School Year: **2021-22**

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	November 30, 2021	December 14, 2021

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.

Together, serving every student, every day, in every way. Recognize accomplishments and identify what is working well. What are the best practices? Can we do the same thing again? How do we build and improve on the systems in place? The 2020-2021 school year was a marathon and then a dash, as it was distance learning for the bulk of the year and then a hybrid model for the end, but with a severely shortened daily schedule. Many of the year-end conversations did not place as they would have had we been in school on a more traditional schedule. Grade levels will look for opportunities to reflect, review, and plan for the 2021-2022 school year with this data in mind. Giving grade levels teams time to vertically articulate and create a plan to address the recent missed instruction would be essential to next steps. Grade levels will implement interventions models and begin work to address specific deficits.

Using Dashboard data to guide the work keeps planning focused and in line with the shared goals. Fortunately, the overall picture is one that shows a school working hard and making gain, although there were a few blips on the radar. Unfortunately, the Covid-19 situation, and cancellation of state testing in 2019-2020, followed by the delivery models in 2020-2021 will impact the way we are able use this data for the next year. Since the general trends for math and ELA were moving in the right direction, continuing to build on the existing structure and hanging onto the momentum we had prior to Covid would be a focus for discussions. The 2020-2021 evaluation shows gains in most goal areas, demonstrating effective use of funding.

Teachers and staff are doing the work and growth is evident in the data. The collaborative culture of Professional Learning Communities at Arboga will now continue with the focus on WIN. Student needs will be identified and targeted with direct instruction in specific skill groups to maximize growth. Students are assessed in three week cycles and are moved once the skill/standard is mastered.

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

This entire section will be completed after school is out and I have time to do it correctly. We are trying to meet the deadline of June 1, 2021 to have the initial SPSA completed.

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 Learners 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.

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

Parent groups, staff, and community members will be given opportunities for input in the form of surveys, newsletter, presentation of data, and release of public documents. Formal and informal survey data will be considered and reviewed by key stakeholder groups and staff to drive and build the site plan.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.25%	2.13%	1.9%	6	10	9
African American	2.3%	2.34%	2.3%	11	11	11
Asian	7.31%	6.81%	6.9%	35	32	33
Filipino	0.84%	1.28%	1.1%	4	6	5
Hispanic/Latino	33.61%	32.13%	35.6%	161	151	170
Pacific Islander	0.63%	0.85%	0.6%	3	4	3
White	50.73%	49.79%	47.0%	243	234	224
Multiple/No Response	0.63%	0.85%	0.8%	3	4	4
			Total Enrollment	479	470	477

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	67	64	51
Grade 1	70	67	68
Grade 2	71	77	78
Grade3	64	61	79
Grade 4	75	68	63
Grade 5	67	71	71
Grade 6	65	62	67
Total Enrollment	479	470	477

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	72	53	48	15.0%	11.3%	10.1%
Fluent English Proficient (FEP)	22	28	23	4.6%	6.0%	4.8%
Reclassified Fluent English Proficient (RFEP)	4	15	7	5.3%	20.8%	13.2%

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
470	62.6	11.3	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	11.3
Foster Youth	2	0.4
Homeless	12	2.6
Socioeconomically Disadvantaged	294	62.6
Students with Disabilities	47	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.3
American Indian	10	2.1
Asian	32	6.8
Filipino	6	1.3
Hispanic	151	32.1
Two or More Races	18	3.8
Pacific Islander	4	0.9
White	234	49.8

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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	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	23.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9	3	Maintained ++1.8 points	3
		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color	No Performance Color	Green
30.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.3 points below standard
Increased ++4.5 points	9	1	Increased ++6.8 points
85			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	33.1 points above standard	4.8 points below standard
Declined Significantly -26.8 points	Increased ++10 points	Increased ++13.6 points
38	27	186

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
17.6	31.3	3.9	47.0

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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 5.1 Declined -0.6 508	Yellow 4.1 Increased +2 74	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Green 6.7 Declined -0.9 330	Green 5.1 Declined -2.5 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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

2020-2021 was a strange year with distance and hybrid learning. Add in the relaxing of testing because of COVID-19 and the identified needs and direction of the school from two years ago became less clear. We know that we need to provide solid first instructions, but that we will also need to provide solid interventions, as our students are coming out of over a year of instruction that was not ideal.

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.	90% of students will master the grade level essential standards.
Assessments/Growth from Supplemental Materials/Resources such as Lexia and IXL.	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 75% of ELs in Levels 3 & 4.

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 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)
15,000	Title I
3,000	Title I Carryover

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 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)
18,117	Title I
18,611	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

1.3 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)
15,763	Targeted
5,568	Targeted Carryover

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 We will supplement the 2 hour Literary Resource Technician position paid through district LCAP funds to make it a 6 hour position (including benefits). The LRT will be responsible for all functions of the school library. We will also provide a Supplemental Contract for the LRT to assist with IT issues on site so that they can be remedied quickly and cause minimal disruption to 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)
25,000	Targeted
15,000	Targeted Carryover

Strategy/Activity 5

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

ELL Students

Strategy/Activity

1.5 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. The amount allocated has been changed because the district has provided some funding for the position.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 Continue supplemental contracts for online resources, such as IXL and others that allow us to track student 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)
12,000	Targeted
10,000	Title I
2,000	Title I Carryover

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 supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, art supplies, STEAM materials, 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)
15,000	Targeted
18,514	Title I
17,000	Title I Carryover

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 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)
6,000	Targeted
2,000	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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 end of the 2019-2020 and all of 2020-2021school years. Kids will have to relearn how to be fully day students and how to interact with each other and with adults outside their families. 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 2021-2022 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

2.1 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)
58,000	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)
3,600	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)
2,000	Targeted Carryover

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 Purchasing and utilizing SEL curriculum that is school wide so that students, staff and the school community can share a common language when discussing SEL.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

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 2021-2022 school year will become the baseline.	We hope that we will have at least 25 families attend this component throughout the 2021-2022 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.

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 Parent Involvement Library on our school website and will increase our usage of this resource 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)
760	Discretionary
372	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)
1,105	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	$286,410.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	121,631	0.00
Title I Carryover	60,611	0.00
Title I Parent Involvement	1,477	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	79,363	0.00
Targeted Carryover	22,568	0.00
Discretionary	0	-760.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	200,573.00
Goal 2	83,600.00
Goal 3	2,237.00
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
Melissa Gillaspie	Other School Staff
Amy Hanson	Classroom Teacher
Christena Brockhoff	Classroom Teacher
Sia Xiong	Classroom Teacher
Rose Mary Avila	Parent or Community Member
Anna Mitchell	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 11/30/2021.

Attested:

Principal, Eric Preston on 11/30/2021

SSC Chairperson, Christena Brockhoff on 11/30/2021

School Year: 2021-22

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	11/30/21	June 22, 2021

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 (interim this year), 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 2020/2021 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 a fluctuating number of students in attendance, with approximately 31 percent of them falling in the socioeconomically disadvantaged category. In the 19/20 school year BV had 182 students enrolled. This figure fell to 150 students enrolled during the 20/21 school year. 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. All students at Browns Valley participate in the Accelerated Reading program (AR) and take the STAR reading test which provides students with a reading level both tied to grade and tied to instructional level. They then continue to take tests on books and retake the STAR test throughout the school year. Overall, students at Browns Valley are making an average growth of + .3 at the grade equivalency level and +.4 at the instructional reading level. This growth is smaller than past years, but in addition, the testing environment has changed. Students are taking tests at home on distance learning until the last part of this year. 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. Much data used is reliant upon whether testing integrity is strong in a distance learning environment. In coming back next year, students will be helped by the school using common data points, within the school day and after school tutoring, and counseling to address social emotion needs.

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 has held true at Browns Valley for several years, and was exacerbated by the distance learning model used during the pandemic. 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, but this is reliant upon attendance and ability to connect with the teacher virtually. Teachers at Browns Valley held daily intervention from 1 to 2 pm virtually for students needing intervention or extra support. 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.86%	2.2%	1.3%	5	4	2
African American	1.14%	0.55%	0.7%	2	1	1
Asian	2.29%	2.2%	2.0%	4	4	3
Filipino	%	0.55%	0.7%		1	1
Hispanic/Latino	7.43%	6.04%	7.3%	13	11	11
Pacific Islander	0.57%	0.55%	0.7%	1	1	1
White	77.14%	80.77%	76.7%	135	147	115
Multiple/No Response	2.29%	1.65%	2.0%	4	3	3
			Total Enrollment	175	182	150

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	28	25	27
Grade 1	21	25	19
Grade 2	43	23	18
Grade3	31	44	19
Grade 4	27	37	39
Grade 5	25	28	28
Total Enrollment	175	182	150

Conclusions based on this data:

1. Enrollment declined sharply in the 20/21 school year.
2. This is largely due to the COVID 19 pandemic and distance learning.
3. If/when students do come back to attend Browns Valley Elementary School, learning loss and or gain will have to be assessed.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	4	3	3.4%	2.2%	2.0%
Fluent English Proficient (FEP)	3	3	3	1.7%	1.6%	2.0%
Reclassified Fluent English Proficient (RFEP)	0	2	0	0.0%	33.3%	0.0%

Conclusions based on this data:

1. Browns Valley Elementary School does not have a significant subgroup of English Learners.
2. There were no reclassified English Learners during the 20/21 school year.
3. A focus on reclassifying those students identified no matter how small is warranted.

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. CAASPP summative data is not available for the 20/21 school year due to the COVID 19 pandemic.

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. CAASPP data is not available for the 20/21 school year due to the COVID 19 Global Pandemic.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
182	**33.5**	**2.2**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	4	2.2
Foster Youth	2	1.1
Socioeconomically Disadvantaged	61	33.5
Students with Disabilities	21	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.5
American Indian	4	2.2
Asian	4	2.2
Filipino	1	0.5
Hispanic	11	6.0
Two or More Races	10	5.5
Pacific Islander	1	0.5
White	147	80.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 ++29.5 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 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 ++26 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
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 26.8 points above standard Increased ++9.3 points 82	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

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

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 1.1 Declined Significantly -1.6 188	No Performance Color Less than 11 Students - Data Not 6	

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

Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

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

Increased growth towards mastery of standards is the goal for all students at any time; but students have an added need for supports as it relates to growth towards mastery of grade level standards after distance learning due to the covid-19 pandemic.

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)
14697	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)
1290	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

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)
1700	Targeted Carryover

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)

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

Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

Goal 2

Establish a positive school climate built on clear expectations for students and recognition/reinforcement of positive behaviors.

Identified Need

Chronic absenteeism has decreased this year, as indicated by the aeries analytics. Referral and suspension rates also rose from last year as compared to the year prior. PBIS implementation is solid, but needs to be reinvigorated after distance learning; this will help with attendance, and behavior.

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)
3079	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

Build a system of specific supports for our EL (English Learner), foster and low SES students.

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

Improve the meaningful school to home relationship.

Goal 4

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement.

Identified Need

Increased engagement for all families, stakeholders, and the local 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)

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

Improve employee morale by creating policies and practices that support the well-being of staff.

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	$20,766.00

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	15,987	0.00
Targeted Carryover	4,779	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	17,687.00
Goal 2	3,079.00
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

5 Parent or Community Members

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:

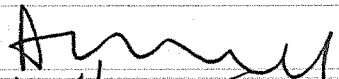
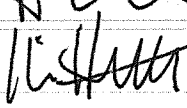
Signature	Committee or Advisory Group Name
	Other: Browns Valley School Parent Teacher Association

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 5/26/2021.

Attested:

Principal, Heather Marshall on	
SSC Chairperson, Kim Hutton on	

School Year: **2021-22**



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	11/15/21	June 22, 2021

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
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

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 students 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 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), 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 30 minutes of targeted intervention focused on reading for each grade level.

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 in 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.15%	2.92%	1.9%	12	16	10
African American	4.3%	4.01%	4.3%	24	22	23
Asian	14.87%	14.78%	14.9%	83	81	79
Filipino	%	0%	%		0	
Hispanic/Latino	45.52%	47.08%	45.8%	254	258	243
Pacific Islander	0.36%	0.36%	0.4%	2	2	2
White	26.52%	23.54%	25.2%	148	129	134
Multiple/No Response	1.97%	2.55%	2.3%	11	14	12
			Total Enrollment	558	548	531

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	100	83	52
Grade 1	86	81	71
Grade 2	86	93	85
Grade3	70	82	99
Grade 4	64	72	84
Grade 5	72	69	73
Grade 6	80	68	67
Total Enrollment	558	548	531

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	209	210	201	37.5%	38.3%	37.9%
Fluent English Proficient (FEP)	28	31	25	5.0%	5.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	17	9	4	9.3%	4.3%	1.9%

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 not 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. Students attempting to complete word problems are unable to do so because 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 knowledge of the writing components.
2. 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
548	**93.4**	**38.3**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	210	38.3
Foster Youth	7	1.3
Homeless	15	2.7
Socioeconomically Disadvantaged	512	93.4
Students with Disabilities	86	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	4.0
American Indian	16	2.9
Asian	81	14.8
Hispanic	258	47.1
Two or More Races	26	4.7
Pacific Islander	2	0.4
White	129	23.5

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 rates continue to decline due to PBIS standards, early identification of students with academic difficulties, and implementation of SEL curriculum.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. White students declined.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
38.2	31.4	1.8	28.3

Conclusions based on this data:

1. 62% of EL show progress.
2. Designated ELD 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

At Cedar Lane Elementary School all students will master grade level essential standards through Quality First Instruction and through the PLC (Professional Learning Community) process. Grade Level PLCs have identified and will continue to review essential standards, curriculum analysis and alignment and will create, monitor and plan instruction based on data analysis. Results from common benchmark assessments and progress monitoring will drive interventions that will address students' individual academic needs. GL collaborative teams will determine intervention groups to increase the number of students proficient and/or advanced in ELA and math based on ongoing common assessments/progress monitoring. Provide during school and/or 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 paraeducator 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 curriculum,resources and materials is determined by collaboration teams and administration (GL PLC, Academic/Literacy Team). Collaboration teams will continuously review and plan around the four critical questions of the schoolwide improvement process: 1. What do we want students to learn (essential standards), 2. How will we know if they have learned? (common benchmark and progress monitoring assessments), 3.What will we do if they don't learn (systematic and targeted 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 and professional development needed.

