	0.00	11	14
6	*	*	*	*	*	*		*	*	*
All Grades	51.19	37.50	32.14	53.57	*	5.36	*	3.57	84	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	13	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*	*	*	12	*
3	*	*	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	*	*	14	*
5	*	0.00	*	42.86	*	42.86	*	14.29	11	14
6	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	3.57	38.10	46.43	26.19	42.86	16.67	7.14	84	56

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	13	*
2	*	*	*	*	*	*	12	*
3	*	*	*	*	*	*	15	*
4	*	*	85.71	*		*	14	*
5	*	21.43	*	78.57	*	0.00	11	14
6	*	*	*	*	*	*	*	*
All Grades	45.24	28.57	44.05	62.50	*	8.93	84	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	13	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	12	*
3	*	*	*	*		*	15	*
4	*	*	*	*		*	14	*
5	*	85.71	*	14.29	*	0.00	11	14
All Grades	57.14	50.00	33.33	46.43	*	3.57	84	56

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	13	*
2	*	*	*	*	*	*	12	*
3	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	14	*
5	*	14.29	*	71.43	*	14.29	11	14
6	*	*	*	*	*	*	*	*
All Grades	19.05	12.50	55.95	75.00	25.00	12.50	84	56

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	13	*
2	*	*	*	*	*	*	12	*
3	*	*	80.00	*	*	*	15	*
4	*	*	*	*	*	*	14	*
5	*	7.14	*	92.86	*	0.00	11	14
All Grades	35.71	23.21	51.19	73.21	13.10	3.57	84	56

Conclusions based on this data:

1. English Language Learners experience a decline in ELA. Additional resources to support ELD instruction should be considered.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	65.3	15.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	15.0
Foster Youth	2	0.4
Homeless	3	0.6
Socioeconomically Disadvantaged	313	65.3
Students with Disabilities	45	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.3
American Indian	6	1.3
Asian	35	7.3
Filipino	4	0.8
Hispanic	161	33.6
Two or More Races	13	2.7
Pacific Islander	3	0.6
White	243	50.7

Conclusions based on this data:

1. Our population of ELL students is still a significant subgroup and will continue to be given the appropriate resources to ensure students, parents, and families are informed about school and included in decision making.
2. Arboga is diverse and has several ethnicities in attendance. Our goal is to recognize diversity, be sensitive to cultural needs, and ensure all students and families have there needs met.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. Arboga students are performing within the yellow indicator for ELA .
2. Arboga students are performing within the green indicator for Mathematics, Chronic Absenteeism, and Suspension Rates.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
10.2 points below standard	26.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.9 points	Declined -7.5 points	2
253	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	16 points below standard	119.6 points below standard
4	Increased ++13.9 points	Maintained -0.6 points
	175	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 23.2 points below standard Maintained ++1.8 points 24	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 30.9 points below standard Increased ++4.5 points 85	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 0.3 points below standard Increased ++6.8 points 116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.2 points below standard Declined Significantly -26.8 points 38	33.1 points above standard Increased ++10 points 27	4.8 points below standard Increased ++13.6 points 186

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
23.7 points below standard	31.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11 points	Increased ++5.3 points	2
253	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	30.9 points below standard	114.7 points below standard
4	Increased Significantly ++15.7 points	Increased ++4.7 points
	175	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 31.1 points below standard Increased ++6.9 points 24	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 38.5 points below standard Increased ++5.7 points 85	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 14.1 points below standard Increased Significantly ++15.2 points 116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.3 points below standard Declined -8.4 points 38	5.1 points above standard Increased Significantly ++19.2 points 27	21.3 points below standard Increased ++13.4 points 186

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51 making progress towards English language proficiency
Number of EL Students: 51
Performance Level: Medium

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.

2019 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
9	16	2	24

Conclusions based on this data:

1. Of the 84 students tested, over 70% scored in the moderately to well developed areas. 25% of students were beginning to somewhat developed as indicated by the ELPAC.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
5.1	4.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	Increased +2	3
508	74	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	6.7	5.1
9	Declined -0.9	Declined -2.5
	330	59

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	2.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.3	6	Increased +2.9	6
11		35	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
4.1	5.9	Less than 11 Students - Data Not Displayed for Privacy	6.5
Declined -1.6	Increased +1.7	3	Maintained -0.2
170	17		260

Conclusions based on this data:

1. Socio-economically disadvantaged students had a similar rate of absenteeism.
2. ELL and students and students with disabilities had higher rate of attendance and scored in the blue and green gauge areas (respectively).
3. With the ELL subgroup, Hispanic students scored in the orange area similar to students overall.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.7	0	Less than 11 Students - Data Not
Declined Significantly -2.8	Maintained 0	3
529	80	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	1.5	3.3
9	Declined Significantly -3.5	Declined -0.9
	337	61

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
Declined -6.3	6	Maintained 0	6
12		36	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.6	10	Less than 11 Students - Data	1.5
Declined Significantly -1.1	Increased +5.8	3	Declined Significantly -5
183	20		263

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.5	1.7

Conclusions based on this data:

1. Suspension rates for all students are represented by the orange indicator. No student are lower than this; however, some subgroups are suspended less than the overall data suggests for all students.

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

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

To provide Arboga students with high quality first instruction, ensure Arboga teachers participate in the collaborative PLC Process, and that appropriate support systems are in place to meet the academic needs of all Arboga students.

Identified Need

2019-2020 was a strange year with school closures and suspension of testing because of COVID-19 and add into the equation a new principal on site and the identified needs become less clear, aside from the fact that there is always room for growth in regards to student academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	Scores earned near the beginning of the first trimester will serve as the baseline.	85+ percent of students will show growth equivalent to one year by end of the year assessments.
Grade level created common formative assessments based on grade level essential standards.	Given several times each trimester, students will be offered opportunities for immediate intervention (through WIN) or enrichment based on scores.	Students will master the grade level essential standards.
Assessments/Growth from Supplemental Materials/Resources such as Lexia, Moby Max, etc.	Initial scores or levels from online programs at the point students begin to use them.	Students will show growth towards mastery of grade level essential standards.
ELPAC Testing	Data is not available for the 2019-20 school year, but 2018-19 scores show 26.2% of Arboga's ELs in Levels 1 & 2 and 73.8% in Levels 3 & 4.	We will move to 78% of ELs in Levels 3 & 4.
California Dashboard Data in ELA and Math	We will use 2018-2019 student scores as baseline data, which shows 3rd grade with 47.7% meeting/exceeding standard in ELA and 49.23% in Math; 4th grade with 46.76% meeting/exceeding standard in ELA and 49.35% in Math; 5th	We will see an overall increase in students meeting or exceeding ELA and Math proficiency of 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade with 50.01% meeting/exceeding standard in ELA and 26.56% in Math; 6th grade with 49.21% meeting/exceeding standard in ELA and 38.10% in Math.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 ELA and Math instruction will be supported by implementing strategic intervention times for all students. Para-educators will work with certificated teachers to provide interventions based on what students need. While on distance learning, because the district is allowing teachers and classified staff to work from home or on site, this is not an advisable expenditure as there will be little to no supervision of work done, so we will look to fund one or more positions, depending on financial availability at which time we return to a traditional school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 We will continue to provide professional development for staff focusing on collaboration of certificated and classified members for the benefit of student learning. This will be accomplished with on-site PD, meetings, workshops, conferences, release time, summer planning and collaboration.

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)

11,507	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Purchase and replace instructional technology that will assist teachers in delivery of curriculum and strategies for increasing student achievement.

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)
40,100	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copiers to support learning that compliments and supports core curriculum. Make content more relevant and vary and improve core 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)
15,000	Targeted

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

1.5 We will supplement the 2 hour Literary Resource Technician position paid through district LCAP funds to make it a 3.75 hour position. The LRT will be responsible for all functions of the school library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Targeted

Strategy/Activity 6

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

ELL Students

Strategy/Activity

1.6 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.

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)
16,392	Targeted

Strategy/Activity 7

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

All Students

Strategy/Activity

1.7 Continue the supplemental contracts for several online programs, such as Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Continue MobyMax and Lexia Reading school-wide and possibly one or two other online supplemental programs.

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)
12,000	Targeted
5,751	Title I

Strategy/Activity 8

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

All Students

Strategy/Activity

1.8 We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, art supplies, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,778	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Provide highly engaging books and literary resources to supplement the library. This will motivate students to read more, resulting in improved ELA skills and test scores.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

.EA/LCAP Goal

Enhance the learning environment to ensure our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

To provide Arboga students with an understanding learning environment with clear expectations and processes in place to help them meet their expectations.

Identified Need

Social Emotional Learning and Counseling will be huge needs for our school after the 2019-2020 school year and as we open the 2020-2021 school year distance learning. We will be funding a 7 hour Student Support Specialist who will spearhead PBIS and district LCAP funding allows for a twice a week counselor on-site, so we will be coordinating their services along with the PBIS Committee to continue the positive climate here on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES incidents, referrals and suspensions.	Decrease in suspension and referral data.	Decreased suspension and referral rates (Suspensions went from 120 in 17-18 to 31 in 18-19 and 27 in 19-20).
Attendance	96% or higher attendance rates for all students	Increased attendance (96.4% in 18-19 and 96.5% in 19-20) Decrease chronically absent students (21 students in 2018-2019 and 22 in 2019-2020)
Student Recognition	We will use the 2019-2020 data for PBIS recognitions and Trimester Awards as a baseline.	A higher percentage and more diverse group of students will be recognized for academic, PBIS, Attendance, Leadership, etc. awards.
Staff and Student Surveys	We do not have a baseline, so we will establish one with beginning of the year surveys for both staff and students (grades 4-6).	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2020-2021 school year than they did at the beginning and staff will report greater connections with students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in groups, clubs, Cougar Kids, etc. with Student Support Specialist (PBIS)	We will use the 2019-2020 data for group participation lists (Fortify, Whanau, EV360), Clubs, etc.	More students will be run through groups and will participate in clubs and Cougar Kids.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide a 7 hour Elementary Student Support Specialist position to work with students on behavioral issues, to run/coordinate groups with students, to work with families of students, and to work with the Counselor, Principal, School Psychologist and PBIS Committee in serving student needs.

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)
51,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Provide alternatives to suspension and time spent out of the classroom. Maximize instructional time by improving interventions and opportunities to improve behavior. This will be accomplished through the aforementioned Elementary Student Support Position and the use of Evolution Labs Suite 360.

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)
3,000.00	Targeted

Strategy/Activity 3

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

all students

Strategy/Activity

2.3 Facilitate awards assemblies which invite parent and community members to recognize students for academic achievement, behavior, citizenship, attitude, attendance, leadership, as well as celebrate shared responsibility for student success.

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)

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

Increase parent, family and community involvement in the education of all students.

Goal 3

Increase and improve parent, family and community involvement at Arboga Elementary School.

Identified Need

Although Arboga Elementary has long been known for its higher level of parent involvement, the demographic has changed over the past ten years and some of that involvement is waning. In an effort to maintain the current level, at a minimum, and ideally, to increase it, we need to continue running the Volunteer Trainings for parents and community members who want to volunteer either in the classroom or on field trips. We may investigate running Saturday Schools for discipline and attendance that will have a parent component where we cover the importance of attendance, good behavior, ways that families can work with us in helping their children learn and grow, and introduce some Social Emotional Learning that they can work on at home with their child(ren).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Trainings	The 2019-2020 school year will be the baseline.	We hope that we will get at least 50 parents to participate in the Volunteer Trainings.
Saturday School Parent Component	The 2020-2021 school year will become the baseline.	We hope that we will have at least 25 families attend this component throughout the 2020-2021 school year (planning to offer once a month beginning in October for a total of 8-10 sessions).
Parent Surveys	The 2020-2021 school year will become the baseline for the site survey, while the 2019-2020 year will be the baseline for the district survey.	We hope that more parents will complete the district end of the year survey and that we will have at least 100 parents complete the site survey. We also hope to have more interaction with parents through daily use of the Parent Institute Daily Tips on either Facebook or the school website.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 We will increase positive communications with parents, families and community by utilizing the Parent Institute Daily Tips on either our school Facebook pate or the school website and will increase our usage of one or both mediums to drive communication.

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)
900.00	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 We will increase student engagement/involvement and parent connection by having a student created newsletter/newspaper monthly and will copy it and send it home to parents.

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)
578.00	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

.EA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

.EA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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 nprovement (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	$183,006.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	111,358	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	1,478	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	70,170	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	127,528.00
Goal 2	54,000.00
Goal 3	1,478.00
Goal 4	
Goal 5	
Goal 6	

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
Eric D. Preston	Principal
Christine Bratton	Other School Staff
Amy Hanson	Classroom Teacher
Sunshine Harlow	Classroom Teacher
Shelly Stonebarger	Classroom Teacher
Rosemary Avila	Parent or Community Member
Sarah Hull	Parent or Community Member
Stephanie Roybal	Parent or Community Member
Christina Smith	Parent or Community Member
Maya Vang	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:

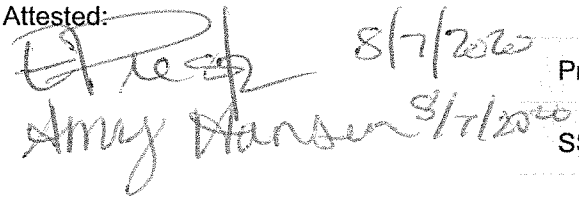
Signature	Committee or Advisory Group Name

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 8/6/2020.

Attested:



Principal, Eric D. Preston on 8/07/2020

SSC Chairperson, Amy Hansen on 8/07/2020

School Year: 2020-21

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
Browns Valley Elementary School	58-72736-6099014		

Purpose and Description

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

Schoolwide Program

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

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The data sources considered in the Comprehensive Needs Assessment are as follows: CAASPP ELA and Math (both summative and interim), ELPAC, California Department of Education (CDE) dashboard data which includes information regarding ELA and Math test scores, Chronic Absenteeism, and rates of suspension. In addition, other data is considered including attendance reports in both aeries and A2A, discipline reports, and informal surveys with stakeholders. Parent teacher conferences are another way to get data for use in deciding the needs of the school; as well as informal observation by teachers regarding . PTO meetings also garner data from stakeholders. The COVID-19 Pandemic made data gathering significantly more difficult for the 2019/2020 school year. Other means of evaluation and data compilation are necessary.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

The general findings in gathering all of the data that was considered, is that students at Browns Valley are doing well academically. In the last school year Browns Valley had 174 students in attendance, with 31 percent of them falling in the socioeconomically disadvantaged category. Browns Valley School does not have a significant subgroup of English Learner students (they make up only 2.3 % of the total student population). CAASPP data from the last year that it was taken (2019) shows that in English Language Arts and Math, students are within the green gauge on the CDE dashboard. The aeries analytics dashboard shows that there is improvement in both chronic absenteeism and suspension rates, as both fall into the orange category. 3.4 percent of Browns Valley students are chronically absent, which is a 3.7 percent decrease over the year prior. And, in regards to suspension rates, 2.7 percent of Browns Valley Students were suspended at least once. This is an increase of 2.2 percent over the prior year. While there are not many trends for sub-groups at Browns Valley School, the school wide data suggests that the decline in scores for ELA and math are an opportunity for improvement.
Due to the current COVID-19 Pandemic crisis, classroom technology is the majority of the priority. In addition, after school tutoring should be considered once students are able to attend school for in person learning of any type and Accelerated Reader books for the Library to update our collection is another identified area of need.
Unfortunately COVID-19 colored a large majority of the data (both informal and formal) findings. Informal staff data as well as discipline statistics have shown a need for some additional supports in addressing the emotional and social health of students as well as social emotional tools to help students navigate the waters of distance learning due to the pandemic.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*

- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

As described above, CDE dashboard data might suggest a relationship between an increase in chronic absenteeism and suspension rates and the decline in both ELA and math test scores. This is indicative of a significant problem with students not being present for core instruction, and not necessarily a problem with core instruction itself. There are students at Browns Valley school that do need additional support, which is offered through the WIN (What I Need) time that is built into the schedule, as well as a new intervention program that was implemented this (2018/2019) school year. Teachers at Browns Valley meet weekly in a PLC (Professional Learning Community) to collaborate, and within that collaboration they discuss rigor, standards, instruction and data. A problem arises however, if students are not present during instructional time due to absences or suspensions to access either their core instruction and or their intervention time. Chronic absenteeism is identified and monitored via the use of the district adopted attendance program as well as using the aeries programming. Both the attendance clerk and the Principal monitor data. Letters are sent home regarding chronic absenteeism once it becomes an issue. The principal conferences with these students struggling with their attendance and their families. In addition, inter and intra district transfers are closely monitored, families are conference with when an issue arises, and these transfers are revoked when agreements are not being held. At such a small school, identifying suspension rates are not difficult, but are monitored by the principal.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Students would benefit from more within the school day interventions as finances would allow. Currently, targeted funds only allow for funding of the LRT position, which in past years was also able to help with interventions in classrooms. This is not possible any longer, consequently there are many intervention minutes that are no longer available to students. Additionally, more technology is critical to the distance learning process, made necessary by the COVID-19 Pandemic crisis.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*

- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Indications of a continued need for PBIS professional development are present at Browns Valley School. Informal Staff surveying during meeting time helps determine the direction for PD. In addition, data also provides insight into the PD needs of Browns Valley School. PBIS, Positive Behavior Intervention Systems, is a school-wide system of expectations and program that will help with the issues of chronic absenteeism as well as suspension rates. PBIS also serves to help classrooms run smoothly and maximize instructional time.
In addition, need for technology based PD would be helpful to teachers learning how to teach remotely during our current distance education model.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The SPSA is shared with site level advisory groups on a routine basis when discussing the goals of the school site as well as how the budget allows for purchasing of items, programs, and professional developments opportunities. Browns Valley School has a very involved Parent Teacher Association (PTA) that is very much involved in most aspects of the school. The input of the PTA is sought after often, both formally in PTA meetings and informally as well. Teachers routinely communicate with parents and guardians using many methods. Most teachers use a texting type program called dojo that they communicate with stakeholders though as well as the district adopted aeries communication tool. Parent/Teacher conferences happen for all students at least once a year. And SST and or IEP meetings happen when necessary to address student concerns. The school as a whole communicates with families using newsletters, aeries communication messages that go home, a marquee at the front of the school, and the remind app.

Stakeholder 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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	5.0%	2.87%	2.86%	9	5	5
African American	0.6%	%	1.14%	1		2
Asian	1.1%	1.72%	2.29%	2	3	4
Filipino	%	%	%			
Hispanic/Latino	9.5%	8.05%	7.43%	17	14	13
Pacific Islander	%	0.57%	0.57%		1	1
White	73.2%	77.01%	77.14%	131	134	135
Multiple/No Response	2.2%	1.72%	2.29%	4	3	4
			Total Enrollment	179	174	175

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	47	24	28
Grade 1	27	44	21
Grade 2	28	29	43
Grade3	30	25	31
Grade 4	24	25	27
Grade 5	23	27	25
Total Enrollment	179	174	175

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	3	4	6	1.7%	2.3%	3.4%
Fluent English Proficient (FEP)	1	0	3	0.6%	0	1.7%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28	29	34	26	29	34	26	29	34	92.9	100	100
Grade 4	25	24	29	25	24	29	25	24	29	100	100	100
Grade 5	26	30	26	26	28	26	26	28	26	100	93.3	100
All Grades	79	83	89	77	81	89	77	81	89	97.5	97.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2414.	2458.	7.69	24.14	29.41	34.62	20.69	38.24	26.92	24.14	29.41	30.77	31.03	2.94
Grade 4	2505.	2498.	2508.	44.00	16.67	48.28	32.00	58.33	17.24	12.00	20.83	10.34	12.00	4.17	24.14
Grade 5	2542.	2518.	2527.	42.31	39.29	19.23	26.92	17.86	34.62	15.38	21.43	42.31	15.38	21.43	3.85
All Grades	N/A	N/A	N/A	31.17	27.16	32.58	31.17	30.86	30.34	18.18	22.22	26.97	19.48	19.75	10.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	13.79	26.47	53.85	48.28	64.71	23.08	37.93	8.82
Grade 4	44.00	33.33	44.83	48.00	54.17	34.48	8.00	12.50	20.69
Grade 5	42.31	32.14	38.46	38.46	50.00	57.69	19.23	17.86	3.85
All Grades	36.36	25.93	35.96	46.75	50.62	52.81	16.88	23.46	11.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	21.43	20.59	53.85	35.71	67.65	38.46	42.86	11.76
Grade 4	32.00	16.67	41.38	44.00	75.00	37.93	24.00	8.33	20.69
Grade 5	46.15	53.57	38.46	42.31	21.43	53.85	11.54	25.00	7.69
All Grades	28.57	31.25	32.58	46.75	42.50	53.93	24.68	26.25	13.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	34.48	29.41	65.38	48.28	61.76	15.38	17.24	8.82
Grade 4	24.00	16.67	37.93	60.00	83.33	55.17	16.00	0.00	6.90
Grade 5	26.92	21.43	19.23	53.85	67.86	61.54	19.23	10.71	19.23
All Grades	23.38	24.69	29.21	59.74	65.43	59.55	16.88	9.88	11.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	17.24	26.47	69.23	55.17	61.76	19.23	27.59	11.76
Grade 4	32.00	25.00	31.03	56.00	75.00	41.38	12.00	0.00	27.59
Grade 5	34.62	32.14	19.23	46.15	46.43	65.38	19.23	21.43	15.38
All Grades	25.97	24.69	25.84	57.14	58.02	56.18	16.88	17.28	17.98

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28	29	34	26	29	34	26	29	34	92.9	100	100
Grade 4	25	24	29	25	24	29	25	24	29	100	100	100
Grade 5	26	30	26	26	28	26	26	28	26	100	93.3	100
All Grades	79	83	89	77	81	89	77	81	89	97.5	97.6	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2457.	2447.	23.08	27.59	11.76	38.46	37.93	44.12	26.92	17.24	32.35	11.54	17.24	11.76
Grade 4	2518.	2512.	2532.	28.00	29.17	58.62	44.00	37.50	10.34	28.00	33.33	24.14	0.00	0.00	6.90
Grade 5	2542.	2514.	2540.	26.92	21.43	34.62	38.46	17.86	23.08	15.38	42.86	26.92	19.23	17.86	15.38
All Grades	N/A	N/A	N/A	25.97	25.93	33.71	40.26	30.86	26.97	23.38	30.86	28.09	10.39	12.35	11.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	44.83	29.41	38.46	27.59	55.88	11.54	27.59	14.71
Grade 4	44.00	45.83	65.52	56.00	37.50	24.14	0.00	16.67	10.34
Grade 5	38.46	35.71	46.15	42.31	28.57	30.77	19.23	35.71	23.08
All Grades	44.16	41.98	46.07	45.45	30.86	38.20	10.39	27.16	15.73

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	41.38	26.47	53.85	31.03	52.94	7.69	27.59	20.59
Grade 4	40.00	33.33	37.93	52.00	41.67	44.83	8.00	25.00	17.24
Grade 5	34.62	21.43	26.92	50.00	50.00	53.85	15.38	28.57	19.23
All Grades	37.66	32.10	30.34	51.95	40.74	50.56	10.39	27.16	19.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	37.93	29.41	50.00	41.38	58.82	11.54	20.69	11.76
Grade 4	32.00	41.67	44.83	64.00	45.83	44.83	4.00	12.50	10.34
Grade 5	38.46	14.29	23.08	38.46	64.29	69.23	23.08	21.43	7.69
All Grades	36.36	30.86	32.58	50.65	50.62	57.30	12.99	18.52	10.11

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1		*		*		*		*
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
All Grades							*	4

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
All Grades	*	*		*	*	*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
175	30.9	3.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	3.4
Homeless	1	0.6
Socioeconomically Disadvantaged	54	30.9
Students with Disabilities	14	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.1
American Indian	5	2.9
Asian	4	2.3
Hispanic	13	7.4
Two or More Races	11	6.3
Pacific Islander	1	0.6
White	135	77.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Blue	Suspension Rate Green
Mathematics Green		

Conclusions based on this data:

1. This data shows Browns Valley performing in the green indicator area for English Language Arts and the green area for Math as well.
2. Browns Valley shows an opportunity for growth in the Suspension rate area and the Chronic Absenteeism area, both in the orange indicator.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
32.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++21.4 points	3	
82		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	4.9 points above standard	47.1 points below standard
	Increased ++4.9 points	11
	28	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	Blue 44.8 points above standard Increased Significantly 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	34.5 points above standard Increased Significantly 78

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
26.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++9.3 points	3	
82		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	14.7 points below standard	12.6 points below standard
	Declined -14.8 points	11
	28	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Blue 38.4 points above standard Increased ++12.2 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 1	27.5 points above standard Increased ++11.3 points 78

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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

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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
3.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.3	6	0
185		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.3	11.5
1	Declined -8.9	Declined -6.1
	63	26

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	6	4	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
14.3	6.7	Less than 11 Students - Data Not Displayed for Privacy	2.8
Declined -12	Increased +1.1	1	Declined -1.6
14	15		143

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
1.1	Less than 11 Students - Data Not	
Declined Significantly -1.6	6	
188		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not	3.1	0
1	Declined -5	Maintained 0
	65	26

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 6	No Performance Color Less than 11 Students - Data 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Declined -5.3 15	No Performance Color 0 Declined -5.6 15	No Performance Color Less than 11 Students - Data 1	Green 0.7 Declined -0.7 145

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	2.7	1.1

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth will occur of 5% or more.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Resource Technician: Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA CCSS, monitoring students' progress on AR and STAR, working with students who are reading below grade level in small group settings and 1:1 within the library setting and providing technology support and keyboarding skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,379.19	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Waterford: Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contracts and the Waterford contracts or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote the proficiency of CCSS. ***This will be funded this year through the CARES ACT funding at a cost of approximately $1900.00

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)

All students

Strategy/Activity

Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to pre-teach and reteach essential standards, promote critical thinking skills, and reinforce academic language.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental Materials: Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS; allowing teachers to present core concepts through multiple

avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.

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

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

Copier and maintenance contract to provide supplemental resources for the classroom

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)
1,700	Targeted

Strategy/Activity 6

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

All students

Strategy/Activity

Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS ELA and Math.

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 7

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

All students

Strategy/Activity

Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. Technology becomes crucial during distance learning mandated during the COVID-19 Pandemic. This funding source will allow for updated chromebooks and supplies.

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)
1383.81	Targeted

Strategy/Activity 8

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

Strategy/Activity
ELA and Math instruction will be supported using one 3.5 hour paraeducator to provide specific intervention with all students as well as within the school day intervention.

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)

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See Goal #1).

Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% or higher in attendance and discipline referrals. 16.2% chronically absent and .4% suspension rate.	Decrease in chronic absenteeism by 2%. Decrease in suspension rate.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS materials and supplies. Monthly incentives program for excellent attendance.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

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	$16,463.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	0	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	0	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	16,463	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	16,463.00
Goal 2	
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

Classroom Teachers

Name of Members	Role
Heather Strickland	Principal
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

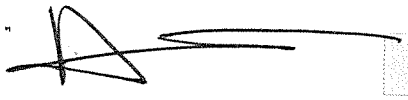
Signature	Committee or Advisory Group Name
	Other: Browns Valley School Parent Teacher Association

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

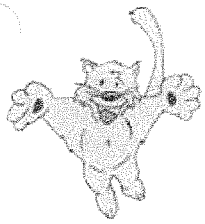
This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Heather Strickland on

School Year: **2020-21**



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
Cedar Lane Elementary School	58-72736-6056659		

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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.

Cedar Lane has embraced the Professional Learning Community model. We work with Solution Tree in order to increase student achievement. All monies in the School Plan are dedicated to improving attendance, decreasing suspensions, reducing chronic absenteeism and increasing student achievement.

Comprehensive Needs Assessment Components

Data Sources Reviewed
ata sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

School Performance according to CDE, Attendance records, Discipline records, Teacher Surveys, Parent Surveys, Observations Library Usage, EL Progress, PD taken, PD Plans

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Current enrollment at Cedar lane is 538 students. We are 93.3% socioeconomically disadvantaged. Our population is 34% English Learners and 1.3% Foster youth. In English Language Arts we are 83.3 points below standard, but we increased 4.5 points in the 2017-18 school year. In Math we are 80.2 points below standard and we maintained at an increase of 0.8%. On the English Proficiency Assessments for Californina shows we have 21% of our EL students at Level 4, Well developed, 41% at Level 3, moderately developed, 22.5% somewhat developed at Level 2 and 15.5% at Level1, Beginning Stage. We have 12.7% Chronically Absent. This declined 1.4% over last year. We have 9% of our udents suspended at least once. This declined 2%.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Our long-term research shows that approximately 25 out of 75 students that begin in Kindergarten, complete the 6th grade with us. Many of our students attend more than 3 schools in their elementary years. We have students that lack glasses for multiple years. Currently, we have a student in the 5th grade that has not passed a hearing test since kindergarten. We are following up on each and every student and pestering until the student needs are taken care of. All resources focus on student achievement.

Chronic absenteeism is an issue. We are focused on positive rewards for attendance and even improved attendance. We do random attendance awards. We seek to find out the causes of poor attendance and help remediate the issues if possible. We encourage students to come to school every day.

While our suspension rate is at 9% we are working to reduce it by offering alternatives to suspension. We have removed students to a different classroom (at their grade level), we have videos that we ask them to watch, (Suite 360) and we offer Saturday School for 4-6 grades. We also use alternative methods and fit the consequence to the infraction. (i.e., a student messes up the bathroom, we ask permission from the parent and the student cleans the bathroom). Campus beautification is a great consequence.

Our schedule includes 1 hour for each grade level to receive intervention.

For our EL students, we reclassified 9 students this year.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We need to continue to work within our PLC groups. Fine tuning with assessments, what exactly do we want students to learn, how will we know when they get it, what we will do when they do get it, and what we will do when they don't get it. Teaching with laser focus as well as identifying learning targets with Smart Goals . Additionally, identifying Language Objectives for lessons as well as academic vocabulary is a priority.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We continue to support the PLC process with an overall PLC conference for those that want to attend. We are sending 13 teachers and 2 admin to PLC in July. Of those attending, three are brand new teachers. We have sent 4 teachers and two admin to Design in 5 (name has changed) and we see the cracks in our procedures. This has made us aware of things we missed and will plan to take other teachers.

Discussion took place about student attitudes in learning. Our students often say, "I can't do this" "It is too hard". We need to change that mindset and have planned a Growth Mindset Assembly early in the school year that will also include staff training and ongoing curriculum. Our plan is that students, as well as staff, will be positive about the growth of our students.

At the close of this school year, Admin is attending PBIS Rewards in order to facilitate greater implementation.

Trauma-informed Care and Restorative practices are both topics of future professional development. Trauma is prevalent our community. Kids come to school hungry, up all night, homeless, fighting in the household, just to name a few. We cannot fill their cups when it is full already. We need staff to identify students that have trauma and then know how to help them feel safe and create a climate of learning. Restorative practices help students recognize when they have offended someone whether with deeds or words and how they can work to restore the relationship.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We seek input from parents during our Parent Meetings, ELAC and Site Council Meetings.

Teachers communicate with parents with regards to grades, behavior, as needed. Parent conferences are held twice a year. Many teachers use Class Dojo or Remind to communicate with parents. Teachers communicate with parents at Back to School Night sharing their behavior expectations, PBIS, and Educational Commitments.

Site Council is well-attended and parents are mandatory. Many suggestions come from the parents at these meetings. All parents are asked to read with their students every night, even for just 10 minutes. Teachers often send home activities parents can complete with their children as well.

Teachers share how it is going. We think we can improve this by having reading nights, science nights, STEM nights, California History days all of which would necessitate parental involvement.

Stakeholder 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

Site Council, ELAC, and teachers. We held meetings and had discussions with all parties.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.3%	2.23%	2.15%	12	12	12
African American	2.8%	3.72%	4.3%	15	20	24
Asian	11.7%	13.38%	14.87%	62	72	83
Filipino	%	%	%			
Hispanic/Latino	47.5%	47.96%	45.52%	251	258	254
Pacific Islander	1.0%	0.37%	0.36%	5	2	2
White	31.3%	28.44%	26.52%	165	153	148
Multiple/No Response	0.8%	1.30%	1.97%	4	7	11
			Total Enrollment	528	538	558

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	94	97	100
Grade 1	65	78	86
Grade 2	68	72	86
Grade3	77	68	70
Grade 4	77	75	64
Grade 5	75	79	72
Grade 6	72	69	80
Total Enrollment	528	538	558

Conclusions based on this data:

1. Our total population is growing
2. Our EL population, particularly Hispanic is growing and White subgroup is declining.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	219	183	209	41.5%	34.0%	37.5%
Fluent English Proficient (FEP)	4	19	28	0.8%	3.5%	5.0%
Reclassified Fluent English Proficient (RFEP)	1	14	17	0.4%	6.4%	9.3%

Conclusions based on this data:

1. We fluctuate with moving students to RFEP.
2. Our plan is to use Language Objectives for all lessons and provide realia for items when we are able.
3. Will provide embedded ELD as well as Designated ELD

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	67	69	79	66	69	79	66	69	100	98.5	100
Grade 4	78	74	64	78	74	64	78	74	64	100	100	100
Grade 5	77	81	72	73	79	71	73	78	71	94.8	97.5	98.6
Grade 6	77	66	80	77	65	77	77	65	77	100	98.5	96.3
All Grades	311	288	285	307	284	281	307	283	281	98.7	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2346.	2337.	2347.	3.80	0.00	2.90	16.46	12.12	4.35	15.19	24.24	23.19	64.56	63.64	69.57
Grade 4	2388.	2388.	2384.	3.85	5.41	3.13	7.69	10.81	12.50	20.51	18.92	17.19	67.95	64.86	67.19
Grade 5	2399.	2428.	2435.	0.00	3.85	4.23	8.22	16.67	23.94	19.18	24.36	19.72	72.60	55.13	52.11
Grade 6	2448.	2455.	2455.	0.00	0.00	3.90	19.48	10.77	18.18	27.27	41.54	28.57	53.25	47.69	49.35
All Grades	N/A	N/A	N/A	1.95	2.47	3.56	13.03	12.72	14.95	20.52	26.86	22.42	64.50	57.95	59.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	4.55	5.80	30.38	31.82	31.88	62.03	63.64	62.32
Grade 4	7.69	5.48	6.25	43.59	41.10	39.06	48.72	53.42	54.69
Grade 5	2.74	7.79	7.04	45.21	45.45	43.66	52.05	46.75	49.30
Grade 6	1.30	4.62	5.19	45.45	41.54	40.26	53.25	53.85	54.55
All Grades	4.89	5.69	6.05	41.04	40.21	38.79	54.07	54.09	55.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.27	0.00	1.45	32.91	30.30	31.88	65.82	69.70	66.67
Grade 4	2.56	2.74	3.13	30.77	28.77	29.69	66.67	68.49	67.19
Grade 5	2.74	9.09	10.00	32.88	33.77	45.71	64.38	57.14	44.29
Grade 6	5.19	0.00	2.60	27.27	43.75	42.86	67.53	56.25	54.55
All Grades	2.93	3.21	4.29	30.94	33.93	37.86	66.12	62.86	57.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.33	6.06	5.80	53.16	59.09	59.42	40.51	34.85	34.78
Grade 4	5.13	8.22	4.69	48.72	61.64	62.50	46.15	30.14	32.81
Grade 5	2.74	7.79	5.71	38.36	48.05	57.14	58.90	44.16	37.14
Grade 6	1.30	3.08	3.90	63.64	64.62	54.55	35.06	32.31	41.56
All Grades	3.91	6.41	5.00	51.14	58.01	58.21	44.95	35.59	36.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.33	4.55	2.90	37.97	40.91	34.78	55.70	54.55	62.32
Grade 4	6.41	8.22	4.69	38.46	43.84	32.81	55.13	47.95	62.50
Grade 5	2.74	7.79	10.00	27.40	37.66	38.57	69.86	54.55	51.43
Grade 6	3.90	6.15	7.79	49.35	55.38	48.05	46.75	38.46	44.16
All Grades	4.89	6.76	6.43	38.44	44.13	38.93	56.68	49.11	54.64

Conclusions based on this data:

1. ELA is a struggle for our students.
2. Primary teachers, k, 1. 2. are finding students do mot make great growth

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	67	68	79	66	67	79	66	67	100	98.5	98.5
Grade 4	78	74	63	78	74	62	78	74	62	100	100	98.4
Grade 5	76	81	72	72	77	69	72	77	69	94.7	95.1	95.8
Grade 6	76	66	80	75	64	77	75	64	77	98.7	97	96.3
All Grades	309	288	283	304	281	275	304	281	275	98.4	97.6	97.2

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2359.	2359.	2365.	2.53	1.52	1.49	7.59	15.15	7.46	30.38	24.24	26.87	59.49	59.09	64.18
Grade 4	2430.	2421.	2419.	3.85	2.70	3.23	15.38	21.62	20.97	39.74	29.73	32.26	41.03	45.95	43.55
Grade 5	2424.	2457.	2440.	0.00	7.79	4.35	4.17	10.39	11.59	36.11	32.47	23.19	59.72	49.35	60.87
Grade 6	2453.	2443.	2468.	1.33	1.56	7.79	9.33	4.69	9.09	33.33	37.50	35.06	56.00	56.25	48.05
All Grades	N/A	N/A	N/A	1.97	3.56	4.36	9.21	13.17	12.00	34.87	30.96	29.45	53.95	52.31	54.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.33	7.58	5.97	25.32	25.76	23.88	68.35	66.67	70.15
Grade 4	11.54	13.51	8.06	28.21	32.43	29.03	60.26	54.05	62.90
Grade 5	0.00	7.79	7.25	29.17	31.17	24.64	70.83	61.04	68.12
Grade 6	4.00	4.69	11.69	28.00	26.56	29.87	68.00	68.75	58.44
All Grades	5.59	8.54	8.36	27.63	29.18	26.91	66.78	62.28	64.73

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.27	6.06	2.99	46.84	22.73	32.84	51.90	71.21	64.18
Grade 4	10.26	5.41	6.45	35.90	37.84	32.26	53.85	56.76	61.29
Grade 5	0.00	6.49	4.35	36.11	42.86	36.23	63.89	50.65	59.42
Grade 6	5.33	1.56	6.49	32.00	32.81	37.66	62.67	65.63	55.84
All Grades	4.28	4.98	5.09	37.83	34.52	34.91	57.89	60.50	60.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.06	4.55	4.48	44.30	36.36	41.79	50.63	59.09	53.73
Grade 4	5.13	8.22	9.68	51.28	43.84	48.39	43.59	47.95	41.94
Grade 5	1.39	5.19	2.90	37.50	44.16	40.58	61.11	50.65	56.52
Grade 6	1.33	0.00	7.79	38.67	43.75	40.26	60.00	56.25	51.95
All Grades	3.29	4.64	6.18	43.09	42.14	42.55	53.62	53.21	51.27

Conclusions based on this data:

1. While we are improving, we have a great deal of growing ahead of us.
2. Algorithms appear to be easier for our students. The application of word problems q43 inhibited by the lack of reading skills.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1397.4	1401.1	1408.9	1403.5	1370.3	1395.1	31	33
Grade 1	1437.8	1417.1	1451.0	1427.0	1423.9	1406.8	36	29
Grade 2	1473.3	1463.2	1478.4	1463.3	1467.8	1462.6	35	39
Grade 3	1489.5	1481.9	1502.7	1478.8	1475.9	1484.7	27	32
Grade 4	1495.6	1469.8	1505.3	1474.9	1485.5	1464.0	24	25
Grade 5	1524.3	1504.4	1530.9	1493.8	1517.2	1514.4	23	21
Grade 6	1544.0	1498.8	1569.5	1489.3	1517.8	1507.8	22	24
Grade 7	*		*		*		*	
All Grades							200	203

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.12	*	18.18	*	42.42	*	27.27	31	33
1	*	0.00	47.22	13.79	*	44.83	*	41.38	36	29
2	*	2.56	54.29	33.33	*	58.97	*	5.13	35	39
3	*	6.25	44.44	37.50	*	43.75	*	12.50	27	32
4	*	0.00	*	24.00	*	52.00	*	24.00	24	25
5	*	4.76	47.83	38.10	*	52.38	*	4.76	23	21
6	*	0.00	*	37.50	*	37.50	*	25.00	22	24
All Grades	21.00	3.94	41.00	28.57	22.50	47.78	15.50	19.70	200	203

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.48	15.15	*	15.15	*	30.30	*	39.39	31	33
1	36.11	13.79	44.44	17.24	*	34.48	*	34.48	36	29
2	57.14	7.69	*	51.28	*	35.90	*	5.13	35	39
3	*	25.00	*	34.38	*	28.13	*	12.50	27	32
4	*	16.00	*	24.00	*	40.00	*	20.00	24	25
5	73.91	23.81	*	33.33	*	28.57	*	14.29	23	21
6	81.82	20.83	*	41.67	*	8.33	*	29.17	22	24
All Grades	49.50	16.75	26.00	31.53	13.00	30.05	11.50	21.67	200	203

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.03	*	42.42	45.16	42.42	*	12.12	31	33
1	*	0.00	*	10.34	*	24.14	41.67	65.52	36	29
2	*	2.56	31.43	28.21	42.86	48.72	*	20.51	35	39
3	*	3.13	*	12.50	44.44	65.63	48.15	18.75	27	32
4	*	4.00	*	4.00	*	52.00	*	40.00	24	25
5	*	4.76	47.83	14.29	*	61.90	*	19.05	23	21
6	*	0.00	*	12.50	*	58.33	*	29.17	22	24
All Grades	10.50	2.46	22.00	19.21	34.00	49.75	33.50	28.57	200	203

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.48	12.12	48.39	72.73	*	15.15	31	33
1	36.11	24.14	58.33	58.62	*	17.24	36	29
2	54.29	12.82	42.86	82.05	*	5.13	35	39
3	*	15.63	59.26	65.63	*	18.75	27	32
4	*	16.00	66.67	60.00	*	24.00	24	25
5	*	9.52	52.17	71.43	*	19.05	23	21
6	*	16.67	59.09	50.00	*	33.33	22	24
All Grades	34.00	15.27	54.00	67.00	12.00	17.73	200	203

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	27.27	41.94	54.55	31	33
1	44.44	6.90	41.67	44.83	*	48.28	36	29
2	57.14	15.38	37.14	69.23	*	15.38	35	39
3	74.07	28.13	*	59.38	*	12.50	27	32
4	70.83	24.00	*	52.00	*	24.00	24	25
5	86.96	47.62	*	28.57	*	23.81	23	21
6	90.91	20.83	*	62.50	*	16.67	22	24
All Grades	61.50	21.67	24.00	50.25	14.50	28.08	200	203

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	67.74	87.88	*	12.12	31	33
1	*	10.34	41.67	27.59	47.22	62.07	36	29
2	*	7.69	37.14	74.36	45.71	17.95	35	39
3	*	3.13	40.74	59.38	55.56	37.50	27	32
4	*	0.00	*	48.00	54.17	52.00	24	25
5	*	14.29	60.87	52.38	*	33.33	23	21
6	*	0.00	*	33.33	68.18	66.67	22	24
All Grades	11.50	4.93	42.50	57.14	46.00	37.93	200	203

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	45.45	38.71	39.39	38.71	15.15	31	33
1	*	0.00	58.33	62.07	38.89	37.93	36	29
2	*	2.56	77.14	79.49	*	17.95	35	39
3	*	6.25	59.26	84.38	*	9.38	27	32
4	*	8.00	66.67	76.00	*	16.00	24	25
5	*	0.00	60.87	85.71	*	14.29	23	21
6	*	4.17	68.18	75.00	*	20.83	22	24
All Grades	14.00	10.34	60.50	70.94	25.50	18.72	200	203

Conclusions based on this data:

1. While students are making progress, we need to continue and build further on the writing component.

   Reading is another focus for us. We need to ensure students are well-developed readers by third grade.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
558	93.0	37.5	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	209	37.5
Foster Youth	6	1.1
Homeless	12	2.2
Socioeconomically Disadvantaged	519	93.0
Students with Disabilities	77	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.3
American Indian	12	2.2
Asian	83	14.9
Hispanic	254	45.5
Two or More Races	24	4.3
Pacific Islander	2	0.4
White	148	26.5

Conclusions based on this data:

1. We have a high population of SPED students. (We host a county program for the Primary Emotionally Disturbed population.
2. Our students are transient. While we have a strong group of families, there are many that have spotty attendance, lack the ability to help their children. Parent education is necessary.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. Our suspension rate is much lower than the previous year.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
78.9 points below standard	79.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.3 points	Maintained ++0.8 points	2
248	124	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
126.5 points below standard	78.5 points below standard	127.6 points below standard
11	Increased ++6.5 points	Increased Significantly ++15.8 points
	240	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 75.9 points below standard 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Red 84.3 points below standard Maintained ++2.4 points 35	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 77.2 points below standard Increased ++6.2 points 132	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Red 83.7 points below standard Maintained -1.8 points 53

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.9 points below standard Maintained ++0.2 points 97	19.7 points above standard Increased Significantly ++28.5 points 27	80.4 points below standard Increased ++5.4 points 119

Conclusions based on this data:

1. White students do poorly with their education.
2. Hispanic and Asian students are our better performers
3. We have designated intervention time for Designated ELD.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
75.4 points below standard	72.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.8 points	Increased ++6 points	2
244	122	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
125.7 points below standard	75.6 points below standard	129.8 points below standard
11	Increased ++6.2 points	Increased Significantly ++17 points
	236	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 90.5 points below standard 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 69.6 points below standard Increased ++14.3 points 35	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 74.6 points below standard Increased ++3.7 points 129	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Orange 86.5 points below standard Declined -5 points 52

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.5 points below standard Increased ++12.3 points 96	6.1 points below standard Increased ++8.3 points 26	80.8 points below standard Maintained ++0.8 points 117

Conclusions based on this data:

1. Asian students are increasing in ability.
2. Hispanic students are making small gains.
3. Wh.ite students declined

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
30.2 making progress towards English language proficiency
Number of EL Students: 162
Performance Level: VeryLow

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.

2019 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
62	51	3	46

Conclusions based on this data:

1. 62% of EL show progress.
2. Designated EKD should help our students make more growth.
3. Teaching strategies for EL students are good for ALL students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
13.9	4.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Increased +1.4	9
605	222	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
62.1	13.3	18.2
Increased +12.1	Maintained +0.3	Maintained -0.2
29	565	110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
29	28.6	3.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +5	Increased +1.9	Increased +2.2	0
31	14	85	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
11.6	14.6	Less than 11 Students - Data Not Displayed for Privacy	19.1
Increased +2.7	Declined -10.4	2	Maintained -0.2
275	41		157

Conclusions based on this data:

1. We need to get our students to school every day.
2. We do challenges and competitions to increase attendance as well as random attendance prizes

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	0	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
6.4	0.9	Less than 11 Students - Data Not
Declined Significantly -2.6	Declined Significantly -3	10
641	230	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Red
5.9	6.2	14.2
Declined -8.8	Declined Significantly -2.8	Increased +1.2
34	597	113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	
3	20	0	
Declined -8.5	Maintained 0	Declined -2.5	
33	15	91	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
5	7	Less than 11 Students - Data	11.4
Declined Significantly -3.3	Maintained -0.2	2	Declined -0.8
282	43		175

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9	6.4

Conclusions based on this data:

1. We are continuing to reduce our suspensions with alternate means of correction.
2. Students with disabilities is high but is indicative of having the ED program on our campus.

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

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of targeted populations.

Goal 1

Invest in professional development and strengthen the Guiding Coalition to help all staff improve their professional knowledge, competence, skill, and effectiveness. All students will benefit from high quality first instruction. Strategies to reach and teach targeted subgroups will also elevate student academic growth.

Identified Need

Teachers have spent the last three years expanding their PLC capacity through conferences, workshops, and collaboration. PLC training will be provided to new teaching staff. Ongoing PLC development will continue to foster collaboration to ensure all students succeed. Professional development opportunities will focus on creating a collaborative culture and developing effective teams, sustaining success and increasing student achievement, and aligning resources and time to focus on results. It is apparent and necessary to include PD on trauma-informed care, restorative practices, positive culture and growth mindset, Instruction by Design (Solution Tree), and EL instructional strategies.

All Students and English Learners subgroups increased on the Dashboard ELA academic performance indicator, but our students are still more than 80 points below standard. Socioeconomically disadvantaged students maintained while Students with Disabilities declined. In math, all subgroups maintained or improved, but students are still below standard. Learning is multi-faceted and professional development needs to focus on the whole child in order to create a culture for academic success and improved student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Growth on State CAASPP assessment	15% are at grade level or above	Growth from 1-5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Achievement of all students will be impacted positively through PD. 93% of our students are Socioeconomically Disadvantaged, 34% are EL. Our Students with Disabilities is considerably higher than the state average at 16%. Honing strategies on strengthening positive culture and growth mindset, trauma informed care, and restorative practices will benefit all students. EL PD

training will support the EL Task Force and EL students. PD for the Guiding Coalition will support their efforts to empower and sustain major change

Strategy/Activity

Trauma-Informed Care helps teachers realize our students have many struggles that they may not be aware of initially i.e. lack of food, fighting in the home, lack of sleep.
Restorative Justice is a means of alternative methods of behavior modifications besides suspension.
Professional Learning Communities
Professional Learning Communities to foster collaboration to ensure students' success.
The Guiding Coalition provides support, structure, and direction to assist staff in facilitating Professional Learning Communities and transforming practices.
EL Task Force to support the unique learning needs of ELs.
Sacramento County Office of Education
District Office Support
Conferences that support the classroom
School Safety Conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Identified Need

Students across the board are scoring below standard in ELA and math. All Students and English Learners subgroups increased on the Dashboard ELA academic performance indicator, but our students are still more than 80 points below standard. Socioeconomically disadvantaged students maintained while Students with Disabilities declined. In math, all subgroups maintained or improved, but students are still below standard. Small group instruction allows teachers to direct more focused and intensive instruction with students who haven't mastered concepts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase of student achievement.	CAASPP data for 17-18 15% at grade level or better. ELPAC data for 18-19	Increase of 1-5% Increase

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 benefit from small group instruction delivered at the student's level especially those who need additional time and reteaching to master standards.

Strategy/Activity

11 para educators to provide small group intervention under the direction of the teacher and PLC collaborative group. Based on data, para educators support Tier I and Tier II interventions in all grade levels in both ELA and math. Paras serve multi-teacher groups through a flexible delivery model to maximize learning.

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)
175000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In today's technology rich educational environment, computers and tablets support scaffold learning and exercises tailored to individual student's abilities. Upgrading computers and tablets to stay current with technology trends is an ongoing endeavor. .

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)
10000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students especially those struggling with academic, behavior and attendance challenges.

Strategy/Activity

Student Services Administrator provides the following supports to our students and staff:
Monitors student achievement and provides academic counseling
Provides motivational assemblies and behavior modification strategies
Participates in the SST process
Refers students and families to public agencies for social and medical support
Monitors student attendance
Makes home visits when necessary
Engages the community to support education
Serves as a Curriculum Coach for core programs and Making Learning Visible
Participates in the PLC process through collaboration and development of grade level common formative assessments

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)
70000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.

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)
7184	Targeted

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

Staff member to facilitate technology to make it accessible at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum and technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology for students and staff supports a well-rounded education. Teacher laptops allow teachers to create interactive lessons. Ancillary technology (parts and equipment) supports and protects technology in the classroom.

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)
10000	

Strategy/Activity 7

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

Strategy/Activity

Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as:
Starfall $70
Moby Max $6,000
Lexia
Vocabulary Spelling City $1,400
NewsELA $4,000
Evolution Labs
Happy Numbers $300

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)
17870	Targeted

Strategy/Activity 8

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

Strategy/Activity

Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning envireonment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp conepts throught e textbook alone will have additional ezposures to increase student comprehension and move students toward mastery. Supplemental instuctional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.
01 0003 0 1110 1000 5801 105 5299

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)
20000	

Strategy/Activity 9

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

Strategy/Activity

Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as, but not limited to: Renaissance, GLAD Strategies, Read Naturally, and Handwriting Without Tears. Supplementary materials and equipment to enhance the classroom environment and to create complete usage of supplemental programs such as AR and Starfall. Examples include: head phones, materials for supplemental projects, STEM activities and materials, and leveled books.

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)
25000	Targeted

Strategy/Activity 10

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

Strategy/Activity

Tier 3 after school tutoring. To provide service outside of the scheduled school day, After school tutoring will be provided. Students will be selected by need and will participate in small group instruction for 1-2 days a week. Primary students needing ELA support (Letter ID, reading words, and/or sounds will be in small groups using a prescribed curriculum such as SIPPS, Explode the Code or Signs for Sounds. Our other focus will be engaging students that are reading with STEAM activities. Groups could be up to 20 with 2 teachers supervising. Site Council determined the Guiding Coalition would determine the guidelines for which students would be served and the curriculum to be used. The Guiding Coalition met and determined more of the same may not make a difference. STEAM activities would be offered to engage students differently. These activities would include reading, writing and math skills along with all the components of STEAM that may apply to that lesson. DIBELS will be used for progress monitoring.

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)

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Increase parent, family, and community involvement in the education of all students.

Identified Need

Increase family engagement to involve more parents and create a culture of widespread family and community support. Cedar Lane and parents working together will improve learning and development of children. When parents are involved in their child's education the results are powerful. Students earn higher grades, attend school more regularly, remain in school longer, have positive perceptions of school, and have better social skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent involvement number of parents/opportunities for involvement)	15 parents on average and 15 opportunities	30+ parents and 30 opportunities
Repair Marquee	Some of the panels do not work	Repair.
Add a Smartboard and short throw projector in the Parent Center	They have a mall moveable projector but no Smartboard	Instalation of both

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 their families

Strategy/Activity

Increase the number of family engagement activities on campus and provide child care so parents are able to attend. Explore options for offering community college and mental health classes on campus. Increase home to school communication to encourage family engagement participation. Provide for presentations with a Smartboard and short throw projector. This room is used for many events and the Smartboard and projector would update the facility.

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)
2700	Title I Parent Involvement
3000	Title I
4500	Title I

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Cedar Lane will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2019-20 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers	93%	100%
(Subject Areas and EL	EL Orange Very Low /	EL Yellow
Authorizations)	Increased (-80.1)	EL Yellow
Overall CAASPP (ELA) Grades	EL Yellow Low / Increased	4% (8)
3-8 and 11	(-78.5)	17% (34)
Overall CAASPP (Math)	15.5% (Total 31)	27% (54)
Grades 3-8 and 11	22.5% (Total 45)	36% (72)
Overall ELPAC Level 1	41% (Total 82)	16% (32)
Overall ELPAC Level 2	21% (Total 42)	Maintain or Improve
Overall ELPAC Level 3	9.30% (17)	Green or Blue
Overall ELPAC Level 4	EL Green Low / Declined	Decline
Reclassification	Significantly (3.1%)	Green or Blue
Chronic Absenteeism	EL Yellow High / Declined	
Suspension Rate	(3.8%)	

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)

English Learners

Strategy/Activity

Supplemental workbooks provide a companion to the Wonders ELD curriculum. Reading Wonders Expandable and Bridge Worktext for K-6 EL students will be purchased. Wonders for English Learners offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I

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

Increase Student Achievement

Goal 5

Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in education to engage students in their individual learning experience. Ipad covers. Bulbs for short throws. Printers computer cart

Identified Need

Updating technology in order to use the current programs and to increase keyboardings skills

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1-1 computers in 2nd-6th grades w gradesith computers 1-1 with Ipads in K-1st	More ipads in lower grades/	increase of Ipads/

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)

Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in education to engage students in their individual learning experience. Ipad covers. Bulbs for short throws. Printers computer cart

Strategy/Activity

Purchase new Ipads to increase total number or replace 1st generation Ipads.

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)

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	$358,254.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	195358	1,858.00
Title I Carryover		
Title I Parent Involvement	2,592	-108.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	132354.00	2,300.00
Targeted Carryover	0	0.00
Discretionary	96,241.00	96,241.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	8,000.00
Goal 2	337,054.00
Goal 3	10,200.00
Goal 4	3,000.00
Goal 5	
Goal 6	

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:

School Principal

Classroom Teachers

Name of Members	Role
Jill Segner	Principal
Maria Soto	Classroom Teacher
Chris Clinkenbeard	Other School Staff
Diana Andersen	Classroom Teacher Other School Staff
Tiffany Bautista	Classroom Teacher
Carmen Munoz	Parent or Community Member
Juana Benites	Parent or Community Member
Lily Aceves	Parent or Community Member
Cristina Meza	Parent or Community Member
Yvonne Cabrera	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
Maria Gomez	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 8/07/2020.

Attested:

Jill W. Segner — Principal, Jill Segner on 8/7/2020

Chris Clinkenbeard — SSC Chairperson, Chris Clinkenbeard on 8/7/2020

School Year: **2020-21**

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
Cordua Elementary School	58-72736-6056667		

Purpose and Description

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

Schoolwide Program

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

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The data sources considered in the Comprehensive Needs Assessment are as follows: CAASPP ELA and Math (both summative and interim), ELPAC, California Department of Education (CDE) dashboard data which includes information regarding ELA and Math test scores, Chronic Absenteeism, and rates of suspension. In addition, other data is considered including attendance reports in both aeries and A2A, discipline reports, and informal surveys with stakeholders. Parent teacher conferences are another way to get data for use in deciding the needs of the school; as well as informal observation by teachers regarding . PTO meetings also garner data from stakeholders. The COVID-19 Pandemic made data gathering significantly more difficult for the 2019/2020 school year. Other means of evaluation and data compilation are necessary.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

During the 2019/2020 school year, Cordua Elementary School had a total enrollment of 107 students. Of those 107 students, 63.5 percent of them were considered socioeconomically disadvantaged, and 12.5 percent are designated English Language Learners. According to the CDE dashboard findings for the year prior (2018/2019), Cordua students had slight decreases in their test scores for both ELA and math. Cordua elementary had 6 students last year identified as English Learners. While Cordua students are showing some growth in the academic testing areas, there is still room for improvement.. Also an area of concern is the 2.8% of students that are chronically absent. This is down however from 16.2% chronic absenteeism from the 2018/2019 school year. Chronic absenteeism as looked at by the California Department of Education is a student that has 10 absences or more per year.
The Cordua Elementary School library was staffed with substitute Library Resource Technicians to accommodate our Librarian resigning. The position was filled again in March.
An informal survey was given to Staff, Site Council members, and parents that uncovered some additional needs at the school. Due to the current COVID-19 Pandemic crisis, classroom technology is the majority of the priority. In addition, after school tutoring should be considered once students are able to attend school for in person learning of any type and Accelerated Reader books for the Library to update our collection is another identified area of need.
Unfortunately COVID-19 colored a large majority of the data (both informal and formal) findings. Informal staff data as well as discipline statistics have shown a need for some additional supports in addressing the emotional and social health of students as well as social emotional tools to help students navigate the waters of distance learning due to the pandemic.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*

- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

More than half of Cordua Elementary School's student population are not in the attendance area due to overflow and transfers from other schools. This does play a role in the chronic absenteeism. For many students, the distance that they might have to travel from home to school is between 5-10 miles, which can take them up to 30 minutes. This has been challenging in the past when attempting to decrease the chronic absenteeism. Cordua Elementary has a half time Attendance Clerk that began to run recognition programs for attendance. Classes with the highest attendance per week are recognized with a trophy, prize, and certificate. In addition, the Cordua Attendance Clerk makes phone calls and sets up conferences daily to communicate with families the importance of attendance. Working with different programs at the district office including the Homeless Department enabled her to procure transportation for students that are identified as homeless. Kindergarten students also stay for an extended day to gain additional instructional minutes. Teachers have collaborated with other sites to choose essential standards of focus in ELA and math for Kindergarten through fifth grade. Teachers meet almost every week on Wednesdays to collaborate and examine performance data. This is more challenging at small sites where there is only one teacher per grade level, as is the case at Cordua Elementary. Data is collected and examined regarding EL students through the ELPAC test given to each year, as well as the ELPAC initial test given to determine if a student qualifies as an English Learner. Chronic Absenteeism is measured by both the attendance clerk at Cordua and the Principal using aeries and the district purchased A2A program. Suspension rates are identified and addressed by the principal using aeries.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

As indicated previously, chronic absenteeism likely plays a role in the lower than the states average test scores in the academic areas of ELA and math. It is also likely that the high chronic absenteeism rate stems from the fact that more than half of Cordua's student population resides outside the attendance area. There was however an increase in ELA and math scores as compared to the previous year, in part due to the addition of the half time para educator. It is the opinion of the staff and site council that another para to push into the lower grades and to assist with Intervention time during the instructional day is needed. Additionally, continued support of PBIS will reduce referrals and create alternatives to suspensions. Continued funding for PBIS and it's support programs ensure that students are in school receiving instruction to maximize learning time and minimize any time spent out of the classroom. Informal observations from teachers during the distance learning phase from March to June of the 19/20 school year showed significant need for motivation and incentivizing of students through our PBIS program. This will be a continued need for the 20/21 school year as we begin on distance learning.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*

- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Indications of a need for PBIS professional development are present at Cordua School. Informal staff surveying during meeting time determines the direction for PD. In addition, data also provides insight into the PD needs of Cordua Elementary School. PBIS, Positive Behavior Intervention Systems, is a school-wide system of expectations and program that will help with the issues of chronic absenteeism as well as suspension rates. PBIS also serves to help classrooms run smoothly and maximize instructional time. SWIS is an online based program purchased to track student discipline data and to provide information in regards to how the PBIS program is functioning at any given time throughout the school year. SWIS data is monitored and analyzed regularly by the staff.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year Cordua parents and families attend Back to School Night which includes a Title 1 informational component. The SPSA is shared with site level advisory groups on a routine basis when discussing the goals of the school site as well as how the budget allows for purchasing of items, programs, and professional developments opportunities. Cordua Elementary School has a very involved Parent Teacher Association (PTA) that is very much involved in most aspects of the school. The input of the PTO is sought after often, both formally in PTO meetings and informally as well. Teachers routinely communicate with parents and guardians using many methods. Most teachers use aeries communication to provide information which is in alignment with the district and school method of communication. Parent/Teacher conferences happen for all students at least once a year. And SST and or IEP meetings happen when necessary to address student concerns. The school as a whole communicates with families using newsletters, auto-dialer messages that go home, a marquee at the front of the school, and the remind app.

Stakeholder 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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.2%	1.92%	0.89%	4	2	1
African American	%	%	0.89%			1
Asian	1.6%	1.92%	1.79%	2	2	2
Filipino	%	%	%			
Hispanic/Latino	24.8%	22.12%	25.89%	31	23	29
Pacific Islander	%	%	%			
White	64.0%	68.27%	65.18%	80	71	73
Multiple/No Response	%	%	0.89%			1
			Total Enrollment	125	104	112

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	24	10	24
Grade 1	25	21	14
Grade 2	19	23	23
Grade3	27	14	19
Grade 4	17	24	12
Grade 5	13	12	20
Total Enrollment	125	104	112

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	16	13	14	12.8%	12.5%	12.5%
Fluent English Proficient (FEP)	1	0	0	0.8%	0	0.0%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26	17	19	26	17	19	26	16	19	100	100	100
Grade 4	14	23	13	14	23	13	14	23	13	100	100	100
Grade 5	14	15	19	14	15	19	14	15	19	100	100	100
All Grades	54	55	51	54	55	51	54	54	51	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2395.	2388.	11.54	18.75	10.53	7.69	18.75	15.79	42.31	12.50	36.84	38.46	50.00	36.84
Grade 4	2420.	2428.	2418.	7.14	13.04	15.38	21.43	13.04	7.69	28.57	30.43	15.38	42.86	43.48	61.54
Grade 5	2484.	2509.	2475.	21.43	6.67	5.26	14.29	66.67	36.84	35.71	20.00	26.32	28.57	6.67	31.58
All Grades	N/A	N/A	N/A	12.96	12.96	9.80	12.96	29.63	21.57	37.04	22.22	27.45	37.04	35.19	41.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	18.75	10.53	57.69	37.50	52.63	30.77	43.75	36.84
Grade 4	14.29	8.70	15.38	57.14	56.52	15.38	28.57	34.78	69.23
Grade 5	35.71	13.33	10.53	21.43	73.33	52.63	42.86	13.33	36.84
All Grades	18.52	12.96	11.76	48.15	55.56	43.14	33.33	31.48	45.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	0.00	10.53	42.31	56.25	52.63	46.15	43.75	36.84
Grade 4	0.00	13.04	23.08	64.29	52.17	53.85	35.71	34.78	23.08
Grade 5	14.29	6.67	15.79	50.00	80.00	63.16	35.71	13.33	21.05
All Grades	9.26	7.41	15.69	50.00	61.11	56.86	40.74	31.48	27.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	12.50	0.00	53.85	75.00	78.95	34.62	12.50	21.05
Grade 4	7.14	13.04	7.69	42.86	69.57	61.54	50.00	17.39	30.77
Grade 5	21.43	13.33	0.00	57.14	66.67	63.16	21.43	20.00	36.84
All Grades	12.96	12.96	1.96	51.85	70.37	68.63	35.19	16.67	29.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	18.75	0.00	57.69	31.25	52.63	30.77	50.00	47.37
Grade 4	14.29	4.35	15.38	57.14	73.91	23.08	28.57	21.74	61.54
Grade 5	28.57	20.00	10.53	42.86	73.33	63.16	28.57	6.67	26.32
All Grades	16.67	12.96	7.84	53.70	61.11	49.02	29.63	25.93	43.14

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26	17	19	26	17	19	26	16	19	100	100	100
Grade 4	14	23	13	14	23	13	14	23	13	100	100	100
Grade 5	14	15	19	14	15	19	14	15	19	100	100	100
All Grades	54	55	51	54	55	51	54	54	51	100	100	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2405.	2429.	7.69	12.50	15.79	19.23	18.75	31.58	38.46	25.00	31.58	34.62	43.75	21.05
Grade 4	2429.	2450.	2439.	0.00	8.70	7.69	7.14	21.74	7.69	50.00	34.78	61.54	42.86	34.78	23.08
Grade 5	2469.	2486.	2450.	7.14	0.00	5.26	7.14	20.00	15.79	42.86	53.33	15.79	42.86	26.67	63.16
All Grades	N/A	N/A	N/A	5.56	7.41	9.80	12.96	20.37	19.61	42.59	37.04	33.33	38.89	35.19	37.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	18.75	31.58	42.31	31.25	47.37	42.31	50.00	21.05
Grade 4	7.14	21.74	7.69	28.57	21.74	38.46	64.29	56.52	53.85
Grade 5	14.29	6.67	10.53	35.71	53.33	26.32	50.00	40.00	63.16
All Grades	12.96	16.67	17.65	37.04	33.33	37.25	50.00	50.00	45.10

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.85	18.75	15.79	53.85	56.25	68.42	42.31	25.00	15.79
Grade 4	0.00	8.70	7.69	57.14	47.83	61.54	42.86	43.48	30.77
Grade 5	7.14	13.33	5.26	57.14	33.33	36.84	35.71	53.33	57.89
All Grades	3.70	12.96	9.80	55.56	46.30	54.90	40.74	40.74	35.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	18.75	21.05	46.15	50.00	52.63	38.46	31.25	26.32
Grade 4	0.00	13.04	0.00	50.00	47.83	38.46	50.00	39.13	61.54
Grade 5	0.00	0.00	0.00	35.71	73.33	42.11	64.29	26.67	57.89
All Grades	7.41	11.11	7.84	44.44	55.56	45.10	48.15	33.33	47.06

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2		*		*		*		*
Grade 3	*		*		*		*	
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	4
All Grades							13	11

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	9.09	*	27.27	*	27.27	*	36.36	13	11

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	36.36	*	18.18	*	36.36	*	9.09	13	11

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	9.09	*	54.55	*	36.36	13	11

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	90.91	*	0.00	13	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	27.27	*	36.36	*	36.36	13	11

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	54.55	*	36.36	13	11

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	54.55	*	36.36	13	11

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
112	**58.0**	**12.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	12.5
Homeless	2	1.8
Socioeconomically Disadvantaged	65	58.0
Students with Disabilities	17	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.9
American Indian	1	0.9
Asian	2	1.8
Hispanic	29	25.9
Two or More Races	5	4.5
White	73	65.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. This data shows Cordua students performing in the Orange indicator for ELA and Suspension rates.
2. This data shows Cordua students performing in the Yellow indicator for Math and Chronic Absenteeism.
3. This Dashboard data indicates that there is not a significant group of English Learners.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
36.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained ++0.7 points	7	
48		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	50.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased ++5.9 points	8
	32	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 60.7 points below standard Declined Significantly -23.4 points 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	Yellow 32.6 points below standard Increased ++7 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 1	31.9 points below standard Increased ++4.9 points 41

Conclusions based on this data:

1. This data shows that Socioeconomically Disadvantaged students are a significant sub group, and that they scored in the Orange indicator gauge for ELA.
2. This subgroup is 56 points below the standard, and maintained from the year prior.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 39.5 points below standard Maintained 0 points 48	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Orange 50.1 points below standard Maintained -0.6 points 32	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 76.5 points below standard Declined Significantly -26.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Yellow 33.2 points below standard Increased ++10 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 1	33.6 points below standard Increased ++3.4 points 41

Conclusions based on this data:

1. This dashboard demonstrates that Socioeconomically Disadvantaged students scored in the Yellow indicator for math.
2. This is 49.5 points below standard, with an increase of 4.3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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

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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
9.2	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -7	Maintained 0	5
120	14	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.9	12.5
4	Declined -3	Declined -4.9
	74	24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	1	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
6.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined -5.2	7	0	Declined -9
29			77

Conclusions based on this data:

1. This dashboard data shows that Hispanic students were a significant subgroup, scoring in the Yellow indicator for Chronic Absenteeism.
2. This means that 12.1% of Hispanic students were chronically absent, which was a decline of 9.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
1.5	0	Less than 11 Students - Data Not 6
Declined -1.1	Maintained 0	
134	15	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not 5	0	0
	Declined -2.9	Declined -11.1
	80	25

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 8	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Declined -2.3 31	No Performance Color Less than 11 Students - Data 7		Yellow 2.4 Maintained +0.2 85

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.6	1.5

Conclusions based on this data:

1. Socioeconomically Disadvantaged students were a significant subgroup of suspended students at Cordua, accounting for 2.9 percent.
2. Hispanic students made up 2.3% of students suspended at least once.

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All students will make progress toward proficiency of the Common Core State Standards for their grade level as evidenced through improved test scores from both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth will occur of 5% or more.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR AR and Math test results/ CAASPP Data when available	Last measurable CAASPP Data = ELA: 42.59% met or exceeded standard, Math: 27.78% met or exceeded standard	Growth of 5% or more in both ELA and Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELA and Math instruction will be supported using one 3.5 hour paraeducator to provide specific intervention with students for support in combination classes as well as within the school day intervention. This year the paraeducator will focus time in two combination classes, 3/4 and 4/5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14582.81	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide before and/or after school tutoring targeting students who are below proficent in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.

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)

All students

Strategy/Activity

Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. Technology becomes crucial during distance learning mandated during the COVID-19 Pandemic. This funding source will allow for updated chromebooks and supplies.

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)
6995.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS; allowing teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.

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

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house raining will also provide teachers the opportunity to hone their skills right on campus. Articulation releases teachers to meet as a grade level during the school day. Substitute costs are also included to make the professional development and growth possible for classroom teachers.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All students

Strategy/Activity

Literacy Resource Technician: Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA and CCSS, monitoring students progress on AR, and providing technology support and keyboarding skills.

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

Amount(s) Source(s)

9650.85	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide technology components, contracts and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning programs and Waterford or comparable programs to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of CCSS as well as vary instructional strategies and provide equitable educational opportunities for all 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)
1900	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional 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)
2745	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide highly engaging books and resources to supplement the Library. This will motivate students to read, and as a result improve ELA skills and test scores will reflect this.

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)
600	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance as well as celebrate shared responsibility for student success.

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)
400	Targeted

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS, this includes a contract for Evolution Labs Suite 360..

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)

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See Goal #1).

Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% or higher in attendance and discipline referrals. 16.2% chronically absent and .4% suspension rate.	Decrease in chronic absenteeism by 2%. Decrease in suspension rate.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, PE, technology and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with CCSS and used in the classroom to create a stronger home/school connection. Workshops can be translated into primary languages if needed.

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)

All students

Strategy/Activity

Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.

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)
286	Title I Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS materials and supplies. Monthly incentives program for excellent attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1).

Identified Need

Engaging all families and stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in events and engagement rates	PTO, classroom volunteers, community involvement, homework completion	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher release time: dedicate time each month for ongoing PLC and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with CCSS, determine current levels f understanding, determine intervention groups, collaborate on instructional strategies that support CCSS, analyze assessment data, and set goals for all students academic success.

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)

All students

Strategy/Activity

Potential expenditures for outside consultants, conferences, substitutes, and materials for staff development: provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within CCSS to positively impact student achievement.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

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	$38,159.66

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	21,578	0.19
Title I Carryover	0	0.00
Title I Parent Involvement	286	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	16,381	85.15
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	36,873.66
Goal 2	1,286.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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:

School Principal

Classroom Teachers

Name of Members	Role
Heather Strickland	Principal
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

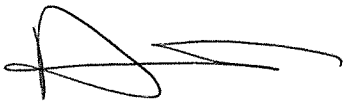
Signature	Committee or Advisory Group Name
	Other: Cordua School Parent Teacher Organization

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

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

Attested:



Principal, Heather Strickland on 8-31-20

School Year: 2020-21

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
Mary Covillaud Elementary School	58-72736-6056733		

Purpose and Description

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

Schoolwide Program
The purpose of the schoolwide program is a plan of actions to raise the academic performance of all learners as well as inform and invest in the parents of our learners.

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

ELA Assessment, Math Assessment, EL Progress, Waterford, MobyMax, Renaissance, Chronic Absenteeism Rate, and Suspension Rate; Attendance Reports; Discipline Reports; Report cards, CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population,

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

During the 19/20 school year twelve teachers, TK-2 utilized Waterford daily. Waterford was also used to provide early literacy intervention to all students K-5. Learners spent a total number of 127,983 minutes on Waterford for reinforcement of their reading skills. Usage, of course, increased from March to June due to distance learning. Pre reading 1-3 and Basic reading 1-3 and Fluent Reading 1 were utilized.

Thirty eight teachers utilized Moby Max (this number includes para professionals) during the 19/20 school year. 17, 544 standards were completed on Moby Max by 355 learners. 1,259 tests were completed, 25,548 lessons were completed and 1,551,516 math problems were completed by learners. Fact Fluency summary indicates that 170 students were utilizing the fact fluency section of the program for an average of 8 minutes daily. The math dashboard for MobyMax indicates that 269 students utilized the program for an average of 33 minutes per week, with data indicating mastery of certain standards.

EL Para Educator and Para educators continued to be an integral part of our intervention process at all grade levels for Math and ELA during the 19/20 school year. Para educators continue to be utilized for targeted group work, providing direct intervention that is necessary per assessment data. The PE program, with the help of a para professional, continued to support our PLC program by allowing teachers to collaborate, so that timely intervention can take place. Covillaud plans on integrating intervention time into our daily distance learning schedule during the 2020 school year. This will include utilizing our para professionals during online intervention time.

Accelerated Reading indicates that on average 68% of learners during the 19/20 school year passed their quizzes with at least 85% accuracy. 31,302 books were read, 90,286,974 words were read. Learning to read indicates that 90% of our Early Literacy learners took at least one reading test. Accelerated Reading will continue to be a focus for our learners during the 2020 school year.

Chromebooks were purchased this school year to allow each learner to have their own chromebook in the classroom. Fortunately, this purchased allowed Covillaud to have a chromebook available for each learner during the COVID crisis.

During the 19/20 school year, parent conferences occurred at all grade levels, parent compacts were signed and discussed by the teachers and parents so that parents understood the PLC process, as well as future goals for the learner.

During the 19/20 school year 27 COST meetings were held, 24 Kinder COST meetings were held, 3 504 plans were created based upon these meetings. We referred 2 learners for speech testing and we referred 4 learns for Special Education testing.

The parent learner handbook calendar was provided to each family. Multiple opportunities were available for parents to be on campus and were very well attended. Friday at the flagpole continued each week to recognize student achievement and was well attended by families.

During the 19/20 school year GRIT was attended, on average, by 16 students. Students attended after school on Tuesday for enrichment activities for GATE students.

Upon examination of the CAASPP for 2018-2019, the site showed an overall decrease of 22.9 points in ELA and an overall increase of 19.2 points in Math. It is clear that an emphasis was placed on math Targets and a focus needs to be placed on finding a balance between time spent on math and ELA targets.

Interestingly, all sub groups in ELA remained above standard but showed a decline in points. All subgroups in math increased significantly.

We are currently struggling with how to implement our Professional Learning Community (PLC) effectively within distance learning.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

We know that the PLC process works at Mary Covillaud, we now will need to move forward with how to implement our successful practices within the distance learning environment.

The foundation of instruction has been built on the California Content Standards, we now need to move forward with making sure that our "boulders" are being taught to mastery within the distance learning environment and that intervention/enrichment are being provided.

Lessons have to be aligned to the grade level standards to support all learners.

Collaboration needs to continue during distance learning to help identify where learners are at, what they need to be taught, and how we are going to assess them. We are using trained Para-Educators, as well as other classified staff during distance learning, to assist in small group instruction. Collaboration is based on the Professional Learning Community model. Instruction has to be adjusted when learners are not progressing toward mastery.

The school has an EL Para-Educator that coordinates, collects, and monitors all EL learning. The EL coordinator makes sure all data is recorded and signed off by administration. Other subgroups, including EL learners are monitored by grade levels through accelerated reading tests, formative assessments, summative assessments, and report cards. During distance learning our EL Paraeducator will continue to assist our EL learners and their families so that they can access the material being taught within the distance learning environment.

Until COVID, we continued to celebrate through the culture of the school. Every Friday during school, we met at our flagpole. We have been meeting there for eighteen years. We originally met to have a moment of silence over the tragedy of 911. Once a month, all learners who have been invited to the Principal's lunch for Cougar character, working hard, caught being good, and just trying are allowed to walk the school's Walk of Fame. The Walk of Fame is only walked on when an individual is honored to do so. This culture has been fed by learners, staff, community, and administration. It is the biggest celebration that supports and assesses student learning, success, and working within the boundaries of the school's code of conduct. We also have Aeries to help track what we have or have not done for learners. Character First is taught weekly in the classroom which has helped build upon the culture of doing one's best. We will being meeting continually as a staff to brainstorm ideas for celebration throughout distance learning.

During the 19/20 school year, Covillaud had 23 days of suspension. One student had 12 days of suspension, the student was supported with SST meetings, home visits, school based counseling, homeless services and regular parent conferences.

Now What (Need Based on Findings)

Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Within the distance learning environment, an emphasis has been on making sure that our "boulders" (the most important standards/claims) are being taught with the use of our online curriclum.

Waterford, Moby Max and Renaissance will be used to help with early literacy and math skills in addition to core curriculum.

Para Educators, the EL facilitator and classified staff will be utilized to help with intervention when the PLC process shows that a student did not master a certain claim.

COST/SST meetings will be held each Monday from 12:00pm-1:30pm to help provide intervention and support to our learners during distance learning.

Covillaud will be transitioning many of our celebrations, in reference to student achievement, to an online "version" of the celebration. We know that celebrating student achievement helps with learner motivation.

Character Counts lessons will be taught virtually.

Parent/Student calendar will be provided monthly instead of yearly due to the ever changing COVID environment.

Teachers met individually with their learners and the family to provide support with the distance learning schedules and resources.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Professional development for the 2020 school year has focused on the following:

Implementation of the newly adopted Science program
MyOn
Wonders
GO Math
Illuminate
Clever
Google Classroom
Google Site
AERIES Gradebook
GoGuardian

Teachers will continue to need support with the online programs and the districts Google platform.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

There are approximately four Site Council meetings per year and six English Learner Advisory Committee (ELAC) meetings per year. The SPSA is shared at every one of these meetings. The school also has a meeting at the beginning of the school year where the SPSA is reviewed for parents by the administration.
Site Council and ELAC have more formal involvement in the development of the SPSA. Informally, the administration listens to concerns from parents and staff. Also, all site council members as well as ELAC parents are encouraged to give input in the development as well as possible changes to the SPSA.

Communication with families continues to be an integral part of our learners success her at Mary Covillaud. During distance learning, teachers will be communicating with families and their learners through the use of Go Guardian,

AERIES communications, Class Dojo and Blooms. Progress reports will continue to be sent to families and our families now have access to AERIES gradebook to help them understand on a daily basis how their learner is engaging within the distance learning environment.

SST/SST meetings will be held each Monday virtually, so that we can provide the correct support and/or intervention to learners that are struggling.

Teachers met individually with their learners and the family to provide support with the distance learning schedules and resources

Stakeholder 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

Met with staff, ELAC and PTCO.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.0%	0.77%	0.59%	5	4	3
African American	4.7%	3.85%	5.7%	25	20	29
Asian	4.4%	2.70%	3.34%	23	14	17
Filipino	0.2%	0.39%	0.39%	1	2	2
Hispanic/Latino	44.8%	43.74%	45.58%	236	227	232
Pacific Islander	0.8%	0.39%	0.2%	4	2	1
White	34.9%	38.54%	36.35%	184	200	185
Multiple/No Response	1.3%	1.73%	1.18%	7	9	6
			Total Enrollment	527	519	509

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	120	115	112
Grade 1	96	99	94
Grade 2	75	84	80
Grade3	78	68	82
Grade 4	80	77	68
Grade 5	78	76	73
Total Enrollment	527	519	509

Conclusions based on this data:

1. Enrollment in the upper grades is decreasing

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	97	68	75	18.4%	13.1%	14.7%
Fluent English Proficient (FEP)	11	9	10	2.1%	1.7%	2.0%
Reclassified Fluent English Proficient (RFEP)	7	9	9	6.9%	9.3%	13.2%

Conclusions based on this data:

1. EI Learners were being reclassified at a rate of 13.2% in 18/19 compared to a rate of 6.9% in 16/17, even though the number of English Learners has increased.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	85	69	80	84	66	80	84	66	80	98.8	95.7	100
Grade 4	82	79	60	78	77	57	78	77	57	95.1	97.5	95
Grade 5	81	84	75	78	82	75	78	82	75	96.3	97.6	100
All Grades	248	232	215	240	225	212	240	225	212	96.8	97	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.	2483.	2454.	47.62	53.03	37.50	23.81	18.18	27.50	11.90	19.70	16.25	16.67	9.09	18.75
Grade 4	2484.	2498.	2485.	23.08	38.96	31.58	32.05	24.68	28.07	26.92	15.58	19.30	17.95	20.78	21.05
Grade 5	2541.	2520.	2528.	37.18	14.63	26.67	34.62	52.44	38.67	14.10	18.29	18.67	14.10	14.63	16.00
All Grades	N/A	N/A	N/A	36.25	34.22	32.08	30.00	32.89	31.60	17.50	17.78	17.92	16.25	15.11	18.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.62	36.36	36.25	32.14	50.00	41.25	20.24	13.64	22.50
Grade 4	20.51	31.17	26.32	62.82	51.95	52.63	16.67	16.88	21.05
Grade 5	34.62	20.73	34.67	48.72	63.41	48.00	16.67	15.85	17.33
All Grades	34.58	28.89	33.02	47.50	55.56	46.70	17.92	15.56	20.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.81	50.00	33.75	35.71	39.39	48.75	15.48	10.61	17.50
Grade 4	25.64	37.66	22.81	57.69	44.16	57.89	16.67	18.18	19.30
Grade 5	43.59	30.49	37.33	46.15	56.10	46.67	10.26	13.41	16.00
All Grades	39.58	38.67	32.08	46.25	47.11	50.47	14.17	14.22	17.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.71	33.33	30.00	77.38	57.58	62.50	11.90	9.09	7.50
Grade 4	14.10	25.97	22.81	67.95	63.64	59.65	17.95	10.39	17.54
Grade 5	17.95	10.98	14.67	73.08	70.73	73.33	8.97	18.29	12.00
All Grades	14.17	22.67	22.64	72.92	64.44	65.57	12.92	12.89	11.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	62.12	38.75	34.52	25.76	42.50	15.48	12.12	18.75
Grade 4	26.92	33.77	26.32	62.82	54.55	54.39	10.26	11.69	19.30
Grade 5	39.74	34.15	30.67	48.72	52.44	53.33	11.54	13.41	16.00
All Grades	39.17	42.22	32.55	48.33	45.33	49.53	12.50	12.44	17.92

Conclusions based on this data:

1. Over 60% of our learners have met their standards for ELA or exceeded their standards for ELA
2. The % of learners not meeting standards has remained constant for the last three academic years
3. % of proficiency has decreased

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	85	69	80	84	66	80	84	66	80	98.8	95.7	100
Grade 4	82	79	60	78	77	57	78	77	57	95.1	97.5	95
Grade 5	81	84	75	78	83	75	78	83	75	96.3	98.8	100
All Grades	248	232	215	240	226	212	240	226	212	96.8	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2480.	2478.	2470.	40.48	42.42	40.00	35.71	21.21	33.75	13.10	25.76	11.25	10.71	10.61	15.00
Grade 4	2475.	2499.	2501.	12.82	22.08	22.81	24.36	37.66	36.84	53.85	33.77	36.84	8.97	6.49	3.51
Grade 5	2507.	2484.	2527.	20.51	10.84	28.00	17.95	15.66	22.67	35.90	40.96	33.33	25.64	32.53	16.00
ll Grades	N/A	N/A	N/A	25.00	23.89	31.13	26.25	24.78	30.66	33.75	34.07	25.94	15.00	17.26	12.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60.71	48.48	47.50	23.81	33.33	33.75	15.48	18.18	18.75
Grade 4	16.67	42.86	33.33	53.85	37.66	50.88	29.49	19.48	15.79
Grade 5	25.64	12.05	33.33	39.74	36.14	34.67	34.62	51.81	32.00
All Grades	35.00	33.19	38.68	38.75	35.84	38.68	26.25	30.97	22.64

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	48.48	46.25	35.71	37.88	38.75	14.29	13.64	15.00
Grade 4	12.82	29.87	21.05	58.97	54.55	56.14	28.21	15.58	22.81
Grade 5	19.23	12.05	24.00	48.72	56.63	62.67	32.05	31.33	13.33
All Grades	27.92	28.76	31.60	47.50	50.44	51.89	24.58	20.80	16.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.05	48.48	43.75	48.81	42.42	42.50	7.14	9.09	13.75
Grade 4	17.95	29.87	31.58	62.82	53.25	52.63	19.23	16.88	15.79
Grade 5	12.82	10.84	28.00	61.54	50.60	52.00	25.64	38.55	20.00
All Grades	25.42	28.32	34.91	57.50	49.12	48.58	17.08	22.57	16.51

Conclusions based on this data:

1. Over 60% of our learners met or exceeded their standards in Math
2. % at or near standard and % below standard decreased significantly
3. 5th Grade saw significant growth

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1384.3	1424.5	1400.2	1432.5	1347.1	1405.6	11	16
Grade 1	1442.2	1468.5	1452.6	1465.3	1431.1	1471.1	20	12
Grade 2	1494.4	1523.6	1498.9	1519.8	1489.2	1526.8	14	12
Grade 3	*	1512.0	*	1501.4	*	1522.2	*	12
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	9
All Grades							72	67

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	43.75	*	56.25	*	0.00	11	16
1	*	25.00	*	16.67	*	50.00	*	8.33	20	12
2	*	41.67	*	50.00	*	8.33		0.00	14	12
3	*	25.00	*	66.67	*	0.00		8.33	*	12
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades	26.39	19.40	33.33	52.24	27.78	25.37	*	2.99	72	67

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	37.50	*	50.00	*	0.00	11	16
1	*	16.67	*	41.67	*	33.33	*	8.33	20	12
2	78.57	50.00	*	50.00		0.00	*	0.00	14	12
3	*	33.33	*	50.00	*	8.33		8.33	*	12
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	52.78	40.30	23.61	37.31	*	19.40	*	2.99	72	67

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.25	*	25.00	*	68.75	*	0.00	11	16
1	*	8.33	55.00	41.67	*	33.33	*	16.67	20	12
2	*	25.00	*	58.33	*	16.67	*	0.00	14	12
3	*	8.33	*	66.67	*	16.67	*	8.33	*	12
4		*		*	*	*	*	*	*	*
5		*		*	*	*	*	*	*	*
All Grades	*	10.45	29.17	41.79	22.22	43.28	37.50	4.48	72	67

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.75	*	81.25	*	0.00	11	16
1	60.00	66.67	*	25.00	*	8.33	20	12
2	*	58.33	*	41.67	*	0.00	14	12
3	*	8.33	*	91.67		0.00	*	12
5	*	*	*	*	*	*	*	*
All Grades	52.78	31.34	38.89	65.67	*	2.99	72	67

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	*	87.50	*	6.25	11	16
1	*	16.67	*	66.67	*	16.67	20	12
2	*	58.33	*	41.67		0.00	14	12
3	*	66.67	*	25.00		8.33	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	55.56	46.27	30.56	47.76	*	5.97	72	67

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00	*	100.00	*	0.00	11	16
1	*	16.67	*	75.00	*	8.33	20	12
2	*	16.67	*	83.33	*	0.00	14	12
3	*	8.33	*	83.33	*	8.33	*	12
All Grades	18.06	10.45	43.06	86.57	38.89	2.99	72	67

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	62.50	*	25.00	*	12.50	11	16
1	*	16.67	80.00	75.00	*	8.33	20	12
2	*	25.00	*	75.00	*	0.00	14	12
3	*	33.33	*	58.33	*	8.33	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	22.22	32.84	58.33	61.19	19.44	5.97	72	67

Conclusions based on this data:

1. Overall, oral language and written language scaled scores by grade level have been decreased

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
509	79.6	14.7	2.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	14.7
Foster Youth	10	2.0
Homeless	12	2.4
Socioeconomically Disadvantaged	405	79.6
Students with Disabilities	64	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	5.7
American Indian	3	0.6
Asian	17	3.3
Filipino	2	0.4
Hispanic	232	45.6
Two or More Races	34	6.7
Pacific Islander	1	0.2
White	185	36.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

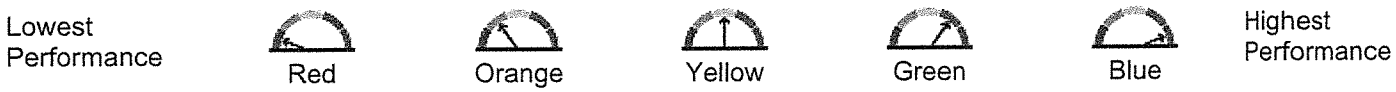
Conclusions based on this data:

1. Suspension decreased - Socio Economically Disadvantaged/Students with Disabilities
2. ELA decreased overall 22.9 points
3. Math increased overall 19.2 points

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
22.9 points above standard	1.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.4 points	Declined Significantly -20.6 points	3
203	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.4 points above standard	52.6 points below standard
9	Declined Significantly -17.7 points	Declined Significantly -21.4 points
	162	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
3.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
11	1	9	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
24 points above standard	36.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25.7 points above standard
Declined -11.6 points	Maintained ++1.7 points	1	Declined -8.1 points
85	19		74

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
25.9 points below standard	54.5 points above standard	27.8 points above standard
Declined Significantly -35.2 points	Increased Significantly ++16.5 points	Declined -9.4 points
25	13	165

Conclusions based on this data:

1. Continue to provide targeted intervention to EL's
2. Continue to fund EL facilitator position to help with academics and family outreach

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
19.2 points above standard	7.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.6 points	Increased ++13.8 points	3
203	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.6 points above standard	45.3 points below standard
9	Increased ++4.4 points	Declined Significantly -22.5 points
	162	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color 5 points below standard 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	

Hispanic	Two or More Races	Pacific Islander	White
Blue 13.6 points above standard Increased Significantly ++16.3 points 85	No Performance Color 3.7 points above standard Increased ++6.7 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 37.1 points above standard Increased Significantly ++16.5 points 74

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
18.6 points below standard Declined Significantly -16.4 points 25	58.9 points above standard Increased Significantly ++69.4 points 13	21.8 points above standard Increased ++12.1 points 165

Conclusions based on this data:

1. Continue to provide targeted intervention during and after school

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64.7 making progress towards English language proficiency
Number of EL Students: 51
Performance Level: High

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.

2019 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
6	12	3	30

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
9.8	6.6	29.4
Declined -2.3	Maintained -0.4	Increased +23.5
532	76	17
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
31.8	10.5	9.3
Declined -1.5	Declined -2.6	Declined -2.4
22	430	97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16.1	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1	3	Maintained 0	2
31		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
9.2	14	Less than 11 Students - Data Not Displayed for Privacy	9.2
Declined -2.7	Increased +2.6	1	Declined -2.5
240	43		195

Conclusions based on this data:

1. Target EL's, Socio Eco Dis, Two or More Races in regards to absenteeism, to include conferences and home visits when necessary

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.5	0	5.3
Declined Significantly -1.8	Declined -1.1	Increased +5.3
552	78	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
0	0.7	1
Maintained 0	Declined Significantly -1.6	Declined -2
25	446	99

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
	3		3
Declined -7.4		Maintained 0	
36		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
0.8	0	Less than 11 Students - Data	0.5
		1	
Maintained 0	Declined -1.8		Declined Significantly -3.5
244	46		202

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	0.5

Conclusions based on this data:

1. Continue to provide alternatives to suspension to include parents conferences and Choices when school is in session. During distance learning, teachers are communicating directly with families through different forms of communication, the attendance office is contacting families consistently, administration is completing home visits and referrals are made to the district office for law enforcement support when students are not engaging and parents are not responding to the schools outreach efforts.

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

Supplies, equipment, and staffing support to enhance learners success and increase learner growth.

Goal 1

Funds para educator positions and literary resource technician position. Supplies to support student engagement within distance learning.

Identified Need

Waterford Early Reading Program for kindergarten, first grade, special day class, and learners (including EL's) that are struggling with reading at grade level. Moby Max will be used as a supplemental intervention program for all learners. Both programs will be utilized during distance learning. Direct specific intervention needs to be available for learners, through assessment, showing a specific need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased reading levels, mastery of early literacy skills and mastery of grade level math claims	Grade level completion and above within Wonders, GO Math, Renaissance, Waterford and Moby Max	Grade level completion or above.

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 learners.

Strategy/Activity

1.1 All identified learners will use Waterford fifteen minutes daily to increase phonemic awareness, sounds, letters, and beginning reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Targeted

Strategy/Activity 2

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

1.2 All K-5 learners will use Moby Max to enhance, master, both ELA, Mathematics, and Science State standards.

Strategy/Activity

Learners will use Moby Max to enhance, master, and support curriculum in ELA, Mathematics, and Science State standards.

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

Amount(s)	Source(s)
5000	Targeted

Strategy/Activity 3

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

All Learners will be supported academically by para professionals. With the support of our EL para by June 2021, the EL redesignation rate will increase from 13.2% to 17% percent.

Strategy/Activity

1.3 EL-Para-Educators and Para-Educators will assist in the intervention groups that allow the school to support English Limited (EL) learners, as well as all learners. A para-educator will also assist the PE program two days a week to maintain collaboration time for 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)
153,767	Title I

Strategy/Activity 4

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

All Learners

Strategy/Activity

1.4 Wages to maintain and support a library for learners to promote reading and the Accelerated Reading program.

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

Amount(s)	Source(s)
6000	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.7 Wages to supplement and support regular school programs to learners by providing interventions to all core subject after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Identified Learners

Strategy/Activity

1.9 The school is developing a GRIT program for learners who have good grades, are responsible, and are independent learners.

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)
2300	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.10 Maintenance contracts for copiers

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)
6500	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Al Learners

Strategy/Activity

1.11 Enhance and increase the number of library books and supplies to increase learner reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All staff

Strategy/Activity

1.12 Provide Professional Learning Community (PLC) and other professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.16 Classroom supplies and materials to aid learners in mastering concepts by providing additional resources to enhance core curriculum.

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)
12500	Targeted

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

To motivate through communication the school's learning environments for all stakeholders. Provide a safe, enjoyable, and caring environment for learners in and out of the classroom

Goal 2

The involvement of parents in the education of their children.

Identified Need

Continued involvement between the school and parents during distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	95.8 through August 2020	96%
Discipline	23 days of suspension, one student had 12 days of suspension	less than ten days of suspension
Parental Involvement	85% of parents involved in parent day 1920	over 95% attendance of distance learning meetings with teacher

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)

Alternative to suspensions will be provided for learners struggling with specific behavioral issues. Referrals to school counselor, school psychologist and COST referrals. Consistent communication with familes

Strategy/Activity

The continual updating of the parent/learner calendar/handbook . The weekly, monthly communication for all events. Parents will be notified regularly by school, regarding what is going on in the classroom academically and socially.

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)
2009	Title I Parent Involvement

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 purpose is to maintain, support, and provide learners and the staff with technology and support during distance learning.

Goal 3

To maintain a high level of technology support for learners, families and teachers within the distance learning environment.

Identified Need

Technology support, maintenance of technology and replacement of technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased reading levels, mastery of early literacy skills	Grade level completion and above within Wonders, Renaissance, Waterford and Moby Max	Increase of at least once grade level within Renaissance

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 learners

Strategy/Activity

Technology Leads - Salaries

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)
6800	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All learners

rategy/Activity

1.13 Purchase technology needs such as hardware, software, batteries, and related equipment to provide and improve academic standards as well as support instruction to learners.

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)
4870	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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	$223,746.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	151,432	-2,335.00
Title I Carryover	0	0.00
Title I Parent Involvement	2,009	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	67,970	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	210,067.00
Goal 2	2,009.00
Goal 3	11,670.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kari Ylst	Principal
Dale Van Liew	Classroom Teacher
Maggie Neiber	Classroom Teacher
Jenalee Savage	Classroom Teacher
Wendy Cahill	Classroom Teacher
Erin Schuy	Other School Staff
Jennifer Rivera	Parent or Community Member
Veronica Lule	Parent or Community Member
Jessica Carmichael	Parent or Community Member
Jamie Harris	Parent or Community Member
Rose Weidert	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
	English Learner Advisory Committee
	Other: Parent Teacher Community Organization (PTCO). STARS (After School Program).

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

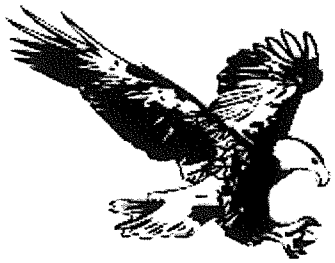
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

Principal, Kari Ylst on	8/31/20
SSC Chairperson, Dale Van Liew on	

School Year: **2020-21**



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
Dobbins Elementary School	58-72736-6056675	08/24/2020	

Purpose and Description

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

Schoolwide Program

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

The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Student Support Specialist has been essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population,Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Here is what we found: Both CAASPP-ELA and Math show our students to be not at standard but we as a school scored higher this year. Student attendance was better this year with Dobbins Elementary in certain months having the best attendance in our District We continue to have a transient population of students. Our socioeconomically disadvantaged students consistently scored lower on the CAASPP-ELA and Math and have a higher percentage of chronic absenteeism.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. Chronic absenteeism is something we are struggling with to find the answer. While our overall

attendance has gone up and our chronically absent has gone down by 6.8% we still have a sub group of students who are chronically absent. We have scheduled attendance meetings and sent students to SARB and are looking for ways to motivate socioeconomically disadvantaged families to change their pattern of poor attendance.

ɔw What (Need Based on Findings)
. esponse to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We are looking forward to the results for this years CAASPP Testing. After a year of consistent school wide intervention we expect these scores to increase. The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Intervention Specialist has been essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We have had good attendance at site council and PTC meetings this year. We have sought their advice and have asked them to discuss it in the community. We have good parent attendance to all our events which include monthly gatherings, ack to School Night, Open House, Family STEAM Night, Winter Program, Parent/Teacher Conferences.

Stakeholder 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

Dobbins Elementary Site Council and Staff met over the course of the year to analyze and discuss this plan and the needs of our school.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	6.7%	7.14%	7.69%	3	3	3
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	2.2%	7.14%	7.69%	1	3	3
Pacific Islander	%	%	%			
White	86.7%	76.19%	71.79%	39	32	28
Multiple/No Response	%	%	%			
	Total Enrollment			45	42	39

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	5	8	6
Grade 1	5	5	4
Grade 2	6	6	4
Grade3	8	5	5
Grade 4	7	9	6
Grade 5	8	3	8
Grade 6	6	6	6
Total Enrollment	45	42	39

Conclusions based on this data:

1. Our enrollment is low but remains almost unchanged.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners		1	1	0.0%	2.4%	2.6%
Fluent English Proficient (FEP)		0	1	0.0%	0	2.6%
Reclassified Fluent English Proficient (RFEP)			1	0.0%	0	100.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	7	*	*	7	*	*	7			100
Grade 4	*	*	6	*	*	6	*	*	6			100
Grade 5	*	*	9	*	*	9	*	*	9			100
Grade 6	*	*	6	*	*	6	*	*	6			100
All Grades	26	20	28	24	20	28	24	20	28	92.3	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	5.00	10.71	4.17	15.00	32.14	45.83	10.00	21.43	50.00	70.00	35.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.00	28.57	45.83	35.00	42.86	54.17	60.00	28.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.00	10.71	45.83	25.00	46.43	54.17	70.00	42.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.00	3.57	66.67	80.00	85.71	33.33	15.00	10.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	10.00	10.71	41.67	45.00	50.00	58.33	45.00	39.29

Conclusions based on this data:

1. 80% of our students have not met the standard in ELA.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	7	*	*	7	*	*	7			100
Grade 4	*	*	6	*	*	6	*	*	6			100
Grade 5	*	*	9	*	*	9	*	*	9			100
Grade 6	*	*	6	*	*	6	*	*	6			100
All Grades	26	20	28	23	20	28	23	20	28	88.5	100	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	5.00	10.71	8.70	10.00	14.29	30.43	20.00	39.29	60.87	65.00	35.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	4.35	10.00	21.43	30.43	15.00	35.71	65.22	75.00	42.86

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	10.00	10.71	43.48	25.00	57.14	56.52	65.00	32.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	10.71	26.09	45.00	50.00	73.91	55.00	39.29

Conclusions based on this data:

1. 85% of the students have not met the standard in Math.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
All Grades								*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
39	**79.5**	**2.6**	**5.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	2.6
Foster Youth	2	5.1
Socioeconomically Disadvantaged	31	79.5
Students with Disabilities	4	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	3	7.7
Hispanic	3	7.7
Two or More Races	5	12.8
White	28	71.8

Conclusions based on this data:

1. Socioeconomically almost 80 % of our students are considered Disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics No Performance Color		

Conclusions based on this data:

1. We had one student with a serious 48900 infraction that reflects the suspension rate increase.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
18.3 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++54.7 points		1
23		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	28.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++75.8 points	5
	17	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 20.7 points below standard Increased Significantly 18

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	18.3 points below standard Increased Significantly 23

Conclusions based on this data:

1. Socioeconomically Disadvantaged students scored lowe in ELA this year while our overall performance increased slightly.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 34.6 points below standard Increased Significantly ++53.5 points 23		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color 43.5 points below standard Increased Significantly ++63.9 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color 50.7 points below standard Increased Significantly 18

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		34.6 points below standard Increased Significantly 23

Conclusions based on this data:

1. Socioeconomically Disadvantaged students scored low in Math this year while our overall performance increased slightly.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
15.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.8	1	2
45		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.7	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -1.5	8
	34	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	3	0	0

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.7
5	7	0	Declined -2.4
			30

Conclusions based on this data:

1. Chronic absenteeism declined this year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 4.3 Declined -3.2 47	No Performance Color Less than 11 Students - Data Not 1	No Performance Color Less than 11 Students - Data Not 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not 1	Green 2.8 Declined -6.5 36	No Performance Color Less than 11 Students - Data Not 8

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Color Less than 11 Students - Data 3		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 7		 Yellow 3.2 Declined -4.7 31

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.4	4.3

Conclusions based on this data:

1. We had one student who had a suspendable event.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population. The team believes that an intervention specialist is needed for our classroom and schoolwide intervention.

Identified Need

Focus Students: All Students including Socioeconomically Disadvantaged .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	All students are 73.1 points below standard and Socioeconomically Disadvantaged are 103.9 points below standard in ELA. Math all students are 88.1 points below standard and Socioeconomically Disadvantaged are 107.4 points below standard	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.

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)

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. The staff is already in the planning stages of implementing this intervention plan in Distance Learning or Blended models . We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math.

Strategy/Activity

Provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. Materials, Supplies, Books, & Equipment, copy paper,ink supplementary instructional materials that support the teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.

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)

All Students

Strategy/Activity

The LRT will be responsible for all functions of the school library and will run the Accelerated Reader program and also has been essential for our intervention in the new learning models.

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)
6400	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Student Support Specialist provides specialized instruction in reading, English, mathematics and writing to students who are struggling academically; he or she also works with all staff and to assist in the implementation of our school wide intervention program in Distance Learning or Blended Models.

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)
10000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Staff & Students

Strategy/Activity

Copiers in a Title I school-wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts thought e textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.

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)
2200	Targeted

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

Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich computers. The need to update computers is an ongoing issue.

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We will continue to provide staff with professional development opportunities to help students reach met and exceed grade level. Conference expenses to include registration, travel, and professional development materials such as books.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Goal 2

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Identified Need

We have 12.8% of all students that are Chronically Absent and 16.1% of our Socioeconomically Disadvantaged students who are Chronically Absent. While both subgroups have improved there is still a need to improve this overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will be using A2A attendance program to monitor our progress in the coming year.	12.8% of all students that are Chronically Absent and 16.1% of our Socioeconomically Disadvantaged students who are Chronically Absent.	Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Promote attendance through all school communications home and Student Attendance Certificates. Schedule Virtual Attendance meetings with parents prior to the students becoming Chronic in their attendance.

Strategy/Activity

Provide incentive programs for all students for attendance. Materials and supplies for parent newsletters

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)
148.00	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary 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	$18,748.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	10,000	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	148	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	6,927	-1,673.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	18,600.00
Goal 2	148.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

2 Parent or Community Members

Name of Members	Role
Duane Triplet	Principal
Carol Kelly	Classroom Teacher
Wendy McMartin	Classroom Teacher
Nicole Young	Classroom Teacher
Jennifer Givens	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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:

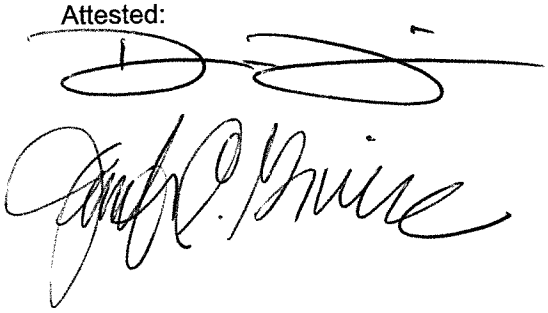
Signature	Committee or Advisory Group Name

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 08/24/2020.

Attested:



Principal, Duane Triplett on 08/24/2020

SSC Chairperson, Jennifer Givens on 08/24/2020

School Year: **2020-21**

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
Edgewater Elementary School	58-72736-0119362	08/24/2020	

Purpose and Description

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

Schoolwide Program

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

Throughout the PLC (Professional earning Communities) process grade level teams have identified essential standards and will review the standards and individual student progress toward meeting those standards. Through the PLC collaboration process, will be reviewed and analysed to determine supplemental materials needed to align curriculum with the essential standards.Common Formative assessments developed by teams will continuously monitor student progress and identify students in need of targeted interventions which are reviewed and revised on a consistent basis. Intervention is a coordinated and systematic A consistent pacing of standards is developed and monitored through the collaboration teams. Teams are working to develop year at at glance documents outlining the standards throughout the year with resources identified.

Comprehensive Needs Assessment Components

Data Sources Reviewed
ata sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening~ STAR Reading, Early Literacy, and Math 360 at least 3 times a year once each trimester
Common Formative and Summative assessments developed by collaboration teams which may include assessments within State Approved, District adopted curriculum
pre and post assessments for teachers providing after-school tutoring on specific essential standards
CAASP ELA and Math
Accelerated Reader (points, comprehension scores)
Waterford, IXL supplemental program data
ELPAC
Dashboard data
A2A attendance data including Chronic Absenteeism
Aeries discipline reports and suspension data
Aeries intervention data
PD rosters, PD surveys (needs and feedback on professional development)
Stakeholder surveys (district and site)
Follet data (Library usage and collection inventories)
Parent Conference and Volunteer data
Staff purchase requests for supplemental materials
PLC team notes
SST and IEP data
Technology inventory

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

School-wide data on the Dashboard demonstrates improvement in all categories. Yellow categories in ELA included; 6 points below standard with an increase of 5.9 points for socially economic disadvantaged, All students were 1.6 points above standard with a 2.1 increase.. While we grew in math, 6.3 pints it is still 20.3 points below standards for socially economic disadvantage with EL increasing 4.7 points but still 30.8 below standard. Feedback from collaboration teams has driven implementation of math intervention groups this year which have shown growth on common formative assessments and curriculum assessments in addition to benchmark and universal screening data. Parents and students appreciate the intensive targeted intervention. Site assessments demonstrated a need for more intensive reading instruction in first grade and increasing student performance in other grades in ELA and math. Collaboration time has been effective and drives changes in instruction and intervention groups as evidenced in common formative assessments, benchmarks and grade level data inlcuding pre and post assessments for after-school tutoring and intervention groups. Our socially economic disadvantage group consistently are scoring below standard. We need more ways to identify students with social emotional learning and providing targeted interventions. Our site currently has the lowest chronic absenteeism in the district for elementary school. Although the dashboard data shows chronic absenteeism as an area in eed of improvement, our district data shows us consistently with the highest percentage of attendance and lowest in ementary schools for chronic absenteeism. SST meetings and intervention logs have demonstrated a growing need for social emotional support and interventions.

So What (Possible Reason for Findings)

Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

All groups are monitored through their common assessments, Universal screening (3 times a year), benchmarks and additionally, EL intervention team reviews student data and analyze it for intervention and possible after-school ervention in addition to targeted intervention within the school day. We have placed an emphasis on reading for interventions and are now ready to expand to providing math interventions. Grade level teams meet and adjust intervention groups weekly for math and usually 4-6 weeks for ELA. The groups are fluid and as soon as a student masters a standard, they change groups. We will also be adding an EL intervention group focusing on developing academic vocabulary necessary for student proficiency on essential standards.Our socially economic disadvantage group consistently are scoring below standard and demonstrates a need for continued targeted intervention within the school day in addition to extended learning options. Our suspension rates continue to decrease and we have implemented alternatives to suspension. In addition, we are looking at more ways to involve more students in activities during recesses involving team activities which will also help build connections, social emotional learning and decrease discipline and chronic absenteeism. Our attendance clerk monitors attendance and contacts parents. In addition, we utilize A2A reports to monitor chronic absenteeism and schedule meetings with the parent and principal. Independent study is provided for families arranging at least 5 days with advanced notice.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

In order to effectively implement math interventions for each grade level, we need 2 more para-educator positions. We need to implement indicators and screening for social and emotional learning and interventions for students that need support. Teams reported needing more collaboration time as most review data and change intervention groups weekly and there are sometimes when there is not district wide collaboration time for over 2 weeks. Site release time is worked to the master schedule and needs to continue. Teams reviewed their needs for meeting and more teams are requesting release time and/or extra duty pay for more frequent collaboration. Retain and support additional time for collaboration based on each team's need as indicated in their request submitted to the principal. Continue to investigate more resources and implementation ideas to address social emotional learning. Provide supplementary materials for areas

noted in need for mastery of essential standards and to address deficits in State adopted curriculum. Develop and implement more strategies for parental input and feedback.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Toward the end of the year (April staff meeting), staff reflects on their professional development from the current year, their current level of their Professional Learning Community Team (using One Step at a Time Article for reflection) and determine what they need to get to the next level including professional development needs. Follow up is embedded in their collaboration team meetings. Student performance data, attendance and discipline data are all used to evaluate the effectiveness of professional development implementation. As collaboration teams determine a need, professional development is provided as available or put into the plan for the following year. All staff members participated in PLC training in the fall. In the spring, it was based on team needs with some teams needing support and others not needing as much. Depending on the training, it is offered when best for staff during time convenient to them which may be during site collaboration time and/or release time or after-school with extra duty pay. District resources are utilized before accessing outside sources. In collaboration documents submitted on a regular basis, it is evident that the PD is being implemented. Evaluation and implementation review has revealed that team professional development is more successful than most whole staff PD so when possible grade levels or cross grade level teams have individualized training. Teams share in staff meetings regarding their progress in PLC and their training which sparks other teams that are ready for the same or similar training. With more students having social emotional needs, we need to provide more professional development for staff in social and emotional learning.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

SPSA is shared with site-level advisory groups by the principal and site council members that attend the advisory group meetings. The principal reviews needs assessment surveys and has ongoing discussions with the advisory groups regarding goals, needs and funding options.
Before school starts, we have an Edgewater floats event where families can enjoy rootbeer floats provided by the Linda Lions Club and at designated times, visit their child's classroom. During these visits, standards and expectations are explained to the parents. Additionally, at the end of the first trimester, teachers hold a conference with every parent to review the report card and again review standards and expectations and issue report cards at that time. Phone conferences are available for parents unable to come to the school for their appointment. Teacher contact parents via phone, email and Remind 101 to keep in constant contact regarding student's academic progress.
Progress reports are sent in a variety of ways including daily behavior logs in the lower grades and grade and assignment print outs in the upper grades. Components of the SPSA are reviewed in advisory group meetings and staff meetings and input is collected. Through the Professional Learning Communities process, teams communicate their needs to the site principal. Various information is collected from teams regarding Professional Development, collaboration and

necessary supplementary materials. Continuous review of student performance data drives the need for changes in supplementary materials, services and professional development. Parents/guardians and community members have multiple opportunities to be involved in learning activities. Home components and access are available in math and ELA curriculum, parents volunteer in classrooms or for school events and activities. Reading is our main focus and numerous volunteers help our reading incentive programs including donations to our Shark store, donating time, reading with their children, reading to classes and participating in our annual reading awards assembly. Our PTO has several fundraisers that parents help with to fund our incentives and enrichment activities. PTO recognizes student of the month based on each teacher's criteria and goals.