Identified Need

At least 85% of Cedar Lane students continue to achieve below grade level standards in ELA and math. A common benchmark assessment tool focused on reading/literacy skills is needed to support students meeting grade level standards. GL PLC and Academic Team Collaboration time is dedicated to instructional planning based on data analysis of common assessments (benchmark and progress monitoring) and implementation of the ELSB (Elementary Literacy Support Block) Grant. Instructional time dedicated by grade level to meet student needs based on current data on essential standards including Intensive intervention support for students not proficient in grade level essential standards and enrichment for students meeting or exceeding standards. Supplemental curriculum, materials, assessments, resources, services and technology are needed to support student achievement of essential standards. Professional development based on PLC components, ELSB implementation and/or specific needs identified by collaboration teams and administration and instructional technology support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State CAASPP assessment	15% are at grade level or above	Growth from 1-5%
District Benchmark assessments STAR Early Literacy, STAR Reading and STAR Math 360	BOY, MOY and EOY	Increase students at or above grade level proficiency by at least 25%
DIBELS Benchmark assessments	BOY, MOY, EOY	Increase students at or above grade level proficiency by at least 25%
DIBELS formative assessments	progress monitoring	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 not mastering grade level standards.

Strategy/Activity

Provide professional development that directly supports the implementation of PLC components and the ELSB Grant implementation schoolwide including on site coaching sessions with CORE and DIBELS mCLass. Provide professional development opportunities, including conferences and related expenses, to enable educators to develop the knowledge and skills needed to address students' specific learning challenges and strengthen and grow educational leaders. Provide professional books. Provide mentor/peer support for distance learning strategies and support with Google Classroom 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)
17,606	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 not mastering grade level standards.

Strategy/Activity

Research based supplementary instructional curriculum/materials will be provided to support students not meeting standards and/or addressing learning loss due to COVID-19. This includes materials that address students performing below grade level in ELA and Math. Materials and technology resources may include contracts, licenses, books and materials needed to support but not limited to Wonderworks, DIBELS, SIPPS, Renaissance Accelerated Reader, Math, Read Naturally, Lexia, Moby max, Khan Academy, Mystery Science, Brain pop, Happy Numbers, Enchanted learning, Starfall, IXL (ELA and math), Apple apps, and technology for student assessments and access to district data resources, sight word cards, small white boards, materials that reinforce foundational reading skills, literature books, comprehension materials, literature units that address students' individual needs. Provide listening centers or headphones for devices for interventions and classroom MTSS 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)
6,390	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

Based on student data, small group interventions will be provided in classrooms (Tier 2 and 3) and in the Learning Center (Tier 3 only). 9 para educators will be utilized to provide support to those students not mastering grade level essential standards in ELA and Math. 3 para educators are providing intervention support to kindergarten and EL students.
Provide para educator and/or substitute teacher (when available) support during grade level intervention time to target essential standard remediation. Include extra duty time and sub funding for para educators with any available carry over funds to meet the varying needs of grade levels determined by student performance data analyzed 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)
171063	Title I
21903	Title I Carryover

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

DIBELS (Dynamic Indicator of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. DIBELS mClass license and materials will be purchased and utilized as the schoolwide universal screener and progress monitoring tool. DIBELS supplementary materials will be provided to support students not meeting standards and addressing learning loss due to COVID-19. Materials and technology resources may include contracts, licenses, books and materials that address students performing below grade level in ELA and Math. Materials may include sight word cards, small white boards, materials that reinforce foundational reading skills, literature books, comprehension materials, literature units, and online programs that address students' individual needs. 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)
6,275	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

Supplemental hours to support staff in reviewing and organizing student assessment data to build student intervention schedules based on student need. Supplemental hours for Grade 4-6 teachers, Academic Team and GL PLC collaboration sessions not funded by the ELSB grant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 6

Students to be Served by this Strategy/Activity

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

All students with a focus on serving EL students and students not meeting essential standards.

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, MTSS and RTI/SST process. The SSA will work with the PBIS Team, ORC, Attendance Team, school counselor, teachers and identified students and parents to reinforce behavior intervention strategies and social emotional development that will ultimately strengthen academic success.
The SSA will also meet with ORC, school counselor, teachers, students and their families to align academic and social services based on identified needs. Monitor student attendance, facilitate the SART/SARB process, make home visits when necessary and coordinate necessary services for students including outside agencies. Communicate with parents and facilitate parent teacher conferences as needed. 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)
84,614	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
The Literacy Resource Technician will ensure the library is accessible to students and staff providing materials to supplement the curriculum and opportunities for students to continue a deeper study of concepts presented in class. The LRT will ensure student literacy by providing assistance in selecting books and ensuring our school library houses a variety of books to keep our students engaged in reading. The LRT will support and encourage students to read and provide incentives and motivation, host Book Nights in the evening, host reading challenges and spotlight books to promote different genres. The library will expand to include after school hours and be 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)
7,000	Targeted Carryover

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

Supplemental hours for a staff member to facilitate technology to make it accessible to the site for teachers and students. This teacher will assist in lesson development and integration of core curriculum, supplemental curriculum, assessment programs and instructional technology. Additionally, they will support the school site Facebook page and school website. Provide mentor/peer support for distance learning strategies and support with Google Classroom 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)
2,500	Targeted Carryover

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students with a focus on serving EL students and students not meeting essential standards.

Strategy/Activity

Continue to provide students 1:1 access to technology to support mastering grade level standards. All students will have access to Chromebooks, charging carts/devices, iPads, desktop computers, and instructional technology tools via Smart Boards, projectors, doc cameras, headphones etc... Technology devices will assist students in mastery of grade level standards and in demonstrating learning via DIBELS, Wonderworks, Universal Screeners, AR, Lexia, technology components of district adopted curriculum, Google Classroom, Power points, Prezi, Movie Maker etc... During distance learning all students in grades TK through 6 will have Chromebooks checked out to them to use at home as the virtual platform requires.
Provide technology support for students through iPads and/or Chromebooks based on grade level needs as determined by grade level collaboration teams. Technology will increase student access to adaptive learning tools, supplemental instructional materials/resources, and Smartboard lessons for interactive learning. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones, and charging 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)
22,000	Targeted
81,831	Title I Carryover
10,000	Targeted Carryover

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 supplementary materials to support: student literacy, the core and supplementary 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 multiple avenues to support students toward grade level essential standards mastery. 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)
26587	Targeted
17,010	Targeted Carryover

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

Purchasing books for our library and book vending machine will help bridge the gap between literacy and engagement. Students can earn AR points allowing them to qualify for a token at established AR point intervals and for meeting Lexia goals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read, increasing vocabulary, comprehension, and fluency. Projections for the school year would be approximately 3000 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)
6,000	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 and equitable classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2

Cedar Lane Elementary School will implement PBIS to create a positive, safe and healthy learning environment for students and staff.

Identified Need

It is important to continue developing our schoolwide expectations and social/emotional components of our school. The PBIS Team will utilize the TFI (Tiered Fidelity Inventory) to assess our needs and develop an action plan to fully implement Tier I and SEL practices/curriculum and support for our students and staff. The PBIS team will participate in District professional development opportunities and provide professional development for our school staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TFI Number of minor, major referrals Suspension Rate Attendance, Chronic Attendance rate California Dashboard	TFI as of 10/15/21, CLE PBIS Tier I implementation = 28% Suspension rate = Orange Chronic Absenteeism rate = Orange	PBIS Tier I Implementation of 70% or better Annual attendance 96 % Chronic AB less than 10% CA dashboard suspension = green

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

Purchase SWIS - a student information data system that collects and provides analysis of behavior data to support appropriate intervention 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)
400	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

Supplemental hours for PBIS Team members to facilitate the TFI, analyze SWIS data, develop appropriate behavior interventions and design professional development opportunities for staff.

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

Amount(s)	Source(s)
10,200	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 PBIS Team will work with school and district staff to identify and implement a schoolwide SEL 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)
1500	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

PBIS rewards and acknowledgement systems to recognize academic achievement, Positive attendance, behavior achievement, and for acknowledging students when they meet individual, class and/or schoolwide goals - Positive acknowledgement may happen individually, in the classroom or at school wide assemblies/activities. PBIS rewards, certificates, medals, trophies, books etc.. to support positive behavior acknowledgement system and 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)
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

PBIS rewards and acknowledgement systems to recognize academic achievement, Positive attendance, behavior achievement, and for acknowledging students when they meet individual, class and/or schoolwide goals - Positive acknowledgement may happen individually, in the classroom or at school wide assemblies/activities. Schoolwide T Shirts, monthly Lunch with Principal/AP, ice cream assembly, Attendance pizza party per classroom etc... to support positive behavior acknowledgement system and 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)
1500	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, 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

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

Family Nights (6) The purpose would be to get families on campus for an activity. Activities could include but are not limited to, "Math Night" where parents and students construct math games, play those games, Construct things with Legos, use Hot Wheels after engineering a track. Art Night Students rotate with parents to learn about artists and then complete a piece of art that is a replica or in the fashion of that artwork. Literacy Night to promote 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)
2771	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 appropriate instruction, targeted intervention and ensure support systems are in place to meet the needs of all EL students.

Identified Need

Cedar Lane has a high percentage of students not meeting reclassification criteria. In 2019-20 4.3% of ELs were RFEP and in 2021 only 1.9% of ELs were RFEP. 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. For 2021-22, English Language Learners at Cedar Lane will make progress towards English proficiency as measured by the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Correctly Assigned Teachers	93%	100%
(Subject Areas and EL Authorizations)	EL Orange Very Low / Increased (-80.1)	EL Yellow EL Yellow
Overall CAASPP (ELA) Grades 3-8 and 11	EL Yellow Low / Increased (-78.5)	4% (8) 17% (34)
Overall CAASPP (Math) Grades 3-8 and 11	15.5% (Total 31) 22.5% (Total 45)	27% (54) 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 Significantly (3.1%)	Decline
Reclassification		Green or Blue
Chronic Absenteeism	EL Yellow High / Declined (3.8%)	
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

Provide professional development opportunities for staff specifically addressing the needs of EL students that may include EL Rise! - English Learner Roadmap, Glad or other instructional strategies designated to support language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Utilize common assessment tools to determine instructional needs of EL students including but not limited to ELPAC, DIBELS, and STAR Reading, early literacy 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 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide at least 30 minutes of targeted intervention in reading/language acquisition strategies daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

English Learners

Strategy/Activity

Provide designated instruction supporting the ELD 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)

Strategy/Activity 5

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

English Learners

Strategy/Activity

Provide opportunities for parents to support their students' literacy needs to include but not limited to Library Literacy night and PIQE - Parent Institute for Quality 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)

Strategy/Activity 6

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

English Learners

Strategy/Activity

EL Facilitator will be hired full time to support ELPAC assessment, parent communication and student instructional 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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Wonders ELD Companion will be provided for teachers and 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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Collaboratively work with teachers to determine and implement first best instructional practices for EL students with resources like CORE Coaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Explore the development of a site based EL Task Force to support the needs of students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

English Learners

Strategy/Activity

Supplemental hours to support staff implementing the EL Task Force.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Carryover

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	$536,650.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	228,234	0.00
Title I Carryover	113,734	0.00
Title I Parent Involvement	2,771	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	149,401	0.00
Targeted Carryover	42,510	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	505,779.00
Goal 2	15,100.00
Goal 3	2,771.00
Goal 4	13,000.00
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
Rebecca Evers	Principal
Maria Soto	Classroom Teacher
Felisa Guerrica	Other School Staff
Diana Andersen	Classroom Teacher
Teresa Cowan-Fayter	Classroom Teacher
Shanice Johnson	Parent or Community Member
Christine Thomas	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
Lily Aceves	[X] Other: English Learner Advisory 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 11/15/21.

Attested:

Principal, Rebecca Evers on 11/15/21

SSC Chairperson, Lily Aceves on 11/15/21

School Year: 2021-22

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	11/30/2021	June 22, 2021

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 2020/2021 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 2020/2021 school year, Cordua Elementary School had a total enrollment of 84 students. Of those students, 53.6 percent or 45 students were considered socioeconomically disadvantaged, and 14.3% or six students are designated English Language Learners. According to the CDE dashboard findings for the year (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 20/21 school year showed significant need for motivation and incentivizing of students through our PBIS program. This will be a continued need for the 21/22 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. Aeries 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.89%	0%	%	1	0	
African American	0.89%	4%	%	1	4	
Asian	1.79%	0%	%	2	0	
Filipino	%	0%	%		0	
Hispanic/Latino	25.89%	21%	29.0%	29	21	29
Pacific Islander	%	0%	%		0	
White	65.18%	68%	66.0%	73	68	66
Multiple/No Response	0.89%	3%	2.0%	1	3	2
			Total Enrollment	112	100	100

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	24	17	13
Grade 1	14	19	16
Grade 2	23	15	21
Grade3	19	19	14
Grade 4	12	20	19
Grade 5	20	10	17
Total Enrollment	112	100	100

Conclusions based on this data:

1. Enrollment at Cordua Elementary School has been down since the COVID 19 Pandemic began.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	5	7	12.5%	5.0%	7.0%
Fluent English Proficient (FEP)	0	2	1	0.0%	2.0%	1.0%
Reclassified Fluent English Proficient (RFEP)	0	3	0	0.0%	21.4%	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
100	**57.0**	**5.0**	**3.0**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	5.0
Foster Youth	3	3.0
Socioeconomically Disadvantaged	57	57.0
Students with Disabilities	19	19.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	4.0
Hispanic	21	21.0
Two or More Races	4	4.0
White	68	68.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 6.9 Declined -5.2 29	 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 0	 Green 9.1 Declined -9 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Declined -1.1	Maintained 0	6
134	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not	0	0
5	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

Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

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 other content area and curricular assessments. In ELA and Math, growth will occur of 5% or more.

Identified Need

Increased growth towards mastery of standards is the goal for all students at any time; but students have an added need for supports as it relates to growth towards mastery of grade level standards after distance learning due to the covid-19 pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR AR and Math test results/ CAASPP Data when available/ Curricular assesments	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 all of our classes as we are made up of all combination classes, tk/k/1, 2/3, 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)

15500	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)
0	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

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, Science and History.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2979	Targeted
3523	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

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)
1114	Targeted
3886	Targeted Carryover

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

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)
12819	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 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)
12637	Title I Carryover
2363	Title I
715	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

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)
1500	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 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. Additionally, this funding source can be used to purchase books for the book vending machine incentive 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)
3973	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

Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

Goal 2

Establish a positive school climate built on clear expectations for students and recognition/reinforcement of positive behaviors.

Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the past years CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior. PBIS implementation is lacking and needs to be reinvigorated; this will help with attendance, and behavior.