Stakeholder 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

March and April staff meetings were used to gather input from staff. Collaborative teams contribute information throughout the year as their needs arise based on student performance data and revisions are discussed and approved through the site council At the March site council meeting, goals were established based on data reviewed. A needs assessment was given to all EL parents and was reviewed by the site intervention team for needs to be addressed in the SPSA. Additionally, the principal attends the ELAC meetings and has continuous dialogue with the parents. Parent meetings throughout the year also provide input into the plan. Feedback from students and parents receiving intervention services was also utilized. April and/or May site council meeting approve the SPSA and it is reviewed in the August meeting for any initial adjustments needed. Collaboration teams provided input regarding supplemental programs and site licenses, collaboration needs, and professional development needs by April 12. Goals and progress are updated in each site council meeting. The April site council meeting was a work session open to staff and parents for input, review and updates to the plan and goals.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.64%	1.04%	1	3	5
African American	4.2%	3.21%	3.11%	20	15	15
Asian	12.4%	11.56%	13.07%	59	54	63
Filipino	1.3%	1.28%	1.45%	6	6	7
Hispanic/Latino	45.4%	43.90%	46.27%	216	205	223
Pacific Islander	0.2%	%	%	1		
White	30.7%	33.83%	29.67%	146	158	143
Multiple/No Response	0.4%	%	%	2		
	Total Enrollment			476	467	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	68	54	69
Grade 1	72	80	65
Grade 2	80	70	75
Grade3	61	73	75
Grade 4	66	60	68
Grade 5	65	67	64
Grade 6	64	63	66
Total Enrollment	476	467	482

Conclusions based on this data:

1. Translation of school information in Spanish continues to be necessary.
2. Our enrollment is currently 503 and our school continues to grow.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	130	67	83	27.3%	14.3%	17.2%
Fluent English Proficient (FEP)	17	47	46	3.6%	10.1%	9.5%
Reclassified Fluent English Proficient (RFEP)	11	46	2	8.8%	35.4%	3.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	72	78	55	72	78	55	72	78	96.5	100	100
Grade 4	67	64	68	67	63	67	67	63	67	100	98.4	98.5
Grade 5	66	68	64	66	68	64	66	68	64	100	100	100
Grade 6	66	60	66	66	60	66	66	60	66	100	100	100
All Grades	256	264	276	254	263	275	254	263	275	99.2	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2432.	2421.	34.55	29.17	20.51	23.64	22.22	24.36	27.27	26.39	28.21	14.55	22.22	26.92
Grade 4	2480.	2457.	2459.	28.36	19.05	25.37	28.36	22.22	19.40	23.88	28.57	25.37	19.40	30.16	29.85
Grade 5	2496.	2511.	2484.	12.12	25.00	14.06	36.36	30.88	29.69	25.76	20.59	18.75	25.76	23.53	37.50
Grade 6	2503.	2524.	2538.	13.64	11.67	22.73	27.27	43.33	28.79	25.76	25.00	31.82	33.33	20.00	16.67
All Grades	N/A	N/A	N/A	21.65	21.67	20.73	29.13	29.28	25.45	25.59	25.10	26.18	23.62	23.95	27.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.27	27.78	25.64	54.55	52.78	48.72	18.18	19.44	25.64
Grade 4	31.34	14.29	19.40	46.27	61.90	56.72	22.39	23.81	23.88
Grade 5	13.64	23.53	21.88	63.64	51.47	50.00	22.73	25.00	28.13
Grade 6	15.15	20.00	21.21	48.48	55.00	60.61	36.36	25.00	18.18
All Grades	21.65	21.67	22.18	53.15	55.13	53.82	25.20	23.19	24.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.27	23.61	12.82	49.09	43.06	51.28	23.64	33.33	35.90
Grade 4	22.39	15.87	17.91	53.73	42.86	55.22	23.88	41.27	26.87
Grade 5	21.21	33.82	12.50	56.06	41.18	53.13	22.73	25.00	34.38
Grade 6	16.67	11.67	25.76	40.91	58.33	53.03	42.42	30.00	21.21
All Grades	21.65	21.67	17.09	50.00	46.01	53.09	28.35	32.32	29.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.64	19.44	11.54	67.27	62.50	74.36	9.09	18.06	14.10
Grade 4	25.37	19.05	10.45	61.19	68.25	68.66	13.43	12.70	20.90
Grade 5	13.64	11.76	15.63	71.21	69.12	60.94	15.15	19.12	23.44
Grade 6	7.58	10.00	13.64	63.64	80.00	71.21	28.79	10.00	15.15
All Grades	17.32	15.21	12.73	65.75	69.58	69.09	16.93	15.21	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.27	34.72	21.79	30.91	50.00	55.13	21.82	15.28	23.08
Grade 4	29.85	20.63	16.42	58.21	53.97	58.21	11.94	25.40	25.37
Grade 5	24.24	35.29	15.63	53.03	54.41	45.31	22.73	10.29	39.06
Grade 6	25.76	28.33	28.79	46.97	60.00	54.55	27.27	11.67	16.67
All Grades	31.10	30.04	20.73	48.03	54.37	53.45	20.87	15.59	25.82

Conclusions based on this data:

1. ELA performance of students proficient in the standard or above increased and the number below standard decreased for all grade levels. More acceleration is needed to move those at or near standard. Focus on reading and writing.
2. Intensive intervention needed for reading and writing at most grade levels. Provide professional development as needed.
3. Grade level collaboration was established weekly to monitor student progress more frequently and to analyze student performance and provide consistency among grade levels.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	72	78	56	72	78	56	72	78	98.2	100	100
Grade 4	67	64	68	67	63	67	67	63	67	100	98.4	98.5
Grade 5	66	68	64	66	68	64	66	68	64	100	100	100
Grade 6	66	60	66	66	60	66	66	60	66	100	100	100
All Grades	256	264	276	255	263	275	255	263	275	99.6	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2441.	2434.	2427.	17.86	15.28	10.26	41.07	41.67	29.49	23.21	22.22	42.31	17.86	20.83	17.95
Grade 4	2467.	2465.	2483.	10.45	15.87	16.42	32.84	22.22	34.33	31.34	38.10	34.33	25.37	23.81	14.93
Grade 5	2480.	2491.	2489.	9.09	13.24	9.38	10.61	17.65	21.88	46.97	39.71	40.63	33.33	29.41	28.13
Grade 6	2520.	2531.	2546.	15.15	16.67	19.70	24.24	23.33	30.30	30.30	36.67	27.27	30.30	23.33	22.73
All Grades	N/A	N/A	N/A	12.94	15.21	13.82	26.67	26.62	29.09	33.33	33.84	36.36	27.06	24.33	20.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.14	23.94	21.79	46.43	49.30	44.87	21.43	26.76	33.33
Grade 4	19.40	23.81	28.36	46.27	31.75	43.28	34.33	44.44	28.36
Grade 5	15.15	19.12	12.50	31.82	33.82	50.00	53.03	47.06	37.50
Grade 6	21.21	23.33	25.76	39.39	40.00	40.91	39.39	36.67	33.33
All Grades	21.57	22.52	22.18	40.78	38.93	44.73	37.65	38.55	33.09

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.86	25.35	16.67	67.86	54.93	65.38	14.29	19.72	17.95
Grade 4	14.93	12.70	19.40	59.70	57.14	64.18	25.37	30.16	16.42
Grade 5	9.09	14.71	12.50	57.58	55.88	53.13	33.33	29.41	34.38
Grade 6	25.76	18.33	21.21	33.33	55.00	50.00	40.91	26.67	28.79
All Grades	16.86	17.94	17.45	54.12	55.73	58.55	29.02	26.34	24.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	28.17	16.67	57.14	53.52	64.10	14.29	18.31	19.23
Grade 4	19.40	20.63	26.87	50.75	49.21	43.28	29.85	30.16	29.85
Grade 5	9.09	10.29	12.50	45.45	52.94	45.31	45.45	36.76	42.19
Grade 6	15.15	20.00	22.73	53.03	50.00	54.55	31.82	30.00	22.73
All Grades	17.65	19.85	19.64	51.37	51.53	52.36	30.98	28.63	28.00

Conclusions based on this data:

1. Percentages of students meeting math standards increased and percentage of students not meeting standard decreased. Math intervention added consistently in 4th-6th grade this year. Continue to monitor student performance in collaboration meetings on a regular basis.
2. Collaboration teams met on a regular basis starting in 2016-17 monitoring student progress and determining areas in need of supplement. Essential standards were established and pacing schedule was made.
3. Provide more para educator support for math as the focus has been on ELA support. More intensive interventions for students in need of support.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.0	1435.0	1454.1	1449.6	1406.8	1400.9	11	11
Grade 1	*	1471.8	*	1489.5	*	1453.5	*	11
Grade 2	1477.8	1498.0	1493.5	1506.9	1461.2	1488.7	12	14
Grade 3	1513.1	1495.4	1512.1	1494.1	1513.6	1496.6	15	14
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	10
Grade 6	*	*	*	*	*	*	*	8
All Grades							71	76

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	36.36	*	36.36	*	9.09	11	11
1	*	18.18	*	45.45	*	36.36	*	0.00	*	11
2	*	7.14	*	78.57	*	7.14		7.14	12	14
3	*	0.00	*	57.14	*	42.86	*	0.00	15	14
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	43.66	15.79	33.80	50.00	16.90	31.58	*	2.63	71	76

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	36.36	*	36.36		18.18	*	9.09	11	11
1	*	63.64	*	27.27	*	0.00	*	9.09	*	11
2	*	57.14	*	35.71	*	7.14		0.00	12	14
3	*	35.71	*	42.86	*	21.43	*	0.00	15	14
4	*	*	*	*		*		*	*	*
All Grades	67.61	47.37	22.54	39.47	*	10.53	*	2.63	71	76

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	36.36	*	45.45	*	9.09	11	11
1		9.09	*	45.45	*	18.18	*	27.27	*	11
2		7.14	*	28.57	*	57.14	*	7.14	12	14
3	*	0.00	*	42.86	*	35.71	*	21.43	15	14
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	22.54	7.89	33.80	32.89	26.76	47.37	16.90	11.84	71	76

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	63.64		9.09	11	11
1	*	90.91	*	9.09	*	0.00	*	11
2	*	35.71	*	57.14	*	7.14	12	14
3	*	14.29	73.33	85.71	*	0.00	15	14
All Grades	49.30	34.21	46.48	61.84	*	3.95	71	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	63.64	*	9.09	11	11
1	*	9.09		81.82	*	9.09	*	11
2	*	64.29	*	35.71	*	0.00	12	14
3	86.67	28.57	*	71.43	*	0.00	15	14
All Grades	83.10	47.37	*	50.00	*	2.63	71	76

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	81.82	*	9.09	11	11
1		36.36	*	36.36	*	27.27	*	11
2		7.14	91.67	85.71	*	7.14	12	14
3	*	0.00	*	64.29	*	35.71	15	14
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	19.72	10.53	54.93	69.74	25.35	19.74	71	76

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	45.45	*	27.27	*	27.27	11	11
1	*	0.00	*	90.91	*	9.09	*	11
2	*	7.14	*	85.71		7.14	12	14
3	*	21.43	*	71.43		7.14	15	14
All Grades	30.99	17.11	66.20	75.00	*	7.89	71	76

Conclusions based on this data:

1. Baseline data. Continue to monitor student performance on common formative assessments throughout the year in addition to state assessments.
2. Continue to monitor EL performance data throughout the year with collaboration team and EL intervention team.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	61.2	17.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	17.2
Homeless	6	1.2
Socioeconomically Disadvantaged	295	61.2
Students with Disabilities	33	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.1
American Indian	5	1.0
Asian	63	13.1
Filipino	7	1.5
Hispanic	223	46.3
Two or More Races	26	5.4
White	143	29.7

Conclusions based on this data:

1. We continue to have a diverse population with a majority of students with a Hispanic background.
2. We are increasing number of students with disabilities and will provide additional support in 2019-20.
3. Continue to monitor all groups' progress through collaboration teams.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Larger increases are evident in math as we shifted our intervention focus to include mathematics.
2. Suspension rates, chronic absenteeism and ELA progress did not increase significantly. Continue to monitor and focus on these areas for intensive interventions.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.8 points below standard	14.6 points below standard	0 Students
Declined -6.4 points	Declined -11.1 points	
256	68	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.4 points below standard	101.9 points below standard
3	Declined -12.4 points	Declined -6.8 points
	173	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8	3	Declined -7.8 points	4
		34	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
24.8 points below standard	18.6 points above standard	0 Students	12.1 points above standard
Declined -11.6 points	Declined -13.3 points		Maintained ++1.5 points
116	16		75

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.2 points below standard	49.3 points above standard	1 points below standard
Declined Significantly -16.6 points	Maintained ++1.7 points	Declined -4.9 points
37	31	186

Conclusions based on this data:

1. EL and white students increased performance significantly. All other subgroups increased but not significant enough to illustrate growth on the dashboard indicators.
2. Continue collaboration monitoring student performance for all groups and intensive interventions.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
9.9 points below standard	20.2 points below standard	
Increased ++5.6 points	Increased ++10.5 points	
256	68	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.9 points below standard	70.1 points below standard
3	Maintained ++1.4 points	Increased ++10.1 points
	173	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 9.1 points below standard Increased ++7.9 points 34	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 27 points below standard Increased ++3.9 points 116	No Performance Color 3.1 points below standard Maintained ++0.9 points 16		Green 11.4 points above standard Increased ++8.4 points 75

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.8 points below standard Declined -7 points 37	23.5 points above standard Increased Significantly ++33.9 points 31	6.1 points below standard Increased ++3.7 points 186

Conclusions based on this data:

1. Mathematics scores increased for each subgroup with the exception of the White subgroup which remains 3 points above standard.
2. Continue collaboration teams and intensive interventions in Mathematics.
3. Increase para educator support to include intervention time in Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.1 making progress towards English language proficiency
Number of EL Students: 61
Performance Level: Medium

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.

2019 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
7	21	3	30

Conclusions based on this data:

1. Students are making progress with English Language Proficiency and our number of students is decreasing due to students being reclassified every year. Last year we had 42 students reclassified and 9 this year making over 50 in a 2 year period.
2. Continue intervention groups, focus on vocabulary development for our English Learners.
3. Continue to monitor EL student performance and adjust interventions as needed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	3

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
3.4	1.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Declined -1.1	1
522	87	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
21.4	3.6	7.8
14	Declined -1.5	Declined -0.8
	330	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.3	5	Maintained 0	7
16		67	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Green
3.4	0	Less than 11 Students - Data Not Displayed for Privacy	6.3
Increased +0.7	Declined -6.1	0	Declined -1.1
236	31		160

Conclusions based on this data:

1. Continue to monitor student attendance especially Socioeconomically Disadvantaged and Students with Disabilities. Many of the absences for the students with disabilities is due to ongoing health issues and are excused which is not evident with this data.
2. Continue to develop solutions for Socioeconomically disadvantaged students and monitor with attendance clerk and Elementary Student Support including home visits with administrator.
3. Implement Social Emotional Learning curriculum and practices and provide support for students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not
Declined Significantly -1.4	Maintained 0	2
534	88	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Yellow
0	0.9	1.9
14	Declined Significantly -1.2	Maintained +0.2
	334	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
Declined -17.6	5	Maintained 0	7
18		67	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue		Blue
0.8	0		0.6
Increased +0.4	Maintained 0		Declined Significantly -2.9
240	33		164

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.9	0.6

Conclusions based on this data:

1. Suspension rate is low for site. Continue to find alternatives to suspension and support Social Emotional Learning.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students including support systems which meet the needs of the targeted population.

Goal 1

Professional learning communities collaboration teams have identified and will continue to review essential standards, curriculum analysis and alignment, and create, monitor and plan instruction based on data analysis. Grade level collaboration teams will determine intervention groups to increase number of students proficient and/or advanced in ELA and math based on on going assessments. Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or Math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on students needs and performance. Enrichment provided for students that are proficient or above in grade level determined essential standards. Supplemental resources and materials determined by collaboration teams. Collaboration teams will continuously review and plan around the four critical questions 1. What do we want students to learn? (essential standards) 2. How will we know if they have learned? (team developed common assessments) 3. What will we do if they don't learn (systematic interventions) 4. What will we do if they already know it? (extended or enrichment learning opportunities). Instructional planning based on data analysis is the focus of all collaboration meetings and determines courses of action for instruction, intervention, resources needed and professional development needed.

Identified Need

Instruction time dedicated by grade level to meet student needs based on current data on essential standards. Intensive intervention support for students not proficient in grade level essential standards. Enrichment for students meeting or exceeding standards. Supplemental materials, resources and technology. Lower the ratio of students to devices. Professional development based on Professional Learning Community components in addition to specific needs identified by collaboration teams.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level common formative assessments	65% students below grade level number higher due to loss of learning 2019-20	Decrease students below grade level by at least 50%
CAASP	N/A for 2019-20	Yellow and green for all areas
Collaboration team documentation	weekly	
District Benchmark assessments STAR Reading and Math	*currently testing will update mid September	Increase students at or above grade level proficiency by at least 25%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide para educators support during grade level intervention time providing support on targeted essential standard needs. 4 positions funded initially and may add an additional based on needs. Include extra duty time and sub funding for para educators with any available carry over funds based on the varying needs of grade levels determined by student performance data analysed by collaboration teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
79,733	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Research based supplemental instructional material including online intervention programs (i.e., Waterford) contracts and materials needed for workshop/intervention time. Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reader, Math, Read Naturally, Enchanted learning, More Starfall, IXL (ELA and math), Apple apps, and technology for student assessments and access to district data resources. Provide listening centers or headphones for devices for interventions and classroom workshop activities. Materials to be determined by collaboration teams and approved by site administrators.

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)
19,887	Title I
2000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Staff and All students

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

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

Strategy/Activity
Professional Development: Provide conference opportunities and conference related expenses including academic student improvement and Professional Learning Communities strategies and components including conferences identified by collaboration teams as beneficial to grade level team's professional development. Provide professional books. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

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

Amount(s) Source(s)

Strategy/Activity 5

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

Strategy/Activity
Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum. opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation. Library to include after school hours available to parents to read with their child(ren) and access resources (online during distance learning). During distance learning the Literacy Resource Technician will provide recorded and online class sessions based on classroom needs.

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)
36,000	Targeted

Strategy/Activity 6

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

Strategy/Activity
Provide library books, ebooks and electronic devices for students to use in the library to maximize supplemental resources. Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for AR books, multi-cultural and bilingual reading materials (requested by ELAC) and books/subjects identified through PLC collaboration teams. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

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 7

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

Strategy/Activity
Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. (Paper, print shop, printer cartridges, copier maintenance contracts)

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)
1,694	Targeted

Strategy/Activity 8

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

Strategy/Activity

Provide technology support for students through IPADs and/or Chromebooks based on grade level needs as determined by grade level collaboration teams. This technology will increase student access to multiple learning tools and devices, supplemental instructional materials/resources as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement interventions for students with social and emotional needs during their grade level academic intervention time and during recess. Provide interventions for students sent during instructional or activity time based on reason for referrals.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline/Suspensions	0	0
Chronic Absenteeism	22	<15
SSTs	30 2019-20 with 8 follow ups	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide an Elementary Student Support Specialist for the equivalent of 3.75 hours per day to work with students, teachers, other school staff and parents to help ensure student success including social emotional support, improving attendance, behavior and academics. Elementary Student Support Specialist will coordinate with the elementary school counselor for providing students and documenting interventions for students. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs. Including extra duty.

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)
19,100	Title I

Strategy/Activity 2

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

Staff and all students

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

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

All students

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

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

All students

Strategy/Activity

Fund partial Students Services Coordinator to provide students with academic counseling, arrange motivational assemblies, student behavior modification strategies, social and emotional support, monitoring and maintaining student achievement. Monitor student attendance, make home visits when necessary and coordinate necessary services for students including outside agencies. Participation in SST and PLC processes. Participate in interventions for behavior and social emotional needs. Communicate with parents and facilitate parent teacher conferences as needed.

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)
36,137	Targeted

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

Increase parent, family and community involvement in the education of all students.

Goal 3

Increase parent community involvement and home to school communication. Parents volunteering must be fingerprinted. All visitors and volunteers must be registered in our Raptor system and receive a pass.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Newsletters	newsletter printed and posted online once per month	monthly newsletter
Raptor sign in data for visitors and volunteers	Not currently available	No visitors due to COVID restrictions
Interventions documented in Aeries		
Participation numbers in online meetings	Approx 10 per meeting 2019-20	15 or more per meeting

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide materials and time for training sessions for parents

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)

795	Title I Parent Involvement

Strategy/Activity 2

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

Socially Economically Disadvantaged

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

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

All students

Strategy/Activity

Provide parents with written information, newsletters, calendars and phone calls to increase communication.

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

Amount(s)	Source(s)
800	Title I Parent Involvement

Strategy/Activity 4

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

All students

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

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

Strategy/Activity
Provide extra duty funding for staff to communicate more effectively with parents and implement methods of obtaining more parent input and feedback as a liaison and work with the Elementary Student Support Specialist, PTO and site administrators to increase parent communication/input and include one staff member that is specifically working with EL parents.

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

Amount(s)	Source(s)
1500	Title I

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	$199,646.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	120,220	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	1,595	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	77,831	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	141,314.00
Goal 2	55,237.00
Goal 3	3,095.00
Goal 4	
Goal 5	
Goal 6	

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
Lori Guy	Principal
Rebecca Knudson	Other School Staff
Lindsey Choate	Classroom Teacher
Bonnie Marshall	Classroom Teacher
Kristy Haresh	Classroom Teacher
Mike Smith	Parent or Community Member
Petra Campos	Parent or Community Member
Sarah Hudson	Parent or Community Member
Natasha Hodnett	Parent or Community Member
Jessica Aldana	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

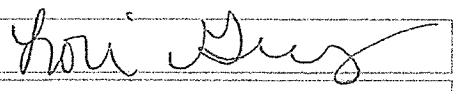
Signature	Committee or Advisory Group Name
	[Other:]

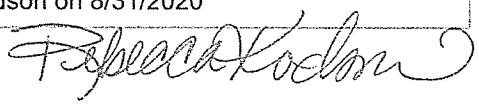
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 8/24/2020.

Attested:

Principal, Lori Guy on 8/24/2020 

SSC Chairperson, Rebecca Knudson on 8/31/2020 

School Year: **2020-21**

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
Ella Elementary School	58-72736-6056683	08-24-2020	

Purpose and Description

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

Schoolwide Program

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

Ella Elementary will be targeting the needs of our site by using our Title 1 and Targeted Funds to directly work with students that are struggling to meet our State Standards. We will also be helping our students that have met the State Standards in their grade levels by adding enrichment programs during the school day and after. The funds will be used to provide Tier 1, Tier 2 and Tier 3 interventions during the day which will help students receive direct instruction at their current grade level and at the performance grade level. Additionally, funds will be used to focus support for English Language Learners, Special Education students, and Socioeconomically Disadvantaged students. Staff will meet at grade level teams weekly to make sure we are providing the best instruction possible for all or our students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Ella Elementary meets with Staff, ELAC, PTO, and other parent groups regularly throughout the school year to consult with them on their recommendations and needs for our school. Stakeholders are given opportunities to participate in surveys, stakeholder meetings, and meetings with administration throughout the school year to help develop a comprehensive plan to support students in their academic growth. Data sources reviewed with stakeholders include, but are not limited to: CAASPP data, ELPAC data, district assessments, grade level common assessments, teacher and administrative student observation, school developed surveys, Aeries attendance data, and State Dashboard data to develop our comprehensive plan to support student academic progress. Additionally, these data resources are used to target areas or subgroups that need specific attention. Everything from Chronic Absenteeism, Suspension Rates, PD, PLC time, Grade Level Collaboration, Direct Instruction and any other data that could be compiled are used to find areas of strength and deficiency to discuss with stakeholder groups.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Ella Elementary finds that our student academic assessment data continues to show slow growth in all areas of ELA and Math which has been consistent over time. Our stakeholders agree that target areas of focus for our subgroups include Socioeconomically Disadvantaged students, English Language Learners, and Students with Disabilities. These subgroups will need additional support with our current state of education due to the Covid 19 pandemic and distance learning. Our site continues to increase time with students in Tier 2 instruction in both Math and ELA and growth is steadily taking place. A school-wide tier 2 intervention schedule was created for this targeted academic time. Tier 3 intervention support time has been scheduled for students through the development of the SAI Center (Specialized Academic Intervention). The SAI Center is supported by our sites 3 Special Education teachers and the 4 Special Education paraprofessionals. Tier 3 intervention is focused on ELA, specifically reading, to address the number of students in all subgroups not reading at grade level. Data shows we need to target more support for our reclassified students as shown in the Fall CAASPP data. This subgroup declined by 29.8 points in ELA and 11.1 points in math. Another subgroup for constant observation and support is our Chronically Absent students. Communication and contact with these students will be crucial to supporting their academic growth, especially during distance learning due to the Covid 19 pandemic. Ella Elementary determined that through our specific intervention time, assessments by the teachers and district assessments showed our students are making steady growth and that our Tier 2 and Tier 3 intervention should continue for the 20-21 school year. It was also determined that analysis of our interventions will be critical as we progress during the 20-21 school year in a distance learning or blended learning model for instruction to monitor all subgroups progress and academic growth.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*

- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Through the PLC process Ella Elementary has developed a guiding coalition of teachers and administrators. The Guiding Coalition meets monthly to go over grade level PLC meetings and determine the needs of students at Ella Elementary. Common assessments are developed by Ella grade level teachers and by Student Services with the support of district teachers. PLC teams meet weekly to review student growth using several data sources as well as discuss topics of concerns or subgroup specific topics. The data and meeting notes are shared into Google Docs by teachers and staff after PLC Coalition and PLC team meetings. This information is used to break students into groups for grade level instruction in both ELA and Math. To best support students during intervention and provide small group specific support, teachers share students across the grade level to provide Tier 2 and Tier 3 instruction in both ELA and Math. Ella students are getting daily interventions based on current assessments and classroom observations. The purpose for small or targeted groups for instruction is to support students in understanding essential grade level state standards. Student learning groups are fluid and constantly monitored by teachers to determine their academic needs. Included in the planning of small groups is specific ELD time for our English Language learners providing both integrated and designated instruction daily. The PLC teams set the instruction and intervention in their weekly PLC meetings to best meet the needs of all sub-groups in both ELA and Math.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Ella Elementary finds that the data from district and site grade level assessments, student observations, and other current data sources prove to be most valuable for teacher preparation to support students in progressing in grade level essential standards. When Ella teachers analyze data, have meaningful and specific conversations around student growth, they can prepare for tier 1, tier 2, and tier 3 instruction and intervention using district adopted curriculum and supplemental curriculum. Students are showing steady growth in their ELA and Math from the daily interventions that are provided in every grade level. The PLC grade levels hold each other accountable for the growth of all students in their grade levels and the Guiding Coalition holds all grade levels accountable for growth school wide. Through this direct approach all grade levels are seeing slow but steady growth in their site assessments and district assessments in both ELA and Math. Continuing to support student social emotional growth will compliment teachers academic instruction and support students during the current Covid 19 pandemic and the distance learning or blended learning model for instruction. Many students and families have expressed personal struggles as they navigate this new student learning and it will be imperative to monitor social emotional wellness of our students and provide intervention and support so they can focus on their grade level essential target standards. This support will be provided through our PBIS team who meet monthly to discuss data and observations surrounding positive behavior and supports for students. This information and findings from the PBIS team is shared with grade level PLC and further discussed by teachers at their grade level. Ella's school counselor, psychologist, and administrative team are also instrumental in providing student support and interventions as it relates to social emotional wellness and learning for Ella students. Continuing to survey all stakeholders as we navigate the impacts

of the Covid 19 pandemic and our new instruction model for the 20-21 school year will be necessary in knowing how to best support student academic growth and progress.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Feedback from the Ella Elementary stakeholder groups has indicated that our SPSA needs to continue to reflect the supports and practices that are having a positive impact on student growth, as well as, reflect a PD focus that supports teachers, students, and parents during the COVID 19 pandemic and our district approved learning model for the 20-21 school year. Distance Learning and a Blended Learning models will be most successful when teachers, students, and parents are provided PD as it relates to technology platforms that enhance distance learning such as, but not limited to, Google Classroom/Sites, Clever, Renaissance, MyOn, Lexia, Spelling City, Illuminate, Aeries. Staff have also expressed a need to continue with our paraeducator support for Tier 2 and Tier 3 interventions. The SYPSA will reflect 5 paraprofessionals for the 20-21 school year. Teachers will continue to provide daily interventions to help all students. Teachers will prepare for these interventions in weekly PLC meetings, monthly PLC Guiding Coalition meetings, and monthly PBIS meetings. Ella staff will combine resources and expertise around specific areas of PD need, and organize site level PD or attend PD offered by other qualified educators. Ella teachers with expertise in a specific topic will lead PD for other teachers and support staff to ensure that everyone is trained and able to access and implement technology or academic resources to support student growth. Staff will ensure that all students are getting the tools and training they need to meet the rigor of their grade level in both ELA and Math. Students will also be provided with technology and resources to ensure that they meet academic goals. Growth by students on district and grade level assessments will be used to determine if these goals are being met along with all of the daily observations of the teachers and paraprofessionals and other staff.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Ella Elementary uses ELAC, PTO, Staff meetings, PLC Coalition, and PBIS to share out the growth and concerns of all advisory groups that come up through the year. The meetings have time dedicated to seeking the input and suggestions off all advisory groups to ensure that students educational needs are met. Teachers will meet with parents to discuss their students growth through planned parent conferences, as well as, communicate through phone calls, emails, Aeries Communication, notes, Class Dojo, etc.to make sure that all students and their represented sub-groups are being notified of their student's progress. Each of the advisory groups will be told about the progress of students and staff throughout the year and how the intervention time in ELA and Math is going. All members and families will have the opportunity to have their questions and concerned voiced and heard during the meetings with both staff and administration.

Stakeholder 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

Ella Elementary meets regularly with Staff, ELAC, PTO, and other stakeholder groups to consult with them on their recommendations and needs for our school. Stakeholder groups are given opportunities to participate in surveys, stakeholder meetings, or meet with administration to voice their ideas for helping Ella Elementary meet the needs of its diverse student population. Ella Elementary uses ELAC, PTO, Staff meetings, Site Council, PBIS, and PLC Coalition to share out the growth and concerns of all advisory groups that come up through the year. The meetings have time dedicated to seeking the input and suggestions off all advisory groups to ensure that students educational needs are met. Teachers communicate with parents via planned parent conferences, phone calls home, emails or other technology resources, office hours, etc. to be sure that we are communicating overall academic progress; individual student progress and specific subgroup growth or concerns. Each of the advisory groups will be told about the progress of students and staff throughout the year and have opportunities to discuss any revisions to our SYPSA that need consideration in order to continue our support for students and their academic success. All members and families will have the opportunity to have their questions and concerned voiced and heard during the meetings with both staff and administration.

Resource Inequities

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

Ella Elementary continues to find ways to use its resources to help all students and their represented sub-groups achieve academic success. One challenge in the 20-21 school year is the COVID 19 pandemic and distance learning. This can cause resource inequities for our Ella students and it will be imperative that these are addressed quickly and with action to be sure all students can access daily learning. Daily communication between school staff and families will be instrumental in being sure the school is doing all it can to support students while they navigate Chromebooks and the varied technology resources to support their understanding of essential grade level standards. Aries Communication, Zoom, Google Meets, email, phone calls, Class Dojo and other forms of communication will be utilized daily. Attendance data and daily check-ins will alert staff to families we need to be sure to reach out and support. Creating strong relationships with our families and students will also be key to navigating distance learning to best support students and continue with our goals for Ella School and its students. Continuing to provide prepared and meaningful tier 1, tier 2, and tier 3 instruction and intervention is a priority and may need adjustments to the delivery of instruction in a distance learning model. The SAI Center and how it supports tier 3 intervention will also need adjustments made as we navigate distance learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.2%	2.52%	2.14%	13	15	13
African American	2.3%	2.68%	1.48%	14	16	9
Asian	7.4%	6.38%	5.59%	44	38	34
Filipino	0.3%	0.34%	0.99%	2	2	6
Hispanic/Latino	58.3%	58.89%	59.7%	349	351	363
Pacific Islander	%	%	%			
White	27.1%	26.68%	27.63%	162	159	168
Multiple/No Response	1.2%	1.51%	1.81%	7	9	11
	Total Enrollment			599	596	608

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	120	93	104
Grade 1	84	94	84
Grade 2	67	86	88
Grade3	80	68	91
Grade 4	89	77	72
Grade 5	92	92	81
Grade 6	67	86	88
Total Enrollment	599	596	608

Conclusions based on this data:

1. Student enrollment remains consistent over time with a small change in numbers from year to year. The 2019-2020 school year had a lower enrollment of 587 than the previous school year, but it stayed consistent throughout the year. We sometimes experience highs and lows in enrollment at certain times of the school year; August/September, December/January.
2. 89% of Ella students are socioeconomically disadvantaged. Due to the high mobility of families, challenges with securing housing for long periods or living with family members, and relocating for work, etc. students move often throughout the year.
3. Kindergarten seems to be consistently strong in enrollment numbers for Ella over the span of several years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	280	237	270	46.7%	39.8%	44.4%
Fluent English Proficient (FEP)	28	24	13	4.7%	4.0%	2.1%
Reclassified Fluent English Proficient (RFEP)	13	11	7	5.2%	3.9%	3.0%

Conclusions based on this data:

1. English Learners are a significant subgroup at Ella and are consistently about 45% of our student population.
2. Ella School has room for improvement on the number of students we reclassify each school year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	67	92	80	66	89	80	66	89	100	98.5	96.7
Grade 4	98	75	79	97	74	76	97	74	76	99	98.7	96.2
Grade 5	89	90	80	89	89	77	89	89	77	100	98.9	96.3
Grade 6	67	86	90	67	86	88	67	86	88	100	100	97.8
All Grades	334	318	341	333	315	330	333	315	330	99.7	99.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2365.	2372.	2381.	3.75	7.58	4.49	16.25	12.12	22.47	32.50	36.36	33.71	47.50	43.94	39.33
Grade 4	2400.	2398.	2414.	9.28	5.41	7.89	11.34	20.27	21.05	17.53	18.92	22.37	61.86	55.41	48.68
Grade 5	2463.	2440.	2450.	14.61	11.24	9.09	23.60	14.61	23.38	14.61	22.47	20.78	47.19	51.69	46.75
Grade 6	2479.	2508.	2487.	2.99	13.95	7.95	32.84	24.42	19.32	23.88	29.07	32.95	40.30	32.56	39.77
All Grades	N/A	N/A	N/A	8.11	9.84	7.27	20.12	18.10	21.52	21.62	26.35	27.88	50.15	45.71	43.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.50	9.09	12.36	38.75	43.94	51.69	53.75	46.97	35.96
Grade 4	12.37	4.05	9.21	34.02	44.59	51.32	53.61	51.35	39.47
Grade 5	17.98	13.48	11.69	39.33	40.45	46.75	42.70	46.07	41.56
Grade 6	10.45	17.44	13.64	52.24	43.02	36.36	37.31	39.53	50.00
All Grades	12.31	11.43	11.82	40.24	42.86	46.36	47.45	45.71	41.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	4.55	4.49	50.00	39.39	51.69	43.75	56.06	43.82
Grade 4	12.37	13.51	9.21	26.80	29.73	44.74	60.82	56.76	46.05
Grade 5	23.60	17.98	9.09	44.94	33.71	57.14	31.46	48.31	33.77
Grade 6	4.48	23.26	11.36	53.73	45.35	51.14	41.79	31.40	37.50
All Grades	12.31	15.56	8.48	42.64	37.14	51.21	45.05	47.30	40.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.75	6.06	5.62	70.00	72.73	74.16	26.25	21.21	20.22
Grade 4	6.19	2.70	7.89	46.39	66.22	67.11	47.42	31.08	25.00
Grade 5	16.85	7.87	6.49	43.82	35.96	55.84	39.33	56.18	37.66
Grade 6	10.45	11.63	6.82	65.67	62.79	70.45	23.88	25.58	22.73
All Grades	9.31	7.30	6.67	55.26	58.10	67.27	35.44	34.60	26.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	10.61	3.37	46.25	46.97	58.43	47.50	42.42	38.20
Grade 4	8.25	6.76	7.89	45.36	44.59	42.11	46.39	48.65	50.00
Grade 5	17.98	12.36	12.99	40.45	37.08	38.96	41.57	50.56	48.05
Grade 6	10.45	23.26	14.77	50.75	50.00	40.91	38.81	26.74	44.32
All Grades	10.81	13.65	9.70	45.35	44.44	45.45	43.84	41.90	44.85

Conclusions based on this data:

1. Ella School has strong overall participation numbers for CAASPP.
2. We continue to see many students in grades 3 through 6 performing near or below standard in ELA.
3. A school-wide focus on more students reading at grade level will positively impact performance in all areas of the assessment.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	67	92	80	67	89	80	67	89	100	100	96.7
Grade 4	98	75	79	97	74	77	97	74	77	99	98.7	97.5
Grade 5	89	89	80	89	88	79	89	88	79	100	98.9	98.8
Grade 6	67	86	90	67	86	89	67	86	89	100	100	98.9
All Grades	334	317	341	333	315	334	333	315	334	99.7	99.4	97.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2400.	2411.	6.25	7.46	7.87	21.25	20.90	30.34	33.75	32.84	35.96	38.75	38.81	25.84
Grade 4	2433.	2422.	2446.	9.28	1.35	9.09	12.37	16.22	22.08	42.27	41.89	37.66	36.08	40.54	31.17
Grade 5	2507.	2486.	2482.	21.35	12.50	7.59	19.10	18.18	29.11	38.20	34.09	27.85	21.35	35.23	35.44
Grade 6	2486.	2496.	2484.	4.48	12.79	12.36	20.90	24.42	12.36	34.33	25.58	28.09	40.30	37.21	47.19
All Grades	N/A	N/A	N/A	10.81	8.89	9.28	18.02	20.00	23.35	37.54	33.33	32.34	33.63	37.78	35.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	13.43	23.60	41.25	41.79	40.45	38.75	44.78	35.96
Grade 4	12.37	9.46	19.48	27.84	28.38	35.06	59.79	62.16	45.45
Grade 5	30.34	23.86	26.58	41.57	38.64	39.24	28.09	37.50	34.18
Grade 6	10.45	19.77	14.61	41.79	27.91	32.58	47.76	52.33	52.81
All Grades	18.62	17.14	20.96	37.54	33.97	36.83	43.84	48.89	42.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.75	14.93	7.87	56.25	41.79	52.81	35.00	43.28	39.33
Grade 4	9.28	4.05	9.09	38.14	41.89	42.86	52.58	54.05	48.05
Grade 5	17.98	11.36	10.13	44.94	45.45	45.57	37.08	43.18	44.30
Grade 6	8.96	10.47	8.99	40.30	43.02	40.45	50.75	46.51	50.56
All Grades	11.41	10.16	8.98	44.74	43.17	45.51	43.84	46.67	45.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	10.45	13.48	60.00	50.75	55.06	33.75	38.81	31.46
Grade 4	10.31	2.70	9.09	39.18	35.14	44.16	50.52	62.16	46.75
Grade 5	14.61	10.23	8.86	50.56	52.27	54.43	34.83	37.50	36.71
Grade 6	4.48	17.44	12.36	55.22	40.70	38.20	40.30	41.86	49.44
All Grades	9.31	10.48	11.08	50.45	44.76	47.90	40.24	44.76	41.02

Conclusions based on this data:

1. Ella School has strong overall participation numbers for CAASPP.
2. We continue to see many students in grades 3 through 6 performing near or below standard in math.
3. A school-wide focus on more students reading at grade level will positively impact performance in all areas of the assessment. Additionally, a focus on basic math fact automaticity for addition, subtraction, multiplication, and division will support students in being able to find success on multi-step math problems and knowledge of key math vocabulary for problem solving.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1399.6	1391.9	1413.3	1397.5	1367.6	1378.6	31	37
Grade 1	1439.9	1421.3	1445.1	1428.5	1434.1	1413.6	42	34
Grade 2	1481.3	1476.7	1484.3	1478.3	1477.8	1474.4	41	40
Grade 3	1485.4	1482.1	1484.0	1482.5	1486.2	1481.1	33	38
Grade 4	1497.9	1502.4	1500.4	1500.0	1494.9	1504.3	36	34
Grade 5	1502.6	1510.7	1502.9	1515.3	1501.8	1505.6	36	32
Grade 6	1522.6	1512.1	1522.5	1504.8	1522.0	1518.9	28	32
Grade 8		*		*		*		*
All Grades							247	248

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	32.43	*	48.65	*	18.92	31	37
1	*	0.00	26.19	32.35	35.71	50.00	*	17.65	42	34
2	41.46	5.00	48.78	57.50	*	32.50		5.00	41	40
3	*	0.00	42.42	39.47	33.33	57.89	*	2.63	33	38
4	*	23.53	44.44	32.35	30.56	29.41	*	14.71	36	34
5	*	12.50	52.78	46.88	*	31.25	*	9.38	36	32
6	*	3.13	57.14	53.13	*	34.38	*	9.38	28	32
All Grades	18.22	6.05	42.51	41.94	25.10	40.73	14.17	11.29	247	248

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.70	*	27.03	*	51.35	*	18.92	31	37
1	26.19	8.82	35.71	50.00	*	26.47	*	14.71	42	34
2	56.10	17.50	36.59	60.00	*	17.50		5.00	41	40
3	*	23.68	48.48	44.74	*	31.58	*	0.00	33	38
4	33.33	47.06	55.56	23.53	*	14.71	*	14.71	36	34
5	44.44	46.88	36.11	34.38	*	12.50	*	6.25	36	32
6	46.43	18.75	39.29	53.13	*	15.63	*	12.50	28	32
All Grades	37.25	22.98	40.49	41.94	12.96	24.60	9.31	10.48	247	248

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	27.03	61.29	56.76	*	16.22	31	37
1	*	0.00	*	17.65	*	41.18	40.48	41.18	42	34
2	*	2.50	58.54	42.50	*	42.50	*	12.50	41	40
3	*	0.00	*	15.79	36.36	55.26	42.42	28.95	33	38
4	*	11.76	*	23.53	33.33	41.18	36.11	23.53	36	34
5	*	0.00	30.56	15.63	41.67	62.50	*	21.88	36	32
6	*	0.00	*	15.63	*	62.50	*	21.88	28	32
All Grades	9.31	2.02	28.74	22.98	33.20	51.21	28.74	23.79	247	248

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.94	8.11	35.48	64.86	*	27.03	31	37
1	45.24	41.18	42.86	47.06	*	11.76	42	34
2	70.73	37.50	29.27	62.50		0.00	41	40
3	*	7.89	72.73	68.42	*	23.68	33	38
4	33.33	35.29	58.33	52.94	*	11.76	36	34
5	44.44	18.75	47.22	56.25	*	25.00	36	32
6	*	6.25	67.86	81.25	*	12.50	28	32
All Grades	40.89	22.18	49.39	61.69	9.72	16.13	247	248

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.70	41.94	67.57	*	29.73	31	37
1	33.33	2.94	42.86	70.59	*	26.47	42	34
2	65.85	10.00	26.83	82.50	*	7.50	41	40
3	39.39	39.47	48.48	60.53	*	0.00	33	38
4	61.11	47.06	38.89	44.12		8.82	36	34
5	55.56	68.75	44.44	28.13		3.13	36	32
6	71.43	46.88	*	40.63	*	12.50	28	32
All Grades	50.61	29.84	38.06	57.66	11.34	12.50	247	248

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.52	72.97	*	27.03	31	37
1	26.19	5.88	33.33	61.76	40.48	32.35	42	34
2	34.15	2.50	56.10	80.00	*	17.50	41	40
3	*	0.00	48.48	52.63	45.45	47.37	33	38
4	*	5.88	50.00	50.00	44.44	44.12	36	34
5	*	6.25	61.11	62.50	30.56	31.25	36	32
6	*	3.13	*	40.63	57.14	56.25	28	32
All Grades	15.38	3.23	48.99	60.48	35.63	36.29	247	248

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.73	48.39	48.65	*	21.62	31	37
1	*	0.00	59.52	55.88	26.19	44.12	42	34
2	29.27	5.00	65.85	72.50	*	22.50	41	40
3	*	5.26	63.64	78.95	33.33	15.79	33	38
4	*	8.82	66.67	67.65	*	23.53	36	34
5	*	3.13	50.00	81.25	33.33	15.63	36	32
6	*	18.75	71.43	71.88	*	9.38	28	32
All Grades	14.57	10.08	60.73	67.74	24.70	22.18	247	248

Conclusions based on this data:

1. ELPAC data continues to be inconsistent in general over the past several years with the change to a new test one year, the addition of online components the following year, and then suspended testing due to school closures caused by Covid 19.
2. Ella School needs to increase the number of students reading at grade level including our EL subgroup. This can be accomplished through quality phonics instruction, vocabulary development, and direct and small group instruction for reading.
3. Quality ELD instruction both designated and integrated will positively impact students learning English as a second language.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
608	**89.0**	**44.4**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	270	44.4
Foster Youth	8	1.3
Homeless	12	2.0
Socioeconomically Disadvantaged	541	89.0
Students with Disabilities	50	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.5
American Indian	13	2.1
Asian	34	5.6
Filipino	6	1.0
Hispanic	363	59.7
Two or More Races	4	0.7
White	168	27.6

Conclusions based on this data:

1. 89% of our students are socioeconomically disadvantaged, the majority of the students we serve at Ella. There are many challenges and inequities these students and families come across in a school year. Ella staff need to respond to these challenges and take action to be sure these students are given every chance to a quality education.
2. English Learners are almost 45% of our student population. A clear and quality ELD instruction model is imperative that includes both integrated and designated daily instruction. Data supported ELD strategies need to be included in the daily instruction of core ELA and math.
3. Students with disabilities continue to be a subgroup that benefit from their time in the general education environment with focus on specific support and accommodations that help them access grade level curriculum and standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Overall, Ella has maintained or have seen slight changes in these performance areas.
2. ELA and Math academic performance at Ella is expected to continue to show yearly gains with the supports provided in the SYPSA to increase student achievement at every grade level.
3. Chronic Absenteeism is a targeted area of focus for Ella. Ella School staff will continue to collaborate with Ella parents, district office support, etc. to problem solve the challenges that families have getting their child to school each day ready to learn. Constructing a plan for support and check-ins will be instrumental to seeing positive attendance for these students.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
47.6 points below standard	51 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Maintained -0.3 points	5
294	143	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	51 points below standard	131.6 points below standard
7	Maintained ++1 points	Increased ++7.5 points
	277	28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color 15.7 points above standard Declined Significantly -16.4 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 51 points below standard Increased ++4 points 175	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	Yellow 53.5 points below standard Increased ++7.2 points 83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.8 points below standard Increased ++5 points 115	34.5 points above standard Declined Significantly -29.8 points 28	44.3 points below standard Increased ++6.5 points 151

Conclusions based on this data:

1. More support is necessary for our Reclassified English Learners as they had a significant decline in performance on the Fall 2019 assessment.
2. Slow and steady positive progress on these assessments indicates that our SYPSA is working to support student academic growth. The continued collaboration and discussion with stakeholders throughout the year will ensure that we are fluid and adjusting to the needs we are seeing for our students as it relates to student achievement.
3. Continuing our school wide goal to increase the number of students reading at grade level will positively impact all subgroup academic performance in ELA. This is achieved through quality instruction in tier 1, tier 2, and tier 3 intervention and extension, PLC collaboration, PBIS, quality ELD instruction, phonics and phonemic awareness instruction.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
39 points below standard	34.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.1 points	Increased ++8.1 points	5
294	143	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	40.5 points below standard	135.2 points below standard
7	Increased ++6.3 points	Increased ++9.9 points
	277	28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	8	Declined -5.8 points	2
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Yellow
34.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy		56.7 points below standard
Increased ++10.8 points	1		Increased ++3.2 points
175			83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.8 points below standard	16.2 points above standard	43.4 points below standard
Increased ++11.6 points	Declined -11.1 points	Increased ++7.9 points
115	28	151

Conclusions based on this data:

1. More support is necessary for our Reclassified English Learners as they had a significant decline in performance on the Fall 2019 assessment.
2. Slow and steady positive progress on these assessments indicates that our SYPSA is working to support student academic growth. The continued collaboration and discussion with stakeholders throughout the year will ensure that we are fluid and adjusting to the needs we are seeing for our students as it relates to student achievement.
3. Continuing our school wide goal to increase the number of students reading at grade level will positively impact all subgroup academic performance in math. This is achieved through quality instruction in tier 1, tier 2, and tier 3 intervention and extension, PLC collaboration, PBIS, and targeted focus on math academic vocabulary. Additional focus and intervention on basic fact knowledge in addition, subtraction, multiplication, and division.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 200
Performance Level: Medium

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.

2019 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
49	59	1	91

Conclusions based on this data:

1. The percentage of students who decreased in their ELP level by 1 is an area for improvement, as well as the percentage of students who maintained their ELP level. Quality ELD instruction will support our EL students at each grade level.
2. Overall 91 percent of EL students progressed by 1 ELP level which indicates our ELD instruction paired with EL strategies and strategic interventions outlined in the SYPSA are positively impacting our English Language Learners.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
10.6	3.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -2.8	9
663	286	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
21.1	11.4	14.7
Declined -5.6	Maintained -0.2	Declined -4.3
19	590	75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.3	5.7	Less than 11 Students - Data Not Displayed for Privacy
9	Maintained 0	Declined -14.8	5
	16	35	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Red
7	29.4	Less than 11 Students - Data Not Displayed for Privacy	17
Declined -1.1	Increased +7.2	0	Increased Significantly +3.6
387	17		194

Conclusions based on this data:

1. All performance data is not current and we will not have 19-20 data to compare due to school closure and Covid 19. However, data remains relatively consistent over time for Ella.
2. Each year, Ella maintains for the most part in subgroups. What we are wanting to see over time, with our SYPSA, is greater gains in ELA and math on assessment data.
3. With English Language Learners making up 45% of our student population and 89% of our population being socioeconomically disadvantaged, these populations will continue to be an area of focus for Ella School.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
0.9	1	0
Declined -0.8	Increased +0.3	Declined -7.7
699	292	14

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
0	1	0
Maintained 0	Declined -0.8	Declined -3.7
24	620	80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Declined -4.8 13	No Performance Color 0 Maintained 0 16	Blue 0 Maintained 0 36	No Performance Color Less than 11 Students - Data 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1 Declined -0.6 405	No Performance Color 0 Declined -4.5 20	No Performance Color Less than 11 Students - Data 1	Green 1 Declined -0.7 203

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	0.9

Conclusions based on this data:

1. Ella School has low suspension rates. We have an active PBIS team and supports in place to communicate expectations to students. Ella staff and administration focus on alternative interventions in lue of suspension to make sure our students are on campus learning each day.

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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 1

Students will make academic growth/progress on the understanding of essential grade level standards using using multiple sources of data to measure growth: Universal Screeners, ELPAC and reclassification rates, grade level common assessments, supplemental programs (Lexia, Accelerated Reader, MyOn, Prodigy, etc.), adopted district curriculum assessments (Wonders, Go Math).
A. Ella teachers will focus on strategies in Math, ELA, and EL to provide high quality first instruction to students. The strategies will enhance the learning environment for all Ella students. Ella teachers will design lessons to include direct instruction, tiered intervention and extension for ELA and Math instruction. English Language Learners will receive both integrated and designated instruction daily. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. Teachers will collaborate, articulate, and analyze data to plan for tiered interventions/extensions and tutoring to respond to the students understanding of essential grade level standards. Additionally, teachers will collaborate student engagement strategies.
B. On going PD will assist teachers to gain knowledge and skills to best develop high quality instruction aimed to engage students and increase student academic growth/achievement on essential grade level standards.
C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science, behavioral management, and social emotional learning.

Identified Need

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher collaboration, articulation, data analysis, and professional development opportunities will work in tandem to enhance the learning environment for students and improve instruction in ELA and math. Highly engaged students	Universal Screeners District adopted curriculum assessments ELPAC; reclassification rates Intervention planning agenda Articulation and PLC meeting with grade levels Sign-in sheets	1. Tier 3 ELA students who are 2 or more years behind in reading will show a minimum of 1 years growth 2. Tier 2 ELA students who are 1 year behind in reading will show a minimum 1 years growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
provided tiered levels of intervention/extension will grow academically in essential grade level standards. English Language Learners provided daily integrated and designated EL instruction will show academic growth in their development of the English language. Professional development opportunities provided to all staff will further enhance the quality of instruction provided to Ella students navigating distance learning at home or on a school campus.	Common grade level assessments Tiered Intervention data Supplemental program data Attendance data	3. Students reading at or above grade level will continue to show growth each trimester 4. English Language Learners will show growth in the development of the English language by growing a minimum of 1 level on ELPAC 5.The effectiveness of student engagement strategies for our severely chronic and chronically absent students will be indicated by improved attendance rates throughout the school year 6. Tier 3 math students who are 2 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards 7. Tier 2 math students who are 1 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards 8. Math students currently at grade level or above in essential math standards will continue to show growth each trimester

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)

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Ella Elementary will focus on English Language Learner strategies and ELA strategies to provide high quality instruction to students targeting the essential grade level standards. These strategies will enhance the learning environment for all students. Teachers will participate in lesson study to provide focused ELD and ELA lessons and tiered interventions/extensions. Teachers jointly plan,

observe, analyze, and refine classroom lessons based on both the long-term goals for ELA students and English Learners and the goals of a particular subject area or unit. Lesson study requires educators to study how students respond to these lessons: What do we expect students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? ; plan appropriately for their learning and engagement. Teachers meet weekly to plan lessons targeting specific essential standards based on needs of subgroups to develop leveled questions based on Bloom's Taxonomy and maintain or increase rigor when appropriate. A support staff member will collaborate with the Ella ELAC to support the committee in becoming a functioning, active body. A support staff member will facilitate technology to make it usable at the site for teachers and students. This technology support staff will assist in lesson development and integration of core curriculum into technology. Classified staff will collaborate and communicate with teachers and other staff to provide appropriate and timely supports for students and parents. Support staff will help with communicating upcoming events and meetings to parents. In addition, support staff will provide written and verbal communication when needed at school events or meetings. Substitute teacher pay provided so teachers can participate in colleague classroom and lesson observation to enhance instruction and peer coaching to help our students and teachers grow. Teachers will provide tier 1, tier 2 and tier 3 interventions to students in ELA and Math to support students growth in reaching grade level proficiency. Enrichment will also be provided in response to students who need extension of learning. PLC Guiding Coalition and PBIS team meetings will be used to collaborate, communicate, and analyze data to monitor student academic growth, student engagement, and social emotional learning.

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

Amount(s)	Source(s)
10,000	Title I

Strategy/Activity 2

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

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Ongoing professional development will assist teachers in gaining knowledge and skills to best develop high quality instruction aimed to engage students and increase student academic growth/achievement on essential grade level standards . The employment of effective high quality teaching strategies is essential in improving the academic achievement of each student. Additionally, professional development to enhance a teacher's knowledge in supporting a specific subgroup, including and not limited to English Language Learners, Students with disabilities will positively impact targeted areas for growth for these student populations. Professional development opportunities can be provided by, but not limited to, outside curriculum specialists/companies, district office specialists, district teachers, Ella teachers, etc. on or off school campus. Specific topics or areas of focus will include English language development, PLC, PBIS, supplemental

technology used for distance learning, tiered interventions and supports, students with disabilities, as well as specific school topics identified by stakeholders as beneficial to staff to improve student academic achievement. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This PD list includes, but is not limited to: Growth Mindset Conferences and Trainings, PLC Conferences and trainings, English Language Learners Conference, CUE, Science, Wonders, Go Math, Title 1 Conference, SCOE, YCOE, GLAD, Common Core trainings, PBIS, Social Emotional Learning trainings.

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)
20000	Title I

Strategy/Activity 3

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

Preschool through 6th grade students
English Language Learners
Students with disabilities

Strategy/Activity

The elementary Student Support Specialist will support English Language Learners to improve their language development, set individual goals for growth in ELA and Math targeting essential grade level standards, as well as, monitor EL progress, attendance, and overall student wellness as it relates to a positive school experience.The SSS will communicate regularly with EL families to provide information on students, stakeholder meetings, and ways they can support their EL learner at home (distance learning). Ella's SSS will provide EL students and parents with academic counseling and connections to community resources. The SSS provides supplemental intervention for EL students. In addition, the SSS will use parent meetings and ELAC to communicate with parents and students about their academic progress. Additional topics might include: district adopted curriculum, interventions and supports, resources, relaying of important stakeholder information. The SSS will provide ELPAC testing to students and training to teachers, parents and students as well as, communicate results to stakeholders. The SSS also works closely with our socioeconomically disadvantaged population of students and families. Additional student supports include: behavior modification, student/parent involvement, parent/home communication, home visits and SSTs.

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

Amount(s)	Source(s)
19700	Title I

Strategy/Activity 4

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

Preschool through 6th grade students
English Language Learners
ELA and Math Students
Students with disabilities
Socioeconomically disadvantaged students

Strategy/Activity

The Ella Student Services Coordinator will oversee the duty responsibilities of the Student Support Specialist and work collaboratively to monitor English Language Learners academic growth and development of the English language. The Student Services Coordinator is the CAASPP and ELPAC testing administrator for Ella School and will oversee and monitor the implementation of these assessments to students. The Student Services Coordinator will provide students with academic counseling, motivational assemblies, student behavior modification strategies (PBIS), monitoring and maintaining student achievement, communication with parents as it pertains to the academic, social/ emotional, and behavioral wellness of students. The SSC will also provide support through referrals to public agencies for social/emotional support, meet regularly with administrative team and teachers to determine how best to serve students and families. The SSC will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process.

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)
69000	Targeted

Strategy/Activity 5

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

The Technology Lead will assist teachers to enhance learning through the integration of technology into daily lessons targeting grade level essential standards. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers, staff, and parents. The Technology Lead works collaboratively with administration to ensure successful implementation of CAASPP and ELPAC assessments as it pertains to the technology components. The Technology Lead attends annual trainings for CAASPP and ELPAC and provides PD for teachers in preparation for implementation. The Technology Lead is instrumental at Ella in supporting teachers, students, and parents as they

navigate distance learning. The Technology Lead oversees the varied supplemental technology resources used by teachers to enhance student learning and provides PD to teachers, parents, and students. The PD includes but is not limited to How To's and technical difficulties around Clever, Google Classroom, Lexia, EARLY STAR/STAR, Accelerated Reader, etc. The Tech. Lead also monitors all campus technology: updating of technology, broken technology, old/not usable technology, new and replacement technology to make sure it is ready for teachers, staff, and students every day to enhance instruction.The Technology Lead supports students and during tiered intervention groups and enrichment as it relates to technology.

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)
59605	Targeted
8839	Targeted

Strategy/Activity 6

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

Preschool through 6th grade students
English Language Learners

Strategy/Activity

TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their ELPAC Scores. Provide students with counseling on their ELPACS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.

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 7

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

Preschool through 6th grade students
English Language Learners
ELA and math students not meeting grade level standards

Students with disabilities

Strategy/Activity

Para Educators will help teachers to provide specific academic support or interventions for English Language Learners, students with disabilities, and socioeconomically disadvantaged students working below grade level in reading or math. With direction from classroom teachers, the Para Educators will work with students in grades K-6th providing small group intervention in the classroom or via distance learning. The Para Educators will work 3.5 hours a day 5 days a week. Para Educators will work with teachers to develop targeted and timely intervention lessons using strategies to best support the identified subgroups to grow academically. Para Educators will share any small group data or observations to better support teachers in planning for the targeted academic interventions.

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)
85000	Title I

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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 2

Ella will teach English Learners, ELA and Math students using supplemental, external support programs and materials to enhance the adopted district curriculum. The teachers will use the supplemental materials and external support specialists to support students understanding of essential grade level standards. Academic progress will be observed using data on Universal Screeners, ELPAC assessments, grade level common assessments, tiered intervention data, SBAC assessments, etc.

Identified Need

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data collected from Universal Screeners, intervention assessments and observation, weekly grade level PLC notes, supplemental program data, PBIS, EL monitoring, attendance data, etc. will be articulated and through collaboration, teachers will determine the interventions needed to support students not proficient on grade level essential standards. This same data process will support teachers in providing academic extension/enrichment appropriate for students who are proficient on grade level essential standards.	Universal Screeners District adopted curriculum assessments ELPAC; reclassification rates Articulation and PLC data notes Sign-in sheets Common grade level assessments Tiered Intervention data Supplemental program data Attendance data	1. Tier 3 ELA students who are 2 or more years behind in reading will show a minimum of 1 years growth 2. Tier 2 ELA students who are 1 year behind in reading will show a minimum 1 years growth 3. Students reading at or above grade level will continue to show growth each trimester 4. English Language Learners will show growth in the development of the English language by growing a minimum of 1 level on ELPAC 5.The effectiveness of student engagement strategies for our severely chronic and chronically absent students will be indicated by improved attendance rates throughout the school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		6. Tier 3 math students who are 2 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards 7. Tier 2 math students who are 1 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards 8. Math students currently at grade level or above in essential math standards will continue to show growth each trimester

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)

Preschool through 6th grade students
English Language Learners
ELA and Math Students
Students with disabilities

Strategy/Activity

Supplemental materials to enhance the district adopted curriculum in a blended learning or distance learning model will be purchased. In addition, supplementary materials will be provided that support students during our school wide tiered academic intervention. This includes materials that address students performing below grade level in ELA and Math and those students performing at or above their grade level; enrichment. Supplemental materials that support ELD instruction both integrated and designated will be purchased. These materials/items include, but are not limited to, paper and printer ink/toner to support supplemental programs, materials that support foundational reading skills, comprehension materials, literature units, materials to support foundational math skills, materials to support student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Technology needed for students and staff to be successful in a blended learning, distance learning, or in a classroom learning is essential. Laptops and Chromebooks are used as the primary tool in delivering instruction of grade level standards while students are in a distance learning model. Additional essential technology used to engage students during lesson delivery include, but not limited to: ELMOS, ipads. It is important that technology continue to be "up to date" and current in order for Ella students to have access to 21st Century learning. Chromebooks and other technology will need to be replaced due to age and ability to do annual updates.

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)
25741	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum.

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)
8200	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Technology based supplemental programs will be purchased to support and enhance the district adopted curriculum in both ELA, Math, Science, and Social Studies. These programs will support and reinforce grade level essential standards and compliment the distance learning model for instruction. These programs include, but are not limited to: Spelling City, Starfall, Lexia, Mystery Science, Boomcards, Music Play, Scholastic, Moby Max, Brain Pop, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
English Language Learners
ELA and math students
Students with disabilities

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 3

Ella Elementary staff are in a partnership with parents in educating their children. This is true now, more than ever, with the current COVID 19 pandemic and the distance learning model. Ella honors parental involvement and values this stakeholder contribution.We encourage parents to be involved with our campus and with campus activities. Although this is limited by the current pandemic, parents can continue to participate in district and school parent surveys, attend monthly virtual ELAC meetings, PTO meetings, become involved in Site Council, and DELAC. Communicating with parents is a huge piece in educating our Ella students and working as a team to support their students' academic growth in ELD, ELA and math essential standards. Parents are encouraged to give input in the development and evaluation of the SYPSA.

Identified Need

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent sign in at monthly meetings (conferences, attendance, ELAC, SST, etc.) Attendance at school wide events Aeries attendance data Aeries communication (ALL CALLS) Parent surveys	increase parent involvement	Results on data indicators will show an increase in parent involvement: participating in surveys, attending ELAC, member of Site Council, increase PTO involvement, providing stakeholder input on SYPSA development and evaluation

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 grades preschool through 6th grade

Strategy/Activity

Aeries Communication to be used to contact parents about important campus events, minimum days, days off of school, vacations,meetings,etc. . In addition, written communication is provided in two languages.

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)

All students grades preschool through 6th grade

Strategy/Activity

Paper for notices/flyers for all parents with regards to events, meetings, campus activities, parent/student handbook, and learning opportunities offered at the school.

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)
533	Title I Parent Involvement

Strategy/Activity 3

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

All students preschool through 6th grade

Strategy/Activity

Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.

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)
100	Title I Parent Involvement

Strategy/Activity 4

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

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Strategy/Activity

Parent support classes will be offered by trained staff to support parents in understanding the ELD standards, ELA/Math district adopted curriculum and essential grade level standards, distance learning platforms and other technology supplemental programs (tech support). Classes can be offered during the school day, after school via Zoom/Google Meets or in a classroom using social distancing protocols.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Parent Involvement

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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 4

Ella Elementary has a significant English Language Learner population; about 45% based on 18-19 school year data. Ella School teachers and support staff will provide quality ELD instruction in both integrated and designated instruction. English Language Learners will be supported in their understanding of grade level essential standards through tiered levels of intervention/enrichment and small group instruction, with support from para educators. Supplemental programs and supplemental curriculum that enhances the district adopted curriculum in ELA, math, science, and social studies will be purchased to support ELD instruction: including but not limited to, paper, ink/toner, technology, Wonders supplements, Go Math supplements, etc. With appropriate supports and quality, engaging lessons, Ella's English Language Learners will demonstrate growth in English Language development and understanding of grade level essential standards in ELA and math.

Identified Need

English Language Learners grades preschool to 6th grade

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ella's English Language Learner population is significant (18-19 most current data) at 248 students or @ 45% of the students TK--6th grade. Reclassification rates have been relatively low for several years and ELPAC data suggests that many students testing in a level 2 (40.73%) and level 3 (41.94%) in overall language. The goal is for students to become English Language Proficient or make grow in their English development annually.	ELPAC Assessment Reclassification rates EL monitoring/ Reclassification monitoring Tiered Intervention Data ELD Instruction Data- integrated and designated instruction Universal Screener Supplemental Program Data: Lexia, MyOn, Spelling City, Starfall grade level common assessments District curriculum assessments	1. English Language Learners will show growth in the development of the English language by growing a minimum of 1 level on ELPAC 2. English Language Learners who are 2 or more years behind in reading will show a minimum of 1 years growth 3. English Language Learners who are 1 year behind in reading will show a minimum 1 years growth 4. English Language Learners reading at or above grade level will continue to show growth each trimester

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)

English Language Learners
preschool through 6th grade students

Strategy/Activity

See Goal 1; Activities 1,2,3, 7
See Goal 2; Activities 1,2,4

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

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	$346,718.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	198,441	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	2,633	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	128,605	-17,039.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	272,144.00
Goal 2	71,941.00
Goal 3	2,633.00
Goal 4	
Goal 5	
Goal 6	

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
Jennifer McAdam	Principal
Heather Heap	Classroom Teacher
Lynn Lucas	Classroom Teacher
Kim Bolotin	Classroom Teacher
Meng Xiong	Other School Staff
Maria Pinedo	Parent or Community Member
Tamiya Gilman	Parent or Community Member
Maria Munoz	Parent or Community Member
Cintia Orozco	Parent or Community Member
Tia Preston	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
	English Learner Advisory Committee
	Other: PTO, PLC Coalition, PBIS Team

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.

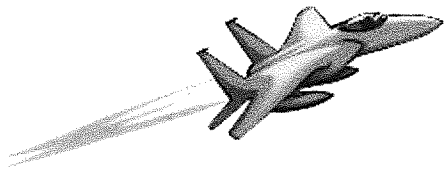
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 08-24-2020.

Attested:

Principal, Jennifer McAdam on 08-24-2020
SSC Chairperson, Heather Heap on 08-24-2020

School Year: **2020-21**



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
Johnson Park Elementary School	58-72736-6056709	August 31, 2020	September 8, 2020

Purpose and Description

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

Schoolwide Program

The purpose of this plan is to identify the areas of strength and areas of growth for Johnson Park. Specific areas to target are reading and math performance by all students, beginning at a very early age.

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.

Johnson Park will align it's site plan to the MJUSD district LCAP plan and will use it as a blueprint to meet the following requirements through transparency and team work.
1) Academic achievement
2) Academic progress
3) English language proficiency

We will also look to increase attendance while lowering discipline rates through our PBIS program.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments, Universal Screener (AR/STAR), Enrollment & Attendance data, CAASPP-ELA and Math, ELPAC, Dashboard Data (Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate), Lexia assessments, Attendance
Reports, Discipline Reports, PD Plans, Teacher Surveys, Parent and Community Surveys, Observations, Parent Conference and Parent Participation Data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Academic Engagement:
ENGLISH LANGUAGE ARTS - Overall student growth was flat remaining at 46.8 points below standard resulting in an orange indicator. Students with disabilities declined and need to be a focus moving forward.
MATH - Scores remain 54.5 points below standard resulting in a yellow indicator. Students with disabilities declined and need to be a focus moving forward.
CHRONIC ABSENTEEISM - Increased 1.6% with 9.4% of students chronically absent. Attendance will be a focus moving forward.
Conditions and Climate:
SUSPENSION RATE - Declined 6.0%. Estimates have suspensions decreasing by 20% for the 18-19 school year.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*

- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Academic Engagement:
This year we created common grade level intervention (JET) times for every grade level. During grade level JET intervention, every student is involved in small group instruction with a teacher and/or paraprofessional. The students are grouped based on their reading levels and instruction is focused at in their instructional levels. This guarantees ALL students get individualized instruction where they need it the most. Our PLC Collaboration efforts have centered on planning instruction, monitoring student progress and adjusting instruction for JET time. Our teachers have quickly become experts when it comes to understanding the specific needs for each students and how best to ensure growth for all. This year the focus was centered mainly on ELA and for the last third of the school year, we added the math component in JET time.

Conditions and Climate:
PBIS continues to drive our efforts to promote and recognize students for their positive behaviors. Our training in PBIS has reached a level where we are now focused on pursuing Tier II level of PBIS for the 19-20 school year. We created our "Maintenance Hangar" student support center. In the Maintenance Hangar, our administrative and support staff support students utilizing conflict management, reflective and restorative practices, and personal counseling. All of these supports carry the same goal, to help students increase their positive choices and maximize positive behaviors.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We have seen growth in many areas of our school and although there are still areas needing to be addressed, Johnson Park
is emerging as a school focused on growth. This is possible because we all believe Johnson Park is a place
where all students will be successful! We will continue with the plan in place.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We will be providing PD in the following areas in addition to what MJUSD offers: PLC Summer Institute, Restorative Practices Institute, growth mindset work, PBIS, Lexia, Wonders, Go Math and Science curriculum trainings.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The SPSA is developed in conjunction with the Site Council and approved the Site Council. The plan is shared at ELAC meetings. Parents are encouraged to take part at both advisory levels and provide input and guidance. Teachers regularly communicate with parents through the use of email, classroom newsletters, and parent conferences.

Stakeholder 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

For the SPSA annual review and update, the following were involved: teachers, parents, community members, paraprofessionals, ELAC, SSC, and students. The SSC approves the SPSA evaluation before it is presented to the Board of Trustees.

Resource Inequities

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

Areas of need include focusing on strategies to improve academic performance, attendance and suspension rates. EL, socioeconomically disadvantaged, SPED and homeless students are target populations we will direct resources and interventions to provide academic support and enrichment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	1.01%	1.02%	2	4	4
African American	3.6%	4.28%	4.07%	13	17	16
Asian	6.4%	6.05%	5.09%	23	24	20
Filipino	0.8%	0.76%	0.76%	3	3	3
Hispanic/Latino	59.1%	57.93%	60.56%	212	230	238
Pacific Islander	0.3%	%	%	1		
White	25.9%	27.71%	26.21%	93	110	103
Multiple/No Response	0.6%	0.25%	0.25%	2	1	1
	Total Enrollment			359	397	393

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	63	83	50
Grade 1	51	50	72
Grade 2	48	48	49
Grade3	41	52	54
Grade 4	59	45	56
Grade 5	38	70	45
Grade 6	59	49	67
Total Enrollment	359	397	393

Conclusions based on this data:

1. Johnson Park has seen two years of continued growth in the number of students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	131	118	149	36.5%	29.7%	37.9%
Fluent English Proficient (FEP)	13	14	14	3.6%	3.5%	3.6%
Reclassified Fluent English Proficient (RFEP)	7	14	8	5.6%	10.7%	6.8%

Conclusions based on this data:

1. We have a 5.5% increase in the number of students who are RFEP. This is a celebration.
2. Continue with our EL interventions targeting all EL levels on the ELPAC test.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	50	51	41	50	50	41	50	50	97.6	100	98
Grade 4	57	50	63	57	48	60	57	48	60	100	96	95.2
Grade 5	43	68	49	43	68	48	43	68	48	100	100	98
Grade 6	56	48	72	54	48	69	54	48	69	96.4	100	95.8
All Grades	198	216	235	195	214	227	195	214	227	98.5	99.1	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2387.	2365.	2.44	16.00	8.00	26.83	14.00	18.00	17.07	26.00	18.00	53.66	44.00	56.00
Grade 4	2412.	2400.	2409.	10.53	4.17	5.00	21.05	16.67	11.67	12.28	22.92	33.33	56.14	56.25	50.00
Grade 5	2462.	2458.	2462.	11.63	13.24	4.17	27.91	22.06	31.25	16.28	17.65	25.00	44.19	47.06	39.58
Grade 6	2490.	2490.	2499.	5.56	8.33	15.94	25.93	25.00	24.64	33.33	27.08	20.29	35.19	39.58	39.13
All Grades	N/A	N/A	N/A	7.69	10.75	8.81	25.13	19.63	21.15	20.00	22.90	24.23	47.18	46.73	45.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.32	16.00	10.00	34.15	40.00	42.00	58.54	44.00	48.00
Grade 4	14.04	10.42	6.67	40.35	33.33	45.00	45.61	56.25	48.33
Grade 5	13.95	17.65	14.58	46.51	42.65	54.17	39.53	39.71	31.25
Grade 6	14.81	8.33	21.74	46.30	45.83	39.13	38.89	45.83	39.13
All Grades	12.82	13.55	13.66	42.05	40.65	44.49	45.13	45.79	41.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.88	16.00	6.00	43.90	32.00	26.00	51.22	52.00	68.00
Grade 4	17.54	4.17	1.67	40.35	39.58	50.00	42.11	56.25	48.33
Grade 5	20.93	14.71	12.50	41.86	35.29	52.08	37.21	50.00	35.42
Grade 6	14.81	12.50	15.94	51.85	41.67	46.38	33.33	45.83	37.68
All Grades	14.87	12.15	9.25	44.62	36.92	44.05	40.51	50.93	46.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.88	6.00	10.00	65.85	78.00	54.00	29.27	16.00	36.00
Grade 4	3.51	4.17	8.33	50.88	79.17	80.00	45.61	16.67	11.67
Grade 5	6.98	8.82	14.58	58.14	60.29	56.25	34.88	30.88	29.17
Grade 6	5.56	12.50	15.94	72.22	64.58	53.62	22.22	22.92	30.43
All Grades	5.13	7.94	12.33	61.54	69.63	61.23	33.33	22.43	26.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.20	16.00	8.00	43.90	50.00	36.00	43.90	34.00	56.00
Grade 4	15.79	6.25	5.00	49.12	54.17	51.67	35.09	39.58	43.33
Grade 5	18.60	20.59	2.08	41.86	33.82	56.25	39.53	45.59	41.67
Grade 6	12.96	22.92	21.74	53.70	45.83	50.72	33.33	31.25	27.54
All Grades	14.87	16.82	10.13	47.69	44.86	48.90	37.44	38.32	40.97

Conclusions based on this data:

1. Test scores have been maintaining overall. The addition of JET intervention time will help to improve in this area.
2. Continue promoting literacy through AR and the Lexia program to increase reading comprehension.
3. Addition of paras to provide more targeted instruction.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	50	51	41	50	50	41	50	50	97.6	100	98
Grade 4	57	50	63	57	48	61	57	48	61	100	96	96.8
Grade 5	43	68	49	43	68	48	43	68	48	100	100	98
Grade 6	56	48	72	54	48	69	54	48	69	96.4	100	95.8
All Grades	198	216	235	195	214	228	195	214	228	98.5	99.1	97

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2398.	2383.	7.32	2.00	2.00	21.95	26.00	22.00	24.39	38.00	34.00	46.34	34.00	42.00
Grade 4	2431.	2423.	2435.	5.26	2.08	3.28	19.30	18.75	18.03	40.35	31.25	44.26	35.09	47.92	34.43
Grade 5	2458.	2468.	2469.	2.33	8.82	8.33	13.95	16.18	10.42	39.53	32.35	33.33	44.19	42.65	47.92
Grade 6	2487.	2481.	2498.	9.26	4.17	13.04	20.37	12.50	13.04	27.78	47.92	40.58	42.59	35.42	33.33
All Grades	N/A	N/A	N/A	6.15	4.67	7.02	18.97	18.22	15.79	33.33	36.92	38.60	41.54	40.19	38.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.32	18.00	12.00	43.90	40.00	32.00	48.78	42.00	56.00
Grade 4	10.53	8.33	9.84	29.82	29.17	24.59	59.65	62.50	65.57
Grade 5	6.98	16.18	10.42	32.56	36.76	37.50	60.47	47.06	52.08
Grade 6	16.67	8.33	18.84	33.33	37.50	31.88	50.00	54.17	49.28
All Grades	10.77	13.08	13.16	34.36	35.98	31.14	54.87	50.93	55.70

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.76	8.00	6.00	39.02	44.00	54.00	51.22	48.00	40.00
Grade 4	10.53	2.08	8.20	42.11	45.83	42.62	47.37	52.08	49.18
Grade 5	2.33	11.76	2.08	48.84	41.18	60.42	48.84	47.06	37.50
Grade 6	12.96	6.25	10.14	40.74	47.92	52.17	46.30	45.83	37.68
All Grades	9.23	7.48	7.02	42.56	44.39	51.75	48.21	48.13	41.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.07	8.00	4.00	56.10	52.00	48.00	26.83	40.00	48.00
Grade 4	14.04	4.17	3.28	43.86	58.33	57.38	42.11	37.50	39.34
Grade 5	4.65	8.82	8.33	53.49	42.65	41.67	41.86	48.53	50.00
Grade 6	14.81	6.25	11.59	42.59	41.67	43.48	42.59	52.08	44.93
All Grades	12.82	7.01	7.02	48.21	48.13	47.81	38.97	44.86	45.18

Conclusions based on this data:

1. Test scores have been maintaining overall. The addition of JET intervention time will help to improve in this area.
2. Additional math interventions begin in 19-20. This will be accomplished by hiring new paras to do push in interventions at all grade levels.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1398.9	1401.4	1404.8	1412.4	1384.9	1374.8	27	13
Grade 1	1457.8	1432.7	1447.8	1436.9	1467.4	1428.0	26	27
Grade 2	1476.6	1493.6	1456.3	1480.9	1496.5	1505.7	20	24
Grade 3	1472.3	1464.6	1461.5	1465.3	1482.6	1463.2	19	14
Grade 4	1513.7	1508.6	1504.5	1501.5	1522.2	1515.2	22	21
Grade 5	1526.5	1524.4	1517.7	1513.9	1534.8	1534.4	23	16
Grade 6	1520.6	1517.9	1498.6	1523.4	1541.9	1511.9	19	17
All Grades							156	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	7.69	44.44	84.62	*	7.69	27	13
1	*	0.00	46.15	25.93	*	55.56	*	18.52	26	27
2	*	16.67	*	50.00	*	33.33	*	0.00	20	24
3		0.00	*	28.57	*	28.57	*	42.86	19	14
4	*	0.00	*	71.43	*	23.81	*	4.76	22	21
5	47.83	25.00	*	37.50	*	25.00	*	12.50	23	16
6	*	5.88	*	52.94	*	35.29	*	5.88	19	17
All Grades	25.64	6.82	35.26	40.91	25.00	40.15	14.10	12.12	156	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	0.00	*	76.92	*	15.38	27	13
1	*	3.70	46.15	29.63	*	48.15	*	18.52	26	27
2	*	16.67	*	58.33	*	20.83	*	4.17	20	24
3	*	14.29	*	28.57	*	28.57	*	28.57	19	14
4	*	28.57	*	61.90	*	4.76	*	4.76	22	21
5	56.52	37.50	*	31.25		25.00	*	6.25	23	16
6	*	58.82	*	23.53	*	11.76	*	5.88	19	17
All Grades	30.77	22.73	40.38	36.36	15.38	29.55	13.46	11.36	156	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	15.38	44.44	69.23	*	15.38	27	13
1	*	0.00	*	29.63	*	44.44	*	25.93	26	27
2	*	12.50	*	45.83	*	29.17	*	12.50	20	24
3		0.00	*	7.14	*	35.71	*	57.14	19	14
4	*	0.00	*	38.10	*	52.38	*	9.52	22	21
5	*	6.25	*	31.25	*	43.75	*	18.75	23	16
6	*	5.88	*	0.00	*	58.82	*	35.29	19	17
All Grades	23.08	3.79	28.21	26.52	28.85	46.21	19.87	23.48	156	132

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.74	15.38	51.85	76.92	*	7.69	27	13
1	69.23	40.74	*	51.85		7.41	26	27
2	65.00	50.00	*	50.00	*	0.00	20	24
3	*	7.14	63.16	64.29	*	28.57	19	14
4	50.00	23.81	*	71.43	*	4.76	22	21
5	47.83	25.00	47.83	68.75	*	6.25	23	16
6	*	23.53	57.89	70.59	*	5.88	19	17
All Grades	47.44	29.55	46.15	62.88	*	7.58	156	132

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	51.85	69.23	40.74	30.77	27	13
1	*	3.70	69.23	74.07	*	22.22	26	27
2	*	8.33	70.00	87.50	*	4.17	20	24
3	*	35.71	57.89	50.00	*	14.29	19	14
4	*	38.10	*	57.14	*	4.76	22	21
5	78.26	50.00	*	37.50	*	12.50	23	16
6	*	52.94	*	41.18	*	5.88	19	17
All Grades	26.28	25.00	51.28	62.12	22.44	12.88	156	132

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	66.67	92.31	*	7.69	27	13
1	42.31	18.52	42.31	40.74	*	40.74	26	27
2	*	12.50	*	79.17	*	8.33	20	24
3		0.00	*	57.14	*	42.86	19	14
4	*	4.76	50.00	71.43	*	23.81	22	21
5	*	25.00	52.17	50.00	*	25.00	23	16
6	*	5.88	*	35.29	*	58.82	19	17
All Grades	26.28	10.61	48.08	59.85	25.64	29.55	156	132

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.74	23.08	40.74	53.85	*	23.08	27	13
1	*	0.00	53.85	77.78	*	22.22	26	27
2	*	25.00	55.00	70.83		4.17	20	24
3	*	0.00	57.89	50.00	*	50.00	19	14
4	*	0.00	72.73	100.00	*	0.00	22	21
5	*	25.00	*	56.25	*	18.75	23	16
6	*	11.76	57.89	64.71	*	23.53	19	17
All Grades	31.41	11.36	53.85	70.45	14.74	18.18	156	132

Conclusions based on this data:

1. Continue providing EL interventions for all students who score below standard. JET time interventions are designed to provide additional instructional support.
2. Promote and encourage reading with our AR program and Lexia with the reading plus component.
3. EL interventions will be driven by data mined through multiple measures.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
393	89.1	37.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	37.9
Foster Youth	1	0.3
Homeless	11	2.8
Socioeconomically Disadvantaged	350	89.1
Students with Disabilities	27	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.1
American Indian	4	1.0
Asian	20	5.1
Filipino	3	0.8
Hispanic	238	60.6
Two or More Races	8	2.0
White	103	26.2

Conclusions based on this data:

1. Our EL, SPED and socioeconomically disadvantaged populations are our focus for both math and ELA achievements.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Focus must be made on primary skills to promote student success in both ELA and math. We will continue our intervention time with focus on targeted groups of kids based on assessment data.
2. Efforts will be made to promote good attendance with our students. Our chronic absenteeism is too high.
3. Suspension rates need to go down. The conclusion was that based on the last two years data, there was a lack of consistency in discipline in the 16-17 school year. This has improved and will continue to be a focus.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
46.2 points below standard	43.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.6 points	Increased ++8.1 points	1
207	82	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.6 points below standard	131.8 points below standard
5	Maintained -0.6 points	Declined Significantly -18.7 points
	188	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 69.1 points below standard Declined -13.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 42.4 points below standard Increased ++5 points 116	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	Yellow 47.5 points below standard Increased ++3.7 points 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.1 points below standard Maintained ++0.2 points 63	64.8 points above standard Increased Significantly ++23 points 19	48 points below standard Declined -5.4 points 124

Conclusions based on this data:

1. Continue to provide quality interventions to all current EL students.
2. Work with families to teach parents how to support kids in reading and comprehension.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
49.9 points below standard	45.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.6 points	Increased ++10.5 points	1
207	82	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	47.2 points below standard	102.4 points below standard
5	Increased ++5.3 points	Declined Significantly -18 points
	188	22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 60.8 points below standard Increased ++10 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 47.5 points below standard Increased ++7.7 points 116	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Orange 56.8 points below standard Maintained -1.4 points 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64.8 points below standard Increased ++7.3 points 63	18.3 points above standard Increased ++13.4 points 19	51.7 points below standard Maintained ++1.5 points 124

Conclusions based on this data:

1. Focus on math interventions with English language supports to help improve math achievement.
2. Work with parents to teach parents how to support students in math and in school in general.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.8 making progress towards English language proficiency
Number of EL Students: 116
Performance Level: Low

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.

2019 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
24	40	1	51

Conclusions based on this data:

1. Ensure quality EL interventions to all EL students.
2. Use of data from SIPPS, Wonders, Go Math, Lexia and STAR to guide interventions.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
8.1	0.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.3	Declined -0.5	1
434	155	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
25	7.5	10.9
Declined -17.9	Declined -2.2	Declined -4.1
16	388	46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
25	Less than 11 Students - Data Not Displayed for Privacy	3.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +5.8	4	Declined -11	4
20		26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
4.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.6
Declined -1.6	10	0	Increased +0.6
251			119

Conclusions based on this data:

1. Target all students on increasing attendance. Work with SARB board to give parents resources and supports to help get kids to school.
2. Target homeless specifically and use whatever resources are available to get the students to school.
3. Provide very strong school wide incentive program to increase attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
7.1	3.2	Less than 11 Students - Data Not 2
Declined -0.5	Declined -0.8	
449	158	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0	6.1	14.6
Declined -10.5	Declined Significantly -1.6	Declined -3.4
18	396	48

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5	Less than 11 Students - Data	7.4	Less than 11 Students - Data
Declined -8.8	4	Increased +1.3	5
20		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Red
3.9	Less than 11 Students - Data		13.6
Declined Significantly -2.5	10		Increased +4.7
258			125

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.6	7.1

Conclusions based on this data:

1. Need one year to normalize data. Behavior program in the 2016-2017 year was minimal and many behaviors were ignored.
2. Continue strong PBIS implementation at the school wide level with professional development for fidelity in implementation.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All learners in all grade levels will improve their proficiency by 10% in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

Identified Need

ELA and Math scores are below standard for all students. On the ELA indicator all students are 46.8 points below standard, but maintained 2.4 points. ELs are 51.5 points below standard and fell 2.9 points while the socioeconomically disadvantaged subgroup increased 3.9 points and are 46 points below standard. Hispanic students are 47.4 points below standard and declined 5.7 points. The white subgroup increased 10.8 points, but remains 51.2 points below standard. Math scores on the Dashboard look similar. On the math indicator all students are 54.5 points below standard, but maintained 2 points. ELs are 56 points below standard and fell 6.3 points while the socioeconomically disadvantaged subgroup increased 4.1 points and are 52.5 points below standard. Hispanic students are 55.2 points below standard and declined 8.7 points. The white subgroup increased 25.7 points, but remains 55.5 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	Scores earned near the beginning of the first trimester will serve as the baseline.	85+ percent of students will show growth equivalent to one year by the end of the year assessments.
Grade level created common formative assessments based on grade level essential standards	Given several times each trimester, students will be offered opportunities for immediate intervention or enrichment based on scores.	Students will master the grade level essential standards.
Assessments/Growth from Supplemental Materials/Resources such as Lexia, Prodigy, etc.	Initial scores or levels from online programs at the point students begin to use them.	Students will show growth towards mastery of grade level essentials standards.
ELPAC Testing	Current scores show 52% of Johnson Park ELs in Levels 1 & 2 and 48% in Levels 3 & 4.	We will move to 60% of ELs in Levels 3 & 4.
California Dashboard Data in ELA and Math	We will use 2018-2019 student score as a baseline data.	We will see an overall increase in students meeting or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		exceeding ELA and Math proficiency of 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

1.1 Jet intervention time (RTI) for all EL and lower performing students will be supported by the bilingual Student Support Specialists.

Strategy/Activity

This position will be assisting the office with keeping families connected and who are having difficulty participating in Distance Learning and will also be tasked with making connections with the entire student body through multiple means both while Distance Learning and upon students' hopeful return to classrooms. When students are on campus, this position assists with triaging discipline, runs student groups, counsels students, mediates with students, etc. This position will also provide our Spanish speaking families with a contact on site to assist them with all aspects of education.

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)
45,042.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

1.2 Para educators to provide targeted intervention using SIPPS as well as district-approved curriculum for at-risk 1st through 5th graders.

Strategy/Activity

Increase and provide consistent ELA instruction as well as provide further intervention. Provide support for classes during their ELA workshop time to maximize ELA instruction for all students. Provides targeted intervention using SIPPS as well as district approved curriculum. Provide (2) 3.5 hour para educator to provide assistance to the classroom teacher providing ELA instruction. While we are in Distance Learning, para educators will also provide further intervention, create learning packets as well as assist with assessments.

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)
31,573.78	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

1.3 The library will be accessible to all students and staff providing materials to supplement the curriculum and opportunities for students to continue a deeper study of concepts presented in class. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. These library resources will also include reading intervention materials to help students increase their reading proficiency.

Strategy/Activity

Increase school wide literacy by improving resources in the library, utilizing Lexia, Reading Plus and AR as classroom resources, increase literacy through actively engaging students in meaningful and well planned lessons promoting all areas in literacy. Funding will also be put in place to purchase more books for the library. Provide a 6 hour per day Literacy Resource Technician that will ensure the library is accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in the classroom. 4 hours funded by site, 2 hours funded by the district.The LRT will be responsible for all functions of the school library and will run the AR program. LRT materials and supplies to increase student literacy. The LRT will also be assisting families with technology and connectivity issues during Distance Learning.

Title I funding is being directed to purchase additional AR titles to extend the library collection and provide current titles to entice students' desire to read. Supplemental texts to support the core curriculum will also extend classroom learning. AR titles are leveled to assist struggling readers in identifying appropriately leveled books to match students' reading ability while building their reading confidence and enjoyment.

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)
14,745.12	Targeted
8,000.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

1.4 All students will benefit from teachers being able to work with and observe other teachers.

Strategy/Activity

Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, restorative justice, data analysis and quite possibly because we are on Distance Learning, we need to provide some professional

development for our staff to meet the challenges of educating our students in a different paradigm than most teachers and students are accustomed to learning. There are several companies offering virtual and distance trainings for teachers and classified staff that we can tap into to help our students gain as much as possible from a less than ideal learning situation. Training and conferences to support the PLC process and restorative justice practices. Collaborate with teachers from other sites to share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools).

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)
5,000.00	Title I

Strategy/Activity 5

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

1.5 Supplemental instructional materials to enhance core classes will benefit all students and help target interventions for students performing below grade level.

Strategy/Activity

Provide supplemental instructional materials to improve instruction, align the curriculum with standards and provide students with extended learning opportunities. This will include supplemental Math, ELA, science, art and social science supplemental books, materials and supplies.

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)
21,967.88	Targeted

Strategy/Activity 6

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

1.6 Classroom technology to enhance instruction and provide differentiated learning supports for students performing below grade level.

Strategy/Activity

Provide Technology equipment for classrooms, (Chromebooks, PCs, iPads, laptops, printers, monitors, LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. This will allow us to equipped to deal with the possibility of continued Distance Learning beyond the 2020-2021 school year. These funds will be available to repair, replace or purchase other instructional technology, such as document cameras, microphones and cameras to make aged desktops compatible with Zoom and Google Meets, etc.

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

Amount(s)	Source(s)
20,100.00	Targeted

Strategy/Activity 7

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

1.7 All kindergarten students benefit from smaller group differentiated instruction.

Strategy/Activity

Provide support through hiring 2 para educators for kindergarten classes. These positions will provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math. These para educators will provide further intervention, help create learning packets as well as assist with assessments.

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)
29,349.12	Title I

Strategy/Activity 8

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

1.8 All Students

Strategy/Activity

Supplemental online programs reinforce grade level essential standards. Online programs are intuitive and help diagnose individualized student mastery. Leveled and intervention strategies are supported by the program. Programs include: Seesaw and Spelling City

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

Amount(s)	Source(s)
8,577.10	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

1.9 All Students

Strategy/Activity

Supplemental online programs reinforce grade level essential standards. Online programs are intuitive and help diagnose individualized student mastery. Leveled and intervention strategies are supported by the program. The reading program, LEXIA will provide this type of support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,900.00	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

1.10 All students benefit from supplemental materials and learning aids that are reproduced on copy machines.

Strategy/Activity

We will provide copying supplies, as well as maintain copier machine contracts/maintenance for supplemental direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Targeted

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

1.11 Schoolwide behavior data to inform PBIS program which enhances the school culture for all students.

Strategy/Activity

SWIS tracks and summarizes student behavior data to support PBIS decision making. Data helps Johnson Park make effective and efficient decisions aligning to the PBIS framework and providing needed data for both universal screening as well as progress monitoring. SWIS reports allow our team to review school-wide referral patterns and define behavior patterns in greater detail.

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)
350.00	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

The staff at Johnson Park will work to continue promoting PBIS as a school wide program promoting a safe school environment that is both physically and emotionally safe. Staff will continue strong implementation of PBIS Tier II and will work to begin Tier III interventions for student supports. Johnson Park will also continue to recognize all stakeholders in the school setting and will provide supports to all students, staff and families to promote a safe environment for all.

Identified Need

Student discipline and absenteeism is higher than it should be. Providing a more nurturing, positive and uplifting environment where students have the opportunity to grow emotionally and to improve their attendance is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS and AERIES incidents, referrals and suspensions	We will use the 2019-2020 data as a baseline.	The number of referrals and days of suspension will decrease.
Attendance	We will use the 2019-2020 data as a baseline, which shows that as of the 7th month of school, our yearly attendance average is 94.8%.	Monthly/yearly attendance will improve to at least a 95.6% average.
Student Recognition	We will use the 2019-2020 list of students recognized for awards as a baseline.	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards.

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)

2.1 All students have the opportunity to serve in school.

Strategy/Activity

Provide opportunities for students to take ownership in the school culture through various activities such as Student Council with school and community service, recess rangers to improve playground culture, students helping with arrival and dismissal, and community events at school.

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

Amount(s)	Source(s)
500.00	Discretionary

Strategy/Activity 2

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

2.2 All Students

Strategy/Activity

PBIS assemblies/Sami Circuit On Demand Program to support and increase student attendance, increase grades and create a positive culture on campus. The system will reinforce the positive behavior expectations and recognize increased academic performance and an increase in attendance. Sami Circuit On Demand allows teachers to upload videos on their Distance Learning platforms providing students with SEL lessons, positive self-affirmations and physical education workouts.

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)
3,000.00	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Johnson Park will provide more information and communication with families to help increase parent, family, and community involvement in the education of all students. Parents will be given multiple opportunities to participate, support and ask for assistance from the school staff to help guide students to success.

Identified Need

Increase parent involvement in school activities, in the classroom and on field trips. Increase awareness of classroom and school policies and procedures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fingerprinting	The 2019-2020 school year will be the baseline.	We hope that we will increase by at least 10 parents being fingerprinted during the year compared to the year prior.
Number of participants at family events	The 2019-2020 school year will be the baseline.	We hope to have an increase of 50 parents attend/participate at family events.
AERIES Communication	The 2019-2020 school year will be the baseline.	We hope to incorporate live message recordings using the new communication system in both English and Spanish.

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)

3.1 All parents have this opportunity to help all students.

Strategy/Activity

Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level. School will sponsor a limited number of parents by providing partial fingerprinting for parents to participate in school activities.

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

Amount(s)	Source(s)
1,500.00	Title I Parent Involvement

Strategy/Activity 2

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

3.2 All students have access to information.

Strategy/Activity

Support the creation, production and dissemination of a monthly Newsletter for parents. This school year we will incorporated articles written by 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)
192.00	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2020-21, English Language Learners at Johnson Park will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2020-21 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers (Subject Areas and EL Authorizations)	85%	100%
Overall CAASPP (ELA) Grades 3-8 and 11	EL Orange Low / Maintained (-51.5)	EL Yellow
Overall CAASPP (Math) Grades 3-8 and 11	EL Orange Low / Decreased (-56)	EL Yellow
Overall ELPAC Level 1	14.10% (Total 22)	13% (6)
Overall ELPAC Level 2	25% (Total 39)	23% (26)
Overall ELPAC Level 3	35.26 (Total 55)	32% (43)
Overall ELPAC Level 4	25.64 (Total 40)	24% (51)
Reclassification	6.8%	7.8% (30)
Chronic Absenteeism	EL BLUE Very Low / Declined Significantly (1.2%)	Maintain or Improve
Suspension Rate	EL Red High / Increased Significantly (4.0%)	Green or Blue Decrease Orange or Yellow

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)

English Learners

Strategy/Activity

4.1 Effective Classroom Instruction: Provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

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)

English Learners

Strategy/Activity

4.2 Lesson Planning, data analysis, and professional development

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	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

4.3 To build parent capacity by providing some type of Parent Institute for our EL families where we can provide support, training and provide opportunities for families to become involved.

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	Targeted

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 5

All learners in all grade levels will improve their proficiency by 10% in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

Identified Need

ELA and Math scores are below standard for all students. On the ELA indicator all students are 46.8 points below standard, but maintained 2.4 points. ELs are 51.5 points below standard and fell 2.9 points while the socioeconomically disadvantaged subgroup increased 3.9 points and are 46 points below standard. Hispanic students are 47.4 points below standard and declined 5.7 points. The white subgroup increased 10.8 points, but remains 51.2 points below standard. Math scores on the Dashboard look similar. On the math indicator all students are 54.5 points below standard, but maintained 2 points. ELs are 56 points below standard and fell 6.3 points while the socioeconomically disadvantaged subgroup increased 4.1 points and are 52.5 points below standard. Hispanic students are 55.2 points below standard and declined 8.7 points. The white subgroup increased 25.7 points, but remains 55.5 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	54.4 below standard for 17-18	Growth for 20-21 by 20 points overall
CAASPP ELA	46.8 below standard for 17-18	Growth for 20-21 by 20 points overall
STAR ELA	Overall average growth of 0.64 for 18-19	Growth of 1.0 overall
STAR Math	Overall average growth of 0.9 for 18-19	Growth of 1.0 overall

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)

5.1 All students identified as at-risk will have the opportunity to attend Soaring to Success to receive after school tutoring and enrichment.

Strategy/Activity

Soaring to Success (S2S) is an after school academic program to assist students who are performing below grade level in ELA and math. Instruction will be targeted to address specific standards. Regular assessments will monitor progress of students participating in extended learning time.

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)
16,000.00	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

5.2 All students identified as at-risk will benefit from additional resources and alternative learning situations.

Strategy/Activity

Redesigning classrooms to maximize academic interventions when health and safety guidelines allow. Classroom sets of high interest library books will ignite lifelong learning in students and foster the fundamental skills that transcends all aspects of education. Classrooms will be redesigned to create flexible intervention spaces to open the classroom and encourage more collaboration and interaction between students, be more conducive to cooperative learning or small group work, and positive impact behaviors.

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)
61,926.00	CSI

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	$293,723.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	127,542	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	1,692	0.00
Title I Parent Involvement Carryover		
CSI	78,358.71	432.71
Targeted	86,063	0.00
Targeted Carryover	0	0.00
Discretionary	0	-500.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	206,605.00
Goal 2	3,500.00
Goal 3	1,692.00
Goal 4	4,000.00
Goal 5	77,926.00
Goal 6	

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
Tracy Pomeroy	Principal
	Other School Staff
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

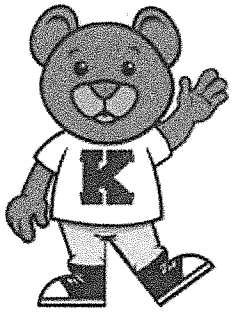
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 08/31/2020.

Attested:

Principal, Tracy Pomeroy on 08/31/2020	Tracy Pomeroy
SSC Chairperson, Margorie Evangelista on 08/31/2020	Margorie Evangelista TP email approval on file

School Year: **2020-21**



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
Kynoch Elementary School	58-72736-6056774	8/27/2020	

Purpose and Description

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

Schoolwide Program

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

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screener (STAR Reading, Early Literacy, STAR Math 360), Grade level created Common Formative Assessments, state approved/adopted curriculum assessments, ELPAC, Accelerated Reader, Enrollment, Dashboard, Chronic Absenteeism, Attendance Reports, Discipline Reports (AERIES/SWIS), Teacher Surveys, Parent & Community Surveys, Observations, Library Usage and Collection Inventories, Moby Max, Reflex, Prodigy, etc.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

*Results from the beginning of the school year through the middle of the 2nd trimester Universal Screeners of STAR Early Literacy for 1st grade, STAR Reading for 3rd grade and STAR Math for 5th grade reveal growth. We looked at 1st graders moving up or down levels (Early Emergent, Late Emergent, Transitional Reader or Probable Reader) in STAR Early Literacy. Data shows three students regressed, 31 maintained the same level, 58 students moved up one level and 17 students moved up two levels. For STAR Reader, we looked at student growth in Grade Equivalent and in Instructional Reading Level and the data revealed that we had an average growth of .68 in GE for the time period from the beginning of the school through mid February and an average growth of .84 in IRL for the same time period. Finally, for STAR Math, we looked at student growth in Grade Equivalent and in Percentile Rank and the data revealed that we had an average growth of .95 for the time period from the beginning of the school year through the end of February for two classes and the middle of March for two classes. Data showed an increase of 3.175 in Percentile Rank for the same time period.
*Enrollment on our site is highly transient. As of August 16, the second day of school, and April 23, we had 221 students enroll and 180 students disenroll: TK--+3 -3; K--+34 -26; 1st--+30 -20; 2nd--+53 -42; 3rd--+62 -52; 4th--+24 -18; 5th--+21 -19.
*Teacher surveys reveal that a unified focus on Social Emotional Learning is a need on our campus, as is a more defined discipline policy. We had a higher number of suspension (82 vs 60) than the same period the year prior (1st day of school through April 23). Additionally, data for referrals in SWIS is up with 107 referrals logged in January this year vs 27 last year, 79 in February of this year vs 41 last year and 64 logged in March this year vs 57 last year.
*Data from the 2018 CELDT/ELPAC reveal that 18% of our English Learners are at Level 1, 19% are at Level 2, 44% are at Level 3 and 18% are at Level 4.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*

- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Currently, there are small group reteach opportunities during the day and additional intervention time is allowed for during PE. Additionally, when there is adequate staffing, there is the opportunity for more interventions offered through the Learning Center. The site has its third Principal in the past four years, so the focuses the past few years haven't taken a straight path towards the same goal, but we are coming to a shared vision and understanding of how to get there. Certain grade levels are better at utilizing their collaborative planning time than others and make it a priority to analyze the data from common formative assessments and embedded curricular assessments. The goal is for each grade level to do this without fail, to share ideas about strengthening high quality first instruction and to create daily/weekly opportunities for intervention and enrichment. Our current Master Schedule is chopped up with PE instruction and Specials (Music, Computers and Library), so we are looking at making the schedule more consistent and ensuring that each class/grade level has substantial chunks of time for core instruction and subsequent intervention/enrichment. Currently, the staff does not analyze performance data disaggregated by subgroups aside from the CAASPP data at the beginning of the year. In 2019-20, we will be focusing more intently on data school-wide based on grade levels and on subgroups.We reintroduced PBIS this school year in January and in March we brought TOOLBOX training to the site. Our plan is to officially launch TOOLBOX as our SEL curriculum and practice school wide in the Fall with one of our major goals being to help students learn to be responsive versus being reactive. Using the district provided tools within AERIES, A2A and Raptor, we are better able to track our student attendance, tardies and early dismissals. In early April of this year we sent letters home to all of our students on Inter and Intra district transfer agreements who had excessive absences requesting conferences with their parents this spring and encouraging them to register at their school of residence if they aren't able to meet the 96% attendance required. We have identified suspension rates through AERIES and are addressing them through discipline counseling from both of the site administrators this year. Next year we are planning on hiring a 6-7 hour Student Support Specialist and also an Elementary School Counselor will be on site hopefully 2-4 days through a combination of LCAP, Title 4 and other funding sources.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Our current levels of performance are definitely impacted by the high rate of transient enrollment and can very likely also be attributed to a lack of parental involvement/value in education, behaviors getting in the way of learning, high quality first instruction and a systemic plan for intervention/enrichment. Looking at both quantitative and qualitative data leads us to the realization that we definitely need to work on SEL, counseling, parental involvement, ramping up our instruction and fine tuning our intervention/enrichment processes.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

The staff was hungry for SEL training and bringing in TOOLBOX learning this spring was definitely a start. As an offshoot of that training, we purchased several copies of two different books--The Body Keeps the Score and Lost at School--which several staff members have read/are reading so that we can continue to discuss trauma informed practices and alternate means of discipline that actually teach the students how to avoid reoffending, rather than just falling prey to the endless cycle of suspensions. Staff are starting to use the tools, such as the breathing tool, the personal space tool, the garbage can tool, and the listening tool in their classrooms and on the playground. Our plan is to begin using the curriculum in the fall and to replace the monthly character trait with Tools. As long as we continue to utilize the resources provided from the purchase of TOOLBOX and continue to make this a priority in staff meetings, teacher work days and weekly meetings, we should be fine. Additionally, the continued work being done through the PLC process and the district minimum days for collaboration should drive the strengthening of classroom instruction, common formative assessments and subsequent interventions and enrichment. By the start of the 2019-20 school year, 27 of the site's 32 full time teachers will have attended a PLC Institute as will have both site administrators. Teachers this year worked with education consultant Maria Nielsen for one day per grade level, bolstering their commitment to their grade level essential standards and planning the instructional scope and sequence relating to those essential standards and specifying what materials and resources they will use.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Our site currently utilizes a subscription to Parent Institute Tip of the Day and shares the tips daily via a school Facebook page. We also utilize Parent Institute handouts as a supplement to our Newsletters. We utilize School Messenger for schoolwide parent all calls and Remind, Class Dojo and Bloom (depending on teacher preference) to communicate classroom information, including homework, projects, individual student needs, and field trip information. We just began Volunteer Trainings for those interested in volunteering on site or as a chaperone. These trainings cover district and site expectations for volunteers, but also encourage volunteers to have expectations of us. We have a week of Parent Teacher Conferences in the first trimester and hold SSTs in addition to Back to School Night, Open House and multiple other opportunities for parents/family and the school to interact. Grade level essential standards and site discipline expectations will be published in the Cub Guide given to all students. We invite parents to be a part of the school through participation in our weekly Flagpole Friday (and monthly STAR Student), the Site Council, the PTO, Awards Assemblies and other such school community events. Parent perspectives are always welcome and often provide the impetus for needed change.

Stakeholder 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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.5%	3.47%	2.36%	17	25	17
African American	5.8%	5.13%	5.7%	39	37	41
Asian	1.8%	2.36%	3.62%	12	17	26
Filipino	0.2%	0.14%	0.14%	1	1	1
Hispanic/Latino	37.7%	39.25%	37.83%	254	283	272
Pacific Islander	0.7%	0.42%	1.11%	5	3	8
White	46.2%	45.08%	44.65%	311	325	321
Multiple/No Response	1.6%	1.66%	1.81%	11	12	13
			Total Enrollment	673	721	719

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	131	147	138
Grade 1	103	115	112
Grade 2	109	105	120
Grade3	106	113	116
Grade 4	125	115	117
Grade 5	99	126	116
Total Enrollment	673	721	719

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	86	88	102	12.8%	12.2%	14.2%
Fluent English Proficient (FEP)	10	8	8	1.5%	1.1%	1.1%
Reclassified Fluent English Proficient (RFEP)	8		6	9.5%	0	6.8%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	120	110	111	118	110	111	118	98.2	99.1	98.3
Grade 4	122	114	122	121	114	121	121	114	121	99.2	100	99.2
Grade 5	99	127	115	99	127	114	99	127	114	100	100	99.1
All Grades	333	353	357	330	352	353	330	352	353	99.1	99.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2393.	2393.	12.73	9.01	15.25	24.55	26.13	17.80	23.64	23.42	30.51	39.09	41.44	36.44
Grade 4	2444.	2434.	2428.	20.66	17.54	12.40	23.14	12.28	24.79	20.66	30.70	17.36	35.54	39.47	45.45
Grade 5	2488.	2490.	2485.	13.13	16.54	15.79	37.37	37.01	29.82	28.28	17.32	19.30	21.21	29.13	35.09
All Grades	N/A	N/A	N/A	15.76	14.49	14.45	27.88	25.57	24.08	23.94	23.58	22.38	32.42	36.36	39.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.36	12.61	16.95	38.18	45.95	43.22	45.45	41.44	39.83
Grade 4	19.01	14.91	18.18	48.76	50.88	42.15	32.23	34.21	39.67
Grade 5	19.19	19.69	25.44	57.58	48.03	43.86	23.23	32.28	30.70
All Grades	18.18	15.91	20.11	47.88	48.30	43.06	33.94	35.80	36.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.73	9.91	10.17	54.55	48.65	53.39	32.73	41.44	36.44
Grade 4	18.18	11.40	7.44	46.28	42.98	51.24	35.54	45.61	41.32
Grade 5	23.23	30.71	16.67	50.51	41.73	53.51	26.26	27.56	29.82
All Grades	17.88	17.90	11.33	50.30	44.32	52.69	31.82	37.78	35.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.91	9.91	8.47	67.27	73.87	72.88	21.82	16.22	18.64
Grade 4	15.70	14.91	9.09	57.02	61.40	71.90	27.27	23.68	19.01
Grade 5	12.12	13.39	13.16	67.68	66.93	60.53	20.20	19.69	26.32
All Grades	13.03	12.78	10.20	63.64	67.33	68.56	23.33	19.89	21.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	10.81	15.25	45.45	59.46	47.46	36.36	29.73	37.29
Grade 4	24.79	20.18	9.92	47.11	48.25	51.24	28.10	31.58	38.84
Grade 5	21.21	29.92	20.18	55.56	40.16	50.00	23.23	29.92	29.82
All Grades	21.52	20.74	15.01	49.09	48.86	49.58	29.39	30.40	35.41

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	120	110	111	118	110	111	118	98.2	99.1	98.3
Grade 4	122	114	122	121	114	121	121	114	121	99.2	100	99.2
Grade 5	99	127	115	99	127	115	99	127	115	100	100	100
All Grades	333	353	357	330	352	354	330	352	354	99.1	99.7	99.2

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2418.	2408.	10.00	6.31	7.63	29.09	34.23	25.42	34.55	35.14	38.14	26.36	24.32	28.81
Grade 4	2460.	2468.	2449.	19.83	16.67	9.09	23.14	24.56	26.45	32.23	37.72	32.23	24.79	21.05	32.23
Grade 5	2484.	2503.	2490.	11.11	22.05	14.78	17.17	18.11	20.00	38.38	34.65	28.70	33.33	25.20	36.52
All Grades	N/A	N/A	N/A	13.94	15.34	10.45	23.33	25.28	24.01	34.85	35.80	33.05	27.88	23.58	32.4

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.09	25.23	18.64	44.55	44.14	44.07	36.36	30.63	37.29
Grade 4	28.10	32.46	22.31	38.02	30.70	32.23	33.88	36.84	45.45
Grade 5	11.11	31.50	26.09	37.37	33.86	32.17	51.52	34.65	41.74
All Grades	20.00	29.83	22.32	40.00	36.08	36.16	40.00	34.09	41.53

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.55	15.32	11.02	60.00	46.85	54.24	25.45	37.84	34.75
Grade 4	19.01	18.42	12.40	47.93	42.98	40.50	33.06	38.60	47.11
Grade 5	14.14	19.69	14.78	49.49	46.46	42.61	36.36	33.86	42.61
All Grades	16.06	17.90	12.71	52.42	45.45	45.76	31.52	36.65	41.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	11.71	12.71	59.09	61.26	57.63	27.27	27.03	29.66
Grade 4	23.14	14.91	15.70	47.11	55.26	44.63	29.75	29.82	39.67
Grade 5	14.14	15.75	15.65	57.58	54.33	47.83	28.28	29.92	36.52
All Grades	17.27	14.20	14.69	54.24	56.82	50.00	28.48	28.98	35.31

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1442.4	*	1460.2	*	1400.6	*	44
Grade 1	1444.9	1454.7	1454.8	1468.2	1434.4	1440.6	13	40
Grade 2	1478.4	1464.8	1476.9	1464.3	1479.2	1464.8	16	38
Grade 3	1474.0	1480.4	1471.8	1470.2	1476.1	1490.2	24	44
Grade 4	1504.6	1507.8	1485.4	1506.0	1523.4	1509.0	14	47
Grade 5	1506.9	1517.5	1490.5	1503.9	1522.7	1530.6	19	42
Grade 6		1512.0		1501.7		1522.0		24
All Grades							94	279

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	13.64	*	40.91	*	36.36	*	9.09	*	44
1	*	15.00	*	35.00	*	35.00	*	15.00	13	40
2	*	5.26	*	39.47	*	47.37	*	7.89	16	38
3	*	4.55	*	34.09	*	47.73	*	13.64	24	44
4		17.02	78.57	44.68	*	25.53	*	12.77	14	47
5	*	11.90	*	52.38	*	23.81	*	11.90	19	42
6		0.00		33.33		58.33		8.33		24
All Grades	18.09	10.39	44.68	40.50	19.15	37.63	18.09	11.47	94	279

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.73	*	40.91	*	27.27	*	9.09	*	44
1	*	32.50	*	27.50	*	25.00	*	15.00	13	40
2	*	13.16	*	47.37	*	28.95		10.53	16	38
3	*	9.09	*	47.73	*	18.18	*	25.00	24	44
4	*	42.55	*	31.91	*	17.02	*	8.51	14	47
5	*	30.95	*	42.86	*	14.29	*	11.90	19	42
6		12.50		58.33		25.00		4.17		24
All Grades	31.91	24.37	35.11	41.22	19.15	21.86	13.83	12.54	94	279

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.91	*	15.91	*	43.18		25.00	*	44
1	*	10.00	*	30.00		37.50	*	22.50	13	40
2	*	5.26	*	34.21	*	47.37	*	13.16	16	38
3	*	4.55	*	13.64	*	61.36	66.67	20.45	24	44
4		6.38	*	25.53	*	48.94	*	19.15	14	47
5	*	7.14	*	21.43	*	57.14	*	14.29	19	42
6		0.00		20.83		54.17		25.00		24
All Grades	13.83	7.53	32.98	22.94	24.47	49.82	28.72	19.71	94	279

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.55	*	68.18		2.27	*	44
1	*	50.00	*	35.00	*	15.00	13	40
2	68.75	26.32	*	60.53		13.16	16	38
3	*	6.82	66.67	63.64	*	29.55	24	44
4	*	23.40	*	72.34	*	4.26	14	47
5	*	4.76	63.16	85.71	*	9.52	19	42
6		12.50		62.50		25.00		24
All Grades	38.30	22.22	52.13	64.52	*	13.26	94	279

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	56.82	*	15.91	*	44
1	*	17.50	*	65.00	*	17.50	13	40
2	*	7.89	*	78.95	*	13.16	16	38
3	*	31.82	50.00	56.82	*	11.36	24	44
4	*	51.06	*	34.04	*	14.89	14	47
5	*	61.90	*	23.81	*	14.29	19	42
6		33.33		66.67		0.00		24
All Grades	34.04	33.69	47.87	53.05	18.09	13.26	94	279

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.82	*	79.55	*	13.64	*	44
1	*	25.00	*	42.50	*	32.50	13	40
2	*	5.26	*	71.05	*	23.68	16	38
3	*	4.55	*	59.09	70.83	36.36	24	44
4	*	8.51	85.71	59.57	*	31.91	14	47
5	*	14.29	57.89	66.67	*	19.05	19	42
6		4.17		37.50		58.33		24
All Grades	15.96	10.04	50.00	60.93	34.04	29.03	94	279

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.55	*	29.55	*	40.91	*	44
1	*	5.00	*	72.50	*	22.50	13	40
2	*	7.89	68.75	81.58	*	10.53	16	38
3	*	4.55	54.17	86.36	*	9.09	24	44
4	*	10.64	78.57	74.47		14.89	14	47
5	*	9.52	*	80.95	*	9.52	19	42
6		8.33		87.50		4.17		24
All Grades	25.53	11.11	60.64	72.04	13.83	16.85	94	279

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
719	81.5	14.2	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	14.2
Foster Youth	6	0.8
Homeless	13	1.8
Socioeconomically Disadvantaged	586	81.5
Students with Disabilities	80	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	5.7
American Indian	17	2.4
Asian	26	3.6
Filipino	1	0.1
Hispanic	272	37.8
Two or More Races	20	2.8
Pacific Islander	8	1.1
White	321	44.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
29.2 points below standard	46.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.4 points	Maintained ++2 points	5
325	58	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	30.4 points below standard	112.1 points below standard
8	Maintained ++1 points	Increased Significantly ++35.8 points
	287	57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 78 points below standard Increased ++8.9 points 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 37 points below standard 11	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 31.5 points below standard Declined -3.5 points 135	No Performance Color 0.3 points below standard Increased Significantly ++29.8 points 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Orange 22.1 points below standard Declined -3.3 points 139

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.7 points below standard Declined -3.1 points 41	31.1 points above standard Declined Significantly -24.4 points 17	25.7 points below standard Declined -3.6 points 266

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 30.7 points below standard Declined -12.5 points 325	Orange 38.8 points below standard Declined -8.8 points 58	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Orange 32.3 points below standard Declined -12.2 points 287	Yellow 93.4 points below standard Increased Significantly 57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 69.2 points below standard Declined -7.6 points 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 20.5 points below standard 11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 31.8 points below standard Declined -4.9 points 135	No Performance Color 13.6 points below standard Declined -11.6 points 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Orange 26.7 points below standard Declined Significantly -18.5 points 139

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
67.4 points below standard Declined Significantly -23.4 points 41	30 points above standard Increased ++6.7 points 17	29 points below standard Declined -12.9 points 266

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.6 making progress towards English language proficiency
Number of EL Students: 227
Performance Level: Medium

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.

2019 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**
44	75	6	102

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	5	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
14.4	7.3	16.7
Increased +1.9	Declined -2.2	Increased +10
797	109	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
45.8	15.6	14.9
Increased +6.4	Increased +2.6	Increased +2.4
24	671	141

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
14.9	21.1	3.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +2.9	Declined -1.7	1
47	19	26	

Hispanic	Two or More Races	Pacific Islander	White
Red	Orange	No Performance Color	Orange
15.1	18.4	Less than 11 Students - Data Not Displayed for Privacy	13.8
Increased Significantly +4.4	Increased +5.9	8	Maintained 0
311	38		347

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	3	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
5.4	3.4	6.3
Increased +0.6	Declined -0.3	Increased +0.7
849	117	16

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Yellow
9.1	6.4	5.5
Declined -5.2	Increased +1	Declined -1.2
33	706	145

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
8.8	0	0	Less than 11 Students - Data
Declined -3.4	Declined -8.3	Maintained 0	1
57	22	26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Yellow
6.5	5.3	Less than 11 Students - Data	4.5
Increased Significantly +2.8	Increased +5.3	10	Declined -0.9
336	38		359

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.8	5.4

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

To provide Kynoch students with high quality first instruction, ensure Kynoch teachers participate in the collaborative PLC process, and that appropriate support systems are in place to meet the academic needs of all Kynoch students.

Identified Need

Working through the SPSA evaluation, it became apparent that we needed to continue our focus on strengthening instruction and on fine-tuning our intervention and enrichment processes, keeping in mind that the school closures last spring and the opening of school this year via distance learning will present its own set of challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	Scores earned near the beginning of the first trimester will serve as the baseline.	80+ percent of students will show growth equivalent to one year by end of the year assessments.
Grade level created common formative assessments based on grade level essential standards	Given several times each trimester, students will be offered opportunities for immediate intervention or enrichment based on scores.	At least 50% of our students will master the grade level essential standards.
Assessments/Growth from Supplemental Materials/Resources such as Moby Max, Reflex, Prodigy, etc.	Initial scores or levels from online programs at the point students begin to use them.	All students will show growth towards mastery of grade level essential standards.
ELPAC Testing	2018/2019 scores show 37% of Kynoch's ELs in Levels 1 & 2 and 62% in Levels 3 & 4. There was a mix up with another school's scores and ours resulting in neither school receiving an accurate reflection of their total scores. We have individual scores, but we do not have complete records	Our goal is to have 70% + of ELs in Levels 3 & 4.
California Dashboard Data in ELA and Math	We will use 2018-2019 student scores as baseline data	We will see an overall increase in students meeting or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	because we do not have scores from 2019/2020 due to Covid-19 shut down.	exceeding ELA and Math proficiency of 5%.

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

Strategy/Activity 1

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

EL students & Students who are not performing at grade level in math and ELA

Strategy/Activity

1.1 We will hire instructional assistants to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc. We will also utilize one instructional assistant to provide direct instruction of technology and to help us in our collection and use of site level data.

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

Amount(s)	Source(s)
90,000	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

1.2 We will supplement the 2 hour Literary Resource Technician position paid through LCAP funds to make it a 7 hour position. The LRT will be responsible for all functions of the school library and will run the Accelerated Reader program.

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

Amount(s)	Source(s)
41,000	Targeted

Strategy/Activity 3

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

All Students

Strategy/Activity

1.3 We will continue to provide staff with access to staff development, training and conferences that focus on ways to improve student academic achievement. Examples of such are PLC Conferences, PBIS Conferences, trainings designed to help us better reach portions of our student population, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,332	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students to support differentiated instruction

Strategy/Activity

1.4 We will ensure that classroom technology, used for daily work, various assessments, interventions and enrichments, is up to date and in working condition, replacing it when it is not.

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)
11,037	Title I
12,600	Targeted

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

1.5 We will maintain copier machines leases/maintenance and purchase copy paper for interventions, enrichment, and daily classroom instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

15,000	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.6 We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, and art supplies.

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)
9,500	Targeted
5,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.7 We will provide all students access to library materials by adding more titles to our inventory as well as replacing aging texts.

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)
12,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 We will purchase subscriptions to online learning platforms ie. Moby Max, Reflex, Waterford, etc. to supplement the district adopted core curriculum.

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)
18,000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

To provide Kynoch students with an understanding learning environment with clear expectations and processes in place to help them meet those expectations.

Identified Need

Working through the SPSA evaluation, we discovered that the strides that we made with Social Emotional Learning and Counseling helped our school culture These continue to be needs for our school. The district LCAP will continue to provide part of the Counseling piece for the 2020-21 school year. We will continue to utilize our Student Support Specialist positions and our Student Services Coordinator position and continue our focus on PBIS and consistent use of TOOLBOX (SEL curriculum) school-wide along with Restorative Practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES incidents, referrals and suspensions	We will use the 2019/2020 data as a baseline.	The number of referrals and days of suspension will decrease.
Attendance	We will use the 2019/2020 data as a baseline, which shows that as of the 7th month of school, our yearly attendance average is 94.55%.	Monthly/yearly attendance will improve to at least a 95.6% average.
Student Recognition	We will use the 2019/2020 list of students recognized for awards as a baseline.	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards, monthly.
Staff and Student Surveys	We will use the 2019/2020 end of the year survey data as a baseline.	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2020/2021 school year and fewer staff will report that discipline/behavior is our greatest issue.
Student Participation in Groups with Student Support Specialists	We will use the 2019/2020 group participation lists as a baseline.	More students will be run through groups with the Student Support Specialists

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and the follow-up from their teachers will be that their behaviors are changing for the positive.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 We will provide a 25% Elementary Student Services Administrator who will oversee the school-wide continued use of TOOLBOX SEL Curriculum, Restorative Practices, will work directly with students on behavior and academic goals, and will work with support staff on student attendance and recognition.

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)
30,900	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 We will provide multiple Elementary Student Support Specialist positions to work with students on behavioral issues, to run groups with students, to work with families of students, and to work with the Counselor, Elementary Student Services Coordinator and School Psychologist in serving student needs.