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. Reinvigorate PBIS Tier 1.

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 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 alternatives to suspension in order to maximize in class instruction 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)

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

PBIS materials and supplies. Monthly incentives program for excellent attendance. 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)
1500	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

Build a system of specific supports for our EL (English Learner), foster and low SES students.

Goal 3

Support learners in need of additional supports that will ensure access to curriculum and learning.

Identified Need

Supports for EL, foster, and low SES students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Redesignation, participation in ORC programs, PBIS data (swis, aeries)		Increase in EL redesignation rates, PBIS data showing improvement in behavior/academic improvement indicators

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 of 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

Improve the meaningful school to home relationship.

Goal 4

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement.

Identified Need

Increased engagement for all families, stakeholders, and the local community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in events and increased engagement rates for families and stakeholders		Increased participation in PTA, 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, families, and stakeholders.

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)
308	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

Improve employee morale by creating policies and practices that support the well-being of staff.

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	$62,817.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	25,359	0.00
Title I Carryover	12,637	0.00
Title I Parent Involvement	308	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	19,127	0.00
Targeted Carryover	5,386	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	61,009.00
Goal 2	1,500.00
Goal 3	
Goal 4	308.00
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

4 Parent or Community Members

Name of Members	Role
Heather Marshall	Principal
Melissa White	Classroom Teacher
Shanon Bennett	Classroom Teacher
Bridget Hansard	Classroom Teacher
Natalie Karnegas	Other School Staff
Tiffany Burns	Parent or Community Member
Rochelle McCauley	Parent or Community Member
Michelle Barnes	Parent or Community Member
Ashley Wilson	Parent or Community Member
Jamie Langlitz	Parent or Community Member
Kashli Bechtel	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
	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 11/30/2021.

Attested:

Principal, Heather Marshall on 11/30/2021

SSC Chairperson, Rochelle McCauley on 11/30/2021

School Year: **2021-22**



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	11/08/2021	June 22, 2021

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.

This plan informs a series of actions that raise the academic performance of all learners, as well as inform and invest in the parents of our learners.

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, MobyMax, Renaissance, Chronic Absenteeism Rate, and Suspension Rate, Attendance Reports, Discipline Reports, Report cards, and the ELPAC.

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 2020-2021 School year:

Twelve teachers, TK-2 utilized Waterford daily with 207 learners. Waterford was also used to provide early literacy intervention to all students K-5. Learners spent a total number of 251,022 minutes on Waterford for reading. Pre reading 1-3 and Basic reading 1-3 and Fluent reading 1 were utilized. Waterford was also used for Math and Science due to distance learning. Learners spent a total of 262,560 minutes on Waterford for Math and Science. Pre-Math, Basic Math, Fluent Math and Science 1/2 were utilized.

Thirty eight teachers utilized Moby Max (this number includes para professionals) 17, 544 standards were completed on Moby Max by 355 learners. 1,259 tests 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.

Our para professionals were utilized for in person intervention. On average, 120 of our most at risk learners attended in person intervention 1-2 times weekly.

Accelerated Reading indicates that on average 68% of learners during the 20/21 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.

Star Early Literacy indicates that for the 20/21 school year, 42% below 25th, 25% 25th to 9th, 15% 50th to 74th and 18% 75th and above for percentile ranking .
Star Reading Enterprise indicates that for the 20/21 school year, 37% below 25th, 24% 25th to 49th, 22% 50th to 74th and 17% 75th and above for percentile ranking.
Star Math Enterprise Assessment indicates that for the 20/21 school year, 31% below 25th, 27% 25th to 49th, 23% 50 to 71st, 19% 75th and above for percentile ranking.

Parent conferences occurred at all grade levels to help set learning goals for the year and to explain how distance learning works, as well as AERIES Parent Portal.

32 COST meetings were held (including Kinder COST meetings) . We referred 4 learners for speech testing and we referred 4 learns for Special Education testing.

Due to COVID, professional development opportunities were limited.

GRIT was not attended during the 20/21 school year, as Yuba County did not exit the Red Tier.

19/20 attendance average was 95.8, 20/21 attendance average was 91.5.

To date during the 2021-2022 School Year:

Library statistics are as follows: August 1581 total circulation, September 3951 total circulation, October 1-19 2182 total circulation. As of 10/19/21, 1553 student quizzes have been taken in Accelerated Reading. Books finished by grade level are 188 3rd, 1119 for 4th and 223, 5th.

Star Early Literacy - Kinder - 89% GE 0.0-0.9, 11% 1.0-1.9.
1st - 78% 0.0-0.9, 22% 1.0-1.9
2nd - 84% 0.0-0.9, 16% 1.0-1.9
Star Reading - Kinder - 6% of student population, 86% 0.0-0.9, 1.0-1.9 14%
1st - 76% 0.0-0.9, 18% 1.0-1.9, 5% 2.0-2.9
2nd - 19% 0.0-0.9, 43% 1.0-1.9, 25% 2.0-2.9, 12% 3.0-5.9
3rd - 20% 0.0-1.9, 64% 2.0-3.9, 16% 4.0-5.9
4th - 9% 0.0-0.9, 40% 2.0-3.9, 13% 5.0-6.9
5th - 5% 0.0-1.9, 39% 2.0-3.9, 47% 4.0-5.9, 6% 6.0-6.9, 3% 8.0-8.9

Star Math - 1st - 0.0-0.9 33%, 1.0-1.9 59%, 2.0-2.9 8%
2nd - 0.0-0.9 6%, 1.0-1.9 22%, 2.0-2.9 58%, 3.0-3.9 11%, 4.0-4.9 3%
3rd - 1.0-1.9 15%, 2.0-2.9 34%, 3.0-3.9 32%, 4.0-4.9 18%, 5.0-5.9 1%
4th - 1.0-1.9 7%, 2.0-2.9 8%, 3.0-3.9 48%, 4.0-4.9 32%, 5.0-5.9 4%, 7.0-7.9 1%
5th - 2.0-2.9 7%, 3.0-3.9 25%, 4.0-4.9 36%, 5.0-5.9 24%, 6.0-6.9 5%, 7.0-7.9 3%

9/21 Attendance percentage 90.6

Moby Max - currently 7 teachers utilizing the Foundational Reading Skills, with 85 learners participating with a grade level increase showing of two months as of 10/25. Currently 7 teachers utilizing reading skills, with 80 learners participating with a grade level increase showing of 2 months as of 10/25. Currently 9 teachers are utilizing fact fluency with 118 learners participating with 36729 facts being mastered, mostly in subtraction, addition and multiplication. Currently 9 teachers are using the language portion of Moby Max, with 129 learners participating with a grade level increase showing of 3 months as of 10/25. Currently, 13 teachers are utilizing the math portion with 185 learners participating showing a 7 month increase for August to October 25, 2021.

Currently 45% of our student population have utilized Lexia and are meeting usage minutes. 1st and 2nd grade are utilizing Lexia the most as of October 25, 2021. 256 certificates have been awarded.

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 to help remediate the learning loss from COVID.

At the start of the 21/22 school year teachers, by grade level will be getting together to answer the following questions (collaboration time during the 20/21 school year was limited):
What knowledge, skills, and dispositions should every student acquire?
What materials will be used to teach these skills?
What assessments will show mastery?
What will we do for students who do not reach mastery?

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

PLC time for collaboration will continue for each grade level on Monday/Tuesday during the 21/22 school year. PE teacher started October 11, 2019. Collaboration had to occur outside of school hours with the use of supplemental contracts.

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 assisted our EL learners and their families so that they could access the material being taught within the distance learning environment.

Academic celebration is Covillauds school culture Every Friday during school, we will meet at our flagpole. 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. 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 20/21 school year, Covillaud had 5 days of suspension. One student had 5 days of suspension, the learner was supported with SST meetings, home visits, school based counseling, homeless services and regular parent conferences.

To date during the 2021/2022 school year 1 learner has been suspended.

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?*

Lexia, Moby Max and Renaissance will be used to help with early literacy and math skills in addition to core curriculum. Data from these sources and teacher assessments were used to choose learners for intervention after school.

WonderWorks has been purchased for 2-5th grades, along with ancillary decodables at different grade levels.

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

COST/SST meetings will continue to be held each Thursdays 11-3 to help provide intervention and support to our learners.

Covillaud will continue to celebrate academic achievements, as indicated above.

Character Counts lessons will be taught during the 21/22 school year.

Parent/Student calendar will be provided to each family.

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

The PLC process will be fully utilized now that we are back on campus.

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 22/22 school year will focus on the following:

Wonders
Wonderworks

PLC Conference in June

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 and Title One requirements are 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. Administration and teachers communicate with families and their learners through the use of Parent Square. Progress reports will continue to be sent to families and our families also have access to AERIES gradebook.

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

Teachers will meet individually with their learners and the family to provide support and explain the PLC process utilized at Mary Covillaud.

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.

Wonderworks needed to be purchased due to learning loss due to 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.59%	0.6%	0.8%	3	3	4
African American	5.7%	5.4%	3.8%	29	27	19
Asian	3.34%	3.6%	2.2%	17	18	11
Filipino	0.39%	0.6%	0.4%	2	3	2
Hispanic/Latino	45.58%	44.6%	48.2%	232	223	243
Pacific Islander	0.2%	0%	%	1	0	
White	36.35%	38.4%	37.9%	185	192	191
Multiple/No Response	1.18%	1.2%	1.6%	6	6	8
			Total Enrollment	509	500	504

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	112	110	103
Grade 1	94	92	94
Grade 2	80	83	79
Grade3	82	82	82
Grade 4	68	72	73
Grade 5	73	61	73
Total Enrollment	509	500	504

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	75	68	77	14.7%	13.6%	15.3%
Fluent English Proficient (FEP)	10	15	22	2.0%	3.0%	4.4%
Reclassified Fluent English Proficient (RFEP)	9	7	6	13.2%	9.3%	8.8%

Conclusions based on this data:

1. 6 learners were reclassified during the 20/21 school year, similar to 19/20 school year.
2. 6 learners have been reclassified at the start of the 21/22 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	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
All 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
500	**79.8**	**13.6**	**1.4**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	68	13.6
Foster Youth	7	1.4
Homeless	16	3.2
Socioeconomically Disadvantaged	399	79.8
Students with Disabilities	72	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	5.4
American Indian	3	0.6
Asian	18	3.6
Filipino	3	0.6
Hispanic	223	44.6
Two or More Races	28	5.6
White	192	38.4

Conclusions based on this data:

1. Full time EL facilitator continues to be necessary
2. After school tutoring and summer school necessary

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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 3.6 points above 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	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 24 points above standard Declined -11.6 points 85	No Performance Color 36.1 points above standard Maintained ++1.7 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 25.7 points above standard Declined -8.1 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 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 Declined Significantly -35.2 points 25	54.5 points above standard Increased Significantly ++16.5 points 13	27.8 points above standard Declined -9.4 points 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
11.7	23.5	5.8	58.8

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 in order to improve academic performance of all learners.

Goal 1

Provide supplies, equipment and staffing support to help engage all learners and to meet the needs of all learners academically. Fund para educator positions Supplies to support student engagement with mastery of grade level standards. (LCAP District Goals 1 and 3

Identified Need

Fund paraeducator positions to allow for direct intervention in a timely manner. Provide classroom materials to help with mastery of grade level standards. Moby Max will be used as a supplemental intervention program for all learners.

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, 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 Provide books for each classroom teacher to create a classroom library 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)
20000	Title I Carryover

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)
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 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 Para-Educators will assist in the intervention groups that allow the school to support all learners in all sub groups. 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)
159062	Title I
34247	Title I Carryover

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)
18500	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

1.5 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)
12446	Targeted

Strategy/Activity 6

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

All Learners

Strategy/Activity

1.6 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)
10000	Targeted

Strategy/Activity 7

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

All Staff

Strategy/Activity

1.7 Provide Professional Learning Community (PLC) and other professional development. Professional Learning Communities at Work Institute June 8-10.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
30000	Title I Carryover

Strategy/Activity 8

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

All learners

Strategy/Activity

1.8 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)
30014	Targeted
21975	Targeted Carryover

Strategy/Activity 9

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

All Learners

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

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

Improve the meaningful school to home relationship. To have parents be involved in the education of their children, by providing a safe, enjoyable, and caring environment for learners and their parents in and out of the classroom. (District LCAP Goal 4)

Identified Need

Parent teacher conferences each trimester to discuss progress towards mastery of essential standards.
School to home communication through the use of Parent Square, Newsletter and Monthly School Calendar.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	20/21 - 89% with 125 home visits	>96%
Discipline	20/21 - 0 suspension	<10 days suspension
Parental Involvement	>95% participation in PTC on Zoom	>95% participation in person or on Zoom, regular use of Parent Square by office and classroom teachers to keep parents informed of their learners academic progress.

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

Parental involvement is essential for learner development and can increase a learners self esteem and confidence towards their academic learning.

The continual updating of the parent/learner calendar/handbook . Utilization of Parent Square weekly, and/or monthly for all events. Parents will be notified regularly by school, regarding what is going on in the classroom academically and socially.
Provide Parent Tool Kits to each learners family to extend learning throughout the summer. Tool kits may include flash cards, books with comprehension questions, writing materials and miscellaneous items to help extend 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)
2053	Title I Parent Involvement
174	Title I Parent Involvement 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

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. (District LCAP Goals 1 and 3)

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. Leads will work with staff to support the use of technology within the classroom 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)
4000	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

Strategy/Activity

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)
10000	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	$354,971.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	169,062	0.00
Title I Carryover	84,247	0.00
Title I Parent Involvement	2,053	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	77,460	0.00
Targeted Carryover	21,975	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	338,744.00
Goal 2	2,227.00
Goal 3	14,000.00
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

3 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
Wendy Cahill	Classroom Teacher
Holly Mescher	Other School Staff
Jamie Harris	Parent or Community Member
Adriana Weidman	Parent or Community Member
Veronica Lule	Parent or Community Member
Laura Soto	Parent or Community Member
Lucia Avila	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
Lucia Arika Arika 11/5/20	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.

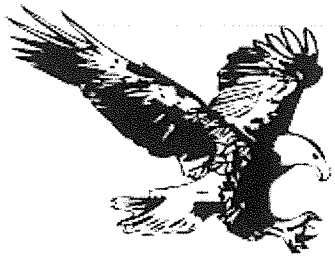
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

11/5/20	Principal, Kari Ylst on
11/5/20	SSC Chairperson, Dale Van Liew on

School Year: **2021-22**



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	0	June 22, 2021

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 to help bridge the gap left by the Covid 19 Pandemic. 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/SEL 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.

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 staff is already in the planning stages of implementing an intervention plan five days a week. 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/SEL 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 in past years prior to the Covid 19 Pandemic. We have held all meetings virtually which has been problematic due to a lack of connectivity for some of our families. We have sought their advice and have asked them to discuss it in the community. We hope to have good parent attendance to all our events this coming year which include monthly gatherings, Back 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	7.69%	5.13%	5.1%	3	2	2
African American	%	0%	2.6%		0	1
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	7.69%	25.64%	7.7%	3	10	3
Pacific Islander	%	0%	%		0	
White	71.79%	61.54%	82.1%	28	24	32
Multiple/No Response	%	0%	%		0	
			Total Enrollment	39	39	39

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	6	6	3
Grade 1	4	7	4
Grade 2	4	7	7
Grade3	5	2	8
Grade 4	6	8	2
Grade 5	8	7	8
Grade 6	6	2	7
Total Enrollment	39	39	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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	1	2		2.6%	5.1%	
Fluent English Proficient (FEP)	1	1		2.6%	2.6%	
Reclassified Fluent English Proficient (RFEP)	1	0		100.0%	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	*	*	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
39	**74.4**	**5.1**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	5.1
Homeless	1	2.6
Socioeconomically Disadvantaged	29	74.4
Students with Disabilities	4	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	2	5.1
Hispanic	10	25.6
Two or More Races	3	7.7
White	24	61.5

Conclusions based on this data:

1. Socioeconomically almost 80 % of our students are considered Disadvantaged.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 18.3 points below standard Increased Significantly ++54.7 points 23	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color 28.1 points below standard Increased Significantly ++75.8 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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 low in ELA this year while our overall performance increased.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 15.6 Increased +2.8 45	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

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 14.7 Declined -1.5 34	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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 0	 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 6.7 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	No Performance Color	No Performance Color
4.3	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -3.2	1	2
47		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not	2.8	Less than 11 Students - Data Not
1	Declined -6.5	8
	36	

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 zero students 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 - Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

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 reduced growth in this coming year for both groups in both ELA and Math due to distance learning from the Covid 19 Pandemic.

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 Regular Learning, 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)
7,613.00	Targeted
1492	Targeted 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

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, Blended, or Traditional Models of instruction. Even during the Pandemic the Student Support Specialist worked with students one on one and in small stable groups to help with academic intervention for some 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)
12,210	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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich curriculum. 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)

All Students

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)

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

Supplemental instructional aids are critical when site goals are focused on closing the achievement gap especially after the 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)

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

The library provides 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 available to all students and staff members by providing highly engaging books and literary resources to supplement the library. High interest books will increase student interest and 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)
6085	Title I 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

Goal 2 - Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

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% .

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	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	$27,548.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	12,210	0.00
Title I Carryover	6,085	0.00
Title I Parent Involvement	148	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	7,613	0.00
Targeted Carryover	1,492	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	27,400.00
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
Tiffany Gray	Parent or Community Member
Katie Tharp	Parent or Community Member
Kimbra Cardoza	Other School Staff
	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:

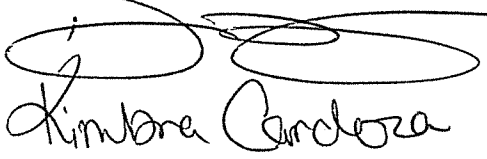
Signature	Committee or Advisory Group Name

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 11/18/2021.

Attested:



Principal, Duane Triplett on 11/18/2021
SSC Chairperson, Kimbra Cardoza on 11/18/2021

School Year: **2021-22**

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	05/24/2021	June 22, 2021

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
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, 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 need of improvement, our district data shows us consistently with the highest percentage of attendance and lowest in elementary 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 intervention 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 into 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.04%	0.59%	0.4%	5	3	2
African American	3.11%	4.73%	3.6%	15	24	18
Asian	13.07%	12.43%	13.1%	63	63	65
Filipino	1.45%	1.18%	1.0%	7	6	5
Hispanic/Latino	46.27%	43.59%	45.5%	223	221	225
Pacific Islander	%	0%	%		0	
White	29.67%	30.77%	28.1%	143	156	139
Multiple/No Response	%	0.39%	%		2	
			Total Enrollment	482	507	495

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	56	70
Grade 1	65	84	56
Grade 2	75	70	81
Grade3	75	81	73
Grade 4	68	80	76
Grade 5	64	76	71
Grade 6	66	60	68
Total Enrollment	482	507	495

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	83	79	81	17.2%	15.6%	16.4%
Fluent English Proficient (FEP)	46	44	42	9.5%	8.7%	8.5%
Reclassified Fluent English Proficient (RFEP)	2	8	3	3.0%	9.6%	3.8%

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	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
507	**62.3**	**15.6**	**1.6**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	79	15.6
Foster Youth	8	1.6
Homeless	3	0.6
Socioeconomically Disadvantaged	316	62.3
Students with Disabilities	49	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	4.7
American Indian	3	0.6
Asian	63	12.4
Filipino	6	1.2
Hispanic	221	43.6
Two or More Races	32	6.3
White	156	30.8

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 9.5 points above standard Declined -7.8 points 34	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 24.8 points below standard Declined -11.6 points 116	No Performance Color 18.6 points above standard Declined -13.3 points 16	No Performance Color 0 Students	Green 12.1 points above standard Maintained ++1.5 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 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 -16.6 points 37	49.3 points above standard Maintained ++1.7 points 31	1 points below standard Declined -4.9 points 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
11.4	34.4	4.9	49.1

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 0 Declined -6.3 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Blue 0 Maintained 0 67	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 3.4 Increased +0.7 236	Blue 0 Declined -6.1 31	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Green 6.3 Declined -1.1 160

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
		2
Declined Significantly -1.4	Maintained 0	
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%
Increased students reclassified		

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 and/or substitute teacher (when available) 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)
63,258	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, books and materials needed for workshop/intervention and/or extended learning time 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)
23082	Title I
486	Targeted
1862	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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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. Provide mentor/peer support for distance learning strategies and support with Google Classroom resources. 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	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, 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)
39,000	Targeted
4000	Targeted Carryover

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)
15,501	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
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)
7775	Targeted
8000	Targeted Carryover

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, charging supplies 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)
28000	Title I
55000	Title I Carryover
7538	Targeted Carryover

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

Purchase books for our student book vending machine will help bridge the gap between literacy and engagement. Students earn AR points allowing them to qualify for a token at established AR point intervals and for meeting Lexia goals. Tokens for the books will be awarded in classrooms to encourage and motivate students to read increasing vocabulary, comprehension, and fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
7538	Title I 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

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

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)
40,000	Targeted
5000	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

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

Parents have requested materials and training for working with students at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Newsletters	newsletter emailed 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 and home school activities. Including books/resources for parents to borrow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1183	Title I Parent Involvement
2196	Title I Carryover

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)
442.00	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
Provide family nights with activities for parents and students to do at home to increase academic performance. Family literacy night, math games are a few examples. Provide extra hours for staff and materials for parents and families to take home. May be done virtually with kits to be sent home if in person sessions not practical.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Carryover

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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, 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 Edgewater Elementary 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 (EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 3-6	EL Green (-3.5)	EL Green
Overall CAASPP (Math)	EL Yellow (-30.8)	EL Green
Overall ELPAC level 1	5.6% (total 4)	Green 1% (1)
Overall ELPAC level 2	16.9% (total 12)	8% (6)
Overall ELPAC level 3	33.8% (total 24)	21% (15)
Overall ELPAC level 4	43.7% (total 31)	37% (26)
Reclassification	9.3% (29)	32% (23)
Chronic Absenteeism	EL Green increased 2.3%	Declined Blue
Suspension rate	EL Blue declined	Maintain 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)

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

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)

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	$313,961.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	133,841	0.00
Title I Carryover	66,696	0.00
Title I Parent Involvement	1,625	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	87,261	0.00
Targeted Carryover	24,538	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	265,040.00
Goal 2	45,000.00
Goal 3	3,921.00
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
Carrie Kovach	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 11/29/2021.

Attested:

Principal, Lori Guy on 11/29/2021	Lori Guy
SSC Chairperson, Rebecca Knudson on 11/29/2021	R Knudson

School Year: **2021-22**

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	11-29-21	June 22, 2021

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, socioeconomically disadvantaged, homeless and foster youth students. Teachers meet in PLC teams weekly to articulate around best practices, teaching strategies,and data to be sure we are providing the best instruction possible for all 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, Homeless, Foster Youth, and Students with Disabilities. These subgroups will need additional support due to learning loss suffered during the Covid 19 pandemic and distance learning. Our site continues to increase time with students in Tier 2 instruction in both Math and ELA. A school-wide tier 2 intervention schedule is 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 EL students as shown by low reclassification rates over several years and students not making growth targets on ELPAC assessments. Another subgroup for constant observation and support is our Chronically Absent students. In 20-21 23.5% of our students had below 89% attendance rate and considered chronically absent. Communication and contact with these students will be crucial to supporting their academic growth, especially after the pandemic year. Ella Elementary determined that through our specific intervention time, assessments by the teachers and district assessments showed our students are making slow, but steady growth and that our Tier 2 and Tier 3 intervention should continue for the 21-22 school year. It was also determined that analysis of our interventions will be critical as we progress during the 21-22 school year to monitor all subgroups progress and academic growth. Following the 20-21 pandemic year, Ella will target learning loss in ELA and math for all our students and focus on re-establishing our traditional 5 day a week, full day, on campus learning model to support student 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?*

During the 20-21 pandemic year, as a school, Ella had to change and modify many of the ways we provided academic instruction, tiered intervention, and targeted areas for academic growth for students. During distance learning from August 2020 to February 2021, attendance data was showing we needed to target student engagement and getting students connected to school. If students were not attending distance learning, then their progress towards proficiency in grade level standards was limited. Overall assessment data proved to be challenging in the pandemic year as many teachers struggled to have students complete assessments online in distance learning. Teachers and paraprofessionals targeted tiered interventions through scheduled small group or 1 on 1 Zoom meetings. Again, attendance at these intervention small group Zooms was a challenge for many students. In a typical year, teachers share students across grade level for tiered interventions, but this was not possible this year due to distance learning and health and safety protocols. In the 21-22 school year, Ella will continue with our PLC process and our plan for supporting student academic growth. Ella Elementary's guiding coalition of teachers and administrators meet monthly to go over grade level PLC meetings and determine the needs of our students. 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 data 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. Social emotional learning will be an additional support for students as we target needs in this area following the 20-21 pandemic year. 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. Although students have shown steady growth in their ELA and Math from the daily interventions provided in every grade level in past years, this pandemic year has been different. Across all grade levels, teachers are seeing learning loss and report that students as a whole, have not academically progressed at a typical rate as seen in a

traditional school year. 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, in a typical year, all grade levels show slow but steady growth in their site assessments and district assessments in both ELA and Math. Following the 20-21 pandemic year and distance learning, social emotional learning will be essential in supporting teachers' academic instruction as we return to a traditional learning model in the 21-22 school year. Many students and families have expressed the personal struggles of distance and blended learning this past year and it will be imperative to monitor the social emotional wellness of our students and provide intervention and support so they can focus on their grade level essential target standards. Some Ella staff are also participating in Conscious Discipline PD which will support our understanding of trauma-responsive social and emotional learning and classroom management. Our PBIS team will 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 return to a traditional instruction model for the 21-22 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 in this post pandemic 21-22 school year. As we return to a traditional full day, 5 day a week learning model, it is imperative that teachers and support staff continue to be provided opportunities for PD as it relates to technology platforms such as, but not limited to, Google Classroom/Sites, Clever, Renaissance, MyOn, Lexia, Illuminate, Aeries, Toolbox, etc. It will be important that students are familiar with Google Classroom, Go Guardian, Clever, Renaissance, My On, Lexia, etc. so they can access online curriculum and supplemental supports designed to support their academic growth. In a survey available to parents in April 2021, parents expressed a desire for more support with homework, social emotional needs, and helping to motivate their child to do well in school. After surveying Ella staff they have expressed interest in additional technology platforms that should we move forward with a site purchase, they will need training and PD. In a staff survey, teachers have also expressed the desire to attend professional development of their choosing, to target areas of personal professional growth that will keep them up to date on best practices and the most effective strategies to support student academic achievement. Staff have expressed a need to continue with our paraeducator support for Tier 2 and Tier 3 interventions and their need for PD opportunities to know how to best support teachers and students. The SYPSA will reflect 5 paraprofessionals for the 21-22 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, resources and materials to ensure progress towards 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, Remind app., 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 concerns voiced and heard during the meetings with both staff and administration. Following the 20-21 pandemic year, Ella will focus on building our parent participation and interest in PTO, ELAC, DELAC, and Site Council. Our parent survey from April 2021 showed parent interest in joining PTO and Site Council and interest in on campus parent workshops and attending campus events in the 2021-2022 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

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. The biggest challenge in the 20-21 school year was the COVID 19 pandemic and distance learning. Despite Ella School staffs' best efforts, this learning model caused resource inequities for our Ella students. Moving forward into the 21-22 school year and a traditional full day, 5 day a week model for learning, it will be imperative that we are working to address inequities immediately and with action to be sure all students can access daily learning and

have the needed resources to be successful at school. Daily communication between school staff and families is instrumental in being sure the school is doing all it can to support student academic growth in this post pandemic year and understand resources available to support the 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. Attendance data from the 20-21 school year indicates many students struggled to connect with school daily while on distance or blended learning. Creating strong relationships with our families and students will be key to moving forward in the 21-22 school year and continuing with our goals for Ella School and its students. Providing 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 as we return to a traditional learning model. The SAI Center and how it supports tier 3 intervention will also need adjustments to its support model as we navigate this new 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.14%	2.55%	2.0%	13	15	11
African American	1.48%	1.36%	2.0%	9	8	11
Asian	5.59%	5.61%	4.6%	34	33	26
Filipino	0.99%	1.02%	1.1%	6	6	6
Hispanic/Latino	59.7%	58.67%	59.5%	363	345	333
Pacific Islander	%	0.17%	0.2%		1	1
White	27.63%	27.89%	27.7%	168	164	155
Multiple/No Response	1.81%	1.7%	2.1%	11	10	12
			Total Enrollment	608	588	560

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	104	106	82
Grade 1	84	80	84
Grade 2	88	84	80
Grade3	91	85	80
Grade 4	72	81	82
Grade 5	81	71	82
Grade 6	88	81	70
Total Enrollment	608	588	560