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)
106,000	Title I

Strategy/Activity 3

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

All Students

Strategy/Activity

2.3 We will continue to focus on PBIS school wide. One way we will accomplish this is by providing a weekly Kynoch News program to share with the school community expectations, happenings, upcoming events, PBIS recognition, and other student recognitions that highlight positive behaviors.

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)
5,000	Targeted

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

Increase parent, family and community involvement in the education of all students.

Goal 3

Increase and improve parent, family and community involvement at Kynoch Elementary School.

Identified Need

Working through the SPSA evaluation, it became apparent that we need to continue to increase and improve parent involvement. The TOOLBOX program has a component for Parent Nights and handouts for each piece of the curriculum that students receive. We began in the spring of 2019 running volunteer trainings for parents and community members who wanted to volunteer in the classroom oner on field trips. Due to Covid-19 restrictions we will create and implement an online training session for parents and community members who still want to be involved in the school, even though parent involvement will look very different this year. We will continue to offer Saturday Schools for discipline and attendance that will have a parent component where we cover the TOOLBOX as well as the importance of attendance, good behavior, and ways that families can work with us in helping their children learn and grow.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Trainings and TOOLBOX Parent Nights	The 2019/2020 school year will become the baseline.	We hope that we will exceed 50 parents to participate in both the Volunteer Trainings and the TOOLBOX Parent Nights.
Saturday School Parent Component	The 2019/2020 school year will become the baseline.	We hope that we will have at least 40 families attend this component throughout the 2020-2021 school year.
Parent Surveys	The 2018/2019 school year will be the baseline because of the end of year closure in 2019/2020.	We hope that more parents will complete the end of the year survey and also that we will have more interaction with parents through the daily use of the Parent Institute Daily Tips on Facebook (this year we will track the number of views).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 We will increase positive communication with parents, families and communities by continuing to utilize the Parent Institute Daily Tips on our school Facebook page and will increase our usage of the page to drive communication.

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)
900.00	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 We will provide all stakeholders with printed copies of monthly newsletters as well as posting it to social media and our school website to help increase parent participation in activities that bring parents on to campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,152	Title I Parent Involvement

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	$366,421.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	230,037	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	3,052	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	133,332	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	221,469.00
Goal 2	141,900.00
Goal 3	3,052.00
Goal 4	
Goal 5	
Goal 6	

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

0 Secondary Students

Name of Members	Role
Derek Morrison	Principal
	Other School Staff
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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:

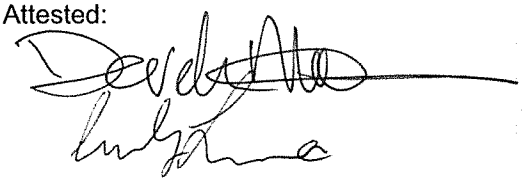
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for Schools in Program Improvement

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 8/27/2020.

Attested:



Principal, Derek Morrison on 8/27/2020

SSC Chairperson, on 8/27/2020

School Year: **2020-21**

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
Linda Elementary School	58-72736-6056717	08/27/2020	

Purpose and Description

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

Schoolwide Program

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

Through the PLC process each grade level, TK through 6th, have identified and will continue to review grade level essential standards. All grade levels have developed, and will continue to refine, a common pacing guide for ELA and Math. Common Assessments, both formative and summative, have been developed, and will continue to be refined, to monitor student progress. Baseline data will be gathered, and Intervention and enhanced learning groups will be determined. Students' progress will be monitored through pre and post-test data, and decisions will be made regarding intervention strategies based on an analysis of that data. During collaboration teachers will determine which curriculum is best aligned for targeting specific standards and addressing our student demographic needs; this may include district adopted and supplementary curriculum. Linda School will continue to foster a positive school culture through the implementation of PBIS. Behavioral interventions will be developed by the Tier I and Tier II PBIS teams. The effectiveness of our PBIS structure will be measured by our student attendance, referrals and suspension rate. Teachers will continue to have access to professional development to strengthen PLC processes and instructional practices. Professional development will be determined through the collaboration process and areas of need determined by administration. While delivery of instructional practices will vary depending on which model Linda School is operating onder (Distance Learning,

Hybrid/Blended Learning, Traditional), the PLC and PBIS processes will continue in order to ensure that all students academic and social/emotional needs are being adequately addressed.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening: STAR Reading, Early Literacy, STAR Math360 for 1st through 6th grade, Waterford Reading and Math for transitional kindergarten and kindergarten
Common formative and summative assessments developed by collaboration teams or included in state approved district adopted curriculum
CAASPP-ELA and Math
ELPAC
Accelerated Reader
Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, Suspension Rate
Attendance Reports
Discipline Reports; Aeries
PD Rosters and Plans
Teacher and Student Surveys
Parent Surveys
Observations
Parent Conference Schedules and SSTs/IEPs
Follet Data
Lexia, Spelling City, Waterford

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

It should be noted that due to school closure and distance learning due to COVID-19, end of the year STAR assessment data are unavailable.
STAR Early Literacy Data indicated the following growth by grade level during the 2019/2020 school year:
1st Grade: Baseline data (August 2019) indicated that the average grade equivalent was at 0.1. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 0.8.
2nd Grade: Baseline data (August 2019) indicated that the average grade equivalent was at 0.4. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 1.7.

STAR Reading data indicated the following growth by grade level during the 2019/2020 school year:
2nd Grade: Baseline data (August 2019) indicated that the average grade equivalent was 0.5. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 1.5.
3rd Grade: Baseline data (August 2019) indicated that the average grade equivalent was 1-7. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 2.5.
4th Grade Baseline data (August 2019) indicated that the average grade equivalent was 2.6. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 3.5.
5th Grade Baseline data (August 2019) indicated that the average grade equivalent was 3.3. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 4.1.
6th Grade Baseline data (August 2019) indicated that the average grade equivalent was 3.8. By the end of the 2nd trimester (March 2020) th average grade equivalent improved to 4.5.

STAR Math360 data indicated the following growth by grade level during the 2019/2020 school year:
2nd Grade: Baseline data (August 2019) indicated that the average grade equivalent was <1-0. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 1.7.
3rd Grade Baseline data (August 2019) indicated that the average grade equivalent was 1-6. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 2.4.
4th Grade Baseline data (August 2019) indicated that the average grade equivalent was 3.3. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 4.1.
5th grade Baseline data (August 2019) indicated that the average grade equivalent was 3.7. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 4.4.
6th grade Baseline data (August 2019) indicated that the average grade equivalent was 4.4. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 5.3.

CAASPP data are not available, as tests were not administered due to COVID-19.

Trends indicate that students in all grade levels made good progress. However, despite the growth, the achievement gap did not appear to narrow, as they started the year more than a grade level below their designated grade level.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

At Linda School, 91.4% of our 659 students are Socioeconomically Disadvantaged, 33.4% are English Learners, and 0.8 are Foster Youth. Early intervention is imperative. As the STAR data indicated, Linda School students make significant growth throughout the school year. However, because they start the year off more than a grade level below designated grade level, the achievement gap does not narrow. Therefore, providing more intensive early intervention is imperative in closing this gap. Our students require rigorous intensive targeted instruction that builds language and foundational reading skills. Instructional strategies must engage students and enhance the development of academic language. Effective horizontal collaboration within grade levels, and vertical collaboration across grade levels is essential. While Linda School staff are doing well with horizontal collaboration, we need to continue to improve in our vertical collaboration in order to truly address students' academic needs across grade levels. The Learning Cycle is at the center of an effective PLC; Identified Grade Level Essential Learnings, High quality first time instruction, common and formative assessments, analysis of student data, and intervention designed around students' needs, are all essential components. Student attendance must continually be monitored to ensure students have access to the educational environment. Actively seeking out and engaging all students in distance learning is imperative to their success. Continuing Tier 1 and 2 PBIS interventions assist in creating a safe, healthy school environment for our students that enhances learning.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

During the 2019-2020 school year, all grade levels used Early Literacy and/or STAR Reading data to build intervention groups during the instructional day. In kindergarten, the teachers and paras provided small group instruction to address specific student needs. Kindergarten teachers "pushed-in" to first grade classrooms during the afternoon four days a week to target foundational literacy skills. In grades 2nd through 6th, during the instructional day, teachers grouped their students according to STAR data. Paras were utilized to support intervention in classrooms where students below grade level received small group instruction. At the end of the school year the teachers will gather to look at the end of STAR data to assess the effectiveness of this year's interventions. Needs will be determined and adjustments developed for next year's intervention program.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Teachers continue to receive PD to further develop PLC practices. Twenty-three teachers, both administrators and site psychologist will have attended summer PLC Institutes by the 2019-20 school year. Teachers put PLC into practice on the district wide minimum days. The teachers have received support from educational consultant Maria Nielsen in implementing the Learning Cycle Steps via the 15 Day Challenge. Teachers also applied GLAD strategies to address the needs of our EL students. Paras have received training from our Learning Center Resource Teachers to support student literacy during intervention.
Staff has received informational inservice on current California Education Codes regarding discipline. Through the PBIS leadership team, we are developing practices to increase our focus on and encourage positive student behaviors. The staff has identified character traits such as Kindness, Integrity, Honesty, and Perseverance to teach and highlight during the month. "Kid Live Leaders" were trained and assisted with check-in/check-out for at-risk students, as well as providing conflict resolution assistance during recesses. Students are issued "Roar Tickets" when they demonstrate the character trait and a drawing is held each Friday. In order to keep students in school, "other means of correction" is pursued vs suspension. Our suspension numbers are currently at 69, twenty less than last year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*

- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The SPSA is shared with the Site Council and ELAC by the principal. The assistant principal gives both committees a tour of the Dash Board to share our current results. Projected funds are shared and then current expenditures. Input is given to adjust expenditures, or the focus of resources to address the needs of our students. This procedure is also followed with the staff. Parents are kept informed of their children's progress through Parent/Teacher Conferences, SSTs, progress reports, and report cards. Many classrooms implement Classroom Dojo which allows for ongoing communication with our parents. Home visits are made if communication by technology is not possible. During Back to School Night, teachers present the grade levels essential standards and expectations. Monthly Family Reading NIghts are held to promote literacy and are well attended. Parents are also included in trimester rallies where students are recognized for academic success and behaviors that reflect school wide expectations. Each month a Family Meeting is held in our cafeteria where our preschool and elementary school programs are bridged and community resources are brought in to assist our families. Shared decision making is provided during Site Council, ELAC, DELAC, L-CAP, and DAC meetings. Parent surveys assist the school in planning to enhance Family and Community Engagement. Because our school is 40% Hispanic, we are fortunate to have the Alliance for Hispanic Advancement support. AHA donated turkey dinners to our families and sponsored 6th grade students to be involved in Project Navidad. This event gave ten of our students the opportunity to spend a day in Challenge and learn about the mountain ecosystem as well as select and cut a Christmas tree. Our student leadership team presented to the Kiwanis Club and was given a donation of funds to buy instruments to build our music program.

Stakeholder 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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.8%	2.42%	1.82%	19	16	12
African American	3.8%	3.02%	2.88%	26	20	19
Asian	21.9%	24.77%	24.58%	149	164	162
Filipino	0.3%	0.30%	0.3%	2	2	2
Hispanic/Latino	42.7%	40.18%	39.3%	290	266	259
Pacific Islander	0.4%	0.30%	0.15%	3	2	1
White	24.7%	24.92%	25.04%	168	165	165
Multiple/No Response	0.2%	0.15%	0.3%	1	1	2
			Total Enrollment	680	662	659

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	121	119	109
Grade 1	99	86	99
Grade 2	96	88	88
Grade3	89	96	95
Grade 4	87	95	89
Grade 5	89	94	89
Grade 6	99	84	90
Total Enrollment	680	662	659

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	267	214	220	39.3%	32.3%	33.4%
Fluent English Proficient (FEP)	33	45	37	4.9%	6.8%	5.6%
Reclassified Fluent English Proficient (RFEP)	25	27	4	9.0%	10.1%	1.9%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	91	96	100	90	94	97	90	94	97	98.9	97.9	97
Grade 4	98	95	96	96	95	95	96	95	95	98	100	99
Grade 5	87	94	92	84	94	90	84	94	90	96.6	100	97.8
Grade 6	96	87	89	96	87	88	96	87	88	100	100	98.9
All Grades	372	372	377	366	370	370	366	370	370	98.4	99.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2374.	2374.	5.56	3.19	3.09	23.33	18.09	17.53	32.22	34.04	32.99	38.89	44.68	46.39
Grade 4	2412.	2439.	2419.	8.33	15.79	5.26	18.75	20.00	20.00	18.75	21.05	29.47	54.17	43.16	45.26
Grade 5	2415.	2418.	2450.	2.38	3.19	5.56	10.71	14.89	21.11	27.38	18.09	25.56	59.52	63.83	47.78
Grade 6	2475.	2467.	2456.	4.17	2.30	2.27	21.88	13.79	18.18	31.25	44.83	28.41	42.71	39.08	51.14
All Grades	N/A	N/A	N/A	5.19	6.22	4.05	18.85	16.76	19.19	27.32	29.19	29.19	48.63	47.84	47.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.22	8.51	10.31	41.11	46.81	51.55	46.67	44.68	38.14
Grade 4	14.58	17.89	8.42	39.58	45.26	54.74	45.83	36.84	36.84
Grade 5	3.57	9.57	12.22	40.48	30.85	43.33	55.95	59.57	44.44
Grade 6	12.50	5.75	4.55	44.79	51.72	34.09	42.71	42.53	61.36
All Grades	10.93	10.54	8.92	41.53	43.51	46.22	47.54	45.95	44.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	4.26	4.12	52.22	51.06	49.48	41.11	44.68	46.39
Grade 4	6.25	14.74	7.45	40.63	41.05	51.06	53.13	44.21	41.49
Grade 5	3.57	5.32	6.67	36.90	28.72	54.44	59.52	65.96	38.89
Grade 6	6.25	2.30	6.82	41.67	36.78	46.59	52.08	60.92	46.59
All Grades	5.74	6.76	6.23	42.90	39.46	50.41	51.37	53.78	43.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	6.38	7.22	66.67	68.09	60.82	24.44	25.53	31.96
Grade 4	5.21	20.00	10.53	56.25	60.00	62.11	38.54	20.00	27.37
Grade 5	8.33	6.38	7.78	48.81	46.81	58.89	42.86	46.81	33.33
Grade 6	7.29	4.60	9.09	60.42	73.56	52.27	32.29	21.84	38.64
All Grades	7.38	9.46	8.65	58.20	61.89	58.65	34.43	28.65	32.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	2.13	9.28	53.33	48.94	47.42	37.78	48.94	43.30
Grade 4	6.25	10.53	4.21	53.13	60.00	48.42	40.63	29.47	47.37
Grade 5	4.76	12.77	8.89	40.48	29.79	43.33	54.76	57.45	47.78
Grade 6	15.63	10.34	6.82	45.83	63.22	40.91	38.54	26.44	52.27
All Grades	9.02	8.92	7.30	48.36	50.27	45.14	42.62	40.81	47.57

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	96	100	92	94	97	92	94	97	100	97.9	97
Grade 4	99	95	96	97	95	95	97	95	95	98	100	99
Grade 5	88	94	92	85	94	90	85	94	90	96.6	100	97.8
Grade 6	97	88	88	97	88	87	97	88	87	100	100	98.9
All Grades	376	373	376	371	371	369	371	371	369	98.7	99.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2405.	2402.	5.43	4.26	6.19	26.09	26.60	25.77	40.22	39.36	39.18	28.26	29.79	28.87
Grade 4	2417.	2445.	2427.	0.00	5.26	6.32	16.49	23.16	12.63	39.18	46.32	40.00	44.33	25.26	41.05
Grade 5	2419.	2421.	2432.	0.00	1.06	0.00	3.53	4.26	4.44	29.41	28.72	33.33	67.06	65.96	62.22
Grade 6	2453.	2470.	2443.	4.12	1.14	2.30	10.31	12.50	6.90	28.87	40.91	28.74	56.70	45.45	62.07
All Grades	N/A	N/A	N/A	2.43	2.96	3.79	14.29	16.71	12.74	34.50	38.81	35.50	48.79	41.51	47.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.13	14.89	15.46	48.91	48.94	43.30	36.96	36.17	41.24
Grade 4	8.25	11.58	13.68	23.71	44.21	21.05	68.04	44.21	65.26
Grade 5	1.18	3.19	1.11	12.94	17.02	13.33	85.88	79.79	85.56
Grade 6	7.22	4.55	4.60	21.65	31.82	24.14	71.13	63.64	71.26
All Grades	7.82	8.63	8.94	26.95	35.58	25.75	65.23	55.80	65.31

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.78	11.70	8.25	53.26	44.68	57.73	36.96	43.62	34.02
Grade 4	4.12	11.58	4.21	41.24	51.58	37.89	54.64	36.84	57.89
Grade 5	1.18	3.19	2.22	31.76	34.04	40.00	67.06	62.77	57.78
Grade 6	4.12	3.41	3.45	32.99	46.59	34.48	62.89	50.00	62.07
All Grades	4.85	7.55	4.61	39.89	44.20	42.82	55.26	48.25	52.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.96	13.83	11.34	53.26	46.81	56.70	34.78	39.36	31.96
Grade 4	4.12	7.37	7.37	45.36	54.74	41.05	50.52	37.89	51.58
Grade 5	1.18	1.06	2.22	29.41	34.04	44.44	69.41	64.89	53.33
Grade 6	5.15	3.41	6.90	41.24	43.18	27.59	53.61	53.41	65.52
All Grades	5.66	6.47	7.05	42.59	44.74	42.82	51.75	48.79	50.14

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1418.3	*	1430.5	*	1389.2	*	40	*
Grade 1	1440.1	*	1440.7	*	1438.9	*	30	*
Grade 2	1468.8		1468.8		1468.5		34	
Grade 3	1483.0		1477.2		1488.2		40	
Grade 4	1502.5		1488.1		1516.3		38	
Grade 5	1503.9	*	1491.2	*	1516.0	*	30	*
Grade 6	1525.1	*	1514.5	*	1535.1	*	34	*
All Grades							246	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.50	*	32.50	*	27.50	*	*	*	40	*
1	*	*	*	*	*	*	*	*	30	*
2	32.35		32.35		*		*		34	
3	*		40.00		27.50		27.50		40	
4	*		57.89		*		*		38	
5	*	*	46.67	*	*	*	*	*	30	*
6	*	*	47.06	*	*	*	*	*	34	*
All Grades	20.73	*	40.24	*	23.17	*	15.85	*	246	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	*	40.00	*	*	*	*	*	40	*
1	40.00	*	*	*	*	*	*	*	30	*
2	47.06		*		*		*		34	
3	*		45.00		*		*		40	
4	28.95		44.74		*		*		38	
5	40.00	*	*	*	*	*	*	*	30	*
6	44.12	*	41.18	*	*	*	*	*	34	*
All Grades	35.77	*	36.99	*	13.41	*	13.82	*	246	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	45.00	*	*	*	40	*
1	*	*	*	*	*	*	*	*	30	*
2	*		32.35		32.35		*		34	
3			*		40.00		37.50		40	
4	*		52.63		28.95		*		38	
5	*	*	53.33	*	*	*	*	*	30	*
6	*	*	*	*	32.35	*	*	*	34	*
All Grades	10.98	*	33.74	*	33.33	*	21.95	*	246	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.50	*	40.00	*	*	*	40	*
1	50.00	*	*	*	*	*	30	*
2	61.76		38.24				34	
3	*		77.50		*		40	
4	*		76.32		*		38	
5	*	*	53.33	*	*	*	30	*
6	*	*	70.59	*		*	34	*
All Grades	37.80	*	55.69	*	6.50	*	246	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	*	45.00	*	*	*	40	*
1	*	*	43.33	*	*	*	30	*
2	47.06		38.24		*		34	
3	45.00		30.00		*		40	
4	39.47		44.74		*		38	
5	53.33	*	*	*	*	*	30	*
6	50.00	*	41.18	*	*	*	34	*
All Grades	42.28	*	38.62	*	19.11	*	246	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	77.50	*	*	*	40	*
1	36.67	*	*	*	*	*	30	*
2	*		50.00		*		34	
3			45.00		55.00		40	
4	*		71.05		*		38	
5	*	*	66.67	*	*	*	30	*
6	*	*	*	*	50.00	*	34	*
All Grades	14.23	*	54.07	*	31.71	*	246	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.50	*	32.50	*	*	*	40	*
1	*	*	70.00	*	*	*	30	*
2	*		76.47		*		34	
3	*		65.00		*		40	
4	31.58		63.16		*		38	
5	*	*	66.67	*	*	*	30	*
6	*	*	94.12	*		*	34	*
All Grades	22.76	*	65.85	*	11.38	*	246	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
659	91.4	33.4	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	33.4
Foster Youth	5	0.8
Homeless	23	3.5
Socioeconomically Disadvantaged	602	91.4
Students with Disabilities	76	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	2.9
American Indian	12	1.8
Asian	162	24.6
Filipino	2	0.3
Hispanic	259	39.3
Two or More Races	37	5.6
Pacific Islander	1	0.2
White	165	25.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
55.2 points below standard	56.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.5 points	Maintained ++1.6 points	3
329	147	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	55.3 points below standard	100 points below standard
8	Increased ++3.2 points	Increased ++7.1 points
	317	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Yellow 49.4 points below standard Increased ++6.4 points 79	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 59.9 points below standard Increased ++4.3 points 129	No Performance Color 50.3 points below standard Increased ++8.9 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Orange 56.8 points below standard Declined -7.2 points 86

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.9 points below standard Declined -7.1 points 104	7 points above standard Increased ++3.5 points 43	54.7 points below standard Maintained ++1.5 points 181

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
69.1 points below standard	68.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points	Declined -4.2 points	3
327	147	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	68.9 points below standard	110.2 points below standard
7	Declined -5.2 points	Maintained -0.3 points
	315	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Yellow 48.6 points below standard Increased ++7 points 79	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 76.3 points below standard Declined -6 points 128	No Performance Color 80.7 points below standard Declined -8.3 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Orange 79.2 points below standard Declined Significantly -24.1 points 85

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.9 points below standard Declined -9.3 points 104	20.5 points below standard Declined -7.7 points 43	69.8 points below standard Declined -7.7 points 179

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency Number of EL Students: 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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	4	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
10	4.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.3	Declined -1.1	8
721	228	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Green	Green
39.4	10	9.5
Maintained +0.3	Declined -2.9	Declined -4.4
33	662	116

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 20 Declined -0.8 25	 No Performance Color 8.3 Declined -13.9 12	 Blue 0.6 Declined -1.2 166	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 11.4 Increased +1.3 280	 Green 7 Declined -16.8 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 15.1 Declined Significantly -5.8 192

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	3	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.1	3	Less than 11 Students - Data Not
		8
Declined Significantly -1.5	Increased +0.6	
758	233	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
5.4	4.3	7.6
Increased +1.4	Declined Significantly -1.2	Declined -2.7
37	694	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
7.4	0	1.8	Less than 11 Students - Data 2
Declined -2.6	Declined -10	Increased +0.6	
27	12	170	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Yellow
4.1	10.9	Less than 11 Students - Data 1	4.3
Declined -0.5	Declined -4.7		Declined Significantly -3.5
293	46		207

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.6	4.1

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement, and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

At Linda Elementary School all students will master grade level essential standards through Quality First Instruction and through the PLC process. Results of common assessments will drive interventions that will address students' individual academic needs. This goal will encompass instructional delivery via distance learning, hybrid/blended learning, and traditional instruction.

Identified Need

According to data provided by universal screeners, STAR Early Literacy, Reading and Math360 and California School Dashboard, we are making growth and need to continue on this course. PLC practices are essential to continued growth. PLC should focus on the Learning Cycle; identified essential standards, effective instruction, common assessments, and the interventions and enrichment based on student data, via distance learning, hybrid/blended learning, and traditional instruction..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360), Waterford for TK and K	Student Data gathered at the beginning of the first trimester will serve as the baseline.	85+ percent of students will show growth equivalent to one year by the end of the year.
Grade level formative and summative assessments based on essential standards	Given during the units planned during PLCs Students will be provided with intervention and enrichment based on the assessment data.	Student mastery of essential standards.
On-line programs implemented in the classrooms; Lexia, AR, Spelling City, Prodigy, Waterford	Student levels as indicated at the beginning of program usage	Students show growth towards mastery of grade level standards
ELPAC	2018 Baseline indicates that 70% of our students were levels 3 and 4. 30% are in levels 1 and 2.	Student growth in levels 3 and 4 will grow 5%.
California Dashboard Data	The results from 2018-19 will be used as a baseline.	The percentage of students meeting or exceeding proficiency in ELA and math will grow by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Those students not mastering grade level standards.

Strategy/Activity

Based on student data and the PLC process, small group interventions will be provided in classrooms (Tier 2 and 3) and in the Learning Center (Tier 3 only). Six paraeducators (possibly 7 if funding allows) will be utilized to provide support to those students not mastering grade level essential standards in ELA and Math. Two full-time paraeducators are providing intervention support to kindergarten and EL students. Small group interventions will be provided in a virtual format while on distance learning, and will then transition into an in-person platform when students return to school.

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)
166,717	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Literary Resource Technician will work with students and teachers to provide reading intervention through Accelerated Reader and assist in the monitoring of student's growth in reading comprehension. The LRT will ensure student literacy by providing students assistance in selecting books and ensuring that our school library houses a variety of books to keep our students engaged in reading. The LRT will facilitate our school wide "Reading Olympics" program. Our LRT duties also include the daily circulation of books, re-shelving and repairing books, creating class library schedules, and modeling and promoting reading by reading out loud to individual classes.

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)
49,500	Targeted

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 a specific focus on those at academic risk, and/or in need of behavioral interventions.

Strategy/Activity

The Student Service Administrator will assist in identifying academically at-risk students by analyzing SBAC, ELPAC, Universal Screeners, and formative/summative assessments to identify students' needs and assist in developing an intervention plan for identified students through the PLC and SST process. The SSA will work with teachers and identified students to reinforce behavior modification strategies and character development that will ultimately strengthen academic success. The SSA will also meet with students and their families to align academic and social services based on the needs. The SSA will assist the Principal in reaching out to parents and students who are not engaged in distance learning.

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)
29,970	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to on-line programs (as funding allows) to reinforce grade level essential standards. Programs currently include: Spelling City, Lexia, Waterford Reading, Math, and Science for kindergarten, I Know It (math interactive), and My Science Studies Weekly. Online programs are intuitive and help diagnose individualized student mastery. Leveled learning and intervention strategies and supported through these supplementary programs. Additional platforms addressing needs on distance learning may be added if funds are available.

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)
25,000	Title I

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

All Students will have access to Chromebooks, iPads, desk top computers, and the integration of Smart Board lessons. Technology will assist students in mastery of grade level standards and in demonstrating learning; Universal Screeners, AR, Lexia, technology components of district adopted curriculum, Google Classroom, Power points, Prezi, Movie Maker. During distance learning all Linda School students in grades TK through 6 will have Chromebooks checked out to them to use at home as the virtual platform requires.

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)
17,500	Targeted
10,999	Title I

Strategy/Activity 6

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

Strategy/Activity
We will provide supplementary materials to support: student literacy, the core curriculum, specific student needs during intervention, and to enrich and extend classroom instruction. This includes the maintenance contracts for school copiers and Riso machines used to produce enhancement components to the core curriculum and allow teachers to present concepts through muti-avenues to support students toward grade level essential standards mastery.

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)
13,500	Targeted

Strategy/Activity 7

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

Strategy/Activity
Teachers who have not yet attended a PLC institute to further develop skills needed for effective PLCs will do so. Teachers will have release time to collaborate, attend conferences and trainings that will enhance best practices in ELA and Math teaching strategies, classroom management, utilizing technology in the classroom, and the development of interventions (if funding allows).

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)
3,098	Targeted

Strategy/Activity 8

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

All Students

Strategy/Activity

Extend support for literacy through books and technology and provide students assistance in book selection at their individual levels until the end of June, 2021 (if funding allows)

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)
2,500	Targeted

Strategy/Activity 9

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

For those students not meeting grade level standards.

Strategy/Activity

Supplement hours to support staff in reviewing and organizing student testing data to build student intervention schedules based on student need.

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)
6,000	Targeted

Strategy/Activity 10

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

Students not demonstrating proficiency in mastery of grade level essential standards in ELA and Mathematics.

Strategy/Activity

Extended day intervention will be offered to students not demonstrating proficiency in mastery of grade level essential standards in ELA and Mathematics.

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

Amount(s)	Source(s)
8,000	Targeted

Strategy/Activity 11

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

Strategy/Activity
Supplementary materials and personnel will be provided to support students addressing learning loss due to COVID-19. This includes materials that addresses students performing below grade level in ELA and Math. Materials may include sight word cards, small white boards, materials that reinforce foundation reading skills, literature books, comprehension materials, literature units, and on-line programs that address students' individual needs.

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)
20,000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Linda School will continue to implement PBIS to create a safe, healthy, respectful, and responsible school environment.

Identified Need

Through our needs assessment, it is important to continue developing our school wide expectations and social/emotional components of our school. PBIS will continue Tier I and II teams to further develop our behavioral supports for our students. We will continue implementing the social skills programs: School counselor will provide social skills support via individual/group/classroom based intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of referrals, suspension rate, Attendance, California Dashboard	2019-2020 referrals, California Dashboard and Attendance	We will reduce our suspension rate by 5% We will have an average attendance rate of 96% for 2020/2021

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS team will facilitate the update of school-wide expectations to include health criteria as it relates to COVID-19, and communicate that to parents and community. This will include wellness check-in stations, safety protocols to address symptomatic students and staff, and appropriate PPE.

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)

All students, and especially those students struggling with behavioral issues, and attendance problems.

Strategy/Activity

A part-time Outreach Consultant (ORC) will be provided (if funding allows) to motivate students to improve character, sportsmanship, leadership skills, attend school regularly, and create a positive and safe school environment. The ORC will also schedule Student Study Team meetings, and serve as the home/school connection, by helping to improve attendance, facilitate parent involvement, and provide access to community resources. The ORC will also facilitate the Kid Live Leadership team and coordinate tier 1 and 2 behavioral interventions, such as check-in/check-out and conflict resolution.

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)

Title I Carryover

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Linda School's PBIS program will be supported and communicated through posters of school wide expectations, banners, Character Roar Tickets, Lion Bucks, and further staff development through conferences and workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Increase parent, family, and community involvement to support the education of all students.

Goal 3

Linda School will provide consistent communication and plan events to engage our parents, families, and community to support the education of our students.

Identified Need

Our identified area of need is to increase family involvement so that our families will assist in helping our students achieve success academically, and grow socially and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Number of parents fingerprinted Family Reading Night Attendance ELAC Parents	2019-2020 Student Attendance; California Dashboard 2019-2020 Number of parents fingerprinted 2019-2020 Number of families that attended September Family Reading Night 2019-2020 Number parents participating in ELAC	2020-2021 Student Attendance Average 96% 2020-2021 Number of parents being fingerprinted increases

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our families will receive a school handbook/calendar for the 2020/2021 school year. They will receive a weekly school newsletter, The Lion's Roar, in which they will be notified of school events in English and Spanish to encourage active participation in school activities. Families will receive school communication via School Messenger, School Marquee, School Website, and notices.

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)
1,389	Title I Parent Involvement

Strategy/Activity 2

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

Strategy/Activity
We will engage parents in the school environment through parent/teacher conferences, trimester rallies recognizing student achievement, Fall Festival, Family Reading Nights, Family Dinner Night, Open House, Reading Olympics, Attendance Awards Assembly, Jog-a-thon, ELAC meetings (providing translation via target funds), Monthly parent meetings, SSTs and IEP meetings, Parents will be encouraged to volunteer in the classrooms, chaperone field trips, and assist with site fundraising. During distance learning teachers will consistently communicate with parents regarding navigating technology and providing them with the tools and skills necessary to support their children. Postal expenses for school communication.

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)
1,566	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population

Goal 4

Provide designated and integrated ELD instruction to all EL students.

Identified Need

All EL students will make progress toward proficiency of the Common Core State Standards. Provide specific site EL data. On the ELPAC, percentage of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Data not available due to COVID-19	To be determined when last year's ELPAC testing is completed and data are made available.
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360)	Student data gathered at the beginning of the first trimester will serve as baseline.	
On-line programs implemented in the classroom: Lexia, AR, Spelling City, Waterford	Student levels as indicated at the beginning of program usage.	Students show growth.
Grade level formative and summative assessments based on essential standards	Given during the units planned during PLC's. Students will be provided with intervention and enrichment based on the assessment data.	Student mastery of essential standards.

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)

EL Students not mastering grade level standards.

Strategy/Activity

Spanish and Hmong speaking paraeducators will work with EL students to provide Tier 2 and Tier 3 interventions to those students not mastering grade level standards. Bi-lingual paraeducator FTE's were referenced in Strategy 1 of Goal 1.

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)
All EL students, and those performing below grade level.

Strategy/Activity
Provide learning support to EL students and assistance with ELPAC assessments and other formative and summative assessments to assist with determining instructional strategies for EL 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)
15,000	Targeted

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	$370,739.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	222,716	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	2,955	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	145,068	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	352,784.00
Goal 2	
Goal 3	2,955.00
Goal 4	15,000.00
Goal 5	
Goal 6	

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
Randy Swann	Principal
Jennifer Worm	Other School Staff
Amy Sether	Classroom Teacher
Ashley Trower	Classroom Teacher
Debbie Gingery	Classroom Teacher
Martha Vera	Parent or Community Member
Danice Johnson	Parent or Community Member
Gary Johnson	Parent or Community Member
Lee Yang	Parent or Community Member
Jason Lugo	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 8/27/2020.

Attested:

Principal, Randy Swann on 8/27/2020

SSC Chairperson, Danice Johnson on 8/27/2020

School Year: **2020-21**

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
Loma Rica Elementary School	58-72736-6056725	8/31/2020	

Purpose and Description

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

Schoolwide Program

The purpose of this comprehensive school plan is to report the following: Data of student achievement over time, results of a needs assessment as it relates to student achievement, goals related to continuous improvement and budget allocations designed to meet those goals.

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.

This School Plan for Student Achievement meets ESSA requirements and is aligned with our LCAP by outlining a response to three over-achieving goals:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3: Increase parent, family, and community involvement in the education of all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The following data sources were used to conduct a comprehensive needs assessment of our school's services and programs:

- CAASPP for ELA and Math
- Dashboard data - student populations
- ELA and Math formative and summative assessments
- Chronic Absenteeism
- Suspension Rates
- Attendance Reports
- Discipline Records
- PD Plans
- Parent and Community Surveys
- Observations
- Patent Participation Data
- Parent Conferences
- Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

In reviewing CAASPP data as one of our sources of information, we found that overall, in grades 3-5, student scores decreased in both ELA and math. The percentage of students who were at or near proficient in ELA in 2016 was 67.9% In 2017, this percentage decreased to 65.46%. The percentage of students who were at or near proficient in Math in 2016 was 75.4%. In 2017, this percentage decreased to 67.27%. In analyzing the ELA data more specifically, we found gains in some of the subtests, while others decreased. Specifically: Reading decreased from 64.15% to 61.82%; Writing increased from 66.04% to 71%; Listening/Communication skills decreased slightly from 79.25% to 78.19%; Research and Inquiry saw significant gains going from 67.92% in 2016 to 80% in 2017. Similar trends of can be found in math scores: Concepts and Procedures decreased from 66.04% to 60%; Problem Solving/Modeling/Data Analysis went from 71% to 63.63%; Communicating Reasoning increased from 67.9% to 69.1%.

The Dashboard data provided by the CDE indicates that, from an 'All Students" perspective, our students are performing below standard in both ELA and Math. When looking at subgroups, however, we see improvement in our white population subgroups and our socioeconomically disadvantaged subgroups. There are only 17 students outside these two subgroups. Due to the small size of our school, those 17 scores play a significant role in determining our school's overall performance.

Another area analyzed was our student discipline and attendance. A decrease in student suspension rates was seen across the board for all students, as well as, all subgroups. During this current school year, 29 students received a total of 81 referrals. None of those have resulted in suspension for the 2018-19 school year. Student attendance is monitored monthly. Last year, our school saw an decrease in student attendance across the board for all subgroups. While improvements can be seen in the areas of discipline, our work addressing attendance will be another new focus for our school. These efforts are already underway with new classroom and schoolwide attendance recognition programs.

Staff has observed that teaching two grade levels simultaneously (in a combo setting) presents challenges in terms of being able to dedicate as much time to core subjects as can occur in a straight grade level setting. Also, Staff observations and conversations with students indicate a significant need for social-emotional support, academic counseling and conflict resolution. There has been a significant increase in need over the past several years as evidenced by rising numbers of requests from students for emotional support. A part-time counselor would be helpful in addressing these needs.

The library at Loma Rica School plays a critical role in the academic achievement of its students. At our last full year's monitoring we had a circulation of 5001 books. This number is the result of 103 students checking out books.. Students access the library no less than 3 times per week. Our Literacy Resource Technician provides guidance and support to students in book selection for various assignments, individualized and small group tutoring.

Parents continue to play a vital role in the success of students. This year we saw increased involvement in our PTO club as evidenced by many activities provided our students. Involvement in students' success can be measured in part by the number of times teachers/admin/parent/student convene to discuss unique needs of individual students. We communicate with parents through monthly newsletters, auto-dialers (7, thus far), Dojo (text notification system) and an interactive Loma Rica PTO social media page. Individual conferences with administration also occur whenever needed.

We conducted a parent-student-staff survey of needs for our school. Through this survey, the following areas of need were considered:

- Additional Literacy Resource Specialist time to staff our library
- One 3.5 hour per day para-educators to assist with interventions and combo classes
- Teacher Professional Development
- Accelerated Reader Books for the library
- Classroom Technology
- Support Instructional Materials
- Positive Behavior Intervention and Support and Attendance incentives

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Two of the biggest challenges we have faced is absenteeism and combination classes across all grades in the school. Another consideration that is important to keep in mind is the small size of our school. A very small number of students can cause our state testing scores to move up or down in significant ways.
This is yet another reason that multiple measures of our school's performance are important. Despite these challenges, we continue to work on ways to address them.

One of the things that current data shows us is that we need a tighter alignment between instructional activities and academic standards. Work has been done to identify the 'Boulder' standards i.e. those standards which we deem MUST be mastered by ALL students. Ensuring that instructional activities are congruent with these standards is an area of focus. Teachers meet weekly in a collaborative setting to discuss student progress, analyze achievement data, and plan common formative assessments. Collaboration is a challenge in some of our subject areas because our teachers are 'singletons', i.e. the only person teaching that grade level.

Chronic absenteeism is identified through daily monitoring of our 'Attention to Attendance' (A2A) software system. Parents are notified immediately when a student has 6 unexcused absences. If absences continue after this first notification, parents are required to meet with the principal for a Level 2 conference. The purpose of the meeting is to discuss causes for the absences and offer support to overcome obstacles. School-site contracts are signed. Further unexcused absences may then result in a referral to the Student Attendance and Review Board.

Suspension rates are monitored monthly. Prevention of suspension from school is addressed through clearly defining expectations for student behavior. Referrals are analyzed to determine patterns of behavior and help define areas of focus through our Positive Behavior and Supports System (PBIS). Preventing suspensions is also addressed though a focus on corrective actions designed to alleviate the need for suspension.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The findings outlined above lead us to data-driven decisions regarding steps for next year. Our Literacy Resource Specialist is providing valuable access and support for high levels of reading materials. This includes both informational text and fiction. Guidance from this resource helps students achieve individualized Accelerated Reader goals in reading, language and science. Funding for one para-educators provides an in-class support structure for intervention of struggling students. Teachers use both summative and formative assessments to determine which students are in need of interventions. Para-educators help the teacher provide this extra instruction.

Continued support of our PBIS program has proven to help reduce disciplinary referrals and suspensions, thus allowing students to remain in class and not have their instruction interrupted. It is important that funding to help support this program continue. Students who struggle accessing state-adopted core curriculum benefit from a wide array of supplemental instructional material and supplies. This includes ensuring students have access to technology. Our scores in both ELA and math indicate that funding for such materials, equipment and supplies is essential if we are to achieve desired outcomes for student proficiency.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*

- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff are accessing PD offerings, specifically, training in the PLC process. Evidence of implementation of new learning can be found as staff meets every Wednesday to collaborate over student achievement data and progress toward standard mastery. Teachers are also asked to analyze activities in their classroom and ensure alignment to the academic standards. Individual requests for staff development are provided when teachers express a desire to learn more about specific areas of instruction, curriculum and/or management techniques. Teachers must demonstrate how professional development aligns with LCAP and SPSA goals and report out to fellow staff about new learnings,. PD opportunities are on-going through-out the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year, our families participate in a Back-to-School Title 1 information night. Standards for student learning are discussed as is expectations for behavior, and opportunities for parent involvement. Development of the SPSA is based on student, staff and parent input. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds via a SPSA survey. Communication between staff and families is frequent and takes place in a variety of forms. Examples include, trimester report cards, daily access to the Aeries Parent Portal, parent/teacher conferences, Dojo (text communication system), and Student Study Teams. Parents also participate in our PTO club which organizes many school and class events in which parents participate. Volunteers are encouraged in the classroom.

Stakeholder 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

Reviews and updates occur 5 times throughout the school year. Input is provided by parents, community representatives and teachers. Meetings this year were held 9/19/19, 11/14/19, 1/30/19, 3/26/20, and 5/21/20.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	10.3%	9.71%	12.62%	10	10	13
African American	3.1%	0.97%	0.97%	3	1	1
Asian	1.0%	0.97%	1.94%	1	1	2
Filipino	%	0.97%	0.97%		1	1
Hispanic/Latino	17.5%	19.42%	15.53%	17	20	16
Pacific Islander	%	%	%			
White	66.0%	65.05%	66.02%	64	67	68
Multiple/No Response	%	0.97%	0.97%		1	1
	Total Enrollment			97	103	103

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	17	13	23
Grade 1	17	14	14
Grade 2	12	21	19
Grade3	14	13	16
Grade 4	22	15	14
Grade 5	15	27	17
Total Enrollment	97	103	103

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	8	6	3	8.2%	5.8%	2.9%
Fluent English Proficient (FEP)	0	0	0	0.0%	0	0.0%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14	12	16	14	12	15	14	12	15	100	100	93.8
Grade 4	23	16	13	23	16	13	23	16	13	100	100	100
Grade 5	16	27	18	16	27	17	16	27	17	100	100	94.4
All Grades	53	55	47	53	55	45	53	55	45	100	100	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2377.	2439.	28.57	0.00	26.67	14.29	16.67	26.67	21.43	41.67	26.67	35.71	41.67	20.00
Grade 4	2463.	2433.	2382.	17.39	18.75	7.69	43.48	31.25	15.38	17.39	12.50	7.69	21.74	37.50	69.23
Grade 5	2470.	2506.	2429.	25.00	14.81	11.76	12.50	40.74	23.53	18.75	14.81	5.88	43.75	29.63	58.82
All Grades	N/A	N/A	N/A	22.64	12.73	15.56	26.42	32.73	22.22	18.87	20.00	13.33	32.08	34.55	48.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.43	0.00	20.00	35.71	41.67	60.00	42.86	58.33	20.00
Grade 4	26.09	12.50	15.38	52.17	56.25	30.77	21.74	31.25	53.85
Grade 5	12.50	11.11	5.88	37.50	55.56	41.18	50.00	33.33	52.94
All Grades	20.75	9.09	13.33	43.40	52.73	44.44	35.85	38.18	42.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.71	8.33	26.67	35.71	66.67	66.67	28.57	25.00	6.67
Grade 4	17.39	18.75	0.00	52.17	43.75	38.46	30.43	37.50	61.54
Grade 5	31.25	37.04	17.65	25.00	37.04	41.18	43.75	25.93	41.18
All Grades	26.42	25.45	15.56	39.62	45.45	48.89	33.96	29.09	35.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.43	0.00	26.67	57.14	75.00	60.00	21.43	25.00	13.33
Grade 4	8.70	31.25	15.38	69.57	50.00	38.46	21.74	18.75	46.15
Grade 5	12.50	11.11	11.76	68.75	66.67	35.29	18.75	22.22	52.94
All Grades	13.21	14.55	17.78	66.04	63.64	44.44	20.75	21.82	37.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	8.33	26.67	35.71	66.67	46.67	35.71	25.00	26.67
Grade 4	13.04	25.00	7.69	60.87	37.50	7.69	26.09	37.50	84.62
Grade 5	25.00	33.33	5.88	37.50	59.26	41.18	37.50	7.41	52.94
All Grades	20.75	25.45	13.33	47.17	54.55	33.33	32.08	20.00	53.33

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 6% decrease in students who performed BELOW standard. Specifically... Reading went from 43% below standard down to 35%; Writing stayed the same at 34% below standard during both years. . Listening went from 24% down to 21% below standard; Research and inquiry saw an increase in the percentage of students below standard. In 2015 28% were below standard. This number increase to 32% in 2016.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14	12	16	14	12	15	14	12	15	100	100	93.8
Grade 4	23	16	13	23	16	12	23	16	12	100	100	92.3
Grade 5	16	27	18	16	27	17	16	27	17	100	100	94.4
All Grades	53	55	47	53	55	44	53	55	44	100	100	93.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2394.	2446.	21.43	0.00	20.00	35.71	25.00	33.33	14.29	25.00	26.67	28.57	50.00	20.00
Grade 4	2471.	2459.	2406.	4.35	12.50	0.00	39.13	37.50	16.67	43.48	25.00	25.00	13.04	25.00	58.33
Grade 5	2481.	2502.	2437.	18.75	14.81	5.88	18.75	29.63	17.65	25.00	25.93	5.88	37.50	29.63	70.59
All Grades	N/A	N/A	N/A	13.21	10.91	9.09	32.08	30.91	22.73	30.19	25.45	18.18	24.53	32.73	50.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.71	8.33	33.33	35.71	41.67	46.67	28.57	50.00	20.00
Grade 4	21.74	18.75	8.33	43.48	43.75	25.00	34.78	37.50	66.67
Grade 5	18.75	33.33	11.76	43.75	29.63	11.76	37.50	37.04	76.47
All Grades	24.53	23.64	18.18	41.51	36.36	27.27	33.96	40.00	54.55

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	8.33	40.00	42.86	50.00	40.00	28.57	41.67	20.00
Grade 4	17.39	25.00	0.00	60.87	43.75	41.67	21.74	31.25	58.33
Grade 5	12.50	18.52	5.88	50.00	44.44	35.29	37.50	37.04	58.82
All Grades	18.87	18.18	15.91	52.83	45.45	38.64	28.30	36.36	45.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	8.33	26.67	42.86	66.67	60.00	28.57	25.00	13.33
Grade 4	4.35	18.75	8.33	69.57	50.00	25.00	26.09	31.25	66.67
Grade 5	25.00	14.81	11.76	31.25	51.85	17.65	43.75	33.33	70.59
All Grades	16.98	14.55	15.91	50.94	54.55	34.09	32.08	30.91	50.00

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 4.5% decrease in students who performed BELOW standard in mathematics. In 14-15, 29% of students were below standard. In 15-16, this percentage went down to having 24.5% below standard. Specifically, Concepts and Procedures went from 41% down to 34%; ; Problem Solving & Modeling/Data Analysis went from 34% down to 28%; Communicating Reasoning remained nearly the same: 31% were below standard in 2014-15 while this number increased to 32% in 2015-16.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1		*		*		*		*
Grade 3	*		*		*		*	
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
All Grades							*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
103	62.1	2.9	4.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	2.9
Foster Youth	5	4.9
Homeless	3	2.9
Socioeconomically Disadvantaged	64	62.1
Students with Disabilities	17	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.0
American Indian	13	12.6
Asian	2	1.9
Filipino	1	1.0
Hispanic	16	15.5
Two or More Races	1	1.0
White	68	66.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined Significantly -36.4 points	1	
39		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	81.9 points below standard	108.7 points below standard
1	Declined Significantly -64.6 points	Maintained -2.4 points
	23	14

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 14 points below standard Declined Significantly -24.5 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	59.1 points below standard Declined Significantly -39.7 points 38

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange		Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 51.4 points below standard Declined Significantly -24.9 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color 77 points below standard Declined Significantly -55.4 points 22	No Performance Color 91.4 points below standard Declined -3.2 points 14

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6			No Performance Color 18.7 points below standard Declined -3.3 points 22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1		53.9 points below standard Declined Significantly -24.8 points 37

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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

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.

2019 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**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	4	9
116		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.1	7.1
4	Increased +0.7	Declined -7.1
	78	28

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 23.1 Increased +4.3 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 19 Increased +9.5 21	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Green 9.2 Declined -1.6 76

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange		Green	Blue
0	0	0	0	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -0.8	4	10
122		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not	0	0
6	Declined -1.1	Maintained 0
	83	29

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 3	No Performance Color 0 Declined -5.9 15	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Maintained 0 21	No Performance Color Less than 11 Students - Data 2		Blue 0 Maintained 0 78

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.8	0

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA and Math Performance levels will improve by 3% as compared to last CAASPP

Identified Need

In ELA 34.5% of students are not demonstrating levels of proficiency as measured by the last CAASPP. In math, 32.7% of students are below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA=65.4%. Math=67.3%	ELA=68%. Math=70%
Universal Screeners (STAR) Early Literacy, STAR Reading, STAR Math)	Scores earned near the beginning of the first trimester will serve as the baseline.	85% percent of students will show growth equivalent to one year by end of the year assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Distance Learning instruction will be supported using a 3.5 hr/day para-educator to provide specific intervention with students including both 1:1 and small group instructional settings (as Covid guidelines allow).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I

Strategy/Activity 2

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

Strategy/Activity
1.2 Students will have access to books and technology that address individual reading and comprehension levels using the web-based Accelerated Reader Program

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

Amount(s)	Source(s)
2000.00	Title I

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

Strategy/Activity
1.3 Supplemental instructional and organization materials assist in providing individualized support to students. Materials such as ink, headsets, extra paper (for copies), academic organizers, Distance Learning organizers,etc. will be used when teacher's determine that additional supports are needed. Supplemental materials which enhance core academic programs will be used. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject

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)
2619	Title I

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

Strategy/Activity
1.4 Preparing students for the demand of online learning requires early introduction to technology. Skills such as keyboarding, online citizenship, effective internet research strategies and educational

apps will be used to help ensure students maximize 21st century learning. Funds will be used to Increase student and teacher access to all forms of technology and technological equipment.

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

Amount(s)	Source(s)
1500	Title I

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
1.5 Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction (as Covid guidelines allow) while facing the management demands of a combination classroom.

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 6

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

Strategy/Activity
1.6 Provide students access to and support from a 2.5 hour Literacy Resource Technician. The LRT will provide individualized and small group (as Covid guidelines allow) intervention for students who are preforming below grade level in reading. The LRT will also monitor and support the school-wide AR program.

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

Amount(s)	Source(s)

11,250	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.7 Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers will utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning experience for struggling learners The purchase allows for the introduction of multiple methods to reach 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)
2,865	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 Provide ongoing professional development (with a focus on technology and Distance Learning) for our staff to advance their learning and professional practice. An on-site technology coordinator will be responsible for assisting and training teachers to support their advancement in technological expertise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement a comprehensive school-wide attendance and discipline program.

Identified Need

Referral and suspension rates, while decreasing, require ongoing attention to ensure continued improvement. Attendance incentive programs were formalized during the 2nd semester of last year. Covid closures had an impact on this program. We will have the program back up and running as Distance Learning kicks off this new year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% attendance/0 suspensions	Maintain suspensions rate. Improve attendance by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 PBIS materials and supplies. Monthly incentives program for excellent attendance.

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)
1370	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Provide ongoing communication and surveys with all families

Identified Need

all families

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation/engagement rates	PTO, Aeries Parent Portal, homework completion, social media connections (FB Page)	Maintain number of parents participating in PTO. Increase number of parents using Aeries Parent Portal by 50%

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

Strategy/Activity 1

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

Strategy/Activity

3.1 Personal invitations sent to all families in ways they can engage, newsletters, social media page, Aeries Communicaitons

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)
307	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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	$38,911.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	23,119	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	307	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	15,485	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	37,234.00
Goal 2	1,370.00
Goal 3	307.00
Goal 4	
Goal 5	
Goal 6	

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

4 Parent or Community Members

Name of Members	Role
Kathleen Hansen	Principal
Judy Anderson	Classroom Teacher
Lisa Rerucha	Classroom Teacher
Diana Clemensen	Classroom Teacher
Carla Tingle	Parent or Community Member
KC Culver	Parent or Community Member
Vacant pending election	Parent or Community Member
Vacant pending election	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:

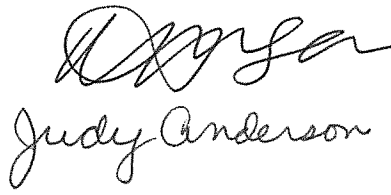
Signature	Committee or Advisory Group Name

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 8/31/2020.

Attested:



Principal, Kathleen Hansen on 8/31/2020

SSC Chairperson, Judy Anderson on 8/31/2020

School Year: 2020-21

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
Olivehurst Elementary School	58-72736-6056741	08/31/2020	

Purpose and Description

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

Schoolwide Program

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

Our strategy for using federal funds is to increase low income, English learner, and students' with disabilities' performance to the proficiency level. Title 1 funds are focused on providing personalized intervention opportunities for all students. Data reveals a gap in the level of growth when compared with all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments, Universal Screener (AR/STAR), Enrollment & Attendance data, CAASPP-ELA and Math, ELPAC, Dashboard Data (Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate), Attendance Reports, Discipline Reports, PD Plans, Teacher Surveys, Parent and Community Surveys, Observations, Parent Conference and Parent Participation Data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Academic Engagement:
ENGLISH LANGUAGE ARTS - All students increased 3.4 points but still remain 61.6 points below standard resulting in a Yellow Indicator. Students with Disabilities declined and need to be a FOCUS moving forward.
MATH - All students increased 4.5 points but but still remain 70.8 points below standard resulting in a Yellow indicator.Students with Disabilities declined and need to be a FOCUS moving forward.
CHRONIC ABSENTEEISM - Increased 2% with 11.2% of students chronically absent. This needs to be a FOCUS moving forward.

Conditions and Climate:
SUSPENSION RATE - Declined 3.9%. This needs to be CELEBRATED moving forward.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*

- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Academic Engagement:
This year we created common grade level intervention (SOAR) times for every grade level. During grade level SOAR times, every student is involved in small group instruction with a teacher and/or paraprofessional. The students are grouped based on their reading levels and instruction is focused at in their instructional levels. This guarantees ALL students get individualized instruction where they need it the most. Our PLC Collaboration efforts have centered on planning instruction, monitoring student progress and adjusting instruction for SOAR time. Our teachers have quickly become experts when it comes to understanding the specific needs for each students and how best to ensure growth for all.

Conditions and Climate:
PBIS continues to drive our efforts to promote and recognize students for their Positive Behaviors. Our training in PBIS has reached a level where we are now focused on pursuing the Tier II Silver ranking in the near future. We created our "Eagle's Nest" student support center. In the Nest, our administrative and support staff support students utilizing conflict management, reflective and restorative practices, and personal counseling. All of these supports carry the same goal, to help students increase their positive choices and maximize positive behaviors.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We have seen growth in many areas of our school and although there are still areas needing to be addressed, Olivehurst has emerging as a school focused on growth. This is possible because we all believe Olivehurst Elementary is a place where ALL STUDENTS WILL BE SUCCESSFUL! We will continue with the plan in place.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

PLC, Discipline, Differentiated instruction and growth mindset, PBIS, Lexia, Wonders & Go Math (for new teachers), MTSS

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*

- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

SPSA is developed and shared at ELAC and Site Council meetings. Parents are encouraged to take part in both to provide input and guidance. Teachers regularly communicate with parents through the use of School Dojo and parent conferences.

Stakeholder 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

Each morning students and families gather together for breakfast, a morning walk, announcements and celebrating achievements. It's an inclusive way to start the day. The English Learner Advisory Council (ELAC) advises the school in several ways including the effectiveness of the English Language Development program and services being provided to the English Learners. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC) and share district info back to the school site. The School Site Council (SSC) is a group composed of the principal, staff, and parents meet regularly to review and make decisions regarding standards-based teaching, curriculum, school policies, safety, and programs, and the budget. The School Leadership Team is a group that is composed of one teacher per grade level (K-6th, SPED, school admin), which support in the decision of the school wide instructional focus, intervention supports, data analysis, and budget. Opportunities abound for families to participate. These include Back-to-School Night, Open House, a Oooky Spooky parade, other school-wide events, family, teacher and student conferences that all take place in the fall.