Conclusions based on this data:

1. In the 20-21 school year, enrollment was low due to the Covid 19 pandemic and parents searching for alternative learning options for their students.
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 had lower enrollment numbers for the 20-21 school year. Due to the Covid 19 pandemic and the school year beginning with distance learning and continuing through Feb. of 2021, many families looked for other learning options.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	270	246	224	44.4%	41.8%	40.0%
Fluent English Proficient (FEP)	13	28	27	2.1%	4.8%	4.8%
Reclassified Fluent English Proficient (RFEP)	7	23	12	3.0%	8.5%	4.9%

Conclusions based on this data:

1. English Learners are a significant subgroup at Ella and are consistently about 40-45% of our student population.EL enrollment is slightly lower, which is consistent with the overall school enrollment down in the 20-21 pandemic school year.
2. Ella School has room for improvement on the number of students we reclassify each school year. This was again a challenging year reclassifying students. Ella worked to complete ELPAC testing from spring 2020 (paused due to school closures from Covid 19) in the fall in grades 3 through 6. We were still only able to reclassify 8 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	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
588	**88.8**	**41.8**	**0.5**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	246	41.8
Foster Youth	3	0.5
Homeless	12	2.0
Socioeconomically Disadvantaged	522	88.8
Students with Disabilities	66	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.4
American Indian	15	2.6
Asian	33	5.6
Filipino	6	1.0
Hispanic	345	58.7
Two or More Races	6	1.0
Pacific Islander	1	0.2
White	164	27.9

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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 47.6 points below standard Increased ++4 points 294	Orange 51 points below standard Maintained -0.3 points 143	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 7	Orange 51 points below standard Maintained ++1 points 277	No Performance Color 131.6 points below standard Increased ++7.5 points 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 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 3.7 points below standard Declined -5.8 points 18	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 34.3 points below standard Increased ++10.8 points 175	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		Yellow 56.7 points below standard Increased ++3.2 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 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 Increased ++11.6 points 115	16.2 points above standard Declined -11.1 points 28	43.4 points below standard Increased ++7.9 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 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
24.5	29.5	0.5	45.5

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	No Performance Color	Blue	No Performance Color
0	0	0	Less than 11 Students - Data
Declined -4.8	Maintained 0	Maintained 0	5
13	16	36	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Green	No Performance Color	No Performance Color	Green
1	0	Less than 11 Students - Data	1
Declined -0.6	Declined -4.5	1	Declined -0.7
405	20		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.Ella School Goal 1 aligns with the following district LCAP goals: Goal 1- Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students, Goal 2- Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student. Goal 3- Build a system of supports for our EL, foster and low SES students, Goal 5- Improve employee morale by creating policies and practices that support the well-being of staff.

Goal 1

Students will make academic growth/progress on the understanding of essential grade level standards using multiple sources of data to measure growth: Universal Screeners, ELPAC and reclassification rates, STAR Reading and math, 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	Universal Screeners District adopted curriculum assessments ELPAC; reclassification rates Intervention planning agenda	1. Tier 3 ELA students who are 2 or more years behind in reading will show a minimum of 1 years growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
learning environment for students and improve instruction in ELA and math. Highly engaged students 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.	Articulation and PLC meeting with grade levels Sign-in sheets Common grade level assessments Tiered Intervention data Supplemental program data Attendance data	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 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)
5365	Title I
30000	Title I Carryover

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, socially disadvantaged 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, tiered interventions and supports, social emotional learning, 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)
10000	Title I
30000	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)

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 Ella support staff 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)
75,271	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
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. This lead participates in grade level PLCs and collaborates with teachers on technology lesson planning, data analysis, and technology intervention for math and ELA. The Technology Lead works collaboratively with administration to ensure successful implementation of CAASPP and ELPAC assessments as it pertains to the technology components and supports in the overall testing of students yearly. The Technology Lead attends annual training sessions for CAASPP and ELPAC and provides PD for teachers in preparation for implementation. The Technology Lead is instrumental in supporting teachers, students, and parents as they navigate all technology supplemental curriculum and district adopted online curriculum resources. To further support, the Technology Lead creates technology-based learning resources for teachers, students, and parents. The Technology Lead 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, Boom Learning, Toolbox, and support with general understanding of technology resources available to support learning. The Technology Lead 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
76220	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
Socioeconomically disadvantaged
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. 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)
82200	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. Ella School Goal 2 aligns with the following district LCAP goals: Goal 1- Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students, Goal 2- Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student. Goal 3- Build a system of supports for our EL, foster and low SES students.

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 programs 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, Lexia, STAR Reading and math, attendance data, 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, Lexia, STAR Reading and math, 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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
are proficient on grade level essential standards.		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

Supplemental materials to enhance the district adopted curriculum 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. Also student materials needed to access or complete daily lessons for individual use or for peer learning. For example: scissors, pencils, lined paper, erasers, glue, markers, highlighters, crayons, 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)
35000	Targeted
20000	Targeted Carryover

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 successfully support teaching and learning in the classroom is essential. Laptops and Chromebooks are a tool in delivering instruction of grade level standards to students and access to district online curriculum and supplemental technology supports. Additional essential technology used to engage students during lesson delivery include, but not limited to: ELMOS, ipads, SMARTboards, Chromebook carts, projectors, headphones, speakers, etc. 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. Ella School is committed to support a 1 to 1 Chromebook ratio on campus with enrollment TK-6th grade. 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)
15000	Title I
30000	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)

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)
6645	Targeted
355	Targeted Carryover

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 integration of technology instruction. In addition, these programs will target subgroups who are not highly performing to help re-teach concepts and frame learning in an interactive capacity. These programs include, but are not limited to: Starfall, Boom Learning, Music Play, Scholastic, 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)
15000	Title I
10000	Title I Carryover

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

Supplemental materials to enhance the district adopted curriculum 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. Materials that support foundational reading skills, comprehension materials, literature units, materials to support foundational math skills.

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

Amount(s)	Source(s)
21632	Title I

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
ELA students
Students with disabilities

Strategy/Activity

Books to fuel our vending machine will help bridge the gap between literacy and engagement. Students earn AR points or Lexia points and units, allowing them to qualify for a token at established AR point intervals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read increasing vocabulary, comprehension, and fluency.

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

Amount(s)	Source(s)
15000	Targeted
8000	Targeted Carryover

Strategy/Activity 7

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

Socioeconomically disadvantaged students
Homeless
Foster Youth
Students with disabilities
Students with behavior supports

Strategy/Activity

Supplemental support materials related social emotional learning will be provided to students who are in need of SEL assistance to work in tandem with academic support, to bridge gaps in learning. These supplemental support materials for SES will promote prosocial skills, mindfulness, resilience and critical thinking for students. These materials include, but are not limited to, materials to support Toolbox, community building, positive relationships, strategies for navigating challenging situations, materials that support PBIS, visual support reminders, charts and stickers, conversation starters, 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)
9777	Targeted
4139	Targeted Carryover
8131	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

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. Ella School Goal 3 aligns with the following district LCAP goals: LCAP Goal 3- Build a system of specific supports for our EL, foster and low SES students, Goal 4: Improve the meaningful school to home relationship.

Goal 3

Ella Elementary staff are in a partnership with parents in educating their children. Ella honors parental involvement and values this stakeholder contribution.We encourage parents to be involved with our campus and with campus activities. When health and safety protocols allow, we look forward to parents being more present on campus. Parents can become involved by participating in district and school parent surveys, attend monthly ELAC meetings, PTO meetings, become involved in Site Council, and DELAC, and volunteering on campus. 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 is used to contact parents about important campus events, minimum days, days off of school, vacations,meetings,etc. Paper for notices/flyers for all parents with regards to events, meetings, campus activities, parent/student handbook, and learning opportunities offered at the school, and are provided in English and Spanish. Postage to mail important parent communication documents, flyers, or letters when necessary. Documents may include but not limited to: parent surveys, meeting notices, learning opportunities, campus events, 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)
883	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 grades 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)
1000	Title I Parent Involvement
254	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 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, district technology platforms and other technology supplemental programs (tech support). Classes can be offered during the school day, after school, or virtually via Zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	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.Ella School Goal 4 aligns with the following district LCAP goals: Goal 1- Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students, Goal 3- Build a system of specific supports for our EL, foster and low SES students.

Goal 4

Ella Elementary has a significant English Language Learner population; about 228 students or 46% according to Aeries 20-21 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 used to support ELD instruction: including but not limited to, technology, Wonders supplements, Go Math supplements, academic vocabulary support, visual aids, hands on supports, 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, Aeries dats indicates 228 students or @ 46% 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 1,2,3,4,5
See Goal 2; Activities 1,2,4,5,6
See Goal 3; Activities 1,3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	$510,472.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	225,417	0.00
Title I Carryover	112,330	12,330.00
Title I Parent Involvement	2,737	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	141,693	0.00
Targeted Carryover	40,625	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	309,056.00
Goal 2	198,679.00
Goal 3	2,737.00
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
Tamara Smith	Classroom Teacher
Lynn Lucas	Classroom Teacher
Lora Lynch	Classroom Teacher
Joanna Leal	Other School Staff
Nubia Ponce	Parent or Community Member
Haven Donaldson	Parent or Community Member
Ela Gallagher	Parent or Community Member
Jennifer Hansis	Parent or Community Member
Britany Hutchinson	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:

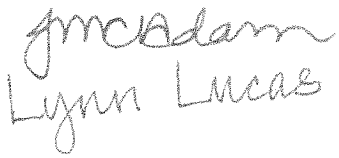
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTO, PLC Coalition, PBIS Team

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 11-29-2021.

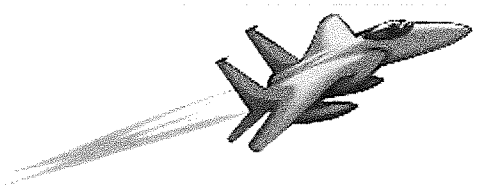
Attested:



Principal, Jennifer McAdam on 11-29-2021

SSC Chairperson, Lynn Lucas on 11-29-2021

School Year: **2021-22**



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	May 20, 2021	June 22, 2021

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) Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all students.
2) Improve the physical and emotional conditions at Johnson Park to address the needs of the whole student.
3) Build a system of specific supports for our EL (English Learner), foster and low SES students.
4) Improve the meaningful school-to-home relationship.

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 19-20 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 by 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.02%	0.77%	0.7%	4	3	3
African American	4.07%	2.31%	2.5%	16	9	10
Asian	5.09%	5.64%	5.4%	20	22	22
Filipino	0.76%	1.03%	1.5%	3	4	6
Hispanic/Latino	60.56%	63.08%	64.0%	238	246	261
Pacific Islander	%	0.51%	0.5%		2	2
White	26.21%	24.87%	22.3%	103	97	91
Multiple/No Response	0.25%	0.26%	%	1	1	
			Total Enrollment	393	390	408

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	50	53	59
Grade 1	72	51	52
Grade 2	49	63	43
Grade3	54	48	71
Grade 4	56	58	55
Grade 5	45	62	63
Grade 6	67	55	65
Total Enrollment	393	390	408

Conclusions based on this data:

1. Johnson Park has had a steady enrollment increase in the 2020-2021 in the school year from the average of 390 students in previous years.
2. TK students are not included in this data.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	149	149	141	37.9%	38.2%	34.6%
Fluent English Proficient (FEP)	14	26	27	3.6%	6.7%	6.6%
Reclassified Fluent English Proficient (RFEP)	8	15	7	6.8%	10.1%	4.7%

Conclusions based on this data:

1. Continue with our EL interventions targeting all EL levels.
2. Continue focusing on using ELD strategies in the classroom.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
390	**87.9**	**38.2**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	38.2
Homeless	8	2.1
Socioeconomically Disadvantaged	343	87.9
Students with Disabilities	39	10.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.3
American Indian	3	0.8
Asian	22	5.6
Filipino	4	1.0
Hispanic	246	63.1
Two or More Races	6	1.5
Pacific Islander	2	0.5
White	97	24.9

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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	60.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	1	Increased ++10 points	1
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color		Orange
47.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		56.8 points below standard
Increased ++7.7 points	5		Maintained -1.4 points
116			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	18.3 points above standard	51.7 points below standard
Increased ++7.3 points	Increased ++13.4 points	Maintained ++1.5 points
63	19	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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
20.6	34.4	0.8	43.9

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 community agencies to help provide parents with 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Declined -0.5	Declined -0.8	2
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 47% 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. 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)
47,683.62	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 6th 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. 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)
33,742.48	Title I
22,546.00	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)

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. 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)
1,908.23	Title I
17,957.79	Targeted

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 of 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). 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)
1,908.23	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. 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)
25,000.00	Targeted
2182.00	Targeted
28,334.00	Targeted Carryover

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. 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)
25,000.00	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-3rd grade students benefit from smaller group differentiated instruction.

Strategy/Activity

Provide support through hiring para educators for kindergarten- 3rd grade 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. 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)
46,769.44	Title I
3,769.00	Title I
50,000.00	Title I Carryover

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)

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, Reading Plus 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)
9,180.00	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)
14,000.00	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	Targeted

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

1.12 All Students

Strategy/Activity

Books to fuel our vending machine will help bridge the gap between literacy and engagement. Students earn AR points allowing them to qualify for a token at established AR point intervals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read increasing vocabulary, comprehension, and fluency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,800.00	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

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)
0.00	

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)
1,409.00	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)
359.00	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	85%	100%
(Subject Areas and EL Authorizations)	EL Orange Low / Maintained (-51.5)	EL Yellow
Overall CAASPP (ELA) Grades 3-8 and 11	EL Orange Low / Decreased (-56)	EL Yellow 13% (6)
Overall CAASPP (Math) Grades 3-8 and 11	14.10% (Total 22) 25% (Total 39)	23% (26) 32% (43)
Overall ELPAC Level 1	35.26 (Total 55)	24% (51)
Overall ELPAC Level 2	25.64 (Total 40)	7.8% (30)
Overall ELPAC Level 3	6.8%	Maintain or Improve
Overall ELPAC Level 4	EL BLUE Very Low / Declined Significantly (1.2%)	Green or Blue
Reclassification		Decrease
Chronic Absenteeism	EL Red High / Increased Significantly (4.0%)	Orange or Yellow
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

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)
2,004.61	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)
2,004.60	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	$348,908.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	145,581	0.00
Title I Carryover	72,546	0.00
Title I Parent Involvement	1,768	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	100,679	0.00
Targeted Carryover	28,334	0.00
	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	340,130.79
Goal 2	3,000.00
Goal 3	1,768.00
Goal 4	4,009.21
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
Tracy Pomeroy	Principal
Jeff Ahlberg	Classroom Teacher
Jesús Rivas	Classroom Teacher
Lennie Tate	Classroom Teacher
Isamar Soto	Other School Staff
Christina Ceniceros	Parent or Community Member
Nancy Ordaz	Parent or Community Member
Rosa Parra	Parent or Community Member
Mayra Talaverez	Parent or Community Member
Jose Valarde	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 5/20/2021.

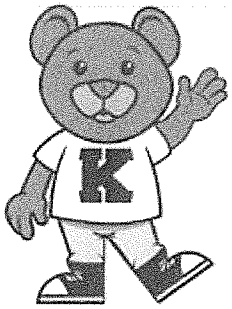
Attested:



Principal, Tracy Pomeroy on 11/30/2021

SSC Chairperson, Jose Valarde on 11/30/2021

School Year: **2021-22**



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	11/30/2021	June 22, 2021

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), Teacher Surveys, Parent & Community Surveys, Observations, Library Usage and Collection Inventories, Lexia, 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 2020/2021 school year are not what we were hoping for. Many factors needed to be considered when looking at the data. Factors like testing environments, the ability to get students to take the assessments, and "help" that they might have received from outside sources all contribute to the data being skewed. STAR Reading and Math have been our go to assessments but we were only able to gather data from 58.5% of our 2-5 grade students who took two or more assessments. What the data did show us is that we had a significant number of students who stayed at the same level (75.5% in reading and 72.7% in math). We know that when we return to a five day a week program with a normal day schedule, our focus will need to be on bridging the gap that the pandemic created.
*Enrollment on our site in the past has been highly transient. Given the fact that many families wanted face to face instruction for their students caused us to fear even higher numbers than before. As of August 14, the second day of school, and May 21, we had 124 students enroll and 106 students disenroll: TK--+6 -5; K--+28 -13; 1st--+18 -24; 2nd--+24 -12; 3rd--+20 -16; 4th--+16 -23; 5th--+12 -13.
*Teacher feedback reveals the desire to stay the course with our SEL program especially considering the year that we are closing the books on. If the district LCAP is adopted, we will now have a full-time counselor on campus along with a school psychologist here four days a week. With the help of our Student Support Specialists and combined efforts of our teaching staff, we believe that we will have the tools needed to help our students make a successful transition back a "normal" learning environment.
*Data from the 2020 CELDT/ELPAC was incomplete. Due to the school closures, only 51% (45/88) students completed the ELPAC test last spring. The data collected revealed that of the 45 students tested, 24% of our English Learners are at Level 1, 48% are at Level 2, 23% are at Level 3 and 5% 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 using both face to face and virtual platforms. In the past, when there is adequate staffing, there was the opportunity for more interventions offered through the Learning Center. Due to the pandemic, our students with identified learning disabilities received as much help as possible, not allowing for our RSP team to provide additional help to our mainstream students as they did in the past. The site has its fourth Principal in the past six 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. With the changes that the previous administration team made last year, we are seeing the benefits of those moves. Grade levels worked towards utilizing their collaborative planning time and are making strides towards looking to have vertical conversations in the years to come. The goal will be to make it a priority to analyze the data from common formative assessments and embedded curricular assessments. We also want to encourage staff members to share ideas about strengthening high quality first instruction and to create daily/weekly opportunities for intervention and enrichment. When we return in the fall, we hope to return to a Master Schedule that is consistent and ensures that each class/grade level has substantial chunks of time for core instruction and subsequent intervention/enrichment along with PE instruction and Specials (Music, Computers and Library). Currently, the staff does not analyze performance data disaggregated by subgroups aside from the CAASPP data at the beginning of the year. In 2020-21, we will be focusing more intently on data school-wide based on grade levels and on subgroups. We will continue our work in PBIS and our SEL curriculum TOOLBOX. Using the district provided tools within AERIES, A2A and Raptor, we are better able to track our student attendance, tardies and early dismissals. With the trainings that we received from the district, our staff has utilized the tools in A2A to follow up with families, encouraging them and finding out what help they may need to improve attendance issues they might be having. Next year we are planning on hiring two 6-7 hour Student Support Specialists and also an Elementary School Counselor will be on site hopefully five 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 pandemic and can also be attributed to a lack of parental understanding of the virtual school environment. Looking at both quantitative and qualitative data that we have collected leads us to the realization that we definitely need to continue our 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?*

Before the pandemic, the staff was in the beginning stages of implementing TOOLBOX and integrating the lessons into their daily routine. As part of their distance learning day, teachers were required to TOOLBOX . To stay in line with our theme for next year of "Re:_____" we will purchase a copy of the book Relentless for each staff member to read as we turn our focus to teaching with passion and discovering the why of what we do here. Staff will continue 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 once again and to emphasize the Tools each month. 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 will continue to see improvement in discipline issues. 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 2021-2022 school year, 27 of the site's 32 full time teachers will have attended a PLC Institute as will have both site administrators. We will begin to use the Master Teacher professional development opportunities to set our minds on a "Back to Basics" mentality, with resources being provided on a weekly basis on three different platforms.

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 school wide parent all calls and Remind and Class Dojo (depending on teacher preference) to communicate classroom information, including homework, projects, and individual student needs. In 2018/2019 we 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. Once we find out what the protocols will be for the 2021/2022 school year, we will adjust our offerings accordingly. Again, it all hinges on what guidelines the state says should be in place on how we proceed with connecting with our stakeholders. It is our hope to 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, Awards Assemblies and other such school community events. Encouraging parents to get involved with our defunct PTO will be an area for growth in the upcoming school year. 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.36%	2.81%	2.5%	17	21	17
African American	5.7%	6.95%	6.2%	41	52	43
Asian	3.62%	3.34%	4.3%	26	25	30
Filipino	0.14%	0.13%	0.3%	1	1	2
Hispanic/Latino	37.83%	39.71%	40.6%	272	297	281
Pacific Islander	1.11%	1.2%	1.3%	8	9	9
White	44.65%	41.58%	39.1%	321	311	271
Multiple/No Response	1.81%	2.81%	2.6%	13	21	18
	Total Enrollment			719	748	693

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	138	140	115
Grade 1	112	115	114
Grade 2	120	112	115
Grade3	116	135	107
Grade 4	117	126	129
Grade 5	116	120	113
Total Enrollment	719	748	693

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	102	89	81	14.2%	11.9%	11.7%
Fluent English Proficient (FEP)	8	19	16	1.1%	2.5%	2.3%
Reclassified Fluent English Proficient (RFEP)	6	16	1	6.8%	15.7%	1.1%

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 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	32.49

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
748	**81.7**	**11.9**	**1.5**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	89	11.9
Foster Youth	11	1.5
Homeless	28	3.7
Socioeconomically Disadvantaged	611	81.7
Students with Disabilities	109	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	7.0
American Indian	21	2.8
Asian	25	3.3
Filipino	1	0.1
Hispanic	297	39.7
Two or More Races	11	1.5
Pacific Islander	9	1.2
White	311	41.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	Orange	No Performance Color
30.7 points below standard	38.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.5 points	Declined -8.8 points	5
325	58	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	32.3 points below standard	93.4 points below standard
8	Declined -12.2 points	Increased Significantly ++27.5 points
	287	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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
19.3	33.0	2.6	44.9

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 14.9 Increased +2.4 47	No Performance Color 21.1 Increased +2.9 19	No Performance Color 3.8 Declined -1.7 26	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 15.1 Increased Significantly +4.4 311	Orange 18.4 Increased +5.9 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Orange 13.8 Maintained 0 347

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 8.8 Declined -3.4 57	No Performance Color 0 Declined -8.3 22	No Performance Color 0 Maintained 0 26	No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 6.5 Increased Significantly +2.8 336	Orange 5.3 Increased +5.3 38	No Performance Color Less than 11 Students - Data 10	Yellow 4.5 Declined -0.9 359

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 of at least one level from pretest to posttest.
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, Lexia, 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	2019/2020 scores show 71% of Kynoch's ELs in Levels 1 & 2 and 29% in Levels 3 & 4. These numbers do not reflect true numbers because Covid shut our schools down mid testing season. Only 45 of our 88 EL students were able to complete the test. If the LCAP is adopted by the district, we will be adding a full time EL facilitator that we plan on using to facilitate groups and provide support to our students and staff.	Our goal is to have 50% + of ELs show at least one level of growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data in ELA and Math	We will use 2018-2019 student scores as baseline data because we do not have scores from 2019/2020 due to Covid-19 shut down and scores from 2020/2021 are not in yet.	We will see an overall increase in students meeting or 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)
123,026	Title I
18,116	Title I Carryover

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)
45,559	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)
1,000	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 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)
25,468	Title I
112,000	Title I Carryover

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)
16,532	Targeted
0	

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)
12,978	Targeted
10,475	Targeted Carryover

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)
4,260	Targeted
6,239	Title I
1,200	Targeted Carryover

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, Mystery Science, Scholastic, 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)
6,000	Targeted
10,000	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

1.9 We will purchase books and other reading materials for our Read! Read! Read! Literacy Incentive Program. Students will have the chance to earn books from our book vending machines as academic and behavior awards for 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)
17,375	Title I

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

1.10 We will purchase materials to create a "Maker Space." Students will have the opportunity to use the Maker Space to engage in STEAM 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)

30,000	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

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 2020/2021 data as a baseline, which shows that as of the 9th month of school, our yearly attendance average is 93.33%.	Monthly/yearly attendance will improve to at least a 95.6% average.
Student Recognition	We will use the 2020/2021 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 on a monthly basis.
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 2021/2022 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 participate in groups with the Student Support Specialists and the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		follow-up from their teachers will reflect 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)
36,042	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 an Elementary Student Support Specialist position 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)
65,000	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)
2,500	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 We will continue to focus on PBIS and Restorative Practices school wide. We will purchase banners and posters that promote our PBIS program and 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)
3,772	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 can return to Volunteer Training Nights and Toolbox Parent Nights with the addition of an online training platform for parents interested in the resource.
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 re engage with the school and complete the end of the year survey. We also hope to continue our 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)
1,642	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 Using Parent Institute as a resource, 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)
1,529	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 4

To help reduce the learning loss that our learners experienced during distance learning in the 2020/2021 school year, targeted students will be provided additional intervention opportunities over a three week period that will focus on literacy skills, mathematics, and STEAM activities.

Identified Need

Based on report card data and common formative assessments, it became apparent that we needed to provide additional opportunities for our learners to help reduce the learning loss that they experienced during distance learning in the 2020/2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR reading and math, ESGI, Lexia)	Scores earned near the end o f the third trimester will serve as the baseline.	80+ percent of student s will show growth equivalent to one month by the end of the intervention assessments
Grade level created common formative assessments based on grade level essential standards in the foundational skills of literacy, number concepts, and writing conventions.	Given throughout the intervention period, students will be offered opportunities for immediate intervention or enrichment based on scores.	At least 50% of our students will master the grade level foundational skills in literacy, number concepts, and writing conventions.

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)

Targeted student in kindergarten through fifth grade

Strategy/Activity

We will provide a three week "Summer Bridge" for targeted students in grades kindergarten through fifth grade. We will hire additional staff (2 paras, 1 PE teacher, 1 counselor and 1 Art teacher) to what the district will be providing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
14,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted student in kindergarten through fifth grade

Strategy/Activity

We will provide supplemental materials to meet the learning needs of all students during their summer bridge experience

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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	$580,713.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	261,108	0.00
Title I Carryover	130,116	0.00
Title I Parent Involvement	3,171	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	144,643	0.00
Targeted Carryover	41,675	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	440,228.00
Goal 2	107,314.00
Goal 3	3,171.00
Goal 4	30,000.00
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

0 Secondary Students

Name of Members	Role
Derek Morrison	Principal
Angelica Shreves	Other School Staff
Kyle Sweeney	Classroom Teacher
Ngia Xiong	Classroom Teacher
Mary Buck	Classroom Teacher
Emily Lane	Parent or Community Member
Dustin Richardson	Parent or Community Member
Alexandra Romero	Parent or Community Member
Alicia Breedlove	Parent or Community Member
D'airjay Harris	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 11/30/2021.

Attested:

DocuSigned by: Derek Morrison 995C454F3319473...	11/30/2021	Principal, Derek Morrison on 11/30/2021
DocuSigned by: Emily Lane DE6B654C0CFE488...	11/30/2021	SSC Chairperson, Emily Lane on 11/30/2021

School Year: **2021-22**

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	9/30/2021	June 22, 2021

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
Student and Teacher 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?*

Results from the Waterford Reading assessments indicated the following growth made by the transitional kindergarten students during the 2020/2021 school year:
58% of the transitional kindergarten students tested made progress toward the grade level benchmark, while 55% mastered the grade level benchmark.

Results from the Waterford Reading assessments indicated the following growth made by the kindergarten students during the 2020/2021 school year:
52% of the kindergarten students tested were making progress toward the grade level benchmark, while 59% mastered the grade level benchmark.

Results from the Waterford Math assessments indicated the following growth made by transitional kindergarten students during the 2020/2021 school year:
56% of the transitional kindergarten students tested mastered the grade level benchmark.

Results from Waterford Math assessments indicated the following growth made by kindergarten students during the 2020/2021 school year:
75% of the kindergarten students tested were making progress toward the grade level benchmark, while 64% mastered the grade level benchmark.

At the time of this report the end of the year STAR assessment data were not available. This section will be updated once that data is available.
STAR Early Literacy Data indicated the following growth by grade level during the 2020/2021 school year:
1st Grade: Baseline data (August 2020) indicated that the average grade equivalent was at 0.7. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 1.4.

STAR Reading data indicated the following growth by grade level during the 2020/2021 school year:
2nd Grade: Baseline data (August 2020) indicated that the average grade equivalent was 2.5. By the end of the 2nd trimester (March 2021) the average grade equivalent decreased to 2.1.
3rd Grade: Baseline data (August 2020) indicated that the average grade equivalent was 2.4. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 3.1.
4th Grade Baseline data (August 2020) indicated that the average grade equivalent was 3.0. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 3.4.
5th Grade Baseline data (August 2020) indicated that the average grade equivalent was 3.7. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 3.9.
6th Grade Baseline data (August 2020) indicated that the average grade equivalent was 3.9. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 4.5.