Resource Inequities

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

None at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.3%	2.71%	2%	13	14	10
African American	3.6%	2.71%	3.61%	20	14	18
Asian	8.4%	6.96%	9.22%	47	36	46
Filipino	0.5%	0.58%	0.2%	3	3	1
Hispanic/Latino	56.1%	55.51%	55.71%	313	287	278
Pacific Islander	%	%	0.2%			1
White	28.3%	30.17%	27.86%	158	156	139
Multiple/No Response	0.5%	0.58%	0.8%	3	3	4
	Total Enrollment			558	517	499

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	97	101	97
Grade 1	73	77	72
Grade 2	70	69	68
Grade3	76	60	72
Grade 4	77	66	61
Grade 5	81	69	66
Grade 6	84	75	63
Total Enrollment	558	517	499

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	189	148	166	33.9%	28.6%	33.3%
Fluent English Proficient (FEP)	11	14	17	2.0%	2.7%	3.4%
Reclassified Fluent English Proficient (RFEP)	8	8	4	4.1%	4.2%	2.7%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	63	70	72	63	68	72	63	68	98.6	100	97.1
Grade 4	77	69	61	76	68	61	76	68	61	98.7	98.6	100
Grade 5	84	70	65	83	70	64	83	70	64	98.8	100	98.5
Grade 6	83	77	61	82	76	61	82	76	61	98.8	98.7	100
All Grades	317	279	257	313	277	254	313	277	254	98.7	99.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2377.	2346.	12.50	9.52	8.82	19.44	12.70	8.82	25.00	28.57	17.65	43.06	49.21	64.71
Grade 4	2394.	2394.	2422.	5.26	4.41	8.20	11.84	16.18	21.31	22.37	19.12	21.31	60.53	60.29	49.18
Grade 5	2428.	2445.	2439.	3.61	5.71	6.25	16.87	22.86	12.50	24.10	18.57	29.69	55.42	52.86	51.56
Grade 6	2467.	2465.	2466.	4.88	2.63	3.28	24.39	18.42	21.31	28.05	35.53	26.23	42.68	43.42	49.18
All Grades	N/A	N/A	N/A	6.39	5.42	6.69	18.21	17.69	15.75	24.92	25.63	23.62	50.48	51.26	53.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	11.11	11.76	40.28	49.21	30.88	45.83	39.68	57.35
Grade 4	9.21	7.35	18.03	35.53	41.18	47.54	55.26	51.47	34.43
Grade 5	9.64	15.71	9.38	37.35	37.14	51.56	53.01	47.14	39.06
Grade 6	6.10	10.53	11.48	47.56	40.79	42.62	46.34	48.68	45.90
All Grades	9.58	11.19	12.60	40.26	41.88	42.91	50.16	46.93	44.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	4.76	2.94	56.94	31.75	32.35	37.50	63.49	64.71
Grade 4	6.58	7.35	1.64	35.53	26.47	55.74	57.89	66.18	42.62
Grade 5	13.25	12.86	3.13	32.53	35.71	46.88	54.22	51.43	50.00
Grade 6	10.98	2.63	1.64	36.59	44.74	54.10	52.44	52.63	44.26
All Grades	9.27	6.86	2.36	39.94	35.02	46.85	50.80	58.12	50.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.72	7.94	8.82	68.06	73.02	63.24	22.22	19.05	27.94
Grade 4	5.26	4.41	6.56	50.00	70.59	65.57	44.74	25.00	27.87
Grade 5	2.41	5.71	7.81	60.24	61.43	62.50	37.35	32.86	29.69
Grade 6	13.41	10.53	11.48	51.22	52.63	57.38	35.37	36.84	31.15
All Grades	7.67	7.22	8.66	57.19	63.90	62.20	35.14	28.88	29.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	7.94	5.88	31.94	49.21	30.88	51.39	42.86	63.24
Grade 4	3.95	5.88	11.48	47.37	35.29	44.26	48.68	58.82	44.26
Grade 5	7.23	14.29	9.38	33.73	37.14	40.63	59.04	48.57	50.00
Grade 6	9.76	7.89	8.20	45.12	55.26	52.46	45.12	36.84	39.34
All Grades	9.27	9.03	8.66	39.62	44.40	41.73	51.12	46.57	49.61

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	63	70	72	63	68	72	63	68	97.3	100	97.1
Grade 4	77	69	61	76	68	61	76	68	61	98.7	98.6	100
Grade 5	84	70	65	83	70	64	83	70	64	98.8	100	98.5
Grade 6	83	77	61	82	76	61	82	76	61	98.8	98.7	100
All Grades	318	279	257	313	277	254	313	277	254	98.4	99.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2397.	2384.	9.72	7.94	5.88	23.61	20.63	17.65	26.39	34.92	26.47	40.28	36.51	50.00
Grade 4	2417.	2414.	2426.	3.95	5.88	8.20	13.16	13.24	13.11	35.53	32.35	36.07	47.37	48.53	42.62
Grade 5	2425.	2446.	2441.	2.41	10.00	3.13	4.82	5.71	6.25	20.48	21.43	35.94	72.29	62.86	54.69
Grade 6	2452.	2465.	2447.	3.66	3.95	4.92	20.73	13.16	14.75	20.73	35.53	26.23	54.88	47.37	54.10
All Grades	N/A	N/A	N/A	4.79	6.86	5.51	15.34	13.00	12.99	25.56	31.05	31.10	54.31	49.10	50.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	19.05	17.65	30.56	34.92	33.82	45.83	46.03	48.53
Grade 4	9.21	10.29	13.11	23.68	29.41	26.23	67.11	60.29	60.66
Grade 5	4.82	12.86	4.69	13.25	17.14	25.00	81.93	70.00	70.31
Grade 6	12.20	6.58	9.84	25.61	30.26	21.31	62.20	63.16	68.85
All Grades	12.14	11.91	11.42	23.00	27.80	26.77	64.86	60.29	61.81

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.06	12.70	5.88	37.50	34.92	42.65	44.44	52.38	51.47
Grade 4	9.21	5.88	11.48	31.58	32.35	36.07	59.21	61.76	52.46
Grade 5	2.41	10.00	6.25	31.33	34.29	39.06	66.27	55.71	54.69
Grade 6	2.44	5.26	4.92	37.80	36.84	42.62	59.76	57.89	52.46
All Grades	7.67	8.30	7.09	34.50	34.66	40.16	57.83	57.04	52.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	11.11	4.41	48.61	55.56	47.06	30.56	33.33	48.53
Grade 4	6.58	5.88	11.48	47.37	36.76	31.15	46.05	57.35	57.38
Grade 5	3.61	8.57	3.13	32.53	35.71	35.94	63.86	55.71	60.94
Grade 6	3.66	6.58	3.28	45.12	39.47	39.34	51.22	53.95	57.38
All Grades	8.31	7.94	5.51	43.13	41.52	38.58	48.56	50.54	55.91

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1410.2	1394.4	1422.7	1407.7	1381.2	1363.3	23	32
Grade 1	1466.6	1449.3	1469.5	1465.6	1463.0	1432.3	28	18
Grade 2	1468.1	1483.7	1468.9	1500.7	1466.7	1466.2	30	22
Grade 3	1498.1	1490.0	1499.2	1509.1	1496.6	1470.4	28	27
Grade 4	1486.8	1501.0	1484.1	1495.7	1489.1	1505.7	17	20
Grade 5	1515.3	1507.8	1516.1	1508.6	1514.1	1506.3	19	16
Grade 6	1543.7	1529.3	1562.5	1532.3	1524.3	1525.8	29	18
All Grades							174	153

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	*	21.88	*	59.38	*	15.63	23	32
1	42.86	5.56	*	50.00	*	27.78	*	16.67	28	18
2	*	4.55	66.67	59.09	*	31.82	*	4.55	30	22
3	*	0.00	*	55.56	39.29	40.74	*	3.70	28	27
4		15.00	*	40.00	*	30.00	*	15.00	17	20
5	*	0.00	*	50.00	*	37.50	*	12.50	19	16
6	*	16.67	55.17	44.44	*	33.33	*	5.56	29	18
All Grades	22.41	5.88	45.40	44.44	24.14	39.22	8.05	10.46	174	153

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	*	25.00	*	43.75	*	25.00	23	32
1	53.57	16.67	*	44.44	*	27.78	*	11.11	28	18
2	43.33	36.36	50.00	31.82	*	31.82		0.00	30	22
3	*	44.44	46.43	48.15	*	7.41	*	0.00	28	27
4	*	20.00	64.71	60.00	*	10.00	*	10.00	17	20
5	*	43.75	*	31.25	*	18.75		6.25	19	16
6	75.86	27.78	*	61.11		11.11	*	0.00	29	18
All Grades	41.38	26.80	40.80	41.83	13.22	22.88	*	8.50	174	153

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	25.00	60.87	50.00	*	25.00	23	32
1	*	0.00	42.86	22.22	*	55.56	*	22.22	28	18
2	*	0.00	40.00	31.82	40.00	54.55	*	13.64	30	22
3	*	0.00	*	3.70	*	62.96	*	33.33	28	27
4		5.00	*	20.00	*	55.00	*	20.00	17	20
5	*	0.00	*	6.25	*	81.25	*	12.50	19	16
6	*	0.00	*	22.22	*	55.56	44.83	22.22	29	18
All Grades	9.77	0.65	27.01	18.95	35.63	58.17	27.59	22.22	174	153

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.83	9.38	*	68.75	*	21.88	23	32
1	78.57	55.56	*	38.89	*	5.56	28	18
2	*	36.36	73.33	54.55	*	9.09	30	22
3	*	11.11	67.86	77.78	*	11.11	28	27
4		10.00	82.35	75.00	*	15.00	17	20
5	*	0.00	57.89	81.25		18.75	19	16
6	44.83	16.67	51.72	72.22	*	11.11	29	18
All Grades	37.93	18.95	53.45	67.32	8.62	13.73	174	153

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	69.57	68.75	*	25.00	23	32
1	39.29	11.11	46.43	77.78	*	11.11	28	18
2	60.00	40.91	40.00	59.09		0.00	30	22
3	64.29	92.59	*	7.41	*	0.00	28	27
4	70.59	70.00	*	25.00	*	5.00	17	20
5	78.95	75.00	*	18.75	*	6.25	19	16
6	93.10	66.67	*	27.78	*	5.56	29	18
All Grades	60.34	49.67	32.76	41.83	6.90	8.50	174	153

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	73.91	75.00	*	25.00	23	32
1	39.29	5.56	42.86	61.11	*	33.33	28	18
2	*	0.00	60.00	81.82	*	18.18	30	22
3	*	0.00	50.00	48.15	46.43	51.85	28	27
4		0.00	*	60.00	*	40.00	17	20
5	*	0.00	63.16	75.00	*	25.00	19	16
6	*	0.00	*	55.56	68.97	44.44	29	18
All Grades	14.37	0.65	50.00	65.36	35.63	33.99	174	153

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.88	56.52	37.50	*	40.63	23	32
1	*	0.00	53.57	72.22	*	27.78	28	18
2	*	4.55	70.00	90.91	*	4.55	30	22
3	*	0.00	57.14	88.89	*	11.11	28	27
4	*	15.00	76.47	70.00	*	15.00	17	20
5	*	12.50	63.16	62.50	*	25.00	19	16
6	*	16.67	72.41	72.22	*	11.11	29	18
All Grades	18.97	10.46	63.79	69.28	17.24	20.26	174	153

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
499	84.8	33.3	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	166	33.3
Foster Youth	4	0.8
Homeless	4	0.8
Socioeconomically Disadvantaged	423	84.8
Students with Disabilities	46	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	3.6
American Indian	10	2.0
Asian	46	9.2
Filipino	1	0.2
Hispanic	278	55.7
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	139	27.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
66.3 points below standard	77.8 points below standard	0 Students
Declined -4.6 points	Maintained -2.4 points	
242	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	70 points below standard	144.5 points below standard
4	Declined -10.5 points	Increased ++11.1 points
	217	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 41.4 points below standard Increased ++5.5 points 25	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.3 points below standard Maintained ++0.8 points 138	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	Orange 58.2 points below standard Declined -11.4 points 61

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.4 points below standard Declined -13 points 77	40.2 points above standard Increased ++13.3 points 20	59.2 points below standard Declined -7.3 points 144

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
73.9 points below standard	79.2 points below standard	
Declined -3.2 points	Maintained 0 points	
242	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	76 points below standard	146.1 points below standard
4	Declined -7.3 points	Increased Significantly ++16.3 points
	217	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 73.7 points below standard Maintained ++0.5 points 25	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 73.6 points below standard Maintained -0.5 points 138	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		Orange 70.2 points below standard Declined -6.4 points 61

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.3 points below standard Declined -6.9 points 77	13.6 points above standard Increased ++4.7 points 20	71.1 points below standard Declined -6.3 points 144

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.3 making progress towards English language proficiency
Number of EL Students: 119
Performance Level: Medium

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.

2019 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
18	40	0	61

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
10.4	3.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Increased +1.9	6
527	174	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
53.8	10.4	19.4
13	Declined -1.4	Increased +8.7
	443	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
14.3	Less than 11 Students - Data Not Displayed for Privacy	4.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -12	10	Declined -6.3	1
21		47	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
8.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.1
Increased +2.5	6	2	Declined -2.4
288			152

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
2.5	1.1	Less than 11 Students - Data Not 7
Increased +1.7	Maintained +0.1	
552	183	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
6.7	2.6	4.7
15	Increased +1.8	Increased +2.2
	455	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
8.7	0	0	Less than 11 Students - Data
Increased +3.4	Maintained 0	Maintained 0	1
23	11	47	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Red
1	Less than 11 Students - Data	Less than 11 Students - Data	5.2
Increased +0.4	7	2	Increased Significantly +4.1
306			155

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.8	2.5

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

We will utilize instruction based on state standards that includes collaborative learning, maximizes evolving technology, addresses individual student needs, and consistently reflects high learning standards.

Identified Need

Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction. Assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.

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)

All Students

Strategy/Activity

Provide bilingual EL para-educator to provide direct instruction to promote student achievement, monitor student student placement, assessments, and communicate with staff, district office and parents

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)
49000	Title I

Strategy/Activity 3

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

All Students

Strategy/Activity

Utilize assessment results in ELA and Math to establish a baseline at the beginning of the school year. Use data to identify student intervention areas. Progress monitor during each trimester to measure growth.

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

Amount(s)	Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Provide school-wide interventions (small group and individual) in Reading and Math using Lexia and Math Supplemental Programs to help students during distances learning and when they are back in the classrooms.

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

Amount(s)	Source(s)
35000	Title I

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

Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels)

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 6

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

All Students

Strategy/Activity

Provide staff development opportunities, release time for support personnel/principal PLC/Solution Tree and other conferences, technology lessons and computer intervention programs for TK-6

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)
8881	Title I

Strategy/Activity 7

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

All Students

Strategy/Activity

Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the CCSS. Such technology (purchasing, student computers, LCD Projectors, Smart Boards, etc...) will allow students to access supplemental resources such as AR and NWEA MAP.

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)

35000	Targeted

Strategy/Activity 8

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

All Students

Strategy/Activity

Provide copiers and up to date laminators and Riso with tech support to ensure we have the supplemental curriculum and items to help serve all 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)
9000	Targeted

Strategy/Activity 9

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

All Students

Strategy/Activity

Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.

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 10

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

All Students

Strategy/Activity

Provide structured teacher planning time focusing on the progress of the EL students. Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance
Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math.

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

Amount(s) Source(s)

Strategy/Activity 11

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

All Students

Strategy/Activity

Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs.

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 12

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

All Students

Strategy/Activity

The library will support and encourage students to read more to improve fluency and comprehension across all subject areas. Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement

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 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use. Provide additional materials, supplies, books, subscriptions, and copy materials.

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)
38563	Targeted

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Lead will assist teachers in elementary school by enhanced learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.

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)
22000	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

We will create and maintain programs and communications to promote increased parent, family, and community involvement both on and off campus supporting academic growth, student enrichment and diversity.

Identified Need

Parents indicated a need for events and education to increase involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and administer a survey for parents and staff communication needs and wants.

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)

All Students

Strategy/Activity

Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.

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)

All Students

Strategy/Activity

Increase parent support, home school and community connections, and attendance. Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies, books and/or to improve communication between school, parent, and classroom.

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)
1923	Title I Parent Involvement

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

We will maintain a school environment that is safe, secure, comfortable, and helps our students become contributing, responsible, and caring members of a diverse community.

Identified Need

Stakeholders indicated a need for a consistent set of guidelines/expectations for positive behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Assist the school community in creating a caring and safe school environment in which students can learn and find success.

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)
52000	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide a campus that is clean, comfortable, and inviting.

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)

All Students

Strategy/Activity

Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Provide staff training/collaboration/conferences and time to successfully implement PLC's and the PBIS program.

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

Amount(s) Source(s)

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

Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams.

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

Amount(s) Source(s)

Strategy/Activity 6

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

Strategy/Activity
Hold weekly/monthly assemblies to teach/model/reinforce character traits.

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 7

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

Strategy/Activity
Provide ongoing training and monitor campus security to maintain a safe and secure environment through updated and newer security cameras and equipment throughout the campus. (Safety Plan)

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

Amount(s) Source(s)

Strategy/Activity 8

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

Strategy/Activity

EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Olivehurst during and after the school day.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

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	$251,367.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	144,881	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	1,923	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	104,563	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	197,444.00
Goal 2	1,923.00
Goal 3	52,000.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rob Gregor	Principal
Andrea Tucker	Other School Staff
John Green	Classroom Teacher
JoLynne Keough	Classroom Teacher
Jennie Arguelles-Roldan	Classroom Teacher
Graciela Zambrano	Parent or Community Member
Yesenia Vasquez	Parent or Community Member
Jovita Ruiz	Parent or Community Member
Maria Usiosetgui	Parent or Community Member
Rosa Hernandez	Parent or Community Member
Emily Staving	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 08/31/2020.

Attested:

Principal, Rob Gregor on 08/31/2020

SSC Chairperson, John Green on 08/31/2020

School Year: 2020-21

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
Yuba Feather Elementary School	58-72736-6056782	08/21/2020	

Purpose and Description

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

Schoolwide Program

Both CAASPP-ELA and Math show our students to be not at standard. Absenteeism is higher than normal. We continue to have a transient population of students. Our socioeconomically disadvantaged students consistently scored lower on the CAASPP-ELA and Math and have a higher percentage of chronic absenteeism.

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.

The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. Four Winds Indian Education Inc. is helping as well with attendance incentives for all students and providing after school tutoring every day of the week. Staff will attend a second Professional Learning Communities Conference in San Jose CA at the end of July. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population,Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

The areas of concern are: Both CAASPP-ELA and Math show our students to be not at standard. Absenteeism is higher than normal. We continue to have a transient population of students. Our socioeconomically disadvantaged students consistently scored lower on the CAASPP-ELA and Math and have a higher percentage of chronic absenteeism.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. Chronic absenteeism is something we are struggling with to find the answer. We have scheduled attendance meetings and sent students to SARB and are looking for ways to motivate socioeconomically disadvantaged

families to change their pattern of poor attendance. We believe that the transient nature of a portion of our students is due to the Cannabis Industry now thriving in our area.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We are looking forward to the results for this years CAASPP Testing. After a year of consistent school wide intervention we expect these scores to increase. The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. Four Winds Indian Education Inc. is helping as well with attendance incentives for all students and providing after school tutoring every day of the week.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff will attend a second Professional Learning Communities Conference in San Jose CA at the end of July. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We have had good attendance at site council and PTSA meetings this year. We have sought their advice and have asked them to discuss it in the community. We have good parent attendance to all our events which include monthly gatherings, Father/Daughter Mother/Son Dances, Back to School Night, Open House, Winter Program, Parent/Teacher Conferences, Family Movie Night.

Stakeholder 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

Yuba Feather Site Council and Staff have been the Stakeholder group for this plan. These groups met six times this year to work on the needs assessment and this plan.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	4.1%	6.06%	5.69%	5	8	7
African American	%	1.52%	%		2	
Asian	1.6%	1.52%	0.81%	2	2	1
Filipino	%	%	%			
Hispanic/Latino	20.3%	18.18%	21.14%	25	24	26
Pacific Islander	0.8%	%	%	1		
White	57.7%	61.36%	61.79%	71	81	76
Multiple/No Response	%	%	0.81%			1
			Total Enrollment	123	132	123

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	24	25	24
Grade 1	15	23	20
Grade 2	21	21	20
Grade3	14	20	16
Grade 4	23	16	19
Grade 5	15	20	16
Grade 6	11	7	8
Total Enrollment	123	132	123

Conclusions based on this data:

1. The school is predominately white and our enrollment has increase by 9 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	4	3	6	3.3%	2.3%	4.9%
Fluent English Proficient (FEP)	0	0	3	0.0%	0	2.4%
Reclassified Fluent English Proficient (RFEP)			1	0.0%	0	33.3%

Conclusions based on this data:

1. This sub group has stayed the same.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12	20	16	11	19	15	11	19	15	91.7	95	93.8
Grade 4	20	18	21	19	17	21	19	17	21	95	94.4	100
Grade 5	19	21	18	19	20	18	19	20	18	100	95.2	100
Grade 6	11	*	11	11	*	11	11	*	11	100		100
All Grades	62	68	66	60	65	65	60	65	65	96.8	95.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2411.	2476.	18.18	26.32	40.00	9.09	5.26	33.33	9.09	36.84	20.00	63.64	31.58	6.67
Grade 4	2377.	2372.	2421.	0.00	0.00	14.29	5.26	23.53	19.05	21.05	11.76	14.29	73.68	64.71	52.38
Grade 5	2490.	2397.	2430.	5.26	0.00	0.00	42.11	5.00	22.22	26.32	20.00	22.22	26.32	75.00	55.56
Grade 6	2454.	*	2480.	0.00	*	0.00	9.09	*	27.27	36.36	*	36.36	54.55	*	36.36
All Grades	N/A	N/A	N/A	5.00	9.23	13.85	18.33	10.77	24.62	23.33	26.15	21.54	53.33	53.85	40.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	21.05	40.00	27.27	42.11	53.33	54.55	36.84	6.67
Grade 4	0.00	11.76	19.05	47.37	47.06	42.86	52.63	41.18	38.10
Grade 5	26.32	0.00	16.67	52.63	30.00	27.78	21.05	70.00	55.56
Grade 6	9.09	*	9.09	36.36	*	36.36	54.55	*	54.55
All Grades	13.33	10.77	21.54	43.33	38.46	40.00	43.33	50.77	38.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	21.05	33.33	27.27	42.11	46.67	54.55	36.84	20.00
Grade 4	0.00	0.00	9.52	31.58	23.53	38.10	68.42	76.47	52.38
Grade 5	10.53	5.00	5.56	57.89	30.00	38.89	31.58	65.00	55.56
Grade 6	0.00	*	9.09	45.45	*	63.64	54.55	*	27.27
All Grades	6.67	9.23	13.85	41.67	33.85	44.62	51.67	56.92	41.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	10.53	33.33	63.64	73.68	60.00	18.18	15.79	6.67
Grade 4	0.00	5.88	23.81	31.58	41.18	47.62	68.42	52.94	28.57
Grade 5	10.53	0.00	5.56	73.68	45.00	61.11	15.79	55.00	33.33
Grade 6	9.09	*	9.09	45.45	*	81.82	45.45	*	9.09
All Grades	8.33	6.15	18.46	53.33	53.85	60.00	38.33	40.00	21.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	36.84	40.00	36.36	36.84	53.33	45.45	26.32	6.67
Grade 4	0.00	5.88	14.29	42.11	47.06	47.62	57.89	47.06	38.10
Grade 5	21.05	0.00	5.56	42.11	30.00	44.44	36.84	70.00	50.00
Grade 6	0.00	*	0.00	90.91	*	63.64	9.09	*	36.36
All Grades	10.00	13.85	15.38	50.00	38.46	50.77	40.00	47.69	33.85

Conclusions based on this data:

1. Over 68% of our students have not met standard.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12	20	16	11	19	15	11	19	15	91.7	95	93.8
Grade 4	20	18	21	18	17	21	18	17	21	90	94.4	100
Grade 5	19	21	18	19	20	18	19	20	18	100	95.2	100
Grade 6	11	*	11	11	*	11	11	*	11	100		100
All Grades	62	68	66	59	65	65	59	65	65	95.2	95.6	98.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2371.	2436.	2479.	9.09	31.58	33.33	9.09	15.79	46.67	36.36	21.05	20.00	45.45	31.58	0.00
Grade 4	2401.	2404.	2454.	0.00	0.00	14.29	22.22	17.65	23.81	22.22	29.41	28.57	55.56	52.94	33.33
Grade 5	2478.	2417.	2442.	15.79	0.00	0.00	5.26	5.00	16.67	42.11	40.00	27.78	36.84	55.00	55.56
Grade 6	2460.	*	2436.	0.00	*	0.00	27.27	*	9.09	18.18	*	18.18	54.55	*	72.73
All Grades	N/A	N/A	N/A	6.78	10.77	12.31	15.25	10.77	24.62	30.51	32.31	24.62	47.46	46.15	38.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	36.84	53.33	54.55	26.32	46.67	36.36	36.84	0.00
Grade 4	11.11	11.76	28.57	33.33	23.53	19.05	55.56	64.71	52.38
Grade 5	15.79	0.00	5.56	31.58	30.00	33.33	52.63	70.00	61.11
Grade 6	9.09	*	0.00	36.36	*	18.18	54.55	*	81.82
All Grades	11.86	15.38	23.08	37.29	27.69	29.23	50.85	56.92	47.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	31.58	40.00	18.18	36.84	53.33	63.64	31.58	6.67
Grade 4	0.00	0.00	19.05	38.89	58.82	38.10	61.11	41.18	42.86
Grade 5	5.26	0.00	0.00	73.68	25.00	27.78	21.05	75.00	72.22
Grade 6	0.00	*	0.00	45.45	*	27.27	54.55	*	72.73
All Grades	5.08	9.23	15.38	47.46	38.46	36.92	47.46	52.31	47.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	36.84	40.00	45.45	26.32	60.00	54.55	36.84	0.00
Grade 4	0.00	0.00	9.52	38.89	47.06	52.38	61.11	52.94	38.10
Grade 5	15.79	0.00	0.00	36.84	35.00	44.44	47.37	65.00	55.56
Grade 6	0.00	*	0.00	45.45	*	45.45	54.55	*	54.55
All Grades	5.08	12.31	12.31	40.68	36.92	50.77	54.24	50.77	36.92

Conclusions based on this data:

1. Over 52% of our students have not met standard.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
Grade 1		*		*		*		*
Grade 2	*		*		*		*	
Grade 3	*	*	*	*	*	*	*	*
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
Grade 6		*		*		*		*
All Grades							*	5

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
123	75.6	4.9	3.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	4.9
Foster Youth	4	3.3
Homeless	2	1.6
Socioeconomically Disadvantaged	93	75.6
Students with Disabilities	19	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	7	5.7
Asian	1	0.8
Hispanic	26	21.1
Two or More Races	12	9.8
White	76	61.8

Conclusions based on this data:

1. The majority of our students are white and Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Yellow		

Conclusions based on this data:

1. Our Suspension rate has improved.
2. We are still in need of increase improvement in ELA, Math, Chronic Absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
30.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++37.1 points	3	2
55		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	38.6 points below standard	108.9 points below standard
2	Increased Significantly ++29.2 points	13
	42	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color 43.5 points below standard Increased Significantly ++50.7 points 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 0 Students	Yellow 34.1 points below standard Increased Significantly ++18 points 33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	0 Students	31.9 points below standard Increased Significantly ++34.5 points 51

Conclusions based on this data:

1. All student sub groups are below standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
36.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.7 points	3	2
55		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	41.2 points below standard	92 points below standard
2	Increased Significantly ++20.8 points	13
	42	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 58.3 points below standard Increased Significantly ++46.1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Yellow 34.8 points below standard Increased Significantly ++16.5 points 33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3		36.6 points below standard Increased Significantly ++23.7 points 51

Conclusions based on this data:

1. All students improved but still below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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

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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
19.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.6	6	5
142		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Yellow
Less than 11 Students - Data Not Displayed for Privacy	21.7	11.8
4	Increased +3.3	Declined -4.9
	115	34

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	8	1	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
22.2	26.7	Less than 11 Students - Data Not Displayed for Privacy	17.6
Declined -12.3	Increased +4.4	0	Increased +9.5
27	15		91

Conclusions based on this data:

1. This is an area that we will focus on this year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
2.6	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +1.4	6	7
151		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not	2.5	5.6
6	Increased +0.8	Increased +2.3
	122	36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
	No Performance Color	No Performance Color	
	Less than 11 Students - Data	Less than 11 Students - Data	
	8	1	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color		Orange
0	5.3		3.2
Declined -3.4	Increased +5.3		Increased +2.1
28	19		95

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.3	2.6

Conclusions based on this data:

1. Suspension rates continue to decline.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Identified Need

Focus Students: All Students including Socioeconomically Disadvantaged .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	All students are 67.2 points below standard and Socioeconomically Disadvantaged are 67.8 points below standard in ELA. Math all students are 60.3 points below standard and Socioeconomically Disadvantaged are 62 points below standard.	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.

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)

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. The staff is already in the planning stages of implementing this intervention plan in Distance Learning or Blended Models. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math.

Strategy/Activity

To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. Materials, Supplies, Books, & Equipment, copy paper, ink supplementary instructional materials that support the teachers to present core concepts through

multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.

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)
13963	Targeted
487	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

Research has proven that early intervention is best, as a result we are funding a para educator in Kindergarten. The team has decided to fund a para in the 5/6th combo class to ensure that all student have the support needed to achieve academically. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the Blended Model.

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)
28812	Title I
0	Title I Carryover

Strategy/Activity 3

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

All Students

Strategy/Activity

Literary Resource Technician are essential for our reading intervention in the classroom and schoolwide

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)

10872	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Staff and Students

Strategy/Activity

Copiers in a Title I school-wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts thought e textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.

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)
3806	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Staff

Strategy/Activity

Continue to provide staff with access to staff development, online training, technology and online subscriptions that focus on ways to improve student academic achievement.

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)
12363	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Identified Need

We have 16.1% of all students that are Chronically Absent and 18.5% of our Socioeconomically Disadvantaged students who are Chronically Absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will be using A2A attendance program to monitor our progress in the coming year.	16.1% of all students that are Chronically Absent and 18.5% of our Socioeconomically Disadvantaged students who are Chronically Absent.	Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide incentive programs for all students for attendance. Promote attendance at all school communications and Monthly newsletter and Student Attendance Certificates. Schedule Virtual Attendance meetings with parents prior to the students becoming Chronic in their attendance. Material and Supplies to cover newsletters, fingerprinting and printing costs

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)
603	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

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	$70,906.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	45,468	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	603	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	24,205	-630.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	70,303.00
Goal 2	603.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

2 Parent or Community Members

Name of Members	Role
Duane Triplett	Principal
Daneen Phillips	Other School Staff
Carlene McCarty	Classroom Teacher
Kelly Bertsch	Classroom Teacher
Monica Quilty	Classroom Teacher
Wendy Bowles	Parent or Community Member
Sirena Lehman	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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 08/21/2020.

Attested:

Principal, Duane Triplett on 08/21/2020

SSC Chairperson, Carlene McCarty on 08/21/2020

School Year: **2020-21**

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
Anna McKenney Intermediate School	58-72736-6056626	August 24, 2020	

Purpose and Description

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

Schoolwide Program

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

At Anna McKenney, our goal is to Increase student achievement in all academic courses with an emphasis on increasing our ELA and math scores. We will continue to develop and implement strategies to increase positive school culture and improve our chronically absentee rate by engaging students through PBIS best practices. We will decrease suspensions rate to under 8% by increasing positive interactions and addressing issues while utilizing restorative practices to increase seat time in the classroom.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

CAASPP Scores
Star Reading and Math
Dashboard Data
Attendance and Discipline-SWIS, A2A, Aeries
Parent and Community Engagement- Participation in parent trainings and advisory committees

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Chronic Absenteeism
2017-18
Attendance percentage 95.9%
Chronically Absent 10.4%
2018-19
Attendance percentage- as of 2/15/19 we are at 96%
As of March 2019 10.24%
CDE Dashboard Results: 10.9% of our students were considered chronic absentee, which is a slight improvement.
Discipline-Suspension Rate
2016-17
8.9% suspended at least once
2017-18
9.8% suspended at least once
CDE Dashboard Results: 8.7% of our students were suspended at least once
Academics
ELA 2016-17
All Students (Yellow)- 30.1 points below standard
Students with Disabilities (Orange)- 123.9 points below standard
English Learners (Yellow)- 56.9 points below standard
Hispanic (Yellow)- 42.4 points below standard
Socioeconomically Disadvantaged (Yellow)- 36.9 points below standard
White (Yellow)- 16.2 points below standard
ELA 2017-18
All Students (Yellow)- 26.9 points below standard
Students with Disabilities (Orange)- 118.2 points below standard
English Learners (Yellow)- 33.4 points below standard
Hispanic (Yellow)- 31 points below standard
Socioeconomically Disadvantaged (Yellow)- 31.6 points below standard
White (Orange)- 14.7 points below standard
ELA 2018-19
All Students (Orange)- 34.5 points below standard
Students with Disabilities (Orange)- 127.6 points below standard
English Learners (Orange)- 52.2 points below standard

Hispanic (Orange)- 40.7 points below standard
Socioeconomically Disadvantaged (Orange)- 42.9 points below standard
White (Orange)- 25.4 points below standard
Math 2016-17
All Students (Yellow)- 68.7 points below standard
Students with Disabilities (Orange)- 171.5 points below standard
English Learners (Orange)- 52.2 points below standard
Hispanic (Yellow)- 83.6 points below standard
Socioeconomically Disadvantaged (Yellow)- 75 points below standard
White (Yellow)- 56.2 points below standard
Math 2017-18
All Students (Yellow)- 61 points below standard
Students with Disabilities (Orange)- 161.8 points below standard
English Learners (Yellow)- 79.7 points below standard
Hispanic (Orange)- 40.7 points below standard
Socioeconomically Disadvantaged (Yellow)- 67.8 points below standard
White (Yellow)- 47.8 points below standard
Math 2018-19
All Students (Yellow)- 61 points below standard
Students with Disabilities (Red)- 185.8 points below standard
English Learners (Red)- 100.5 points below standard
Hispanic (Orange)- 83.4 points below standard
Socioeconomically Disadvantaged (Orange)- 82.2points below standard
White (Orange)- 58.8 points below standard
ELPAC 2017-18
We had 27 students tested.
51.85% of our students tested at Level 4
ELPAC 2018-19
EL's who decreased 1 level: 24.6%
EL's who maintained level 1,2,3: 31.8%
EL's who maintained level 4: 1.4%
EL's who increased 1 level: 42%

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*

- *How do we identify and address suspension rates?*

Chronic Absenteeism
Attendance is consistent with the previous year. We are currently 1% point above the district target and continuously work to increase student attendance. We receive emails and updates from our attendance program, A2A and then make contact with students and
parents to formulate a plan to increase or monitor individual attendance. Once students are identified as having difficulties attending school on a regular basis, we have the ability to refer them to our district's SARB meetings at the local court house. Based on the data, we
will have to develop new ideas to help motivate and support students attending school.

Discipline
We are always focused on improving our suspension rate. Our current data is fairly consistent with previous years, but the numbers have increased slightly over time. We utilize the SWIS program to monitor campus referrals and gather data on behavior trends. Obtaining
this data helps us place more focus on particular behaviors (fighting, bullying, etc.) and specific locations (classroom, hallways, etc.) around campus where the behavior is increasing. After obtaining the data we can make adjustments to yard duty locations or place more
emphasis on developing strategies to reduce the number of referrals in the classrooms. We hold weekly meetings with our PBIS Tier I & II teams to helps develop and monitor interventions to decrease unwanted student behavior. The two teams monitor specific
interventions, such as CICO and gather data to ensure we are meeting the needs of individual students. Our teams also develop strategies to acknowledge and reward students demonstrating appropriate school behavior. We have found this to be a successful strategy in
reducing the number of unwanted behaviors.

Academics
Based on the data obtained from our CAASPP results, we are making steady progress and our scores have increased each year. Our teachers are working collaboratively on developing common formative assessments and focusing on specific standards and units of
study so that all are aligned. When gaps are identified, we offer intervention periods and we have after school tutoring to support the growth and development of each student. We have created an intensive after school tutoring program called, MASH. Our MASH program
is capped off at 20 students and allows us to focus in on specific struggles and learning needs. Our EL Facilitator monitors and supports the needs of our students through pull-out, push-in, small group instruction and one-on-one counseling sessions.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Chronic Absenteeism
We have developed an SART team to help support our school decrees chronic absenteeism. Members of the team include: our PASS Office, Attendance Clerk, Assistant Principal, Principal, Counselor. Our goal is to increase home visits to ensure our students needs are
being addressed. Our SART team would like to identify chronically absenteeism earlier in the school year and we predict a positive impact on student participation and decrease our chronic absenteeism numbers. We will continue to utilize the A2A attendance program
and referral students to SARB if support is needed from outside agencies.

Discipline
Our PBIS tier II team will continue to review SWIS data and filter students into interventions to help decrease our suspensions. Our goal is to keep students in the classroom and off suspension so their academic performance does not digress. We have to develop new

interventions and better monitor the interventions we have in place. When our students are at home on suspension, their missing valuable information, so we have to work on strategies to keep them in school and out of trouble. Working with our PBIS teams to reward,
teach and acknowledge positive behaviors is a big piece of the puzzle that will help decrease suspension numbers and maximize seat time in the classroom.

Academics
Starting next school year, we will have daily interventions to support our scores on common formative assessments. We will continue to offer after school tutoring and our MASH tutoring for more intensive levels of academic support. We have also identified the need to
modify our daily schedule so we are meeting the academic needs or more students. We will be moving to an 8 period school day, which includes a 30 minute intervention period where CFA will be retaught or reassessed. Are teachers are collaboratively working on
developing best practices in each unit of study to help ensure our students are receiving the material in an engaging lesson. We are also working on developing new elective courses which have high levels of rigor and multiple "essential" or "supportive" academic
standards. Ensuring these additional standards are covered and included in our elective courses will lighten the load of our core teachers.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Professional Development
We have over 90 minutes of weekly professional development time to meet with colleagues to review common formative assessments, packing guides, and best practices utilized in the classroom. Our school was fortunate to obtain training from Solution Tree consultant,
Maria Neilsen, on three different occasions. Maria was able to work with our staff to develop units of study, identify our essential, supportive and developing standards and she arranged a visit to Fossil Ridge Intermediate School in Utah. Our last visit with Maria was
cancelled due to the closures from Covid-19. Over 90% of our staff has
participated in a professional learning community (PLC) conference and all members of our PBIS team have attended a conference to support our advancement. Each year we send a few staff member to a CUE conference to learn the latest advancements in technology.
Our teachers attending CUE come back and incorporate what they learn into the classroom by developing new elective courses, such as 3-D printing and multi media productions, which produces a weekly new segment for all of our students. Each year we send a team
of staff members to the annual School Safety Conference to learn the newest ways to prevent and plan against a campus invader. All of our staff members have the ability to attend multiple days of professional development offered through the district at the end and
beginning of the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*

- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Family and Community Engagement
The California Healthy Kids Survey is offered to students and parents each year and the result drive conversation around engagement and safety.
During the 2019/20 school year we offered parents to attend the PIQE institute in the evening.
We hold an Annual Title I Parent Meeting.
Newsletters are sent home to parents and families to keep parents updated and to invite them to actively participate in their child's education.
All Calls/School Messenger go home throughout the year to inform parents of upcoming events.
Home visits are often schedule with our PASS Officer to ensure students are attending school and are safe in their off campus environment.
Aeries training for parents occurs throughout the school year and allows our parents to monitor their students progress and have communication with teachers and other staff members.
College and Career Week offer a chance for us to bring experts and community members on campus to share and encourage our students.
Back-to-School Night and Open House offer a time for the community to be involved in the activities and academic discussions.
6th Grade Orientation night for incoming students and parents.
Site Council and PTA meetings are open to the community.

Stakeholder 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

At Anna McKenney we have multiple site council meetings, ELAC meetings, PTSO meetings, and a Title I parent meeting.

Resource Inequities

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

76% of our students qualify as socioeconomically disadvantaged
14% of our students have identified disabilities
17% English Learners

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.7%	2.25%	1.3%	15	13	8
African American	4.9%	5.54%	5.67%	27	32	35
Asian	6.4%	4.15%	3.89%	35	24	24
Filipino	0.6%	0.35%	%	3	2	
Hispanic/Latino	36.9%	39.79%	41.82%	202	230	258
Pacific Islander	0.9%	0.35%	0.81%	5	2	5
White	44.3%	42.21%	40.84%	243	244	252
Multiple/No Response	0.2%	0.87%	1.13%	1	5	7
			Total Enrollment	548	578	617

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	199	190	221
Grade 7	178	208	193
Grade 8	171	180	203
Total Enrollment	548	578	617

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	91	69	74	16.6%	11.9%	12.0%
Fluent English Proficient (FEP)	40	59	59	7.3%	10.2%	9.6%
Reclassified Fluent English Proficient (RFEP)	10	17	0	12.5%	18.7%	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	200	185	219	195	181	218	195	181	218	97.5	97.8	99.5
Grade 7	180	205	199	177	204	191	177	204	191	98.3	99.5	96
Grade 8	174	177	204	168	175	200	168	175	200	96.6	98.9	98
All Grades	554	567	622	540	560	609	540	560	609	97.5	98.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2499.	2510.	2495.	5.13	14.92	8.72	31.28	30.94	27.52	34.87	25.41	32.11	28.72	28.73	31.65
Grade 7	2528.	2510.	2529.	4.52	2.45	11.52	41.81	30.88	33.51	29.38	34.31	26.18	24.29	32.35	28.80
Grade 8	2519.	2536.	2511.	6.55	1.14	3.50	23.81	35.43	22.50	34.52	39.43	34.50	35.12	24.00	39.50
All Grades	N/A	N/A	N/A	5.37	6.07	7.88	32.41	32.32	27.75	32.96	33.04	31.03	29.26	28.57	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.31	18.78	10.09	56.92	45.86	47.25	30.77	35.36	42.66
Grade 7	17.51	7.35	20.42	54.24	53.43	44.50	28.25	39.22	35.08
Grade 8	17.26	10.86	7.00	41.07	53.14	42.00	41.67	36.00	51.00
All Grades	15.56	12.14	12.32	51.11	50.89	44.66	33.33	36.96	43.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.21	21.55	17.43	56.41	40.33	55.05	35.38	38.12	27.52
Grade 7	17.51	11.27	21.47	53.67	60.29	52.36	28.81	28.43	26.18
Grade 8	11.31	9.14	12.50	48.21	66.29	56.00	40.48	24.57	31.50
All Grades	12.22	13.93	17.08	52.96	55.71	54.52	34.81	30.36	28.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.21	14.92	9.17	74.87	66.30	66.97	16.92	18.78	23.85
Grade 7	6.21	2.94	10.99	71.75	63.73	62.83	22.03	33.33	26.18
Grade 8	7.74	10.86	4.50	67.26	66.86	65.00	25.00	22.29	30.50
All Grades	7.41	9.29	8.21	71.48	65.54	65.02	21.11	25.18	26.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.51	31.49	17.89	51.79	41.99	49.54	27.69	26.52	32.57
Grade 7	16.38	13.24	17.28	63.28	57.35	51.83	20.34	29.41	30.89
Grade 8	14.88	17.14	11.50	50.60	56.57	44.00	34.52	26.29	44.50
All Grades	17.41	20.36	15.60	55.19	52.14	48.44	27.41	27.50	35.96

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	200	185	220	196	181	218	196	181	218	98	97.8	99.1
Grade 7	181	205	199	179	204	192	179	204	192	98.9	99.5	96.5
Grade 8	173	176	203	170	174	200	170	174	200	98.3	98.9	98.5
All Grades	554	566	622	545	559	610	545	559	610	98.4	98.8	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2491.	2504.	2482.	9.18	14.92	6.42	18.37	18.23	19.27	32.65	32.60	31.65	39.80	34.25	42.66
Grade 7	2495.	2485.	2503.	3.91	2.94	9.90	15.08	18.14	19.27	41.90	35.78	31.25	39.11	43.14	39.58
Grade 8	2488.	2515.	2488.	5.29	7.47	3.00	12.35	17.82	13.50	28.24	33.33	29.50	54.12	41.38	54.00
All Grades	N/A	N/A	N/A	6.24	8.23	6.39	15.41	18.07	17.38	34.31	33.99	30.82	44.04	39.71	45.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.33	22.65	12.39	32.65	37.02	31.19	51.02	40.33	56.42
Grade 7	8.94	7.35	14.06	37.99	35.78	35.42	53.07	56.86	50.52
Grade 8	4.71	10.34	6.50	34.71	39.66	34.00	60.59	50.00	59.50
All Grades	10.28	13.24	10.98	35.05	37.39	33.44	54.68	49.37	55.57

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.67	11.05	8.72	49.49	53.04	44.95	41.84	35.91	46.33
Grade 7	5.03	4.90	14.06	54.75	51.47	45.31	40.22	43.63	40.63
Grade 8	6.47	8.62	6.00	36.47	58.05	39.00	57.06	33.33	55.00
All Grades	6.79	8.05	9.51	47.16	54.03	43.11	46.06	37.92	47.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.18	13.81	8.26	50.00	45.86	43.58	40.82	40.33	48.17
Grade 7	9.50	3.92	9.90	55.31	60.29	62.50	35.20	35.78	27.60
Grade 8	7.65	8.05	5.50	50.59	57.47	50.50	41.76	34.48	44.00
All Grades	8.81	8.41	7.87	51.93	54.74	51.80	39.27	36.85	40.33

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1524.6	1526.3	1519.8	1522.4	1528.8	1529.7	19	27
Grade 7	1528.4	1514.2	1524.4	1496.7	1532.1	1531.6	25	18
Grade 8	1549.7	1547.1	1534.0	1540.9	1565.0	1552.5	27	25
All Grades							71	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	55.56	*	25.93	*	7.41	19	27
7	*	11.11	*	33.33	*	27.78	*	27.78	25	18
8	51.85	16.00	*	32.00	*	40.00	*	12.00	27	25
All Grades	39.44	12.86	30.99	41.43	22.54	31.43	*	14.29	71	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	40.74	*	48.15	*	3.70	*	7.41	19	27
7	*	16.67	48.00	33.33	*	27.78	*	22.22	25	18
8	62.96	16.00	*	52.00	*	20.00	*	12.00	27	25
All Grades	49.30	25.71	35.21	45.71	*	15.71	*	12.86	71	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.70	*	18.52	*	70.37	*	7.41	19	27
7	*	5.56	*	22.22	48.00	44.44	*	27.78	25	18
8	48.15	16.00	*	16.00	*	40.00	*	28.00	27	25
All Grades	28.17	8.57	*	18.57	33.80	52.86	23.94	20.00	71	70

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	25.93	*	62.96	*	11.11	19	27
7	44.00	5.56	56.00	55.56		38.89	25	18
8	55.56	12.00	44.44	64.00		24.00	27	25
All Grades	45.07	15.71	50.70	61.43	*	22.86	71	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	68.42	44.44	*	48.15	*	7.41	19	27
7	68.00	44.44	*	27.78	*	27.78	25	18
8	66.67	36.00	*	56.00	*	8.00	27	25
All Grades	67.61	41.43	28.17	45.71	*	12.86	71	70

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.70	*	44.44	*	51.85	19	27
7	*	5.56	*	44.44	60.00	50.00	25	18
8	44.44	20.00	*	36.00	*	44.00	27	25
All Grades	28.17	10.00	23.94	41.43	47.89	48.57	71	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		25.93	78.95	70.37	*	3.70	19	27
7	*	0.00	80.00	83.33	*	16.67	25	18
8	44.44	8.00	51.85	92.00	*	0.00	27	25
All Grades	22.54	12.86	69.01	81.43	*	5.71	71	70

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	83.1	12.0	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	12.0
Foster Youth	7	1.1
Homeless	10	1.6
Socioeconomically Disadvantaged	513	83.1
Students with Disabilities	82	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	5.7
American Indian	8	1.3
Asian	24	3.9
Hispanic	258	41.8
Two or More Races	28	4.5
Pacific Islander	5	0.8
White	252	40.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
34.5 points below standard	52.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.6 points	Declined Significantly -18.8 points	5
565	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
54.2 points below standard	42.9 points below standard	127.6 points below standard
Declined -5.9 points	Declined -11.3 points	Increased ++3.5 points
13	472	84

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 81.9 points below standard Declined Significantly -22.6 points 31	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 22.6 points below standard Increased Significantly 23	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 40.7 points below standard Declined -9.6 points 238	No Performance Color 5.6 points below standard Increased Significantly 27	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Orange 25.4 points below standard Declined -10.7 points 229

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.6 points below standard Declined Significantly -20.9 points 63	11.3 points above standard Declined Significantly -27.6 points 43	33 points below standard Declined -5.3 points 443

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
73.7 points below standard	100.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.7 points	Declined Significantly -20.8 points	5
565	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
93.8 points below standard	82.2 points below standard	185.8 points below standard
Declined Significantly -15.3 points	Declined -14.4 points	Declined -9.2 points
13	472	84

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 129.4 points below standard Declined Significantly -21.5 points 31	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 67.4 points below standard Increased Significantly 23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 83.4 points below standard Declined Significantly -21.7 points 238	No Performance Color 52.1 points below standard Maintained -1.9 points 27	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Orange 58.8 points below standard Declined -11 points 229

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
143.4 points below standard Declined Significantly -21.4 points 63	37.6 points below standard Declined Significantly -32.1 points 43	70.2 points below standard Declined -10.1 points 443

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 69
Performance Level: Low

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.

2019 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
17	22	1	29

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	5	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
10.9	3.8	6.7
Increased +0.5	Increased +2.7	Declined -10
662	79	15
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
45	11.9	16.5
Increased +10.2	Increased +0.7	Declined -2.2
20	553	109

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow 15 Declined -3.4 40	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color 0 Maintained 0 24	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 9.5 Increased Significantly +5.8 273	Yellow 13.5 Declined -13 37	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 12.1 Declined -2.3 273

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	3	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
8.7	7.4	5.3
Declined -1.2	Increased +2.1	Declined -17.8
682	81	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
9.5	9.7	10.7
Declined -2.5	Declined -0.6	Declined -1.5
21	566	112

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
22	Less than 11 Students - Data	0	Less than 11 Students - Data
Increased +4	9	Declined -3.4	1
41		26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
7.9	10.3	Less than 11 Students - Data	7.7
Increased +0.4	Declined -3.3	5	Declined Significantly -3.5
277	39		284

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.8	8.7

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

Our students at Anna McKenney will make progress towards meeting proficiency levels on site developed common formative assessments, district benchmarks, and CAASPP assessments in English Language Arts, Mathematics and all subjects.

Identified Need

We need to continue on developing strategies and procedures that ensure all PLC components are addressing the academic needs of our students. We need to improve our intervention process and enrichment selection to meet the needs of high performing students. Our guiding coalition will research and implement best practices to ensure our students are receiving high quality first instruction. Designing a designated time for all students to have the ability of obtaining extended learning or targeted interventions will support their progress towards academic improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level common formative assessments, which are built on our site selected rocks, boulders and butterflies.	Our students will be given the CFA several times throughout the year. Students will be offered opportunities for immediate, Mustang Time, interventions or enrichment activities based on the scores from the CFA.	Students will master the grade level essential (Rocks) standards.
Assessments and growth from supplemental resources and/or materials utilized to support the mastery of our essential or supportive standards.	Initial scores or levels that provide us a baseline. The initial score will be taken at the point students begin to use the resource.	Our students will show growth towards mastery of grade level essential standards. The data gathered on MobyMax and Renaissance will demonstrate progress towards achieving mastery of essential standards.
California Dashboard data in ELA and Math.	Our baseline data will be the scores from the 2019-20 school year.	Our goal is to make progress towards decreasing our number of "points below standard" in math from 73.7 to under 40 and in ELA from 34.5 to under 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)

All students

Strategy/Activity

Anna McKenney will hire a Student Support Specialist:
Student Support Specialist will provide students with academic support in registering for ATS and ETS. This position will support the coordination of Mustang Time, where all students will receive extension or the curriculum or interventions to help all students progress towards mastery of the essential standards. Help with CAASPP testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies. Will meet monthly with services PBIS Tier I and II teams to determine how best to serve our students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45000.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with special attention towards our English Learners.

Strategy/Activity

Anna McKenney will hire a Student Support Specialist:
EL Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students.Pacing of standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, behavior modification, student/parent involvement, parent/home communication, home visits and SST's. This position will also support the ELD teacher in the development, implementation and overseeing of the I-Lit program being utilized to support the academic growth of our 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)

49000.	Title I

Strategy/Activity 3

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

All students

Strategy/Activity

Anna McKenney will provide tutoring:
Provide after-school tutoring to students who are performing below grade level in ELA and math. The additional instruction will be targeted to addressing specific essential standards based on Professional Learning Communities (PLC) identified standards. Regular assessments will monitor progress of students participating in extended learning time. The targeted intervention fill focus on students who are below proficient in ELA and/or Math to pre-teach and re-teach essential standards in small group and/or individual settings

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)
8982.	Title I

Strategy/Activity 4

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

All Students

Strategy/Activity

Anna McKenney will enhance our school and classroom Libraries:
The McK library will be accessible to all students and staff members throughout the school year. Our library will provide our students with materials to supplement the core curriculum and provide opportunities for deeper understanding of the essential standards. The allocation of funds will increase the resources that are available to all students, staff members and community members. We will provide highly engaging books and resources, novels and periodicals, and a wide range of genres to increase student engagement and improve our ELA levels.

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)
10000.	Title I

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

Anna McKenney will provide supplemental materials and programs to improve ELA and math skills: McK will provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.We will provide supplementary materials, resources and supplies for daily classroom use and interventions, subscriptions to online programs,as well as maintain copier/riso machine leases/maintenance. We will purchase student planners for all students to support the partnership with family members who are support their child from the home environment. Student planners will promote student accountability and teach core strategies to help them all become successful throughout their educational journey. Supplemental materials and programs to enhance and extend the California state adopted curriculum will be purchased. These items include, but are not limited to: paper and printer ink to support supplemental programs such as: Renaissance, GLAD strategies, iPad apps for ELD, Science, MobyMax, IXL, Criterion, Scholastic magazines, Scholastic Scope, Discovery Encyclopedia, NewsELA, Actively Learn, Freckle.

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)
20000.	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Anna McKenney will replace and repair technology:
McK will replace outdated technology for classroom use including replacement bulbs, and ribbons. We will ensure that all technology within classrooms are up to date and in good working condition. Interactive technology allows our teachers to easily conduct assessments and gauge student understanding quickly and efficiently while increasing student engagement. Immediate feedback allows our teachers to quickly differentiate instruction and build individualized lessons to target disadvantaged students. The laptops are utilized for integrating technology into the core curriculum and the Chromebooks are used in all classrooms on campus. They are used to enrich the curriculum and they allow access to programs and materials. Supplemental technological, for all students includes, but is not limited to the following: clickers, elmos, LCD projectors, copiers, Rizo, I-Pads, Smart Boards, laptop hard drives, printers, document cameras, digital microscopes, smart TV's, cameras, ink cartridges, laptops, Chromebooks and necessary tools for application.

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)
35000.	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all stakeholders.

Identified Need

Our staff members and community have recognized an increased need for emotional and behavioral support services and interventions. Multiple calls from parents and community members requesting assistance to support our students and families coping with difficult life situations. We will increase parent involvement and strengthen partnerships throughout the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data Chronic Absenteeism Emotional and behavioral Interventions	2017-2018 suspensions- 9.8% at least once 2017-2018 chronic absenteeism- 10.4% 2018-2019 suspensions- 8.7% at least once 2018-2019 chronic absenteeism- 10.9%	Suspension will decrease to no more than 8% suspended at least once- by 2020-2021 Chronic Absenteeism will decrease to no more than 10% by 2020-2021

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Anna McKenney will hire a PASS Officer:
The PASS Officer will work with students and families throughout our community to mediate student conflicts, which will lead to increase student time in the academic setting and to increase school to home communication of student needs. McK will maximize student learning time by decreasing distractions and create a safe campus. Increase attendance and parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel

comfortable and safe. Providing strategies and incentives to encourage and support students making appropriate choices.

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)
87003.00	Targeted
20997.00	Targeted Carryover
5430.00	Discretionary

Strategy/Activity 2

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

All Students

Strategy/Activity

Anna McKenney will hire a Student Service Administrator:
The Student Service Administrator will work with students, staff members and administration to reduce student conflict and increase student time in the academic setting. All students will be in a learning environment that is safe, including bullying, drug-free and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and our PBIS expectations at the school site. The assistant principal at Anna McKenney will help in the organization, coordination and implementation of programs and/or activities related to students discipline, attendance and classroom instruction. Collaboratively assist the principal with student behavior, curriculum development and implementation and school site operations as assigned. Support in the supervision at athletic events, assemblies and parent night events. Be a collaborative member in the evaluation and performance evaluations of assigned personnel.

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)
32,800	Targeted

Strategy/Activity 3

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

All Students

Strategy/Activity

Anna McKenney will increase parent engagement:
Increase communication and partnerships with parents and encourage more participation in school activities and for the purpose of enhancing student achievement. We will cover the printing costs for home school communication, funding required for providing partial scholarships for parents to be fingerprinted through our district so that they may help at school functions. Provide parents with written information, newsletters, calendars, and phone calls to increase communication. We would like to develop and administer a survey for parents and community members, feedback will increase parent support and community connection. McK will host quarterly awards and assemblies to recognize and celebrate our students success: classroom, athletic participation, character traits, and community leadership and involvement.

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)
2654.	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 3

Anna McKenney teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.

Identified Need

Professional Development will be provided to staff to increase knowledge and skills to impact student increases in academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will utilize best practices while delivering high quality first instruction. Our teachers will collaborate in PLC discussions and implement new strategies to ensure all students are achieving at high levels.	All teachers will make progress towards delivering high quality first instruction during all lessons.	We expect 90% of our teachers to participate in ongoing professional development to support their growth as a professional our students growth in the classrooms.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Guiding Coalition:
The Anna McKenney Guiding Coalition team will support in the development and growth of our Professional Learning Communities (PLC) at McKenney. We will dedicate time every other week for ongoing PLC and academic discussions related to student achievement, curriculum and essential standards documentation, and instructional strategies. Our team will plan and facilitate collaborative discussions with the goal of academic achievement through targeted intervention based on current data obtained from common formative assessments, district benchmarks and CAASPP results.

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

Amount(s)	Source(s)
11000.	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

Professional Development:
McKenney teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students. We believe that high quality professional development is a powerful tool to assist our teachers in their work with all students. Utilizing effective teaching strategies is essential in improving academic achievement of all students. These PD opportunities are provided in and out of the district. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, PLC Conference/Institute, SCOE, PBIS, Solution Tree professional development training, GLAD, Science and.Restorative Practices and School Site Safety.All PD travel related expenses.

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)
21000.	Title I

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	$348,866.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	199,982	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	2,654	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	119,803	0.00
Targeted Carryover	0	-20,997.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	167,982.00
Goal 2	148,884.00
Goal 3	32,000.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

Name of Members	Role
Joe Seiler	Principal
Susan Roger	Classroom Teacher
Jennifer Campbell	Classroom Teacher
Ashley Martinez	Classroom Teacher
Karen Anderson	Classroom Teacher
Lois Zacharopoulos	Parent or Community Member
Shay Phillips	Parent or Community Member
Pete Pantoja	Parent or Community Member
Jason Roper	Parent or Community Member
Troy Hane	Other School Staff
Tracy Hutchinson	Other School Staff
Tara Hensley	Other School Staff

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:

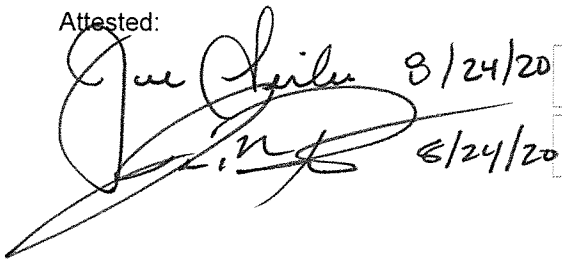
Signature	Committee or Advisory Group Name

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.

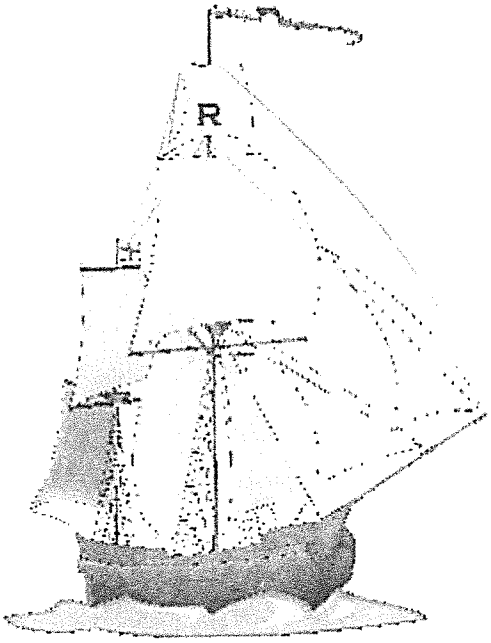
This SPSA was adopted by the SSC at a public meeting on August 24, 2020.

Attested:



Principal, Joe Seiler on August 24, 2020	
SSC Chairperson, Jason Roper on August 24, 2020	

School Year: 2020-21



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
Foothill Intermediate School	58-72736-6056691		

Purpose and Description

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

Schoolwide Program

The purpose of this comprehensive school plan is to report the following: Data of student achievement over time, results of a needs assessment as it relates to student achievement, goals related to continuous improvement and budget allocations designed to meet those goals.

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.

This School Plan for Student Achievement meets ESSA requirements and is aligned with our LCAP by outlining a response to three over-aching goals:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3: Increase parent, family, and community involvement in the education of all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The following data sources were used to conduct a comprehensive needs assessment of our school's services and programs:

- CAASPP for ELA and Math
- Dashboard data - student populations
- ELA and Math formative and summative assessments
- Chronic Absenteeism
- Suspension Rates
- Attendance Reports
- Discipline Records
- PD Plans
- Parent and Community Surveys
- Observations
- Patent Participation Data
- Parent Conferences
- Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

In reviewing the last CAASPP data (Spring before Covid shut down our schools) as one of our sources of information, we found that overall, in grades 6-8, student scores improved in both ELA and math. The percentage of students who were at or near proficient in ELA in 2016 was 74.6% In 2017, this percentage increased to 80.3%. The percentage of students who were at or near proficient in Math in 2016 was 64.6%. In 2017, this percentage increased to 70.7%. In analyzing the ELA data more specifically, we find the following: Reading went from 75.3% to 76.4%; Writing went from 72.2% to 78%;Listening/Communication skills went from 82.4% to 87.5%; Research and Inquiry went from 76% to 82.7%. Similar trends of improvement can be found in math scores: Concepts and Procedures went from 59.5 % to 61%; Problem Solving/Modeling/Data Analysis went from 63.7 to 65%; Communicating Reasoning went from 63.3% to 67.3%.