STAR Math360 data indicated the following growth by grade level during the 2020/2021 school year:
1st Grade: Baseline data (August 2020) indicated that the average grade equivalent was 1.3. By the end of the 2nd trimester (March of 2021) the average grade equivalent improved to 1.7.
2nd Grade: Baseline data (August 2020) indicated that the average grade equivalent was 1.9. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 2.5.
3rd Grade Baseline data (August 2020) indicated that the average grade equivalent was 2.8. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 3.1.
4th Grade Baseline data (August 2020) indicated that the average grade equivalent was . By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 3.8.
5th grade Baseline data (August 2020) indicated that the average grade equivalent was 3.8. By the end of the 2nd trimester (March 2021) the average grade equivalent improved to 4.1.
6th grade Baseline data (August 2020) indicated that the average grade equivalent was 4.4. By the end of the 2nd trimester (March 2020) the average grade equivalent improved to 4.9.

CAASPP data are not available, as tests were not administered due to COVID-19 during the 2019/2020 school year. CAASP testing was administered during the 2020/2021 school year, but test results were not available at the time of this report.

Trends indicate that students in all grade levels made good progress, with the exception of 2nd grade, which demonstrated a decline in reading skills from the beginning of the year to the end of the 2nd trimester. Given the challenges of COVID and distance learning, it was encouraging to note that there were not significant declines in students' overall performance when compared to last year's assessment data. While there continues to be concerns with the achievement gap, it does not appear that the students demonstrated significant learning loss due to COVID.

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 2020/2021 school year, all grade levels used Waterford Reading, STAR Early Literacy, and STAR Reading data to build intervention groups during the instructional day. In kindergarten, the teachers and paras provided small group instruction remotely during distance learning, and in-person as students returned to school, to address specific student needs. Prior to COVID, kindergarten teachers "pushed-in" to first grade classrooms during the afternoon four days a week to target foundational literacy skills. However, this was discontinued this year due to restrictions involving cohorts. Also, prior to COVID, 2nd through 6th teachers grouped their students according to STAR data and provided school-wide intervention. Paras were utilized to support intervention in classrooms where students below grade level received small group instruction. However, cohort restrictions resulted in school-wide interventions being held virtually in the afternoons. The challenge was getting students to engage in those interventions, as the participation rate declined after lunch. School-wide tier 1 and 2 interventions will again be offered next school year as public health guidance allows. 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, one administrator and the site psychologist will have attended summer PLC Institutes by the 2021/2022 school year. Teachers put PLC into practice on the district wide minimum days. The teachers have received support in the past 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. The Education Services Department has provided professional development throughout the school year on technology for distance learning, as well as various learning platforms.
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. Once some of our students returned to in-person instruction in the spring, we reintroduced our "Kid Live Leaders" program, and will look to expand that program next school year to include assisting 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. Some of our staff are currently participating in "Conscious Discipline" training, which promotes positive relationship building between staff, families, and students. Staff will continue to be trained in "Conscious Discipline next year, and parent training will also be offered. In order to keep students in school, "other means of correction" is pursued vs suspension. Our suspension numbers are currently at

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. Back to School Night and Open House were canceled this year due to restrictions because of COVID. A Family Reading NIghts are held remotely to promote literacy, but it was sparsely attended. When Family Reading Nights were able to be held in person they were well attended. First and Second trimester rallies where canceled due to COVID. However, we will be holding a third trimester rally, and distance learning students and parents will be able to participate remotely. Students will be recognized for academic success and behaviors that reflect school wide expectations. When public health guidance allows, in-person events will be held with the same frequency prior to pandemic. Family Meetings will also be 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 were not sent out this year due to the overload of information that was being given to them regarding distance and hybrid learning. However, parent survey will be conducted next school year to assist the school in planning to enhance Family and Community Engagement. Because our school is 41% Hispanic, we were fortunate to have the Alliance for Hispanic Advancement support in the past through the donation turkey dinners to our families, and sponsoring of 6th grade students to be involved in Project Navidad, which gave select students the opportunity to spend a day learning about the mountain ecosystem as well as selecting a Christmas tree. Unfortunately, due to COVID, our involvement with AHA was limited. It is our hope to reestablish our partnership with AHA next 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

The Literary Resource Technician was consulted to run reports regarding STAR Early Literacy, Reading, and Math data. Transitional and kindergarten teachers provided Waterd Reading and Math data. The attendance clerk provided attendance data. The EL coordinator at the district office ran reports for the ELPAC test results from the 2018/2019 and 2019/2020 school year. The annual program evaluation was reviewed with the Site Council on May 27th, and the proposed SPSA updates for the 2021/2022 school year were reviewed with the council, and their input and feedback was encouraged and taken into consideration in the final draft of the SPSA.

Resource Inequities

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

There were no resource inequities identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.82%	1.73%	2.2%	12	11	14
African American	2.88%	4.08%	5.0%	19	26	32
Asian	24.58%	23.55%	23.4%	162	150	151
Filipino	0.3%	0.31%	0.3%	2	2	2
Hispanic/Latino	39.3%	40.5%	41.0%	259	258	265
Pacific Islander	0.15%	0.16%	0.2%	1	1	1
White	25.04%	24.33%	22.6%	165	155	146
Multiple/No Response	0.3%	0.47%	0.5%	2	3	3
			Total Enrollment	659	637	646

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	109	123	115
Grade 1	99	71	108
Grade 2	88	86	68
Grade3	95	92	85
Grade 4	89	90	94
Grade 5	89	90	89
Grade 6	90	85	87
Total Enrollment	659	637	646

Conclusions based on this data:

1. Linda School has a high Asian and Hispanic population. Many of those students are English language learners.
2. Despite the challenges of distance learning, the enrollment numbers for the 2020/2021 school year slightly increased from the previous year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	220	181	169	33.4%	28.4%	26.2%
Fluent English Proficient (FEP)	37	48	45	5.6%	7.5%	7.0%
Reclassified Fluent English Proficient (RFEP)	4	18	12	1.9%	8.2%	6.6%

Conclusions based on this data:

1. Linda School has 26% of it's students that are English language learners. As such, it is imperative that we provide academic and English language intervention to assist these students.
2. Linda School has made significant growth in its reclassification of English language learners since the 2018/2019 school year. Continued interventions for our English language learners is imperative so that we can continue to see improvement in this area.

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. Since the CAASP testing was canceled during the 2019/2020 school year, it is difficult to make any conclusions given that there is not any current data to work with. The 3rd through 6th grade students were administered the CAASP this year. When this test data is available it will give us a baseline to determine the extent of the loss of learning due to COVID.

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. Given that the CAASP testing was canceled during the 2019/2020 school year it is difficult to draw any conclusions not having current data. However, students in 3rd through 6th grade were administered the CAASP this school year, and when those results become available it will give us an idea of the loss of learning that students experienced due to COVID.

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. Due to a coding error during administration of the 2018/2019 ELPAC administration, the test data was unable to be imported into DTS. However, results from the ELPAC during that school year indicated that there was a decline in the percentage of students that tested at level 3 and 4 in their overall English language proficiency, and an increase in the percentage of students that tested at level 2. A closer analysis indicated similar trends in the areas of oral and written language. When evaluating the individual domains, there were decreases in the percentage of students that fell within the well developed range in the areas of listening, speaking, reading, and writing, and an increase in the percentage of students that fell within the somewhat/moderately developed range in the areas of speaking, reading, and writing, while there was a decrease in the percentage of students that fell within the somewhat/moderately developed range in the area of listening.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
637	**92.3**	**28.4**	**1.9**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	181	28.4
Foster Youth	12	1.9
Homeless	13	2.0
Socioeconomically Disadvantaged	588	92.3
Students with Disabilities	73	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	4.1
American Indian	11	1.7
Asian	150	23.5
Filipino	2	0.3
Hispanic	258	40.5
Two or More Races	31	4.9
Pacific Islander	1	0.2
White	155	24.3

Conclusions based on this data:

1. Given that 91% of Linda School's student population is socioeconomically disadvantaged, it is imperative that we provide additional academic and social/emotional supports to these students in order to decrease the equity gap.
2. Since 26% of our student population is English language learners, it is essential to provide quality English language development instruction to those students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. Since the bulk of this school year, and the last third of last school year was spent on distance learning, it is difficult to draw any conclusions on this data at this time. Now that the majority of students have returned for in-person instruction, and the expectation is to open schools full time next school year, there will be a better opportunity to analyze data and draw conclusions.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. Since there is no current assessment data from the 2019/2020 school year due to the CAASP test being canceled due to COVID, it is difficult to draw any conclusions, as the above data is not current. Once the CAASP test results from the current school year are available it will be essential to analyze that data to assist with school planning.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. As was stated in the previous section, since there is no CAASP data available from last school year it is difficult to draw any conclusions. Once the CAASP test results from the current school year are released it will be essential to analyze that data for school planning.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. There is no current assessment data available to draw any conclusions regarding the progress of our English language learners due to COVID.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	No Performance Color	Blue	No Performance Color
20	8.3	0.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined -13.9	Declined -1.2	2
25	12	166	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	Green	No Performance Color	Yellow
11.4	7	Less than 11 Students - Data Not Displayed for Privacy	15.1
Increased +1.3	Declined -16.8	1	Declined Significantly -5.8
280	43		192

Conclusions based on this data:

1. The average attendance rate during the current school year dropped to 92.8%. This was primarily due to the difficulties with engagement during distance learning. It was also interesting to note that the attendance rates at the beginning of the year were better, and attendance steadily declined as the year progressed.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Declined Significantly -1.5	Increased +0.6	8
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. Given that the majority of the current school year was spent on distance learning, there were very few suspensions, and the limited ones that did occur were when students returned to in-person instruction.

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. The expectation is that students will be returning to in-person instruction on a full-day schedule 5 days a week. However, if public health department guidance dictates, distance and hybrid learning models may be offered.

Identified Need

According to data provided by universal screeners, STAR Early Literacy, Reading and Math360 and California School Dashboard, we are making growth despite the challenges associated with distance and hybrid learning. With that being said, many students have experienced varying degrees of loss of learning, and as such, 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360), Waterford Reading, Math and Science for TK and K	Student Data gathered at the beginning of the first trimester will serve as the baseline.	Each grade level will demonstrate an average growth equivalent of one year in the areas of reading and math by the end of the school 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	2019/2020 ELPAC test results indicated that 52% of our EL students tested at level 3 or 4, while 48% tested at level 1 or 2. This was a decrease by 3% compared to 20/18/2019 results. 2020/2021 ELPAC test results will be used as a	Number of students testing at level 3 and 4 will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	baseline. Those results were not available at the time of the development of this SPSA.	
California Dashboard Data	The results from 2020/2021 CAASP will be used as a baseline. Those results were not available at the time of the development of this SPSA.	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). Eight paraeducators 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
235,972	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)
46,814	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)
35,007	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), Freckle, and Social Studies and Science Studies Weekly. Online programs are intuitive and help diagnose individualized student mastery. Leveled learning and intervention strategies and supported through these supplementary programs. Lexia will be paid for by district funds. Funding for other online programs listed above to be determined in the fall of next school year when carryover allocations are determined.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
20,909	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)
15,000	Targeted
60,000	Title I Carryover

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)
19,646	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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
20,000	Targeted Carryover

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, 2022 (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)
3,000	Targeted
30,000	Title I Carryover

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

Supplemental hours to support staff in reviewing and organizing student testing data to build student intervention schedules based on student need, and providing additional 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)
5,000	Targeted
5,000	Targeted Carryover

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students who have demonstrated significant learning loss due to COVID.

Strategy/Activity

Summer School program to be offered for 3 weeks, 4 hours a day, 5 days a week. Program to include academic intervention, enrichment activities, extra-curricular activities, and social/emotional learning. Purpose of program is to help mitigate loss of learning due to COVID, and provide social/emotional support to students to help ease transition back to in-person instruction. Funding levels to be determined in the fall of the next school year when carryover allocations are determined.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Carryover

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)
5,000	Targeted
10,000	Targeted Carryover

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

Books to fuel our vending machine will help bridge the gap between literacy and engagement. Students can earn AR points allowing them to qualify for a token at established AR point intervals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read, increasing vocabulary, comprehension, and fluency. Once students' earn 25% of the Silver Medal they will earn a book vending machine token. Projections for the school year would be approximately 3000 books. Funding levels to be determined in the fall of the next school year when carryover allocations are determined.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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)
1,633	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

Linda School's PBIS program will be supported and communicated through posters of school-wide expectations, Character Roar Tickets, Lion Bucks, t-shirts that promote PBIS/social/emotional learning for students and staff, laptop to assist in creating PBIS videos, classroom banners to promote character traits, 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)
5000	Targeted
12,250	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

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	2020-2021 Student Attendance; California Dashboard 2020-2021 Number of parents fingerprinted 2021-2022 Number of families that attended September Family Reading Night 2020-2021 Number parents participating in ELAC	2021-2022 Student Attendance Average 96% 2021-2022 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)
853	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. 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)
2,000	Title I Parent Involvement
266	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	2020/2021 ELPAC test results (not available at time of development of this SPSA) will serve as baseline.	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, Waterford Reading, Waterford Math and Science)	Student data gathered at the beginning of the first trimester will serve as baseline.	EL students will demonstrate an average of one year's growth in reading and math by the end of the school year.
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 EL students not mastering grade level standards in 1st and 2nd grade. Bi-lingual paraeducator FTE's were referenced in Strategy 1 of Goal 1. Additional paraeducators will also be provided assist in to providing Tier 2 and Tier 3 interventions to those EL students not mastering grade level standards in 3rd through 6th grade. Additional paraeducators 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)

EL Students not mastering grade level standards

Strategy/Activity

EL students will be provided regular scaffolding and direct instruction provided in their grade level classrooms through the use of hands on materials, such as Realia, videos, music, photographs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Carryover

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Reading materials in English and the students' primary 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)
5,000	Title I Carryover

Strategy/Activity 4

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

After school tutoring to be provided by paraeducators through supplementary 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)
5,000	Title I Carryover

Strategy/Activity 5

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

Supplemental materials and supplies necessary for after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,010	Title I Carryover

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	$602,360.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	256,881	0.00
Title I Carryover	128,010	0.00
Title I Parent Involvement	3,119	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	167,100	0.00
Targeted Carryover	47,250	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	562,348.00
Goal 2	18,883.00
Goal 3	3,119.00
Goal 4	18,010.00
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
Zack Schulz	Principal
Jennifer Worm	Other School Staff
Amy Sether	Classroom Teacher
Ashley Trower	Classroom Teacher
Debbie Gingery	Classroom Teacher
Martha Vera	Parent or Community Member
Travis MacDonald	Parent or Community Member
Maricella MacDonald	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:

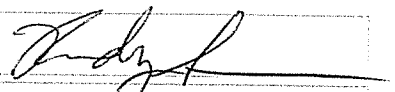
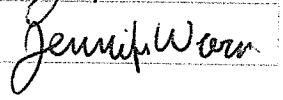
Signature	Committee or Advisory Group Name

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 05/27/2021.

Attested:

Principal, Randy Swann on 09/30/2021	
SSC Chairperson, Jennifer Worm on 09/30/2021	

School Year: **2021-22**



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	5/27/2021	June 22, 2021

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:

- Former 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 our last set of CAASPP data (prior to Covid) 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 attendance. At the beginning of this school year, attendance was a struggle given that so many students experienced internet connectivity issues. A steady increase of attendance has been experienced throughout the year. Students were provided hotspots, and the transition to blended learning has helped increase attencreased attendance tremendously.

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 has been extremely helpful in addressing these needs.

The library at Loma Rica School was inaccessible for a major part of the school year. This changed as soon as we transitioned to Blended Learning. The library is now being accessed by students. It continues to play a critical role in the academic achievement of our 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 play a vital role in the success of students. This year we saw continued involvement in our PTO club despite Covid school closures. 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, Dojo (text notification system) and an interactive Loma Rica PTO social media page. Individual conferences with administration also occur whenever needed.

Parents play a role in contributing ideas and approvals for proposed expenditures such as:

- 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 faced this year internet connectivity 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 continues to be an area of focus. Teachers meet frequently to discuss student progress, analyze achievement data, and plan formative assessments. PLC collaboration can sometimes be a challenge 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.

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 a proven history of helping 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 up-to-date technology.

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 through a wide menu of district-level offerings. Individual requests for staff development are arranged 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. This year, due to Covid closures, this information was sent to all families electronically. Standards for student learning are discussed as are expectations for behavior, and opportunities for parent involvement. Development of the SPSA is based on staff and parent input. Again, families were invited to do this electronically this year due to Covid. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds. 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.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	12.62%	6.12%	7.1%	13	6	6
African American	0.97%	0%	1.2%	1	0	1
Asian	1.94%	3.06%	3.6%	2	3	3
Filipino	0.97%	0%	%	1	0	
Hispanic/Latino	15.53%	18.37%	17.9%	16	18	15
Pacific Islander	%	0%	%		0	
White	66.02%	70.41%	67.9%	68	69	57
Multiple/No Response	0.97%	2.04%	2.4%	1	2	2
			Total Enrollment	103	98	84

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	23	23	16
Grade 1	14	15	10
Grade 2	19	14	15
Grade3	16	19	14
Grade 4	14	15	13
Grade 5	17	12	16
Total Enrollment	103	98	84

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	3	2	3	2.9%	2.0%	3.6%
Fluent English Proficient (FEP)	0	0	1	0.0%	0.0%	1.2%
Reclassified Fluent English Proficient (RFEP)	0	0	2	0.0%	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	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
98	**61.2**	**2.0**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	2.0
Foster Youth	2	2.0
Socioeconomically Disadvantaged	60	61.2
Students with Disabilities	17	17.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	6	6.1
Asian	3	3.1
Hispanic	18	18.4
White	69	70.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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
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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 12.1 Maintained +0.2 116	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 9

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Orange 14.1 Increased +0.7 78	No Performance Color 7.1 Declined -7.1 28

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	23.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	Increased +4.3	2	1
	13		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
No Performance Color	No Performance Color	No Performance Color	Green
19	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.2
Increased +9.5	2	0	Declined -1.6
21			76

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	0	Less than 11 Students - Data	Less than 11 Students - Data
3	Declined -5.9	2	1
	15		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
No Performance Color	No Performance Color		Blue
0	Less than 11 Students - Data		0
Maintained 0	2		Maintained 0
21			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

Goal 1 - Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

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 Classroom instruction will be supported using 3.5 hr/day para-educators to provide specific intervention with students including both 1:1 and small group instructional 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)
17811	Title I
9595	Title I Carryover

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, technology, incentives and rewards 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)
1459	Targeted
1458	Targeted 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

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, academic 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)
1944	Targeted Carryover

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)
0	Targeted
1000	Targeted Carryover

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 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 intervention for students who are performing 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)
12000	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)
600	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)
1443	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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

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)
500	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 3 - Build a system of specific supports for our EL (English Learner), foster and low SES 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)	Increase number of parents participating in PTO by 50%. Increase number of parents using Aeries Parent Portal to 100%

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 Communications, Parent Portal

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

Amount(s)	Source(s)
234	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	$48,044.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	19,254	0.00
Title I Carryover	9,595	0.00
Title I Parent Involvement	234	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	14,559	0.00
Targeted Carryover	4,402	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	47,310.00
Goal 2	500.00
Goal 3	234.00
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
Ashley Vette	Principal
Judy Anderson	Classroom Teacher
Lisa Rerucha	Classroom Teacher
Diana Clemensen	Classroom Teacher
Carla Tingle	Other School Staff
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 .

Attested:

Principal, Ashley Vette on
SSC Chairperson, Judy Anderson on

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:

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

Attested:

Principal, Ashley Vette on

SSC Chairperson, Judy Anderson on Judy Anderson

School Year: **2021-22**

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	10/25/2021	June 22, 2021

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2%	2.8%	2.5%	10	13	11
African American	3.61%	3.66%	4.1%	18	17	18
Asian	9.22%	8.82%	10.3%	46	41	45
Filipino	0.2%	0.22%	0.5%	1	1	2
Hispanic/Latino	55.71%	60.86%	61.5%	278	283	270
Pacific Islander	0.2%	0.43%	%	1	2	
White	27.86%	22.37%	19.6%	139	104	86
Multiple/No Response	0.8%	0.43%	0.2%	4	2	1
			Total Enrollment	499	465	439

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	97	83	88
Grade 1	72	63	54
Grade 2	68	61	53
Grade3	72	66	59
Grade 4	61	64	62
Grade 5	66	62	64
Grade 6	63	66	59
Total Enrollment	499	465	439

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	166	167	162	33.3%	35.9%	36.9%
Fluent English Proficient (FEP)	17	27	24	3.4%	5.8%	5.5%
Reclassified Fluent English Proficient (RFEP)	4	15	4	2.7%	9.0%	2.4%

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
465	**83.2**	**35.9**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	167	35.9
Foster Youth	2	0.4
Homeless	4	0.9
Socioeconomically Disadvantaged	387	83.2
Students with Disabilities	45	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.7
American Indian	13	2.8
Asian	41	8.8
Filipino	1	0.2
Hispanic	283	60.9
Two or More Races	2	0.4
Pacific Islander	2	0.4
White	104	22.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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	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	41.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9	6	Increased ++5.5 points	1
		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Red	No Performance Color	No Performance Color	Orange
72.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	58.2 points below standard
Maintained ++0.8 points	1		Declined -11.4 points
138			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	40.2 points above standard	59.2 points below standard
Declined -13 points	Increased ++13.3 points	Declined -7.3 points
77	20	144

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
15.1	33.6		51.2

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 14.3 Declined -12 21	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Green 4.3 Declined -6.3 47	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 8.7 Increased +2.5 288	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 2	Yellow 15.1 Declined -2.4 152

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Increased +1.7	Maintained +0.1	7
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)
52644	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) using four part-time Para Educators in EL, ELA and Math using Supplemental Programs like Lexia and Math Supplemental Programs to help 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)
40000	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)
26935	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)

14671	Targeted
9480	Targeted Carryover

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)
5920	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)
35000	Title I Carryover

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)
5000	Targeted Carryover
5100	Targeted

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)

4620	Targeted

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)
30000	Targeted
9000	Targeted Carryover

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

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. This lead participates in grade level PLCs and collaborates with teachers on technology lesson planning, data analysis, and technology intervention for math and ELA. The Technology Lead works collaboratively with administration to ensure successful implementation of CAASPP and ELPAC assessments as it pertains to the technology components and supports in the overall testing of students yearly. The Technology Lead attends annual training sessions for CAASPP and ELPAC and provides PD for teachers in preparation for implementation. The Technology Lead is instrumental in supporting teachers, students, and parents as they navigate all technology supplemental curriculum and district adopted online curriculum resources. To further support, the Technology Lead creates technology-based learning resources for teachers, students, and parents. The Technology Lead 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, Boom Learning, Toolbox, and support with general understanding of technology resources available to support learning. The Technology Lead 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. Tech Lead will be on campus 6 hours a day to ensure that all students, staff and parents have access to our technology and that they are trained properly on how to use them.

Extra Hours will be paid through a supplemental agreement using the same funds to help during times where all of the duties cannot be met during the time the Technology Lead is working their regular part-time hours. They will be needed to help students, parents and teachers during busier times of the year where all of the hours are already met and someone is still needed to assist in the technology needs on the site. Thus the second row of funding.

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

Amount(s)	Source(s)
19040	Title I
4500	Title I
33000	Title I 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

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)
1916	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. Extra Duty time provided for SSC when we have PBIS, SEL and PD times that are needed after their regular hours are done. This will allow for students to receive guided small groups and interventions from an SSC that is trained and able to provide the SEL and interventions that are needed to be successful 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)
53500	Targeted
4000	Targeted Carryover

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. PBIS Trainings for SEL (Social Emotional Learning) for students that are struggling to access the ELA, Math and EL on site. Extra Duty time that is required for the trainings and PD for both Classified and Certificated Staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14673	Title I

10631	Title I Carryover

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

Technology help and administration of State Testing. Extra Duty time related to State Testing and making sure all technology and testing are completed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5277	Targeted Carryover

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)

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	$384,907.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	157,792	0.00
Title I Carryover	78,631	0.00
Title I Parent Involvement	1,916	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	113,811	0.00
Targeted Carryover	32,757	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	294,910.00
Goal 2	1,916.00
Goal 3	88,081.00
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
Sarah Batatan	Classroom Teacher
Emily Staving	Classroom Teacher
Graciela Zambrano	Parent or Community Member
Silvia Reyes	Parent or Community Member
Jovita Ruiz	Parent or Community Member
Maria Usiosetgui	Parent or Community Member
Rosa Hernandez	Parent or Community Member
Valerie Keylock (Alternate)	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:

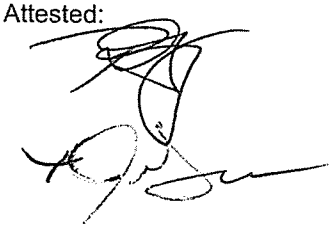
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 10/25/2021.

Attested:



Principal, Rob Gregor on 10/25/2021

SSC Chairperson, John Green on 10/25//2021

School Year: **2021-22**

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	0	June 22, 2021

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. Even during the Pandemic absenteeism was a continued problem.

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 an intervention plan five days a week. 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.

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?*

The staff is already in the planning stages of implementing an intervention plan five days a week. 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 PTSA meetings this year. We have sought their advice and have asked them to discuss it in the community. We expect good parent attendance to all our events next year if we are allowed to have them. These will 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	5.69%	6.43%	4.9%	7	9	7
African American	%	0%	%		0	
Asian	0.81%	0%	%	1	0	
Filipino	%	0%	%		0	
Hispanic/Latino	21.14%	18.57%	16.8%	26	26	24
Pacific Islander	%	0%	%		0	
White	61.79%	60.71%	62.9%	76	85	90
Multiple/No Response	0.81%	1.43%	0.7%	1	2	1
			Total Enrollment	123	140	143

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	24	23	20
Grade 1	20	25	19
Grade 2	20	21	22
Grade3	16	25	18
Grade 4	19	15	25
Grade 5	16	22	21
Grade 6	8	9	18
Total Enrollment	123	140	143

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	5	3	4.9%	3.6%	2.1%
Fluent English Proficient (FEP)	3	3	3	2.4%	2.1%	2.1%
Reclassified Fluent English Proficient (RFEP)	1	0	0	33.3%	0.0%	0.0%

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. No new data since CAASP was not take in the spring of 2020 due to the Covid 19 Pandemic.

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. No new data since CAASP was not take in the spring of 2020 due to the Covid 19 Pandemic.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
140	**85.0**	**3.6**	**1.4**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	3.6
Foster Youth	2	1.4
Homeless	2	1.4
Socioeconomically Disadvantaged	119	85.0
Students with Disabilities	28	20.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	9	6.4
Hispanic	26	18.6
Two or More Races	18	12.9
White	85	60.7

Conclusions based on this data:

1. The majority of our students are white and Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Yellow 34.8 points below standard Increased Significantly 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 51

Conclusions based on this data:

1. All students improved but still below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 1	

Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Declined -3.4 28	 No Performance Color 5.3 Increased +5.3 19		 Orange 3.2 Increased +2.1 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 - Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

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)

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. We believe that the Para Educators in the lower grades are essential for our intervention. In a site council meeting on 3/31/2021 they approved increasing one para from 3 hours to 3.75 for the remainder of this year. We also want to add an additional Para to the upper grades. This Para would work with our at risk students in small groups and one on one. The Para would also help in our school wide intervention program and allow us to differentiate our groups even more.

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

Amount(s)	Source(s)
31250.00	Title I
20000.00	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)

11414	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 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 a textbook alone will have additional exposures to increase student comprehension and move students toward 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)
5266	Targeted

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 (Conscious Discipline, Trauma Informed, Strength Finders), online training, technology (Student Chromebooks, Instructional Technology Hardware), 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)
10938	Title I
5508	Title I Carryover
7828	Targeted Carryover

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

Supplemental instructional aids are critical when site goals are focused on closing the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
7916	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

The library provides 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 available to all students and staff members by providing highly engaging books and literary resources to supplement the library. High interest books will increase student interest and 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)
5000	Title I
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

Goal 2 - Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

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% .

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)
622	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	$112,742.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	51,188	0.00
Title I Carryover	25,508	0.00
Title I Parent Involvement	622	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	27,596	0.00
Targeted Carryover	7,828	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	112,120.00
Goal 2	622.00
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
	Parent or Community Member
Jamie Howell	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:

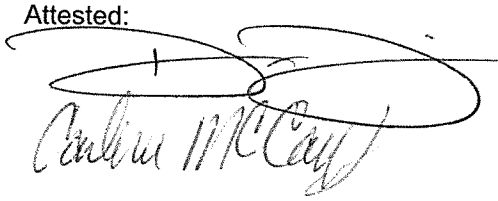
Signature	Committee or Advisory Group Name

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 11/09/2021.

Attested:



Principal, Duane Triplett on 11/09/2021

SSC Chairperson, Carlene McCarty on 11/09/2021