The Dashboard data provided by the CDE indicates that our students are meeting required levels of proficiency at the 'medium' level in ELA. When looking at our performance of different subgroups, we find that white students are performing at a 'high' level, while our socio-economically disadvantaged subgroup is performing at the 'low' level. All groups combined, however, show a designation of 'increased' scores over last year. In math, our overall score as well as our subgroup scores all 'increased' as compared to last year. Each group, however, remains below the 'medium' levels of proficiency. Our special education subgroup is not considered a high enough number of students to warrant a score on the School Dashboard. Data is, however, available for our 23 students. In ELA, our students fell below 'medium' levels of proficiency and also declined in their performance from the previous year. In math, this subgroup also fell below 'medium' levels of proficiency, but scores did improve as compared to last year. Subgroups that present the greatest level of disparity in terms of student achievement are our socially economically disadvantaged students and our students with special needs.

Another area analyzed was our student discipline and attendance. A decrease in student suspension rates decreased across the board for students overall, as well as, all subgroups. Our special needs students, while suspension rates

decreased, fell below the 'medium' target level. Student attendance is monitored daily, weekly and monthly. Last year, our school saw an increase in student attendance across the board for all subgroups. Socially economically disadvantaged students had the biggest improvement in attendance. While improvements can be seen in the areas of discipline and attendance, there is still a lot of work to do. Staff observations and conversations with students indicate a significant need for social-emotional support, academic counseling and conflict resolution. There has been a significant increase in need over the past several years as evidenced by rising numbers of requests from students for emotional support and/or help with failing grades. A full-time counselor, funded through district LCAP dollars has helped begin addressing these needs.

The library at Foothill School is an integral part of the school and its academic program. Prior to being placed in a Distance Learning environment, students accessed the library no less than 3 times per week. Our Literacy Resource Technician provides guidance and support to students in book selection for various assignments, individualized and small group tutoring. Perhaps the best indicator of this important aspect of our school is to witness the number of students who are in the library before school and at recess. The other indicator is the excitement and anticipation expressed by students when they know another order of 'new books are coming'!

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

This year, we will implement an SEL curriculum titled School Connect. This curriculum is designed to meet the needs of all students, but those struggling most with being away from teachers and peers will be specifically targeted.

Increases in ELA and Math scores as compared to the previous year, indicate that current efforts are helping us move in a positive direction where student achievement is concerned. There remains work to be done, however, in moving more students to levels of proficient or higher. Special education remains an area of concentration for our school's continuous

improvement efforts. Our master schedule, this year, includes a structured intervention period built into the week. 2019 data will be analyzed as a means of measuring the impact of this intervention time on student learning. We will explore the possibility of expanding this intervention opportunity to more days throughout the week. One of the things that current data shows us is that we need a tighter alignment between instructional activities and academic standards. Work has been done to identify the 'Boulder' standards i.e. those standards which we deem MUST be mastered by ALL students. Ensuring that instructional activities are congruent with these standards is an area of focus. Teachers meet weekly in a collaborative setting to discuss student progress, analyze achievement data, and plan common formative assessments. Collaboration is a challenge in some of our subject areas because our teachers are 'singletons', i.e. the only person teaching that subject and/or grade level.

Chronic absenteeism is identified through daily monitoring of our 'Attention to Attendance' (A2A) software system. Parents are notified immediately when a student has more than 3 unexcused absences. If absences continue after this first notification, parents are required to meet with the principal for a Level 2 conference. The purpose of the meeting is to discuss causes for the absences and offer support to overcome obstacles. School-site contracts are signed. Further unexcused absences may then result in a referral to the Student Attendance and Review Board. Daily monitoring of our attendance data is needed to ensure interventions can be put in place for students who are chronically absent.

In a 'normal' school setting, suspension and referral rates are monitored monthly. Prevention of suspension from school is addressed through clearly defining expectations for student behavior. Referrals are analyzed (through the SWIS program) to determine patterns of behavior and help define ares of focus through our Positive Behavior and Supports System (PBIS). Preventing suspensions is also addressed though a focus on corrective actions designed to alleviate the need for suspension.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The findings outlined above lead us to data-driven decisions regarding our upcoming next steps. Our Literacy Resource Specialist is providing valuable access and support for high levels of reading materials. They have been invaluable, thus far, in helping teachers do this remotely, thus far. This includes both informational text and fiction. Guidance from this resource helps students achieved individualized Accelerated Reader goals in reading, language and science. Continued support of our PBIS program has proven to help reduce disciplinary referrals and suspensions, thus allowing students to remain in class and not have their instruction interrupted. It is important that funding to help support this program continue. Students who struggle accessing state-adopted core curriculum benefit from a wide array of supplemental instructional material and supplies. This includes ensuring students have access to technology. Our increasing scores in both ELA and math indicate that funding for such materials, equipment and supplies is achieving desired outcomes for student achievement. Still, we can do better.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff are accessing PD offerings, specifically, training in the PLC process. Evidence of implementation of new learning can be found as staff meets every Monday to collaborate over student achievement data and progress toward standard mastery. Teachers are also asked to analyze activities in their classroom and ensure alignment to the academic standards. Standards are articulated daily to help students understand the congruence between activities and required learning. Intervention time has been built into our Distance Learning schedule so that students have access to additional support on a daily basis. This allows teachers to identify students in need of extra support and intervention and provide that in smaller group, more focused settings. Individual requests for staff development are provided when teachers express a desire to learn more about specific areas on instruction, technology, curriculum and/or management techniques. These opportunities are on-going through-out the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year, our families participate in a Back-to-School Title 1 information night. This year, during Distance Learning, staff provided written versions of their course overviews. With the help of families, staff also made an 'introduction video' for our students and families. Standards for student learning were discussed as were expectations for behavior. and opportunities for parent involvement. Development of the SPSA is based on student, staff and parent input. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds via a SPSA survey. Communication between staff and families is frequent and takes place in a variety of forms. Examples include, quarterly progress reports, daily access to the Aeries Parent Portal, parent/teacher conferences, Remind 101 (text communication system), and Student Study Teams

We communicate with parents through monthly newsletters, Aeries Communications, Remind 101 (text notification system) and an interactive Parent Network social media page. Individual conferences are held with administration and/or our counselor whenever needed. Last year, families were involved in a variety of school events including Back-to-School night, College and Career Day, Drama productions, Virtual Promotion Ceremony activities and Music performances. As Covid protocols dictate, we will endeavor to continue these events.

Through Site Council parent-student-staff surveys help identify needs for our school. Through this survey, the following areas of need were considered:

- Additional Literacy Resource Specialist time to staff our library
- A 3.5 hour/day Student Support Specialist
- Teacher Professional Development
- Accelerated Reader Books for the library
- Classroom Technology
- Support Instructional Materials
- Positive Behavior Intervention and Support incentives

(It is important to note, that other needs for our school were identified, but those needs (such as grounds/facility needs) are addressed through other avenues of district support and are therefore, not applicable to this School Plan for Student Achievement

Stakeholder 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

Reviews and updates occur four times throughout the school year. Input is provided by parents, community representatives, teachers and students. Meetings this year were held 9/20/18, 12/13/18, 3/21/19,
5/23/19.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	9.7%	10.00%	8.02%	20	21	19
African American	2.4%	1.90%	0.84%	5	4	2
Asian	1.5%	1.43%	0.84%	3	3	2
Filipino	%	%	%			
Hispanic/Latino	13.5%	8.57%	14.77%	28	18	35
Pacific Islander	0.5%	0.95%	%	1	2	
White	60.4%	64.29%	67.09%	125	135	159
Multiple/No Response	0.5%	0.95%	0.42%	1	2	1
	Total Enrollment			207	210	237

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	70	75	74
Grade 7	55	81	80
Grade 8	82	54	83
Total Enrollment	207	210	237

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	6	6	9	2.9%	2.9%	3.8%
Fluent English Proficient (FEP)	5	5	5	2.4%	2.4%	2.1%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	73	75	72	73	75	69	73	75	69	100	100	95.8
Grade 7	51	79	77	51	79	76	51	79	76	100	100	98.7
Grade 8	76	54	86	75	54	86	75	54	86	98.7	100	100
All Grades	200	208	235	199	208	231	199	208	231	99.5	100	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2518.	2538.	2521.	9.59	17.33	11.59	41.10	42.67	34.78	27.40	17.33	33.33	21.92	22.67	20.29
Grade 7	2568.	2550.	2556.	19.61	10.13	23.68	47.06	43.04	32.89	7.84	29.11	17.11	25.49	17.72	26.32
Grade 8	2556.	2581.	2560.	10.67	16.67	13.95	41.33	57.41	30.23	24.00	7.41	34.88	24.00	18.52	20.93
All Grades	N/A	N/A	N/A	12.56	14.42	16.45	42.71	46.63	32.47	21.11	19.23	28.57	23.62	19.71	22.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.92	30.67	15.94	52.05	44.00	50.72	26.03	25.33	33.33
Grade 7	35.29	17.72	30.26	41.18	59.49	36.84	23.53	22.78	32.89
Grade 8	26.67	25.93	23.26	49.33	51.85	51.16	24.00	22.22	25.58
All Grades	27.14	24.52	23.38	48.24	51.92	46.32	24.62	23.56	30.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.18	22.67	26.09	50.68	49.33	53.62	30.14	28.00	20.29
Grade 7	34.00	22.78	25.00	42.00	58.23	48.68	24.00	18.99	26.32
Grade 8	20.00	29.63	18.60	52.00	51.85	60.47	28.00	18.52	20.93
All Grades	23.23	24.52	22.94	48.99	53.37	54.55	27.78	22.12	22.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.33	14.67	13.04	69.86	76.00	71.01	17.81	9.33	15.94
Grade 7	17.65	10.13	15.79	66.67	72.15	69.74	15.69	17.72	14.47
Grade 8	16.00	24.07	16.28	65.33	66.67	65.12	18.67	9.26	18.60
All Grades	15.08	15.38	15.15	67.34	72.12	68.40	17.59	12.50	16.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.03	36.00	14.49	52.05	49.33	62.32	21.92	14.67	23.19
Grade 7	41.18	25.32	26.32	39.22	56.96	55.26	19.61	17.72	18.42
Grade 8	22.67	31.48	18.60	48.00	48.15	55.81	29.33	20.37	25.58
All Grades	28.64	30.77	19.91	47.24	51.92	57.58	24.12	17.31	22.51

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in ELA standards decreased from 78% to 76.5% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Reading went form 73% - 75%, writing went from 76% - 72%, Listening went from 87% - 82%, Research and Inquiry went form 80% - 76%.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	73	75	72	73	74	69	73	74	69	100	98.7	95.8
Grade 7	51	79	77	50	78	76	50	78	76	98	98.7	98.7
Grade 8	76	54	86	75	53	85	75	53	85	98.7	98.1	98.8
All Grades	200	208	235	198	205	230	198	205	230	99	98.6	97.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2505.	2511.	2511.	13.70	12.16	11.59	23.29	22.97	23.19	30.14	36.49	34.78	32.88	28.38	30.43
Grade 7	2522.	2526.	2517.	18.00	8.97	5.26	22.00	26.92	27.63	32.00	34.62	34.21	28.00	29.49	32.89
Grade 8	2528.	2553.	2529.	12.00	15.09	14.12	14.67	30.19	17.65	30.67	24.53	25.88	42.67	30.19	42.35
All Grades	N/A	N/A	N/A	14.14	11.71	10.43	19.70	26.34	22.61	30.81	32.68	31.30	35.35	29.27	35.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.18	20.27	20.29	43.84	41.89	36.23	36.99	37.84	43.48
Grade 7	26.00	20.51	15.79	36.00	41.03	40.79	38.00	38.46	43.42
Grade 8	13.33	28.30	18.82	41.33	30.19	32.94	45.33	41.51	48.24
All Grades	18.69	22.44	18.26	40.91	38.54	36.52	40.40	39.02	45.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.07	9.46	15.94	47.95	52.70	44.93	36.99	37.84	39.13
Grade 7	28.00	14.10	14.47	44.00	44.87	52.63	28.00	41.03	32.89
Grade 8	16.00	20.75	17.65	42.67	60.38	44.71	41.33	18.87	37.65
All Grades	18.69	14.15	16.09	44.95	51.71	47.39	36.36	34.15	36.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.33	20.27	14.49	52.05	39.19	53.62	35.62	40.54	31.88
Grade 7	14.00	10.26	6.58	54.00	60.26	64.47	32.00	29.49	28.95
Grade 8	10.67	11.32	11.76	48.00	62.26	54.12	41.33	26.42	34.12
All Grades	12.12	14.15	10.87	51.01	53.17	57.39	36.87	32.68	31.74

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in math decreased from 71% to 65% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 62% - 60%. Problem Solving/Data Analysis 72% - 64%%, Communicating Reasoning 73% - 64%.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	6

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
237	54.4	3.8	2.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	3.8
Foster Youth	5	2.1
Homeless	3	1.3
Socioeconomically Disadvantaged	129	54.4
Students with Disabilities	24	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	19	8.0
Asian	2	0.8
Hispanic	35	14.8
Two or More Races	19	8.0
White	159	67.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
2.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.1 points	9	3
216		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.1 points below standard	96.8 points below standard
2	Maintained -1.9 points	Increased Significantly ++26 points
	121	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 37.2 points below standard Declined -13.8 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 33.9 points below standard Increased Significantly ++31.7 points 32	No Performance Color 2.7 points below standard Maintained -1.1 points 18	No Performance Color 0 Students	Yellow 8.8 points above standard Declined Significantly -15.6 points 143

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	2.6 points below standard Declined -11 points 203

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 48.9 points below standard Declined -12.9 points 215	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Orange 72.7 points below standard Declined -5.4 points 120	No Performance Color 143.4 points below standard Maintained -2.3 points 22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 88 points below standard Declined -13.3 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 78.5 points below standard Declined -4.6 points 31	No Performance Color 40.9 points below standard Declined -8 points 18		Orange 39.3 points below standard Declined -12.8 points 143

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	50.6 points below standard Declined Significantly -15.1 points 202

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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

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.

2019 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
8.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.8	10	7
248		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	9.8	20.7
5	Declined -1.4	Increased +16.8
	143	29

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	Declined -9.1	2	0
	19		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
7.7	19	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined -1.4	Increased +11.6	1	Increased +1.5
39	21		164

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
5.5	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +0.8	10	7
255		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	6.8	16.7
7	Declined -0.8	Increased +7
	147	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2	No Performance Color 10 Increased +10 20	No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 5 Increased +5 40	No Performance Color 0 Declined -6.9 23	No Performance Color Less than 11 Students - Data 1	Orange 6 Increased +1.4 167

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	5.5

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA and Math performance levels will improve by 3% as compared to last CAASPP,

Identified Need

In ELA, 19.7% of students are not yet demonstrating mastery as measured by the last CAASPP. In math, 29.3% were below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 80.3%. Math = 70.7	ELA = 83%. Math = 74%
STAR Reading, STAR Math, Formative Assessments	Scores earned near the beginning of the first quarter will serve as the baseline.	85% percent of students will show growth equivalent to one year by end of the year assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Academic Student Support Specialist services (3.5 hrs/day x 5 days/wk) will provide struggling learners with guidance and support to increase success in the classroom. The Student Support Specialist will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Student Support Specialist will also assist students with organization strategies and study skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 Core academic classes will be supported by a Literacy Resource Technician (LRT). The primary responsibility will be to provide a structure whereby struggling learners receive extra assistance. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader and EL (and providing reports to teachers), and providing technology support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 Through both live and distance learning instruction, extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, periodicals and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.

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	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.4 Provide technology supplies and components which complement and support the implementation of distance learning and core instruction. We will ensure that every classroom and teacher has up-to-date technology tools to meet the demands of ensuring success in our current Distance Learning environment. Teachers will use this to provide support and interventions in whole group, customized, and/or small group instruction for 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)
16,000	Title I

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

1.5 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials, supplies and/or programs to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials/programs purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject.

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)
14,707	Title I

Strategy/Activity 6

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

All students

Strategy/Activity

1.6 Provide ongoing professional development for our staff to advance their learning and professional practice. Specifics include opportunities for advanced PLC learning. In house-trainings/support will also be provided by staff in the areas of English Learner strategies and technology. Increased training and support will focus on Distance Learning. Two teachers will be compensated their hourly rate for providing EL and tech support to ensure student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.7 Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers will utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning experience for struggling learners The purchase allows for the introduction of multiple methods to reach 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)
3,500	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 Student achievement is greatly influenced by their ability to organize and access learning materials. This is especially true for students experiencing a departmentalized setting (7 different classes) in Jr. High for the very first time. We will provide organizational planners and locker organizers to support student success through effective organization of textbooks, binders.class notes, homework, assignments, test dates, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement a school-wide attendance, discipline and academic support program

Identified Need

SEL materials are a key component during Distance Learning for students. Also, significant demand for social/emotional/academic support as demonstrated by referrals to site counselor during 2018-19 was our first year with this service. Corrective action plans need to be in place as an alternative to suspension. College and career planning needs to be integrated to help students set goals and see relevance for their studies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement levels Suspension rates, attendance rates, promotion rates	DL Engagement Levels = TBD during DL Suspension = 16 Attendance = 96.2%, Promotion rate = 98%	Goal of 96% engagement during DL Improve attendance by 2%, Decrease suspension by 2%, Maintain our 98% promotion rate

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 Implementation of a school-wide system for Positive Behavior Intervention and Supports (PBIS) creates a culture in which students can maximize their learning. This is particulary true in a Distance Learning environment. The SWIS program monitors student behavior to provide data and drive improvement efforts.Students learn and are frequently recognized for behaviors that promote a safe, kind and responsible learning environment for all. Classroom instruction, Distance Learning incentives, school-wide assemblies (when again allowed) and individual conferences are all a part of integrating our school's expectations. As part of a research-based system of PBIS, students are

recognized daily, weekly and monthly for their positive accomplishments in maintaining an effective learning environment for all.

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	Targeted

Strategy/Activity 2

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

All Students

Strategy/Activity

2.2 Provide programs/supplies which support the social/emotional//behavioral needs of our students. This includes counseling supplies, School Connect and Intervention 360 online resources.

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

Amount(s)	Source(s)
3,000	Targeted

Strategy/Activity 3

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

All students

Strategy/Activity

2.3 Recognition and encouragement of students' attendance and academic accomplishments promotes continued success. This includes awards, assemblies, printing costs and related supplies.

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)
2,077	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Professional development opportunities for support staff (LRT, Student Support Specialist, Counselor)

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	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Ensure all parents are frequently informed of their student's academic performance and included in all school events

Identified Need

Parent partnerships are vital to our school's success. Ongoing communication and involvement is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and communication rates	Specific data to be collected in a Distance Learning environment	Increases based on next year's baseline

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 families

Strategy/Activity

Aeries Communications newsletter printing costs

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)
660	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

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	$83,944.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	49,707	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	660	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	33,577	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	74,207.00
Goal 2	9,077.00
Goal 3	660.00
Goal 4	
Goal 5	
Goal 6	

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

3 Parent or Community Members

Name of Members	Role
Kathleen Hansen	Principal
Diane Harris	Other School Staff
Ferenc Bertalan	Classroom Teacher
Tim Moriarty	Classroom Teacher
Rocio Bertalan	Classroom Teacher
Brandi Schwartz	Parent or Community Member
Martha Bunce	Parent or Community Member
Frankie Contreres	Parent or Community Member
	Parent or Community Member
	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 9/2/20, 2020.

Attested:

Principal, Kathleen Hansen on 9/2/20

SSC Chairperson, Brandi Schwartz on 9/2/20

School Year: **2020-21**

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
Yuba Gardens Intermediate School	58-72736-6056790	8/31/2020	

Purpose and Description

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

Schoolwide Program

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

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue, as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Continued implementation of the PLC process will ensure even greater academic gains.

*PROFESSIONAL DEVELOPMENT

As Yuba Gardens moves towards a solid PLC community, ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS will continue to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom, as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

*FAMILY AND COMMUNITY ENGAGEMENT
Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings. We are also engaging families in "Coffee with the Principal." This will be a monthly event that allows parents to come onto campus and get involved.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

Aeries Communication is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Average attendance has remained constant at 94.8 between the 17/18 and 18/19 school years.

Chronic Absenteeism rate has declined for the 2018/2019 school year 11.27%

Major and Minor referrals have decreased by approximately 40% for the 2018/2019 school year.
Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance. Continued data discussions with staff need to occur regularly centered on awareness of what students are struggling with behaviorally. Tier 1/2 interventions needs to be in place to support students struggling with concerning behaviors. Restorative conferences need to be occurring on regular basis between teachers and students and students that are having conflicts.

English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically

Disadvantaged, Students with Disabilities English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard. **While all subgroups have shown grown in ELA (orange) attention needs to remain on on our intervention students reading below the third grade reading level and students reading between the fourth grade reading level and their own grade level continued work.

Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

CHRONIC ABSENTEEISM
A2A identifies chronically absent students daily/weekly. Home visits being conducted on Tuesdays and Thursdays of each week for students that are chronically absent. SARB meetings are attended weekly by an administrator. Chronically absent students consistently referred to SARB. 4-5 chronically absent students are assigned to office staff so that one on one contact is made several times a week with each of these students.

DISCIPLINE
SWIS is used consistently for documenting specific data related to suspensions, such as time of day, type of incident. Tier 2/3 meetings held consistently to provide intensive support such as CICO or connections to outside agencies. Suite 360 is used to help remediate negative student behaviors by providing time for reflection and follow up with an adult.

ACADEMIC INTERVENTION
Daily intervention is now being provided based upon formative assessment data in math and ELA. Students are grouped weekly/biweekly based upon performance needs.

Academic tutoring being offered after school daily with transportation provided.

Reading intervention being provided to students reading below the third grade reading level. Strategic Reading support being provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary. These students also receive a period of core instruction.

PLC professional development in ongoing monthly. Maria Neilsen, is on site ten days per school year to support teachers in identifying essential standards, pacing of those identified standards, creation of formative assessment, interpretation of assessment data and intervention strategies. This work by teachers is ongoing on district collaboration minimum days.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue xc to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Due to positive outcomes related to the implementation of the PLC, staff, students and parents have embraced the intervention process. Continued implementation of the PLC process will ensure even greater academic gains.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

As Yuba gardens moves towards a solid PLC community ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

Aeries Communication is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

Stakeholder 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

Parents - ELAC meetings, SPSA meetings, California Healthy Kids survey, Orientation conference, Back to School Night, Open House, evening parent meetings

Students - PLUS Forums, California Healthy Kids Survey - May each school year

Teachers - Weekly collaboration meetings, Teacher workdays, PD with Maria Nielsen

Staff - PRIDE Meetings

Resource Inequities

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

Reading intervention will be provided to students reading below the third grade reading level. Strategic Reading support will be provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary, these students also receive a period of core instruction. The school purchased iLit 45 for students reading below grade level for the 2020-21 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2.1%	1.49%	1.15%	16	12	9
African American	3.8%	3.23%	2.69%	29	26	21
Asian	14.3%	11.68%	11.52%	110	94	90
Filipino	0.4%	0.37%	0.51%	3	3	4
Hispanic/Latino	50.9%	51.06%	54.93%	393	411	429
Pacific Islander	%	0.62%	0.26%		5	2
White	25.1%	27.70%	25.35%	194	223	198
Multiple/No Response	0.3%	0.62%	1.02%	2	5	8
			Total Enrollment	772	805	781

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6		1	
Grade 7	394	419	391
Grade 8	378	385	390
Total Enrollment	772	805	781

Conclusions based on this data:

1. Enrollment is increasing
2. Enrollment of the Asian, American Indian, Filipino, African American student groups have slightly decreased
3. Enrollment of Hispanic, and white student groups have increased

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	224	251	248	29.0%	31.2%	31.8%
Fluent English Proficient (FEP)	160	139	152	20.7%	17.3%	19.5%
Reclassified Fluent English Proficient (RFEP)	18		19	8.3%	0	7.6%

Conclusions based on this data:

1. English Learner population is increasing
2. Reclassified 18 students

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	385	411	393	378	409	386	378	409	386	98.2	99.5	98.2
Grade 8	363	368	382	353	363	373	353	363	373	97.2	98.6	97.6
All Grades	748	779	775	731	772	759	731	772	759	97.7	99.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2469.	2481.	2509.	2.91	4.89	3.63	15.87	19.07	31.35	25.13	27.63	31.35	56.08	48.41	33.68
Grade 8	2478.	2490.	2505.	1.98	2.75	3.75	15.58	15.15	23.32	27.76	35.54	28.95	54.67	46.56	43.97
All Grades	N/A	N/A	N/A	2.46	3.89	3.69	15.73	17.23	27.40	26.40	31.35	30.17	55.40	47.54	38.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.35	10.76	8.03	40.74	37.16	48.70	52.91	52.08	43.26
Grade 8	5.95	9.37	9.92	38.81	34.71	40.48	55.24	55.92	49.60
All Grades	6.16	10.10	8.96	39.81	36.01	44.66	54.04	53.89	46.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.03	9.56	12.95	40.21	41.42	54.92	54.76	49.02	32.12
Grade 8	3.97	4.68	6.70	35.69	40.50	52.55	60.34	54.82	40.75
All Grades	4.51	7.26	9.88	38.03	40.99	53.75	57.46	51.75	36.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.03	5.15	6.22	50.26	54.41	64.77	44.71	40.44	29.02
Grade 8	3.97	6.34	5.36	57.22	57.58	63.54	38.81	36.09	31.10
All Grades	4.51	5.71	5.80	53.63	55.90	64.16	41.86	38.39	30.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	7.14	12.50	15.03	43.12	47.30	56.48	49.74	40.20	28.50
Grade 8	5.10	8.82	10.72	43.06	51.52	46.65	51.84	39.67	42.63
All Grades	6.16	10.77	12.91	43.09	49.29	51.65	50.75	39.95	35.44

Conclusions based on this data:

1. * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
   * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
   * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White
   * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students
   * Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

2. Reading, Writing, Listening and Research Inquiry all showed improvement.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	385	411	393	380	409	386	380	409	386	98.7	99.5	98.2
Grade 8	363	368	382	354	363	373	354	363	373	97.5	98.6	97.6
All Grades	748	779	775	734	772	759	734	772	759	98.1	99.1	97.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2461.	2459.	2477.	3.68	3.91	3.63	10.00	12.47	14.25	27.11	24.45	30.83	59.21	59.17	51.30
Grade 8	2466.	2474.	2463.	2.54	3.58	2.68	11.58	11.29	6.97	18.64	23.42	24.13	67.23	61.71	66.22
All Grades	N/A	N/A	N/A	3.13	3.76	3.16	10.76	11.92	10.67	23.02	23.96	27.54	63.08	60.36	58.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.58	8.31	7.77	25.00	22.98	30.83	68.42	68.70	61.40
Grade 8	5.37	7.99	4.83	22.60	26.45	22.52	72.03	65.56	72.65
All Grades	5.99	8.16	6.32	23.84	24.61	26.75	70.16	67.23	66.93

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.95	5.13	5.18	40.00	39.85	42.49	56.05	55.01	52.33
Grade 8	7.06	4.13	2.95	27.97	46.28	35.92	64.97	49.59	61.13
All Grades	5.45	4.66	4.08	34.20	42.88	39.26	60.35	52.46	56.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.68	6.11	3.63	45.00	50.12	59.33	51.32	43.77	37.05
Grade 8	2.54	2.75	3.75	42.37	44.08	40.21	55.08	53.17	56.03
All Grades	3.13	4.53	3.69	43.73	47.28	49.93	53.13	48.19	46.38

Conclusions based on this data:

1. * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

2. Overall scores, Concepts and Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning all show a slight increase.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1532.0	1530.3	1519.4	1516.9	1544.2	1543.2	118	121
Grade 8	1538.7	1553.8	1527.4	1547.0	1549.6	1560.1	116	112
All Grades							234	233

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	28.81	20.66	42.37	37.19	22.03	28.10	*	14.05	118	121
8	33.62	22.32	38.79	43.75	20.69	22.32	*	11.61	116	112
All Grades	31.20	21.46	40.60	40.34	21.37	25.32	6.84	12.88	234	233

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	39.83	30.58	44.92	38.84	13.56	17.36	*	13.22	118	121
8	44.83	33.93	39.66	37.50	10.34	16.96	*	11.61	116	112
All Grades	42.31	32.19	42.31	38.20	11.97	17.17	*	12.45	234	233

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	21.19	12.40	28.81	35.54	30.51	31.40	19.49	20.66	118	121
8	31.90	16.96	26.72	30.36	23.28	37.50	18.10	15.18	116	112
All Grades	26.50	14.59	27.78	33.05	26.92	34.33	18.80	18.03	234	233

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.68	14.05	50.85	68.60	*	17.36	118	121
8	45.69	30.36	43.97	56.25	10.34	13.39	116	112
All Grades	43.16	21.89	47.44	62.66	9.40	15.45	234	233

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	55.93	42.15	38.98	45.45	*	12.40	118	121
8	57.76	40.18	36.21	47.32	*	12.50	116	112
All Grades	56.84	41.20	37.61	46.35	5.56	12.45	234	233

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	22.88	18.18	28.81	49.59	48.31	32.23	118	121
8	36.21	27.68	27.59	34.82	36.21	37.50	116	112
All Grades	29.49	22.75	28.21	42.49	42.31	34.76	234	233

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	11.86	6.61	83.05	81.82	*	11.57	118	121
8	28.45	4.46	65.52	90.18	*	5.36	116	112
All Grades	20.09	5.58	74.36	85.84	5.56	8.58	234	233

Conclusions based on this data:

1. Students are continuing to struggle with the Writing Domain and Written language.
2. 71 percent of our English Learners are performing at level 3/4

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
781	90.7	31.8	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	248	31.8
Foster Youth	5	0.6
Homeless	10	1.3
Socioeconomically Disadvantaged	708	90.7
Students with Disabilities	104	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.7
American Indian	9	1.2
Asian	90	11.5
Filipino	4	0.5
Hispanic	429	54.9
Two or More Races	20	2.6
Pacific Islander	2	0.3
White	198	25.4

Conclusions based on this data:

1. High percentage of Socioeconomically disadvantaged youth attend Yuba Gardens.

2. High percentage of English Learners and students with disabilities attend Yuba Gardens.

3. Many different races/ethnicities attend Yuba Gardens.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Red		

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
   * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
   * Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
   disabilities, white (red)
   * Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
   * Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
   * Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
   * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
   Disadvantaged, Students with Disabilities
   * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
   * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
   Socioeconomically disadvantaged, White
   * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
   2 20.69 Level 1 <10 students

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	5	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
49.7 points below standard	56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.9 points	Increased Significantly ++30.9 points	6
684	337	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
42.8 points below standard	52.8 points below standard	133.3 points below standard
Increased Significantly ++44.2 points	Increased Significantly ++19.4 points	Increased ++13.9 points
14	624	98

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 111.8 points below standard Declined Significantly -35.8 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Yellow 32.8 points below standard Increased Significantly ++21 points 88	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 56.6 points below standard Increased Significantly ++22 points 374	No Performance Color 19.5 points below standard Increased Significantly ++28.1 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Yellow 45.4 points below standard Increased Significantly ++15.1 points 169

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.4 points below standard Increased Significantly ++22 points 209	4.7 points above standard Increased Significantly ++21.1 points 128	49.7 points below standard Increased Significantly ++18.1 points 321

Conclusions based on this data:

1.

* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
104.6 points below standard	109.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased Significantly ++16.5 points	6
683	337	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
135.5 points below standard	107.1 points below standard	175 points below standard
Declined -6.9 points	Increased ++3.1 points	Increased ++14.5 points
14	624	98

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 150.3 points below standard Declined -13.2 points 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Yellow 91.2 points below standard Increased ++10 points 88	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 110.6 points below standard Maintained ++1.6 points 374	No Performance Color 85.4 points below standard Increased ++7 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Red 101.9 points below standard Maintained ++0.1 points 169

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
143.5 points below standard Increased ++7.7 points 209	53.4 points below standard Increased ++9.4 points 128	106.5 points below standard Maintained ++1.3 points 320

Conclusions based on this data:

1. * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
   Socioeconomically disadvantaged, White
   * Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 226
Performance Level: Medium

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.

2019 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**
46	76	21	83

Conclusions based on this data:

1. * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students

2. 15 EL students were reclassified during the 2018-2019 school year

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	2

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Blue	No Performance Color
13.1	4.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.9	Declined Significantly -5.4	10
834	251	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
45.8	13.4	18.9
Declined -7.3	Declined Significantly -4.1	Declined -11.2
24	751	122

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 28.6 Declined -1.1 28	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Blue 1.1 Declined -2 93	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 10 Declined Significantly -3.2 451	No Performance Color 14.3 Declined -0.9 28	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Yellow 20.7 Declined Significantly -6.3 217

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)

2. * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
13.8	9.7	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -6.6	Declined Significantly -3.7	10
864	258	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
22.2	13.9	21
Declined -1.3	Declined Significantly -6.7	Declined -5.7
27	771	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
22.6	Less than 11 Students - Data	5.3	Less than 11 Students - Data
	10		6
Declined -7		Declined -0.7	
31		94	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Yellow
12.3	12.9	Less than 11 Students - Data	19.3
		2	
Declined Significantly -4.2	Declined -3.8		Declined Significantly -12.8
462	31		228

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	20.4	13.8

Conclusions based on this data:

1.

* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA - Maintain continued increase of 12.9 percent and increase proficiency levels by 5%, to include English Learners. Math - maintain 2.3 increase and increase proficiency levels by 5%.

Identified Need

Curriculum to support struggling readers.
Increase student understanding of academic vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results will maintain and increase an additional 5%		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students that are below grade level in their reading.

Strategy/Activity
Purchase iLit 45 for all students in Strategic Reading

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

Amount(s)	Source(s)
22,500.00	Title I

Strategy/Activity 2

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

All students

Strategy/Activity

Purchase Flocabulary and Nearpod to help teachers with building academic vocabulary with their 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)
5500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of school planners for all students to help with content organization and study time. Planners also double as a tool for our tutorial period. This is a critical part of our in school intervention process.

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)
8637	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 Technology Technicians to support teachers, students, and parents with use of technology within their classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I

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

Guiding Coalition Meetings to support the PLC initiative to increase student achievement

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)
7046	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued integration of technology to support the core curriculum and state standards and also purchase Instructional materials.

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)
19,174	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 Para Professional positions to support the professional learning communities process during intervention time and to support students within their academic settings.

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)

29,825	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 Student Support Specialists to provide direct services to students to help increase academic achievement. The specialists will work with teachers, parents and students to support their academic progress and attendance.

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)
122,580	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core and supplemental curriculums.

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)
5600	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental supplies and materials to help students reach their academic goals.

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)
50,472	Targeted

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of composition books for all students in core subjects so that teachers can implement instructional strategies and help students to keep their learning organized.

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)
2400	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Ongoing professional development to affect good first instruction in the classroom setting

Identified Need

Ongoing professional development with Solution Tree related to the PLC initiative. Ongoing support related to Tiered intervention within the PBIS framework. Ongoing support for classroom teachers and support staff related to using technology within the classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP indicators maintaining and increasing in proficiency levels.		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLC Summer Institute attendance, and other conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Professional Development and Restorative Practices, salaries, benefits and supplies related to the implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3

Decrease chronic absenteeism for the 19/20 school year by 5%.
Decrease suspension rate for the 19/20 school year by 5%

Identified Need

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/SWIS data results		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Rewards Program - to help with student inclusion and recognize students that are fulfilling schoolwide expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of Suite 360 through Evolution Labs to help provide other means of correction related to students who need an alternative to suspension. This will help with implementing restorative justice and intervention and help to support staff in understanding the process involved with alternative means of correction related to suspension.

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)
4500	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Family liaison - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families with issues related to academic progress. The Family Liaison also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will help to create academic success. The Family Liaison also corresponds with parents to encourage active 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)
56,778	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of SWIS contract to manage and implement discipline data to support our PBIS program and work towards decreasing our suspension rate.

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)
460	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students and specifically at risk students related to academic, attendance, behavior, and social emotional issues.

Strategy/Activity

Student Support At Risk Consultant/Counselor to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs.

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)
50,000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All staff & students

Strategy/Activity

Student Services Administrator - Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions.

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)

32,866	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 4

Parental involvement on campus

Identified Need

Parental involvement needs to be increased at Open House, Back to School Nite, ELAC meetings, SPSA meetings, Title One meeting and at other offered parent evenings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets		

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)

Parental Group

Strategy/Activity

Consistent use of dialer, newsletters. Support parents in education related to use of the parent portal, promotion requirements. Provide parents with educational materials and training related to their students academic success.

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)
3630	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 5

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Yuba Gardens will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2019-20 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers	100%	100%
(Subject Areas and EL	EL Orange Increased (-87.4	EL Yellow
Authorizations)	Below Standard)	EL Yellow
Overall CAASPP (ELA) Grades	EL Orange Increased (-125.5	1% (4)
3-8 and 11	Below Standard)	10% (22)
Overall CAASPP (Math)	6.8% (Total 14)	40% (55)
Grades 3-8 and 11	21.4% (Total 45)	36% (78)
Overall ELPAC Level 1	40.6% (Total 84)	16% (49)
Overall ELPAC Level 2	31.2% (Total 65)	Maintain or Improve
Overall ELPAC Level 3	9.30% (85)	Green or Blue
Overall ELPAC Level 4	Orange / Increased (9.7%)	Decline
Reclassification	EL Red / Increased (13.4%)	Green or Blue
Chronic Absenteeism		
Suspension Rate		

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)

English Learners

Strategy/Activity

Effective Classroom Instruction: Provide designated ELD instruction to all English Learners with district purchased iLit EL and instruction in integrated ELD in other academic goal areas that are completed by the school.

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)

English Learners

Strategy/Activity

Professional Development given by the district to teachers that are teaching EL students through iLit.

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)

English Learners

Strategy/Activity

Building Parent Capacity

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)

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	$454,468.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	273,579	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	3,630	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	177,259	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	277,734.00
Goal 2	25,000.00
Goal 3	148,104.00
Goal 4	3,630.00
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jim Hays	Principal
Becky Stewart	Classroom Teacher
Peggy Rister	Classroom Teacher
Amber Cleverdon	Classroom Teacher
Brian Spiritosanto	Classroom Teacher
Sarah Redfield	Parent or Community Member
Evelyn Kupser	Parent or Community Member
Xavier Magana	Parent or Community Member
Arnoldo Rios	Secondary Student
Dalia Fernandez	Secondary Student
Cecilia Sheldon Rivera	Secondary Student
Tyler Krieger	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	[English Learner Advisory Committee]
	[Other:]

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 8/31/20.

Attested:

Principal, Jim Hays on 8/31/20
SSC Chairperson, Becky Stewart on 8/31/20

School Year: **2020-21**

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
Lindhurst High School	58-72736-5830013	August 31, 2020	

Purpose and Description

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

Schoolwide Program

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

As a Title I school with a diverse population of a variety of subgroups identified by the state, we recognize that achievement for all students is going to take a varied and differentiated approach. Our SPSA reflects supplement funding for resources such as personnel to work with our special populations, classroom materials and supplies, extra time for instruction and collaboration as well as additional programs and instruction for reading, math and credit recapture.

Stakeholder 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 process for review of data, research of programs and expenditures was a collection of on going faculty meetings, collaboration time and guiding coalition meetings through out the school year.

Additional discussions and dialog took place during ELAC meetings and ultimately discussions and action from our school site counsel.

Resource Inequities

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

In doing our needs assessment and review it became clear we had areas of need. As with so many things there is not enough time in the day to truly collaborate or intervene with students who are struggle. For that reason we have set aside monies to compensate teachers for instruction and planning outside the contractual hours. Also, professional development was an area of great need as identified by our administrative team, teachers and district team. We have developed a comprehensive plan to send teachers to a variety of professional development and then implement what they have learned in their respective classrooms and departments. To reach our struggling students reading below grade level and those students are below grade level in math. Additionally, to reach a greater number of students additional supplemental classroom materials and technology has been determined needed to have a more varied approach to instructional strategies.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.6%	1.82%	1.84%	17	20	21
African American	3.8%	4.55%	3.67%	41	50	42
Asian	16.1%	16.83%	16.54%	176	185	189
Filipino	0.9%	0.73%	0.61%	10	8	7
Hispanic/Latino	53.7%	52.96%	54.33%	587	582	621
Pacific Islander	0.5%	0.09%	0.09%	5	1	1
White	21.6%	20.47%	20.82%	236	225	238
Multiple/No Response	0.4%	0.55%	0.26%	4	6	3
			Total Enrollment	1,094	1099	1,143

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	303	282	316
Grade 10	298	320	330
Grade 11	263	267	283
Grade 12	230	230	214
Total Enrollment	1,094	1,099	1,143

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	279	297	297	25.5%	27.0%	26.0%
Fluent English Proficient (FEP)	348	337	355	31.8%	30.7%	31.1%
Reclassified Fluent English Proficient	26	1	39	9.6%	0.4%	13.1%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	234	232	247	230	227	243	229	227	243	98.3	97.8	98.4
All Grades	234	232	247	230	227	243	229	227	243	98.3	97.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2562.	2546.	2555.	12.23	9.69	13.58	32.31	30.40	27.16	27.51	29.52	30.86	27.95	30.40	28.40
All Grades	N/A	N/A	N/A	12.23	9.69	13.58	32.31	30.40	27.16	27.51	29.52	30.86	27.95	30.40	28.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.45	20.26	19.75	44.54	54.19	51.85	31.00	25.55	28.40
All Grades	24.45	20.26	19.75	44.54	54.19	51.85	31.00	25.55	28.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.59	11.01	17.70	49.78	44.05	47.33	33.62	44.93	34.98
All Grades	16.59	11.01	17.70	49.78	44.05	47.33	33.62	44.93	34.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.41	12.33	12.76	62.88	66.52	67.90	22.71	21.15	19.34
All Grades	14.41	12.33	12.76	62.88	66.52	67.90	22.71	21.15	19.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.40	18.50	17.28	53.28	51.98	56.79	25.33	29.52	25.93
All Grades	21.40	18.50	17.28	53.28	51.98	56.79	25.33	29.52	25.93

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	233	232	248	229	230	245	228	230	245	98.3	99.1	98.8
All Grades	233	232	248	229	230	245	228	230	245	98.3	99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2517.	2516.	2529.	1.32	3.91	3.67	16.67	9.57	14.69	21.49	23.91	28.98	60.53	62.61	52.65
All Grades	N/A	N/A	N/A	1.32	3.91	3.67	16.67	9.57	14.69	21.49	23.91	28.98	60.53	62.61	52.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.46	7.83	8.98	23.68	21.30	24.90	68.86	70.87	66.12
All Grades	7.46	7.83	8.98	23.68	21.30	24.90	68.86	70.87	66.12

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.63	6.09	8.16	45.61	39.57	51.43	51.75	54.35	40.41
All Grades	2.63	6.09	8.16	45.61	39.57	51.43	51.75	54.35	40.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.63	6.09	5.71	57.89	48.26	55.51	39.47	45.65	38.78
All Grades	2.63	6.09	5.71	57.89	48.26	55.51	39.47	45.65	38.78

Conclusions based on this data:

1.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1508.1	1542.6	1505.7	1532.2	1509.7	1552.4	73	83
Grade 10	1523.7	1553.9	1530.9	1550.9	1516.0	1556.3	90	67
Grade 11	1531.8	1544.2	1545.3	1522.0	1517.8	1565.9	53	49
Grade 12	1527.0	1544.3	1532.8	1527.5	1520.6	1560.5	34	32
All Grades							250	231

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	12.05	30.14	36.14	30.14	36.14	27.40	15.66	73	83
10	24.44	25.37	30.00	26.87	16.67	26.87	28.89	20.90	90	67
11	33.96	14.29	26.42	34.69	20.75	30.61	*	20.41	53	49
12	*	6.25	38.24	34.38	*	46.88	*	12.50	34	32
All Grades	22.00	15.58	30.40	32.90	21.20	33.77	26.40	17.75	250	231

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	30.14	20.48	31.51	38.55	19.18	26.51	19.18	14.46	73	83
10	42.22	35.82	21.11	23.88	14.44	22.39	22.22	17.91	90	67
11	50.94	16.33	24.53	38.78	*	26.53	*	18.37	53	49
12	38.24	6.25	32.35	50.00	*	31.25	*	12.50	34	32
All Grades	40.00	22.08	26.40	35.93	16.40	25.97	17.20	16.02	250	231

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.61	28.77	26.51	21.92	46.99	47.95	22.89	73	83
10	15.56	5.97	22.22	32.84	22.22	32.84	40.00	28.36	90	67
11	*	6.12	30.19	30.61	37.74	36.73	28.30	26.53	53	49
12	*	9.38	*	18.75	*	56.25	41.18	15.63	34	32
All Grades	8.40	5.63	26.40	28.14	25.20	41.99	40.00	24.24	250	231

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.25	10.84	38.36	74.70	27.40	14.46	73	83
10	41.11	13.43	32.22	71.64	26.67	14.93	90	67
11	41.51	10.20	43.40	57.14	*	32.65	53	49
12	*	0.00	50.00	81.25	*	18.75	34	32
All Grades	37.60	9.96	38.80	71.00	23.60	19.05	250	231

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	49.32	51.81	42.47	31.33	*	16.87	73	83
10	53.33	58.21	35.56	19.40	*	22.39	90	67
11	69.81	46.94	24.53	36.73	*	16.33	53	49
12	67.65	37.50	*	53.13	*	9.38	34	32
All Grades	57.60	50.65	33.60	32.03	8.80	17.32	250	231

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.25	34.25	60.24	54.79	26.51	73	83
10	17.78	14.93	30.00	53.73	52.22	31.34	90	67
11	*	4.08	45.28	55.10	49.06	40.82	53	49
12	*	6.25	35.29	50.00	50.00	43.75	34	32
All Grades	12.80	10.82	35.20	55.84	52.00	33.33	250	231

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.61	65.75	79.52	30.14	16.87	73	83
10	20.00	2.99	55.56	80.60	24.44	16.42	90	67
11	*	14.29	71.70	71.43	*	14.29	53	49
12	*	3.13	58.82	93.75	*	3.13	34	32
All Grades	14.80	5.63	62.40	80.09	22.80	14.29	250	231

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1143	88.2	26.0	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	297	26.0
Foster Youth	4	0.3
Homeless	17	1.5
Socioeconomically Disadvantaged	1008	88.2
Students with Disabilities	179	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	3.7
American Indian	21	1.8
Asian	189	16.5
Filipino	7	0.6
Hispanic	621	54.3
Two or More Races	21	1.8
Pacific Islander	1	0.1
White	238	20.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Red
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
21.1 points below standard	84.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.8 points	Increased Significantly ++21.7 points	2
220	59	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	24.7 points below standard	148.4 points below standard
4	Increased Significantly ++19.6 points	Declined -12.8 points
	190	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.5 points below standard	0 Students
6	5	Increased ++10.6 points	
		42	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
30 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.8 points below standard
Increased Significantly ++17.5 points	6	1	Increased ++5.9 points
111			47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.8 points below standard	15.9 points below standard	17.3 points below standard
Increased Significantly ++16.9 points	Increased Significantly ++44.2 points	Increased ++10 points
45	14	97

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
93.8 points below standard	149.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.2 points	Increased Significantly ++24 points	2
220	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	101.8 points below standard	224.2 points below standard
4	Increased Significantly ++15.4 points	Declined -7.5 points
	190	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 82.8 points below standard Increased ++5.3 points 42	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 105.5 points below standard Increased ++13.5 points 111	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 85 points below standard Increased Significantly ++26.5 points 47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
162.6 points below standard Increased Significantly ++31.9 points 45	107.7 points below standard Increased ++7.7 points 14	87.1 points below standard Increased ++13.7 points 97

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.4 making progress towards English language proficiency
Number of EL Students: 217
Performance Level: Low

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.

2019 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
46	66	6	99

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
29.5	8.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.3	Maintained -1.6	3
210	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	27.5	5.1
6	Declined -7.8	Increased +5.1
	189	39

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36.4	Less than 11 Students - Data Not Displayed for Privacy
9	2	Declined -6.1	4
		44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
30.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students	17.9
Declined -12.1	1		Maintained +1.3
109			39

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	34.8 **Prepared**	29.5 **Prepared**
Approaching Prepared	19.2 **Approaching Prepared**	19.5 **Approaching Prepared**
Not Prepared	46 **Not Prepared**	51 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
90.6	89.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.7	Increased +4.9	3
212	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	90.6	73.2
6	Increased +4.5	Increased +28.7
	191	41

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.7	Less than 11 Students - Data Not Displayed for Privacy
9	3	Increased +2.5	4
		44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
93.6	Less than 11 Students - Data Not Displayed for Privacy	0 Students	77.5
Increased +1.5	1		Increased +2.5
109			40

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
86.8	90.6

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	2	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
11.8	12.5	Less than 11 Students - Data Not
Increased +1.8	Increased Significantly +5.2	8
1287	327	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
21.4	12.5	19
Increased +2.7	Increased +1.9	Declined -0.5
28	1113	231

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
22.4	25	4.5	Less than 11 Students - Data
			9
Increased +0.5	Increased +6.8	Increased Significantly +4.5	
58	28	201	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
10.7	16	Less than 11 Students - Data	15.9
		1	
Increased +0.4	Increased +0.8		Increased Significantly +3.2
689	25		276

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10	11.8

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted populations.

WASC Goal

The California Standards for the Teaching Profession should be actively implemented as a tool to modernize classroom instruction to meet the Common Core and 21st century learning needs.

Goal 1

Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on students identified as underperforming by not reaching proficient or advanced on the CAASPP, GPA between 1.5 - 2.5, and/or AP students who score under the state average of AP exams.

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Scores		Increase of 10 points
CAASPP Math Scores		Increase of 10 points
AP scores		Increase average pass rate of 37 percent per course offered
"Rising Stars"		increase by 5 percent
reduce number of credit deficient students per grade level		reduce by 5 percent per grade level
Redesignated report		Increase the number of students redesignated based on the ELPAC by 5 percent
Graduation rate		Increase graduation rate by 2 percent to 92 percent

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 will be served by this strategy

Strategy/Activity

1.1 Provide on site IT specialist to support teachers in their technological needs as they are continuing to deversify instructional strategies surround new technologies and software.

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)
80,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

students needing intervention and credit recapture

Strategy/Activity

1.2 LHS will fund teachers before or after school to run PLATO program for 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)
15,000	Title I

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 be served by this activity

Strategy/Activity

1.3 Supplement classroom supplies already provided through the unrestricted general fund. These supplies will provide additional opportunities for varied instruction, reteaching or enrichment.

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)
25,000	Title I

Strategy/Activity 4

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

All students will be served by this activity

Strategy/Activity

1.4 Purchase supplemental technology for classrooms such as document readers, TV's for AV presentations, student computers and printers

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	Title I

Strategy/Activity 5

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

English Language Learners

Strategy/Activity

1.5 Lindhurst High School will fund two bilingual para educators to work with students in core classes

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)
90,000	Title I

Strategy/Activity 6

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

primarily students in academic risk

Strategy/Activity

1.6 We will fund a student support specialist to work with students at risk of academic failure

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)
50917	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

1.7 Purchase additional materials and supplies for classrooms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

1.8 maintain copy machine leases and service contracts

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)
16,100	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

students reading below grade level

Strategy/Activity

1.9 Lindhurst will purchase ILIT to be used with students reading at the elemenary or middle school levels.

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)
5,000	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Credit deficient students

Strategy/Activity

1.10 Lindhurst will fund PLATO program for credit recapture

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)
20000	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.11 Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC) as well as Positive Behavioral Interventions and Support (PBIS). These professional learning and professional development opportunities will include PLC institutes, summits , trainings as well as extra time beyond the contract for teachers to collaborate

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)
69000	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

1.12 Fund teachers of all departments to work beyond contract hours for collaboration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,196	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students taking Math

Strategy/Activity

Will continue to use Edulastic, a math program designed to supplement math instructors curriculum with common assessments and student data analysis

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)
900	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students in Math Classes

Strategy/Activity

1.13 The use of the KUTA program for math allows teachers and students additional support and extensions for not only struggling students but students who are excelling.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1300	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase software, Enriching Students, to assist teachers with scheduling, tracking and supporting students during intervention time

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)
5,500	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

At risk students in Math

Strategy/Activity

Continue to use the Ascend math program for those students who are struggling 3 or more years below grade level in math.

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)
3,200	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.14 To give the students as much supplemental or enhanced reading opportunities, LHS will purchase additional books for the library.

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)
2500	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 2

Increase positive student engagement at Lindhurst High School

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
positive press in our local news		4 articles over the course of the year showcasing positive activities at Lindhurst High School
Binders or google drives for departmental PLC's		Each department will have a drive or file containing identified standards, student learning expectations, assessments and data correlating to those common assessments.
suspension rates		decrease in suspension rates by 5 percent
attendance rates		Increase attendance rate to 97 percent

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 will be served by this activity

Strategy/Activity

2.1 Supplement funding for an administrator who works directly with our students population.

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)
37,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

2.2 Lindhurst will bring in motivational speakers and presentations for student assemblies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	Title I

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 be served by this activity

Strategy/Activity

2.3 Fund a PASS (probation) officer to work with at risk youth and help promote a positive school culture and climate and a positive bridge between our youth and law enforcement

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)
88579	Targeted
3804	Targeted Carryover

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

The school and District should develop collaborative structures and allocate sufficient resources to address the shift to the Common Core; develop rich, rigorous and relevant instructional strategies; align curriculum and assessments; and develop academies and pathways.

Goal 3

Lindhurst will maintain and grow its college and career pathways

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
college and career ready metric		85 percent of seniors will meet the measure of college or career ready
state dashboard		all subgroups will show an increase in college and career ready of at least 10 points

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 in culinary pathway

Strategy/Activity

3.1 Purchase materials and supplies for classroom and co-classroom activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Ornamental Horticulture pathway

Strategy/Activity

3.2 Purchase materials and supplies for classroom and co-classroom activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

students taking STEM classes

Strategy/Activity

3.3 Lindhurst will supplement materials and supplies for our STEM classes and activities in our Science Department

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

students in Agriculture Manufacturing Pathway

Strategy/Activity

3.4 Purchase materials and supplies for classroom and co-curricular activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in Multi-Media design pathway

Strategy/Activity

3.5 In order to have move of an industry standard and feel, the instructor will use the ADOBE software to enhance the learner in this course and pathway.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students in the Construction Technology Pathway

Strategy/Activity

3.6 Purchase materials an d supplies for classroom and co-curricular activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted

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

Increase parent, family, and community involvement in the education of all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 4

Lindhurst will increase positive parent participation and press within our school and community

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
greater parent attendance		parental attendance at school sponsored events will increase by 15 percent
Boosters		establishment and continued involvement of a school boosters club

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

4.1 adds in the local paper announcing positive student academic performances as well as events

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)
2591	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

4.2 postage and mailings to parents communicating events at Lindhurst

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)
2200	Title I Parent Involvement

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	$596,287.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	405,744	69,231.00
Title I Carryover	0	0.00
Title I Parent Involvement	5,384	593.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	251,179	0.00
Targeted Carryover	0	-3,804.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	434,613.00
Goal 2	137,383.00
Goal 3	19,500.00
Goal 4	4,791.00
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Bob Eckardt	Principal
Hark Dulai	Other School Staff
Shelly Greco	Classroom Teacher
Matt Kearns	Classroom Teacher
Kimo Kupser	Classroom Teacher
Meaghan Alvarez	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Traci Fritzinger	Secondary Student
Nick Sanchez	Secondary Student
Adeline Garcia	Secondary Student

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:

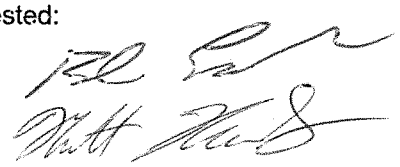
Signature	Committee or Advisory Group Name
	District/School Liaison Team for Schools in Program Improvement

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 8/31/2020.

Attested:



Principal, Bob Eckardt on 8/31/2020	Matthew Kearns
SSC Chairperson, on 8/31/2020	

School Year: 2020-21

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
Marysville High School	58-72736-5835202	9/1/2020	

Purpose and Description

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

Schoolwide Program

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

Marysville High School will analyze and report out to stakeholders current data relating to our most at risk student population and dedicate funds allocated to the intervention, support, academic, social/emotional, college and career planning for these students in compliance with title I, local control and accountability, and WASC Accreditation guidelines to maximize student outcomes for learning and achievement so that they are college and career ready.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site leadership team and faculty review data related to student academic performance monthly and plan interventions and supports for educationally disadvantaged youth. The leadership team updates annually academic student perfomance data and update the WASC Action plan from

this data. The leadership team as well as the site council and ELAC committees review the WASC Action Plan, LCAP Plan and site plan regularly to monitor resources allocated to improve student academic performance and outcomes for all students, but specifically EDY students.

Resource Inequities

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

College/Career readiness, parent involvement, and academic progress of EL learners, EDY students, and SPED students will be the focus for school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	4.9%	5.63%	5.12%	45	52	48
African American	4.0%	4.44%	4.48%	37	41	42
Asian	7.5%	6.71%	6.5%	69	62	61
Filipino	0.8%	0.65%	0.32%	7	6	3
Hispanic/Latino	29.7%	30.19%	31.13%	272	279	292
Pacific Islander	0.8%	0.76%	0.96%	7	7	9
White	50.2%	47.84%	47.97%	460	442	450
Multiple/No Response	0.8%	0.87%	0.85%	7	8	8
			Total Enrollment	916	924	938

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	269	280	239
Grade 10	225	276	287
Grade 11	215	198	239
Grade 12	207	170	173
Total Enrollment	916	924	938

Conclusions based on this data:

1. MHS is experiencing a slight increase in enrollment

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	83	90	94	9.1%	9.7%	10.0%
Fluent English Proficient (FEP)	135	121	114	14.7%	13.1%	12.2%
Reclassified Fluent English Proficient	4	4	0	5.9%	4.8%	0.0%

Conclusions based on this data:

1. MHS is experiencing a slight increase in students who are English Language Learners and will require more intensive support to move toward RFEP status.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	183	189	213	181	184	209	179	183	209	98.9	97.4	98.1
All Grades	183	189	213	181	184	209	179	183	209	98.9	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2569.	2562.	2588.	15.08	15.85	19.62	30.17	26.23	38.76	28.49	32.24	22.49	26.26	25.68	19.14
All Grades	N/A	N/A	N/A	15.08	15.85	19.62	30.17	26.23	38.76	28.49	32.24	22.49	26.26	25.68	19.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.14	26.78	24.52	43.58	44.26	50.00	31.28	28.96	25.48
All Grades	25.14	26.78	24.52	43.58	44.26	50.00	31.28	28.96	25.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.99	18.03	20.19	48.04	48.09	60.58	32.96	33.88	19.23
All Grades	18.99	18.03	20.19	48.04	48.09	60.58	32.96	33.88	19.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.11	21.31	14.83	62.57	62.84	70.81	17.32	15.85	14.35
All Grades	20.11	21.31	14.83	62.57	62.84	70.81	17.32	15.85	14.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.91	19.13	30.29	53.07	50.82	53.37	24.02	30.05	16.35
All Grades	22.91	19.13	30.29	53.07	50.82	53.37	24.02	30.05	16.35

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.
3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	182	188	213	181	185	210	181	184	209	99.5	98.4	98.6
All Grades	182	188	213	181	185	210	181	184	209	99.5	98.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2515.	2523.	2528.	4.42	2.72	5.74	12.15	13.04	11.48	21.55	28.80	28.23	61.88	55.43	54.55
All Grades	N/A	N/A	N/A	4.42	2.72	5.74	12.15	13.04	11.48	21.55	28.80	28.23	61.88	55.43	54.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.39	5.98	9.09	19.89	28.80	24.40	70.72	65.22	66.51
All Grades	9.39	5.98	9.09	19.89	28.80	24.40	70.72	65.22	66.51

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.63	7.61	8.13	36.46	39.67	45.45	56.91	52.72	46.41
All Grades	6.63	7.61	8.13	36.46	39.67	45.45	56.91	52.72	46.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.52	7.61	9.09	54.70	54.35	53.59	39.78	38.04	37.32
All Grades	5.52	7.61	9.09	54.70	54.35	53.59	39.78	38.04	37.32

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.

3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1551.2	1563.4	1546.4	1555.1	1555.6	1571.3	35	22
Grade 10	1553.5	1581.3	1540.7	1574.2	1565.8	1588.1	26	32
Grade 11	1562.8	1578.5	1550.5	1574.5	1574.7	1582.0	15	22
Grade 12	1557.2	1594.7	1537.8	1590.7	1576.2	1598.1	13	12
All Grades							89	88

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.29	9.09	*	54.55	37.14	27.27	*	9.09	35	22
10	*	28.13	*	50.00	*	15.63	*	6.25	26	32
11	*	22.73	*	50.00		27.27	*	0.00	15	22
12	*	16.67	*	66.67	*	16.67	*	0.00	13	12
All Grades	29.21	20.45	34.83	53.41	24.72	21.59	*	4.55	89	88

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	36.36	*	40.91	*	22.73	*	0.00	35	22
10	*	46.88	*	40.63	*	9.38	*	3.13	26	32
11	*	36.36	*	45.45	*	18.18	*	0.00	15	22
12	*	50.00	*	50.00		0.00	*	0.00	13	12
All Grades	47.19	42.05	28.09	43.18	16.85	13.64	*	1.14	89	88

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	34.29	45.45	*	40.91	31.43	13.64	35	22
10	*	15.63	*	37.50	*	37.50	*	9.38	26	32
11	*	0.00	*	45.45	*	40.91	*	13.64	15	22
12		8.33	*	41.67	*	33.33		16.67	13	12
All Grades	*	6.82	38.20	42.05	30.34	38.64	21.35	12.50	89	88

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	4.55	42.86	86.36	*	9.09	35	22
10	*	28.13	46.15	62.50	*	9.38	26	32
11	*	0.00	*	77.27	*	22.73	15	22
12	*	0.00	*	91.67	*	8.33	13	12
All Grades	42.70	11.36	46.07	76.14	*	12.50	89	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	77.27	42.86	18.18	*	4.55	35	22
10	42.31	93.75	50.00	3.13	*	3.13	26	32
11	80.00	77.27	*	22.73		0.00	15	22
12	*	100.00	*	0.00	*	0.00	13	12
All Grades	53.93	86.36	40.45	11.36	*	2.27	89	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.64	45.71	63.64	40.00	22.73	35	22
10	*	28.13	46.15	62.50	*	9.38	26	32
11	*	4.55	*	77.27	*	18.18	15	22
12		8.33	*	75.00	*	16.67	13	12
All Grades	15.73	15.91	53.93	68.18	30.34	15.91	89	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.64	65.71	77.27	*	9.09	35	22
10	*	12.50	69.23	68.75	*	18.75	26	32
11	*	0.00	*	95.45		4.55	15	22
12	*	25.00	*	75.00		0.00	13	12
All Grades	23.60	11.36	66.29	78.41	*	10.23	89	88

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
938	68.7	10.0	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	10.0
Foster Youth	10	1.1
Homeless	9	1.0
Socioeconomically Disadvantaged	644	68.7
Students with Disabilities	114	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	4.5
American Indian	48	5.1
Asian	61	6.5
Filipino	3	0.3
Hispanic	292	31.1
Two or More Races	25	2.7
Pacific Islander	9	1.0
White	450	48.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Yellow		
College/Career Green		

Conclusions based on this data:

1. Planning and utilization of SPSA resources need to continue to be allocated for EDY in the areas of mathematics, ELA, college/career, science and intervention and prevention.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
7 points above standard	59.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.2 points	Increased ++14.6 points	2
205	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	10.7 points below standard	134 points below standard
2	Increased Significantly ++15.2 points	Increased Significantly ++16.3 points
	141	21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color 3.1 points below standard Increased ++10.9 points 14	No Performance Color 25.3 points above standard 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 11.5 points below standard Increased ++7.3 points 57	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Green 27.5 points above standard Increased Significantly ++34.5 points 100

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.3 points below standard Increased Significantly ++18.1 points 21	Less than 11 Students - Data Not Displayed for Privacy 4	10.5 points above standard Increased Significantly ++29.8 points 155

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
98.8 points below standard	144.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.8 points	Declined -10 points	2
205	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	116.9 points below standard	212.8 points below standard
1	Declined -5.8 points	Increased Significantly ++30.2 points
	140	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color 124.9 points below standard Declined -11.3 points 14	No Performance Color 45.9 points below standard 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 114.8 points below standard Maintained -0.9 points 57	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Yellow 82 points below standard Increased ++4.7 points 101

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.7 points below standard Declined -9 points 21	Less than 11 Students - Data Not Displayed for Privacy 4	100.5 points below standard Increased ++5.4 points 155

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
63.2 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: High

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.

2019 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
19	13	6	49

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
36.9	42.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.2	Increased Significantly +35.2	3
176	14	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	31.7	10.3
7	Increased +10.2	Increased Significantly +10.3
	123	29

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 46.2 13	No Performance Color 69.2 Increased Significantly +30.3 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 34.5 Increased +14.9 58	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 34.6 Increased +4.5 81

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	28.7 **Prepared**	36.9 **Prepared**
Approaching Prepared	32 **Approaching Prepared**	34.1 **Approaching Prepared**
Not Prepared	39.2 **Not Prepared**	29 **Not Prepared**

Conclusions based on this data:

1. Staff development, materials/ supplies, and techology resources would benefit EDY toward preparation to be career and college ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
95.5	100	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Maintained 0	3
176	14	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	95.1	89.7
7	Increased +2	Increased +14.7
	123	29

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	100	92.3	Less than 11 Students - Data Not Displayed for Privacy
7	13	Declined -2.1	1
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
96.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.8
Increased +4.4	2	1	Maintained -0.8
58			81

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
94.5	95.5

Conclusions based on this data:

1. Our social economically disadvantaged youth and Hispanic students have a slightly lower graduation rate than ALL students. Resources and planning targeting these student populations to increase graduation rates will benefit EDY students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	4	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
7.4	6.8	23.8
Declined -0.8	Increased +3.1	Declined -1.2
1026	103	21

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
24	8.6	9.8
Increased +10.4	Increased +0.4	Declined -4.6
25	710	143

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Yellow	Blue	No Performance Color
30.6	7	0	Less than 11 Students - Data 3
Increased +12.2	Declined -3.3	Maintained 0	
49	57	64	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Yellow
6.2	7.1	Less than 11 Students - Data 10	7.1
Increased +0.5	Declined -11.8		Declined -1.4
321	42		480

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.2	7.4

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student voice and/or student centered instruction to aide in the transition to common core state standards and increase academic rigor. (COLLABORATION)

Goal 1

Improve first instruction, rigor and engagement across all disciplines to improve the academic performance of all Marysville High School students in all areas of student to prepare them to be career and college ready.

Identified Need

As identified by WASC Action Plan. Increase rigor and instruction for all students as monitored by summative (state) and formative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP English/Language Arts		Increase of 10 points
CASSPP Mathematics		Increase 10 points
Reclassification of EL students using the ELPAC assessment	4 reclassification for the 18-20 school year	Reclassify 5 students
Graduation rate		Increase graduation rate by 2%, from %94 to %96
College/Career readiness		Increase percentage of students qualified as career/college ready by 10%
Advanced Placement		Increase site-level AP exam pass rate from 54% to %58.
EAP		Increase EAP exam passage rates from 12% to 14% in ELA and from %57 to %58 in math.
special education		Increase student performance on CASSPP ELA, math and CAST performance by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, all grade levels, specifically EDY, SPED and EL students

Strategy/Activity

Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Marysville High School will provide a secondary support specialist to assist EL learners within the classroom, in small group, and after school during specialized tutoring opportunities

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)
44,000.	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students

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

Amount(s)	Source(s)
20,000.	Title I

Strategy/Activity 4

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

Strategy/Activity
Provide supplementary technological tools and applications and subscriptions to enhance common core instruction in all academic areas and expand students knowledge and access to current technological application in education, arts and industry.

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.	Targeted

Strategy/Activity 5

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

Strategy/Activity
Communication and Lesson Delivery:
Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanning, emailing, faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. Maintenance service agreements for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

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

Amount(s)	Source(s)
3500.	Targeted

Strategy/Activity 6

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

Educationally disadvantaged youth, EL learners

Strategy/Activity

Provide additional classified support/staffing in targeted classroom/subjects, such as mathematics, science and English/Language arts to provide instructional support to EDY students in the general education setting.

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)

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Develop and utilize systemic assessment programs and processes in order to leverage student performance data to direct decision making and inform instruction as a means of increasing rigor (DECISION MAKING)

Goal 2

Sustain and enhance positive school culture, safety and engagement at Marysville High School.

Identified Need

Increase positive school culture across Marysville High School for staff and students. Reduce chronic absenteeism with at risk students, increase positive attendance percentages, reduce D's & F's among at risk youth, and decrease suspension rates for at risk populations by 2%. See WASC Action Plan

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates		Decrease suspension rates by 3% (from %8.2 to %5.2)
Attendance Rates		Increase overall student attendance to 97% and reduce chronic absenteeism by 2%

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 specifically at risk sub groups

Strategy/Activity

Fund PASS Officer to work with at risk youth to increase attendance and school performance, & engagement promote a positive school culture and maintain a positive connection between students and law enforcement agencies.

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)
98,682	Targeted

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 at risk students

Strategy/Activity
Supplement funding for 25% of administrator to work directly with at risk 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)
25,000.00	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students and specifically at risk students related to academic, attendance, behavior and social emotional issues.

Strategy/Activity
Fund an At Risk Consultant/counselor

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)
40,000.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students, students in the PBIS tier 1 setting, and tier 2.

Strategy/Activity
PBIS, Link Crew capacity building expenses: The PBIS coordinator facilitates the Tier I & II process looking at behavioral and attendance data using the SWIS data analysis program. From the data,

the SWIS data, the Tier 1 & II teams set goals and target areas to increase positive behavior/culture on campus, reduce tardies, truancy and discipline that results in lost learning time for students. Activities include weekly facilitated meetings around data, student presentations via poster, video on behavioral expectations, staff activities to facilitate a campus wide education and promotion of RESPECTFUL, RESPONSIBLE AND HEALTHY expectations.

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)
25,989.	Title I

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

Increase parent, family and community involvement in the education of all students.

WASC Goal

Develop a strategic and comprehensive outcomes for sped and EL students.

Goal 3

Increase the number of students that are identified as college and career ready as measured by the dashboard.

Identified Need

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of students that are considered college/career ready	28.7% career/college ready 2018	Increase by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Postage, paper, labeling, and printing costs for supplemental parent communications, including, and parent newsletters, flyers, signage to involve community stakeholders in improving the academic outcomes for 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)
981.	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of applications or technology, that enhance communication with families related to student progress, and career/college information and outcomes and/or increase access for EL students to curriculum, English/Language technology applications.

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)
1,072.	Title I Parent Involvement
5,000.00	Title I

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student centered instruction to increase rigor across the curriculum.

Goal 4

Professional Development: %80 of staff will participate in professional development and study best practices around school culture, positive behavior interventions/supports, professional learning community work.

Identified Need

Site administration, site leadership team, and district leadership employ a long-range, comprehensive and cohesive staff development plan focused on strengthening the rigor, curriculum, instruction and the academic performance of all student to improve academic, career/college readiness outcomes for ALL students via a high performing professional learning school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff participation in PLC professional development		Increase staff participation in PLC trainings by %2.
Professional development: PBIS		Increase/maintain professional development opportunities for staff in Tier 1 and Tier 2 PBIS
Professional development to improve student academic performance		Increase staff participation for subject specific PD by %2.
Professional development to improve outcomes for at risk/EDY students		Increase staff participation in PD to learn instructional strategies to support EL, SPED, and EDY youth

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Professional development : Professional development, substitutes and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, Rtl, social science, and science teachers), up to 10 times a year, for the purposes of
aligning curriculum to the common core standards, pacing, processing student assessments, integrating learning skills (content literacy, organizational, study skills), and enhancing intervention strategies so all EDY students will attain a gain in the number of students achieving proficiency on the ELA/math CAASPP and new CAST.

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)
48,067.	Title I
6,060.	Targeted

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

Increase parent, student, family and community involvement in the education of all students.

WASC Goal

Strategic planning and implementation of a comprehensive plan to increase college/career readiness skills and outcomes for students.

Goal 5

Increase the number of Marysville High School students identified as career/college ready as measured by Dashboard.

Identified Need

Increase number of students awareness of post high school readiness skills, career/college/military/trade school opportunities. accessing and completing AP courses, college prep courses (A-G)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Marysville High School's outcomes of students applying for and attending post secondary colleges and trade schools or military.		
Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online course.		

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, EDY students

Strategy/Activity

Provide a college/career center technician to increase opportunities for college and career readiness. This service will provide structured activities and supports to gain information and access to post high school options in a center based model. Students can research and apply for colleges, military and trade schools.

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)
43,000.	Title I

Strategy/Activity 2

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

Strategy/Activity
Provide materials, supplies and support to EDY students in the areas of college and career exploration, readiness to increase students skills and awareness of college and career options.

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)
5,000.	Title I

Strategy/Activity 3

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

Strategy/Activity
Provide online software and two to three teachers to teach credit repair classes serving at least 50 students after school during the year and during the summer.

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

Amount(s)	Source(s)
26,743.	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.	Title I Parent Involvement

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

Provide opportunities for students to access academic extension activities to improve speaking, listening, reading and writing skills which will increase academic preparation in core subjects, provide access to career technical pathways and increase college/career readiness.

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)

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	$434,594.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	267,799	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	3,553	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	163,242	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	107,500.00
Goal 2	189,671.00
Goal 3	7,053.00
Goal 4	54,127.00
Goal 5	76,243.00
Goal 6	

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

3 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Shevaun Mathews	Principal
Dean Allen	Classroom Teacher
Yvonne Thornton	Other School Staff
Will Claggett	Classroom Teacher
Star Saunders	Classroom Teacher
Amy Eggleston	Classroom Teacher Other School Staff
Kelly Williamson	Parent or Community Member
Penny Rogers	Parent or Community Member
Carmie Ellyson	Parent or Community Member
Jason Roper	Parent or Community Member
Silas Ellenson	Secondary Student
Alize Medina	Secondary Student
Diane Jensen	Secondary Student
Marissa Torrez	Secondary Student
Pam Kenney	Other School Staff

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 9/1/2020.

Attested:

Principal, Shevaun Mathews on 9/1/2020

SSC Chairperson, Kelly Williamson on 9/1/2020

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 9/1/2020.

Attested:

Shevaun Mathews Principal, Shevaun Mathews on 9/1/2020

Kelly Williamson SSC Chairperson, Kelly Williamson on 9/1/2020

School Year: 2020-21

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
Marysville Charter Academy for the Arts	58-72736-5830138	8-27-20	9-8-20

Purpose and Description

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

Schoolwide Program

This plan will increase student achievement in mathematics overall and will also target students for extra help in mathematics. It should also increase parent involvement.

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.

MCAA is a charter school that has aligned the academic goals found in the LCAP, SPSA, and the WASC action plan so that all actions are working together to accomplish these goals.

Stakeholder 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

Discussed and approved the plan with the school site council on 8-28-20. Also met with the school leadership team to discuss the plan. The LCAP and WASC goals were used as sources of needs for the SPSA.

Resource Inequities

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

MCAA students, overall, score lower in state testing in math than they do in English and science. When looking at math data, we see that "All Students" are -18.1 from standard and EL students are -65.5 from standard. Also, socio-economically disadvantaged students are -27.8 from standard while Hispanic students -36.3 from standard.
In English, EL students are -37.1 from standard while all other subgroups are above the standard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.8%	1.32%	0.75%	7	5	3
African American	2.1%	2.11%	1.5%	8	8	6
Asian	3.9%	4.47%	4.25%	15	17	17
Filipino	%	0.26%	0.5%		1	2
Hispanic/Latino	37.0%	36.32%	37.75%	141	138	151
Pacific Islander	%	0.53%	0.75%		2	3
White	46.7%	45.26%	43.75%	178	172	175
Multiple/No Response	0.8%	0.26%	0.5%	3	1	2
			Total Enrollment	381	380	400

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	76	74	75
Grade 8	78	78	75
Grade 9	64	65	71
Grade 10	69	57	65
Grade 11	48	63	58
Grade 12	46	43	56
Total Enrollment	381	380	400

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	13	13	16	3.4%	3.4%	4.0%
Fluent English Proficient (FEP)	87	85	88	22.8%	22.4%	22.0%
Reclassified Fluent English Proficient	5		6	35.7%	0	46.2%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2578.	2574.	2569.	12.50	19.72	19.18	59.72	40.85	39.73	20.83	30.99	27.40	6.94	8.45	13.70
Grade 8	2616.	2596.	2607.	26.32	10.53	21.13	50.00	56.58	49.30	19.74	28.95	23.94	3.95	3.95	5.63
Grade 11	2658.	2634.	2623.	42.22	31.67	27.27	46.67	43.33	34.55	8.89	21.67	29.09	2.22	3.33	9.09
All Grades	N/A	N/A	N/A	24.87	19.81	22.11	52.85	47.34	41.71	17.62	27.54	26.63	4.66	5.31	9.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	29.17	35.21	31.51	54.17	52.11	46.58	16.67	12.68	21.92
Grade 8	42.11	30.26	38.03	50.00	60.53	53.52	7.89	9.21	8.45
Grade 11	53.33	45.00	38.18	42.22	46.67	49.09	4.44	8.33	12.73
All Grades	39.90	36.23	35.68	49.74	53.62	49.75	10.36	10.14	14.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	27.78	26.76	30.14	68.06	61.97	57.53	4.17	11.27	12.33
Grade 8	34.21	19.74	32.39	56.58	68.42	60.56	9.21	11.84	7.04
Grade 11	51.11	35.00	34.55	44.44	50.00	47.27	4.44	15.00	18.18
All Grades	35.75	26.57	32.16	58.03	60.87	55.78	6.22	12.56	12.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	19.72	16.44	73.61	70.42	71.23	9.72	9.86	12.33
Grade 8	26.32	21.05	28.17	72.37	75.00	63.38	1.32	3.95	8.45
Grade 11	31.11	35.00	18.18	66.67	61.67	72.73	2.22	3.33	9.09
All Grades	23.83	24.64	21.11	71.50	69.57	68.84	4.66	5.80	10.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.11	28.17	30.14	55.56	59.15	50.68	8.33	12.68	19.18
Grade 8	43.42	38.16	35.21	52.63	51.32	56.34	3.95	10.53	8.45
Grade 11	48.89	41.67	41.82	51.11	50.00	49.09	0.00	8.33	9.09
All Grades	41.97	35.75	35.18	53.37	53.62	52.26	4.66	10.63	12.56

Conclusions based on this data:

1. ELA scores are down overall and in all grades when comparing 2017 test scores to 2018 test scores. Although we are not happy with this, we believe our PLC training will begin to have a positve effect in our students' achievement.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2559.	2546.	2549.	20.83	15.49	17.81	22.22	33.80	24.66	40.28	22.54	35.62	16.67	28.17	21.92
Grade 8	2567.	2554.	2573.	21.05	13.16	25.35	23.68	25.00	22.54	25.00	32.89	22.54	30.26	28.95	29.58
Grade 11	2580.	2575.	2599.	4.44	5.00	14.55	28.89	35.00	25.45	37.78	18.33	29.09	28.89	41.67	30.91
All Grades	N/A	N/A	N/A	17.10	11.59	19.60	24.35	30.92	24.12	33.68	25.12	29.15	24.87	32.37	27.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	26.39	25.35	21.92	44.44	39.44	46.58	29.17	35.21	31.51
Grade 8	25.00	26.32	29.58	38.16	42.11	36.62	36.84	31.58	33.80
Grade 11	6.67	20.00	27.27	51.11	30.00	21.82	42.22	50.00	50.91
All Grades	21.24	24.15	26.13	43.52	37.68	36.18	35.23	38.16	37.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.61	18.31	21.92	50.00	49.30	53.42	26.39	32.39	24.66
Grade 8	26.32	15.79	25.35	46.05	56.58	49.30	27.63	27.63	25.35
Grade 11	13.33	10.00	23.64	62.22	48.33	50.91	24.44	41.67	25.45
All Grades	22.28	14.98	23.62	51.30	51.69	51.26	26.42	33.33	25.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	14.08	20.55	65.28	66.20	61.64	18.06	19.72	17.81
Grade 8	17.11	11.84	19.72	63.16	64.47	61.97	19.74	23.68	18.31
Grade 11	2.22	15.00	21.82	82.22	56.67	60.00	15.56	28.33	18.18
All Grades	13.47	13.53	20.60	68.39	62.80	61.31	18.13	23.67	18.09

Conclusions based on this data:

1. Math scores were up a little in terms of percent met or exceeded in all grades except for 8th grade in 2018 when compared to 2017. The 2019 math scores are not out yet.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10		*		*		*		*
All Grades							*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	66.67	*	16.67	*	8.33		8.33	*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	75.00	*	16.67		0.00		8.33	*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	8.33	*	66.67	*	16.67		8.33	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	58.33	*	41.67	*	0.00	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	83.33	*	8.33		8.33	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00		66.67	*	8.33	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	91.67		8.33	*	12

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
400	**57.3**	**4.0**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	4.0
Socioeconomically Disadvantaged	229	57.3
Students with Disabilities	10	2.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.5
American Indian	3	0.8
Asian	17	4.3
Filipino	2	0.5
Hispanic	151	37.8
Two or More Races	41	10.3
Pacific Islander	3	0.8
White	175	43.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green	**Chronic Absenteeism** Blue	
College/Career Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
32.1 points above standard	37.1 points below standard	0 Students
Maintained -0.9 points	Declined Significantly -33.6 points	
197	30	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -6.6 points	5
	122	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 12.4 points above standard Declined -4 points 85	No Performance Color 34.5 points above standard Maintained -2.5 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Green 49.3 points above standard Increased ++10.2 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	20 points below standard Declined Significantly -33.4 points 22	42.3 points above standard Increased ++7.8 points 142

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
18.1 points below standard	65.5 points below standard	
Increased Significantly ++15.8 points	Increased ++8.8 points	
197	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased Significantly ++15.3 points	5
	122	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 36.3 points below standard Increased Significantly ++21.9 points 85	No Performance Color 34.4 points below standard Increased ++11 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Blue 1.3 points above standard Increased Significantly ++19.9 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	58.9 points below standard Maintained -2.9 points 22	15.2 points below standard Increased Significantly ++18.4 points 142

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
75 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Low

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.

2019 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
1	2	5	4

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green 65.1 Increased +6.7 63	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color 65.6 Increased Significantly +10.1 32	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 52.2 Maintained -0.8 23	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color 0 Students	No Performance Color 68 Increased Significantly +15.6 25

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	58.3 **Prepared**	65.1 **Prepared**
Approaching Prepared	20.8 **Approaching Prepared**	17.5 **Approaching Prepared**
Not Prepared	20.8 **Not Prepared**	17.5 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.7	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	11	0
151		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1	Less than 11 Students - Data Not Displayed for Privacy
0	Maintained 0	5
	96	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
1.6	0	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained -0.1	Maintained 0	3	Maintained 0
64	13		61

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +6.3	1	
63		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
	Increased +3.7	2
	32	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 100 Increased +5.9 23	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color 0 Students	No Performance Color 100 Increased +9.5 25

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.8	100

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
1.5	6.3	
Maintained -0.1	Declined -1.4	
405	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not	2.2	7.7
1	Increased +0.7	Increased +7.7
	232	13

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
6	3	Declined -5.6	2
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Green
2.6	0	Less than 11 Students - Data	1.1
Increased +1.2	Maintained 0	3	Declined -0.6
154	43		176

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	1.5

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

WASC Goal

Goal 1: Student achievement in mathematics will improve by 3% annually. Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students In Honors and AP classes.

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

Identified Need

MCAA's overall student achievement in math is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -36.3. Our EL students average distance from standard is -65.5. Our overall average distance from standard is -18.1. The addition of math support classes at the 8th, 9th, and 10th grade levels would allow teachers to reteach struggling students at a slower pace in small group settings. An additional math teacher would allow three support intervention classes to be added to the master schedule and reduce class size in targeted math classes. In addition, the supplemental .85FTE would allow for more collaboration among math teachers during PLC time. The PLC time would be dedicated to reviewing student data, identifying student needs, and working to develop interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments in math (overall)	43.72% of math students met or exceeded standard, overall distance from standard is -18.1, which is an improvement of +15.8 over the previous year.	45.5% of students at met or exceed standard in math, closer to standard
All math classes will be Williams compliant by having a CCSS math book for all students.	100% compliant	Maintain 100% compliance
State assessments in math (Hispanic students)	Hispanic subgroup distance from standard in math is -36.3. which is an improvement of +21.9.	Closer to standard
A-G Requirements	71.4% of seniors met the A-G requirements in 2018-19, the latest available statistics, which	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	is an increase of 3% over the previous year.	
Graduation Rate	Graduation Rate of 100% according to the CDE dashboard	Maintain
AP Exam Passage Rate in Calculus	One out of 12 students passed the AP Calculus exam in 2020, which is an AP passage rate of 8.3%.	AP passage rate of 20% or higher
EAP passage rate in math	43.72% passage rate in Math	Increase the math passage rate to 43%
Attendance rate	98% attendance rate in 2019-20	Maintain
State assessments in math (EL students)	EL students average distance from standard is -65.5, which is an increase of +5.1.	Closer to standard
Common Formative Chapter Assessments in all math subjects.	2019/20 school year scores	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.

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 math students

Strategy/Activity

Keep an additional math teacher in order to reduce class size in some math classes and to keep 3 additional support classes on the master schedule.

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)
99363	Title I

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

Increase parent, family, and community involvement in the education of all students.

WASC Goal

N/A

Goal 2

Increase parent and stakeholder engagement in the education of their students.

Identified Need

More parents need to become academic partners and more involved in their childrens' academic success and school life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents fingerprinted	26 in 2019/20 (baseline was 9 parents fingerprinted)	Increase by at least 3 fingerprinted parents
Printing and mailing of parent newsletter	8 times per year	Maintain

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 will be served

Strategy/Activity

Increase parent participation and involvemnent in the school by offering free fingerprinting for the first 10 parents.

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)
684	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents impacting the entire educational program.

Strategy/Activity

Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.

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)
466	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

Goal 3

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both formative and summative assessments, CAASPP tests, and curricular assessments. In ELA, Language growth of all students will increase by 2% annually. In math, growth will increase by 3% or more annually. For 2020-21, English Language Learners at MCAA will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2020-21 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners receiving designated ELD	100%	100%
Textbook availability	100%	100%
Adequate facilities	100%	100%
Correctly assigned teachers (subject areas and EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 7-8 and 11	All students maintained- green (32.1 above standard)	All students maintained - Green
Overall CAASPP (math) Grades 7-8 and 11	All students improved (-18.1 below standard, which is an improvement of 15.8 over the previous year)	All students increase - Green
Overall English Learner progress	Too few EL students for a report. (N/A)	75% making progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	Due to the CAASPP not being administered, we were no able to reclassify students.	25% reclassified
Chronic Absenteeism	All students maintained Blue (EL at 0%)	All students maintain or improve - (Blue)
Suspension Rate	All students - Yellow 1.5% (increased 0.8%) (Suspension rate for EL students improved by 1.4%)	All students improve - Green or Blue

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)

English Learners

Strategy/Activity

Effective classroom instruction: provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	Title I

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	$102,013.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	86,697	-14,166.00
Title I Carryover	0	0.00
Title I Parent Involvement	1,150	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	0	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	99,363.00
Goal 2	1,150.00
Goal 3	1,500.00
Goal 4	
Goal 5	
Goal 6	

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

5 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

5 Secondary Students

Name of Members	Role
Tim Malone	Principal
Paul Vang	Other School Staff
Todd deVlaming	Classroom Teacher
Valeri Mathews	Classroom Teacher
Mat Fridrich	Classroom Teacher
Daniel Tejada	Classroom Teacher
Linda Summers	Parent or Community Member
Nicole Tindall	Parent or Community Member
Adam Cross	Secondary Student
Nikki Martin	Secondary Student
Cristina Barriga	Secondary Student
Carlota Day	Secondary Student
Karina Mendoza	

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 8-27-20.

Attested:

Tim Malone — Principal, Tim Malone on 8-27-20

Linda Summers — SSC Chairperson, Linda Summers on 8-27-20

School Year: **2020-21**

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
South Lindhurst Continuation High School	58-72736-5830096	8-27-2020	

Purpose and Description

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

Schoolwide Program

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

The Single School Plan for Student Achievement is created and designed to align district LCAP goals with site based needs and schoolwide goals and expectations. The uniform plan analyzes needs assessment data within the annual WASC Action Plan to identify the strengths and needs of our student population and school site. School budget is aligned within a plan (SSPSA) aimed at accomplishing the goals established by the site council team to improve the overall school program and meet the needs of all learners so they can achieve mastery learning standards. An end of the year evaluation of the expenditures within the SSPSA is conducted annually to determine effectiveness. The results of this evaluation and feedback from the Needs Assessment/Annual WASC Action Plan will influence the plan for the following school year.

Stakeholder 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

A team formed of students, staff, parents, and administration is created through a diplomatic voting process annually. This team will meet quarterly to review current expenditures, make funding adjustments to the plan, discuss school safety, culture, academics, events and needs to improve educational learning within the school building. All meetings will happen after the school day and on site. The goal is to create an inclusive process and culture that fosters the input of all stakeholders to improve academic learning for all learners.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.7%	3.33%	1.87%	2	4	2
African American	7.4%	4.17%	7.48%	9	5	8
Asian	2.5%	5.83%	4.67%	3	7	5
Filipino	%	0.83%	%		1	
Hispanic/Latino	43.8%	51.67%	58.88%	53	62	63
Pacific Islander	0.8%	%	%	1		
White	39.7%	34.17%	26.17%	48	41	28
Multiple/No Response	%	%	%			
			Total Enrollment	121	120	107

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 10	1		
Grade 11	32	33	20
Grade 12	88	87	87
Total Enrollment	121	120	107

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	26	28	24	21.5%	23.3%	22.4%
Fluent English Proficient (FEP)	10	21	20	8.3%	17.5%	18.7%
Reclassified Fluent English Proficient		1	0	0.0%	3.8%	0.0%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57	62	58	50	59	55	50	59	55	87.7	95.2	94.8
All Grades	57	62	58	50	59	55	50	59	55	87.7	95.2	94.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2473.	2515.	2472.	2.00	1.69	1.82	6.00	25.42	14.55	24.00	25.42	21.82	68.00	47.46	61.82
All Grades	N/A	N/A	N/A	2.00	1.69	1.82	6.00	25.42	14.55	24.00	25.42	21.82	68.00	47.46	61.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.00	20.34	10.91	34.00	40.68	25.45	60.00	38.98	63.64
All Grades	6.00	20.34	10.91	34.00	40.68	25.45	60.00	38.98	63.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.04	3.39	0.00	20.41	37.29	29.09	77.55	59.32	70.91
All Grades	2.04	3.39	0.00	20.41	37.29	29.09	77.55	59.32	70.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.00	6.78	3.64	58.00	67.80	56.36	32.00	25.42	40.00
All Grades	10.00	6.78	3.64	58.00	67.80	56.36	32.00	25.42	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.00	6.78	3.64	34.00	55.93	38.18	62.00	37.29	58.18
All Grades	4.00	6.78	3.64	34.00	55.93	38.18	62.00	37.29	58.18

Conclusions based on this data:

1. Data indicates that the majority of our population struggle with writing, communication and research. An ongoing area of focus will be on writing strategies across the content areas with built in activities that include listening/communication and research.

2. Growth occurred in the areas of Reading, Writing, Listening, and Research has occurred. The percentage of students below standard has decreased.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	58	62	58	54	60	56	54	60	56	93.1	96.8	96.6
All Grades	58	62	58	54	60	56	54	60	56	93.1	96.8	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2466.	2449.	2451.	0.00	0.00	0.00	0.00	3.33	0.00	11.11	6.67	14.29	88.89	90.00	85.71
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.33	0.00	11.11	6.67	14.29	88.89	90.00	85.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	7.41	5.00	8.93	92.59	95.00	91.07
All Grades	0.00	0.00	0.00	7.41	5.00	8.93	92.59	95.00	91.07

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.85	1.67	0.00	27.78	26.67	26.79	70.37	71.67	73.21
All Grades	1.85	1.67	0.00	27.78	26.67	26.79	70.37	71.67	73.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	1.67	0.00	38.89	41.67	39.29	61.11	56.67	60.71
All Grades	0.00	1.67	0.00	38.89	41.67	39.29	61.11	56.67	60.71

Conclusions based on this data:

1. 0% of students scored "At" or "Above" standard in Math (overall)
2. One year growth occurred in the area of "Communicating Reasoning" for students scoring "At" Standard
3. One year drop occurred in the areas of "problem solving" and "concepts and procedures"

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	1562.4	*	1548.7	*	1575.5	*	13
Grade 12	1578.2	1605.1	1585.3	1581.8	1570.6	1627.7	11	15
All Grades							21	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	46.15		30.77		15.38	*	13
12	*	40.00	*	33.33	*	26.67		0.00	11	15
All Grades	52.38	25.00	*	39.29	*	28.57		7.14	21	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	30.77		30.77		30.77		7.69	*	13
12	*	40.00	*	46.67		6.67		6.67	11	15
All Grades	90.48	35.71	*	39.29		17.86		7.14	21	28

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		0.00	*	30.77	*	53.85		15.38	*	13
12	*	33.33	*	26.67	*	26.67	*	13.33	11	15
All Grades	*	17.86	*	28.57	*	39.29	*	14.29	21	28

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	84.62		7.69	*	13
12	*	20.00	*	73.33		6.67	11	15
All Grades	*	14.29	61.90	78.57		7.14	21	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	46.15		38.46		15.38	*	13
12	100.00	73.33		20.00		6.67	11	15
All Grades	100.00	60.71		28.57		10.71	21	28

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	76.92		15.38	*	13
12	*	40.00	*	46.67	*	13.33	11	15
All Grades	*	25.00	61.90	60.71	*	14.29	21	28

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	92.31		0.00	*	13
12	*	20.00	*	73.33		6.67	11	15
All Grades	*	14.29	85.71	82.14		3.57	21	28

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
107	88.8	22.4	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	22.4
Foster Youth	1	0.9
Homeless	2	1.9
Socioeconomically Disadvantaged	95	88.8
Students with Disabilities	8	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	7.5
American Indian	2	1.9
Asian	5	4.7
Hispanic	63	58.9
Two or More Races	1	0.9
White	28	26.2

Conclusions based on this data:

1. Our population serves an At Risk population of students. Continued refinement of interventions, instruction, and programs will be a focal point. Continued professional development and implementation will be key.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Improved teaching and intervention is needed to improve mastery of content within ELA and Math. E.L. strategies within the classroom need to improve and focus on E.L. reclassification.
2. College & Career Pathways have not been established for 2018. Next school year SLHS will have clear pathways for students to complete.
3. Graduation rate has increased due to intervention, guidance and individual academic plans for each student. We will continue to refine our processes to improve. Suspension rates have decreased as a result of positive recognition, flexible "means of correction", and positive school culture.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. ELA scores increased last year, but is still below standard. Continued focus on P.D. will be made for next year.
2. Strategic and thorough lesson planning will be a focal point next school year.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

1. Math scores are well below standard and decreased last year. Improvement in P.D. will be a focus to improve tier 1 instruction.
2. Improved lesson planning to meet the level of skills and learning targets required to achieve proficiency.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.7 making progress towards English language proficiency
Number of EL Students: 26
Performance Level: Low

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.

2019 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
4	7	2	13

Conclusions based on this data:

1. 95.3% of all English Learners are functioning in level 3 or 4. More focus on E.L. strategies across the content areas will help capture and move level 3 students to level 4.
2. Professional Development for E.L. strategies and intervention will help capture level 2 students.
3. Provide integrated and Designated E.L. strategies and schedules to support EL learners.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
4	0	0 Students
Increased +4	Maintained 0	
75	20	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	2.9	Less than 11 Students - Data Not Displayed for Privacy
4	Increased +2.9	8
	69	

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	1	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
2.4	Less than 11 Students - Data Not Displayed for Privacy	0 Students	4.5
Increased +2.4	2		Increased +4.5
42			22

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	0 **Prepared**	4 **Prepared**
Approaching Prepared	13.9 **Approaching Prepared**	8 **Approaching Prepared**
Not Prepared	86.1 **Not Prepared**	88 **Not Prepared**

Conclusions based on this data:

1. The data indicates that 0% of students are not prepared for a college/career pathway. As a result it has been determined that SLHS currently has 0 official pathways established for students to complete. In addition, SLHS has not had a college code approved since it was established in 1993.
2. Result: Spring of 2019 SLHS established career pathways that align with comprehensive high schools and school site resources such as PLATO. Career pathways should be ready for the 2019-20 school year to begin "completers". Also, a college code has been approved by the college board for SLHS that will allow classes to count for A-G requirements.
3. Result: 2019-20 school year will include a dual enrollment course with Yuba College for Administrative Justice. This will open up a career pathway for students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
82.7	80	0 Students
Increased +3.5	Increased +8.6	
75	20	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	81.2	Less than 11 Students - Data Not Displayed for Privacy
4	Increased +5.4	8
	69	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 76.2 Maintained -2.6 42	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 90.9 Increased +5.7 22

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
79.2	82.7

Conclusions based on this data:

1. Graduation percentages and numbers have increased.
2. Individual academic plans, guidance and intervention have been effective tools to achieving graduation.
3. During distance learning more frequent forms of communication and intervention/support will be implemented. Data tracking measures for all students will be utilized for support, attendance, and academic progress.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
6.5	4.5	Less than 11 Students - Data Not
Declined Significantly -3.5	Increased +2.1	2
184	44	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not	6	5.3
5	Declined Significantly -4.1	Declined -7.2
	167	19

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
33.3	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
12	4	6	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Green
5.6	Less than 11 Students - Data		3.9
Increased +0.3	2		Declined -12.7
107			51

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.1	6.5

Conclusions based on this data:

1. Suspension percentages and rates have decreased each school year for the past 5 years.
2. The highest suspended population is "white"
3. The strength of this school is it's positive culture and sense of family. This is one of the largest reasons for the decrease in suspensions. Other factors that lead to positive school climate include positive recognition, clear expectations (PBIS) and alternative interventions as a means to correct behavior to avoid suspension.

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

District LCAP Goal #1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

District LCAP Goal #2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Goal 1: Critical Area 1: The administration and staff will improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies to all students especially those identified as struggling, EL and Special Education students.

Goal 2: Critical Area 2: The administration and staff provide ongoing professional development to instructor's as they provide front-line support and well-being to students struggling with social, emotional, and behavior issues ensuring a safe learning environment to all students.

Goal 3: Critical Area 3: The administration provides increased support to individual teachers in implementing the standards and 21st Century Skills to support increased rigor to all students.

Goal 1

Improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies and intervention to all students especially those identified as "At Risk" (struggling), E.L. and Special Education students.

Identified Need

Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners. Students who are struggling must be caught early and provided immediate intervention. Analysis of state testing results over a 3 year period indicates growth but low percentages of students reaching or exceeding standard. Survey data from students and staff indicate that research based strategies are needed to improve instruction and achievement. Nearly 23% of SLHS enrollment each quarter are English Learners and 10% are on an IEP. Continued refinement and growth to support these learners is needed to meet their needs fully.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development: Staff Attendance of trainings/conferences/workshops	Attend District Trainings	Attend at least 1 training beyond district offered trainings
Professional Development: (Share new information with the team) Staff Google Classroom, Google Team Drive & PLC Agenda's	No information shared during PLC or in Staff Google Classroom	Documentation should be housed within one of the three options to share information with the PLC team to improve instructional planning and intervention.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Resource/Intervention: Reclassification Data	0 reclassified in 2017-18	Goal: Reclassify 5 or more students
Resource/Intervention: Graduation Data	69 graduates in 2017-18 & 2018-19	70+ graduates
Resource/Intervention: CAASPP scores increase (Math, ELA)	ELA: 44.2 points below standard MATH: 175.1 points below standard	ELA: At standard (Looking for positive growth) Math: At Standard (looking for positive growth)
Attendance Data	97.1 % avg. for 2018-19 school year	97.5% average for 2019-20
C.I.A. Common Informative Assessment Data through PLATO	ELA: 32% "At or Meeting Learning Standard" in 2018-19 MATH: 0% "At or Meeting Learning Standard" in 2019-19	ELA: 40% MATH: 10%
PLATO Credits Earned	300 total credits earned in 2018-19	320 total credits earned in 2018-19
Workshop & Parent Meeting Attendance Data	No data available	At least 70% of targeted population attend
PLATO Test Pack Assessment Data	ELA: 35 students Met Standard MATH: 0 students Met Standard	ELA: 40 students Met Standard MATH: 10 students Met Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All At Risk Students. P.D. focus will be driven to push academically high students with rigor and struggling learners with intervention and supports.

Strategy/Activity

Professional Development:

Increase research based methodologies and strategies for E.L, SPED, and At Risk Youth. Every staff member will attend at least 2 professional growth trainings, workshops, or conferences per year that are related to our Critical Growth Areas, Schoolwide Learner Outcomes, or SMART Goals.

Examples include but are not limited to:

- CCEA conference for continuation high schools

- PLC conference
- Electronic/virtual webinar and trainings
- Google Training for all staff
- District P.D.
- On-site workshops/trainings
- Off-site workshops/trainings
- County workshops/trainings & conferences
- Expenditures to include conferences, transportation, lodging, extra duty, sub costs, fees, etc.
- Professional Development materials/books/videos/resources/subscriptions for staff to learn and implement new strategies to ensure that all learners reach mastery of Common Core Standards

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)
6,000	Targeted

Strategy/Activity 2

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

Intervention & Extension of rigor for all 11th & 12th grade At Risk Students with special focus on struggling, E.L. and Special Education students.

Strategy/Activity

Resource/Intervention with Secondary Student Support Specialist position:

Build in intervention and supports within the school day to ensure that all students understand the content and maximize learning potential. Student Support Specialist will provide direct academic support within classrooms of greatest need as determined by the administrator and PLC team. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / Pull out model) in CORE academic content areas.

This position provides the following intervention to students:
- Push-in intervention within the classroom during normal instruction
- Flexible pull-out intervention for re-teach (small group or 1 on 1)
- Built in intervention & study hall as an actual class period to receive additional help, complete missing assignments, tutoring and intervention
- Drop –in class periods for support as needed

Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Communicating with parents about progress and supports at home. E.L. focus to provide ongoing support to second language learners and reclassify eligible students out of E.L. classification.

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)
36,220	Title I

Strategy/Activity 3

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

All Students

Strategy/Activity

Instructional Technology & Materials and Supplies (Teaching & Learning):

Support teachers in engaging students in achieving content mastery and 21st Century Skills. Expenditure is primarily for student use supplemental materials, subscriptions, teaching guides/supports that help extend learning through demo's, visual learning and hands on activities.

* Ipad tripods to support the recording of instruction for online learning and support.

*Desktops, laptops/ chromebooks, printers & visual aids to promote 21st Century skills embedded within the daily curriculum. Aimed at all students achieving mastery on content standards.

* Reading Intervention & supports

* Writing resources for mastering writing standards and creating student portfolio's of work

* Math Intervention & support programs & materials

*Math support materials and texts that connect standards based math concepts to real life. Consumer and Personal Finance related materials to supplement adopted district curriculum.

*Interactive Units

*Science based lab materials and resources for Next Generation Science Standards. Materials are used to supplement engaging units and lessons to get all students at grade level mastery. STEM

*Materials and supplies to conduct outdoor labs within the SLHS greenhouse and garden beds. The hands on application increases engagement, buy in, and reaches our kinesthetic learner population. The practice of application and "doing" by showing within the greenhouse meets the needs of our E.L. population (visuals, modeling, collaboration).

* Resource curriculum and support materials for targeted population: E.L. & Low Socio-Economic Disadvantaged Youth struggling to meet grade level standards. Including support materials for behavioral/social/organizational needs to achieve academic success & college/career readiness. Specifically, Botvin Life Skills curriculum.

* Technology, devices, cameras, and support materials to aid online video conferencing, instruction, and support.

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

Amount(s)	Source(s)
16,000	Targeted

Strategy/Activity 4

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

All Students

Strategy/Activity

Communication & Lesson Delivery:

Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanninig, emailing, and faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. *Maintenance Service Agreement for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

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)
2544.00	Targeted

Strategy/Activity 5

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

All At Risk Students

Strategy/Activity

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

Amount(s)	Source(s)

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

LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

WASC Goal

Goal 4: Critical Area 4: The administration and staff increase opportunities for all students, outside of leadership class, to participate in school-wide decision making to provide additional opportunities to express their ideas for enrichment and extra-curricular activities.

Goal 2

Increase student, parent and community involvement in the education of all students.

Identified Need

Parent communication occurs through many channels and levels currently. The participation level outside of the South Lindhurst High School campus is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students. An example of poor parent participation can be seen through survey data. Only 5 parents completed a survey during the 2018-19 year about our school and educational program. This survey was communicated through: website, phone system text message, and the remind app.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys	5 parents completed in 2018-19	40 parents complete surveys in 2019-20
Parent Sign-In Sheet Data	32 parents attended FAFSA Workshop in 2018-19	35 parents attend FAFSA Workshop in 2019-20

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 & families

Strategy/Activity

Parent Involvement:

Increase parent involvement and communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students. Communication will involve internet, electronic media technology, apps, paper, and mailers.

- Supplies for parent involvement nights, parent meetings, workshops, Back to School Orientation Night, Site Council, ELAC, etc.

- Parent Involvement Handbooks
- Parent online video conferencing & 1 on 1 support meetings
- Support meetings for at risk & targeted populations (Parents with students). Materials and supplies to conduct safe meetings within the COVID-19 Pandemic.

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)
481.00	Title I Parent Involvement
1699.00	Targeted

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	$62,944.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	36,220	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	481	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	26,243	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	60,764.00
Goal 2	2,180.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Secondary Students

Name of Members	Role
David Jones	Principal
Merri May	Other School Staff
Jessie Smith	Classroom Teacher
Kevin Sweetwood	Classroom Teacher
Elizabeth Perez	Classroom Teacher
Eugene Duggan	Classroom Teacher
Xavier Fruge	Secondary Student
Kayla Smith	Secondary Student
Malachi Booth	Secondary Student
Marco Solis	Secondary Student
Nina Heuang	Secondary Student
Diana Alvarez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on August 27, 2020.

Attested:

Principal, David Jones on 8-27-2020

SSC Chairperson, Kevin Sweetwood on 8-27-2020

School Year: **2020-21**

Marysville Community Day School

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
Marysville Community Day/Independent Studies	58-72736-0131599	8/26/2020	

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Marysville Community Day School is to educate, to the highest levels, all students enrolled in our school or program. This will be done through lessons, counseling and grade level instruction in small-enrollment classes. Students to be served are: Non-promoted Middle School Students who are now doing 9th grade work, expelled students and students on SARB contracts.

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.

Through the use of smaller class sizes, para educators who are available to help the teaching staff in the classrooms, extra counseling availability and targeted instruction in the core subjects, the students will benefit and, thereby, improve in their academic abilities. The school will also provide a safe environment where students feel safe and can learn without extra social pressures that are often found in comprehensive sites. The use of common assessments and subject topics which align with the comprehensive sites curriculum will also add to the educational opportunities provided. The data has shown that the number of students leaving CDS to the comprehensive sites, after spending their 9th grade year at the school, have been successful at transitioning with enough credits to be on course to graduate with their class.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Over the course of the past three school years, the Marysville Community Day School has shown very small growth in academics. Even though the growth has been slow and not as much as we would like, the fact remains that there is growth taking place. Because 100 percent of the students who enter the Community Day School are below grade level, the challenge has been to get students to show improvement. For the first time in the past 2 and one half years, students are showing more rapid success at grade level work. Also, because the 9th graders did not participate in CAASPP testing this year, there is not sufficient data to look at. Because of that, the school has looked at various other testing measures to show student growth. For instance, the English Language Arts classes did reading tests at the beginning of the school year and at the end of the first semester. A school-wide improvement was seen and many students improved by several grade levels. This is especially telling because only 9 of the original 75 students were reading at the 6th grade level. The EL students seem to be struggling still. Most of that is because the school is not fully prepared to provide the attention that is needed for the English Learners.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*

- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students at CDS often have lengthy discipline history, along with the academic challenges they have. Parental support is often lacking and since most of the students have not had academic success in their past, they continue to struggle. The biggest obstacle that many students have been able to get over this year, however, is turning in quality work on a consistent basis. The teaching staff is very good at continually "harping" on the students to get their work in. Because of a rewards system, like Student of the Month, Weekly RISE card drawings (a PBIS-type activity) and other incentives, students have begun doing the things they must do to be successful. To answer some of the directed questions regarding how CDS is meeting the needs of the students:
* The challenges come from needing a few more para educators to help with assistance to students in the form of one on one help
* The rigor of assignments is what it is at the comprehensive sites.
* We don't have enough collborative time.
* We cannot address EL students appropriately.
* Chronic absenteeism is addressed through class competitions related to attendance and constant phone calls to parents. These tactics appear to work but on a limited basis.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Possible causes for current levels of performance are: Lack of parent involvement, little past history of success, homelessness, social anxiety, truancy.
Ways to address the student issues are: Parent contact by staff, rewards for attendance, student recognition and awards and outside counseling and guest speakers.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

While the District provides opportunities for staff to go to trainings, The Community Day School requirement for 360 minutes each day, keeps the staff from participating in the district adopted minimum days for professional development. Unfortunately, most of the staff development is on days of staff meetings and before school meetings. We, as a group, believe the Board of Trustees should allow CDS to do the minimum collaborative days like other sites do.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The strongest component of the CDS situation is the phone and email communication that takes place from teachers to parents. Along with the monthly newsletter and the phone messenger messages, the school invites the parents and community to participate in whatever school events are being used. Student/Parent orientation is used at the beginning of the school year and other correspondence is used to keep parents advised of upcoming events and meetings. Parents, historically, are not well engaged or involved in their student's lives and continue that course, even though they are invited to join us at any time.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school team, which consists of the principal, 2 teachers, the secretary, the counselor, two students and a parent, met to discuss, review and the School Plan for Student Achievement. This meeting took place during the week of March 2-5.

Resource Inequities

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

The school has had challenges in retaining para educators, as many have moved to other positions or professions. Science laboratory facilities and availability is nearly non-existent, which limits our ability to do hands on experiments. Aside from that, there is plenty of technology available.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	5.7%	3.45%	4.17%	4	3	3
African American	7.1%	5.75%	1.39%	5	5	1
Asian	%	8.05%	2.78%		7	2
Filipino	%	%	%			
Hispanic/Latino	44.3%	47.13%	48.61%	31	41	35
Pacific Islander	1.4%	%	%	1		
White	41.4%	33.33%	34.72%	29	29	25
Multiple/No Response	%	2.30%	%		2	
			Total Enrollment	70	87	72

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	1	1	
Grade 8	7	5	
Grade 9	47	74	72
Grade 10	11	6	
Grade 11	4	1	
Total Enrollment	70	87	72

Conclusions based on this data:

1. There appears to be a growing need for individualized instructional opportunities.
2. Small class sizes are helpful in allowing more direct instruction.
3. There is a need for collaboration opportunities with teachers from the student's home school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	10	21	21	14.3%	24.1%	29.2%
Fluent English Proficient (FEP)	7	9	5	10.0%	10.3%	6.9%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1. Although there is a relatively small percentage of EL students at CDS, there is a strong need for targeted instruction to meet the needs of these students.
2. Additional para educators would benefit the students by allowing more targeted work.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	30	24		19	22		19	22		63.3	91.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		5.26	9.09		94.74	90.91	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	18.18		94.74	81.82	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	9.09		100.0	90.91	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		10.53	27.27		89.47	72.73	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		15.79	31.82		84.21	68.18	

Conclusions based on this data:

1. Students performing below grade level in most testing assessments
2. To be addressed through quality first instruction.
3. Testing data is being used to address student need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	33	23		19	21		19	21		57.6	91.3	

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		0.00	4.76		100.0	95.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.0	100.0	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	14.29		94.74	85.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		21.05	28.57		78.95	71.43	

Conclusions based on this data:

1. Additional resources are needed, such as selected programs that align with the comprehensive sites.
2. Again, additional para educators would benefit students.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1554.9	*	1561.9	*	1547.5	*	16
Grade 10	*		*		*		*	
All Grades							*	16

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	*	56.25	*	31.25		6.25	*	16
All Grades	*	6.25	*	56.25	*	31.25	*	6.25	*	16

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	31.25	*	43.75	*	18.75		6.25	*	16
All Grades	*	31.25	*	43.75	*	18.75		6.25	*	16

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	18.75	*	62.50	*	18.75	*	16
All Grades		0.00	*	18.75	*	62.50	*	18.75	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	*	81.25		12.50	*	16
All Grades	*	6.25	*	81.25	*	12.50	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	75.00	*	18.75		6.25	*	16
All Grades	*	75.00	*	18.75		6.25	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	68.75	*	31.25	*	16
All Grades	*	0.00	*	68.75	*	31.25	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	100.00		0.00	*	16
All Grades		0.00	*	100.00	*	0.00	*	16

Conclusions based on this data:

1. No data to review

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
72	**97.2**	**29.2**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	29.2
Homeless	3	4.2
Socioeconomically Disadvantaged	70	97.2
Students with Disabilities	2	2.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.4
American Indian	3	4.2
Asian	2	2.8
Hispanic	35	48.6
Two or More Races	6	8.3
White	25	34.7

Conclusions based on this data:

1. There is a significant amount of socioeconomically disadvantaged students at this school site.
2. There is a need for more community programs to help parents of the students understand how to help their children

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
		Suspension Rate Red

Conclusions based on this data:

1. There are no indicators to compare regarding graduation.
2. Students mirror the socioeconomic situations they are in by the number of suspensions, although great strides are being made through the use of positive reinforcement.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. data not available

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. The student demographics and performance seems to indicate that they need the smaller class sizes and more attention that they receive at this school site.
2. True indicators of the merit of this school will be seen when the students return to a comprehensive site.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
31.3 making progress towards English language proficiency
Number of EL Students: 16
Performance Level: VeryLow

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.

2019 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
4	7	0	5

Conclusions based on this data:

1. No data to analyze

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data to analyze

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Students at this school are often absent due to unstable homes or homeless situations.
2. Poor academic permission als a result of poor attendance.
3. Students are placed at this school because of truancy. Some improvements have been seen but it is difficult.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data due to no grades other than 9th at this site.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red 35.2 Increased +6.1 88	No Performance Color 17.4 Declined -4 23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not 7	Red 35.8 Increased +6.7 81	No Performance Color Less than 11 Students - Data Not 6

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 23.1 Declined -6.1 39	No Performance Color Less than 11 Students - Data 8		Red 43.8 Increased +14.1 32

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	29.1	35.2

Conclusions based on this data:

1. The school seems to be on the right track because of a drop in percentage of students being suspended.
2. PBIS type activities have helped.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

To maintain, support and provide students and staff with the latest technology, supplies, equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success.

Identified Need

Economically disadvantaged and second language learners need extra interventions and support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC yearly assessments to show student success and improvement.		Improvement shown on yearly testing process
Teacher observations which indicate true student learning by improved scores on learning opportunities.		
Reading, Writing and Mathematics assessments which show improvement over previous yearly assessment conclusions.		

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 will have access to para educators and direct instruction by teaching staff. By using these supports, students should show improved academic scores and fluency.

Strategy/Activity

Para educators who are fluent in Spanish, as well as English and support them with materials ans supplies that both supplement and support the CDS program.

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

Amount(s)	Source(s)
16,184	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Provide students with a safe learning environment. This involves bullying, drug-free and an environment which is conducive to learning. The collaboration will be led by administration and teaching staff. Support staff and counselors will work with community organizations in order to provide these things. Yuba County Probation and the Yuba County Tobacco Coalition will work with the school to meet these goals. The school safety plan will also incorporate these listed expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department will be in place. Parent help on newsletter and other involvement.

Identified Need

Safe school environment. Counseling and support services and interventions and support. Proficiency Training for Teaching staff with emphasis on English Learners. Enlist the help of parents to create and distribute school information and newsletters.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
When all of the listed things are in place, there will be less student suspension, better attendance percentages and a calm atmosphere on campus. These will be evident in comparisons to prior years of school data.		Improvement in all areas listed previously.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Regularly scheduled counseling (Group counseling on Wednesdays and individual counseling scheduled) All students to be served by strong implementation of policies in place as well as concentrated efforts to improve attendance and behavior using PBIS-type activies. Counseling interventions and positive reward system, such as weekly prize drawings for positive behavior and attendance, workbooks and supplies

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)

All Staff

Strategy/Activity

We will continue to provide staff with access to staff development, training and conferences that focus on ways to improve student academic achievement. Examples of such are PLC Conferences, PBIS Conferences, trainings designed to help us better reach portions of our student population, etc.

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

Amount(s)	Source(s)
4,000	Targeted

Strategy/Activity 3

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

Strategy/Activity

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

Amount(s)	Source(s)
215.00	Title I Parent Involvement

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

Programs and technology tools, including maintenance costs which will help and support students in each department.

Goal 3

Purchasing and maintaining electronic devices, printers and other technology, including maintenance and support costs. The students and staff will be able to utilize these things to improve access to critical thinking and foundation skills.

Identified Need

Printers, digital cameras, and other technology for use in all classrooms

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparative scores with previous 2 years.		Increased levels in testing outcomes and base scores.
Maintenance contract for the school copier for supplemental student learning materials. This will enhance the core curriculum		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and Supplies to increase student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,143	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and Supplies for supplemental classroom use and also adding the most technologically advanced programs and support software which will enhance student learning.

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)

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learner's at Community Day School will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2019-20 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria. CDS enrolls 72 students of which 29% are English learners (16 students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers (Subject area and EL authorizations)	100%	100%
STAR 360 Grade Equivalency ELA		
STAR 360 Grade Equivalency Math		
Overall ELPAC Level 1		
Overall ELPAC Level 2		
Overall ELPAC Level 3		
Overall ELPAC Level 4		
Chronic Absenteeism		
Suspension Rate		

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)

English Learners

Strategy/Activity

Effective Classroom instruction: Provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

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)

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	$28,542.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	16,184	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	215	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	12,143	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	16,184.00
Goal 2	4,215.00
Goal 3	8,143.00
Goal 4	
Goal 5	
Goal 6	

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
David A. Gray	Principal
Steve Westcamp	Classroom Teacher
Karen Engelhardt-Edmonds	Classroom Teacher
Neils Wright	Classroom Teacher
JT Wallis	Secondary Student
Alondra Gonzalez	Secondary Student
Mercedes Gutierrez	Secondary Student
Clint Tarrant	Other School Staff
Jerald Wallis	Parent or Community Member
Karen Hicks	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

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 8/26/2020.

Attested:

Principal, David A. Gray on 8/26/2020

SSC Chairperson, Steve Westcamp on 8/26/2020

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

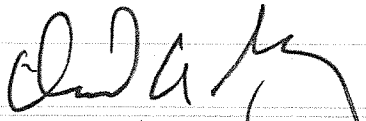
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 8/26/2020.

Attested:

Principal, David A. Gray on 8/26/2020



SSC Chairperson, Steve Westcamp on 8/26/2020