

School Year: **2022-23**



Cucamonga Elementary School
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Home of the Cubs!

Dr. Garretson-Tremayne
Principal

Mr. Feeney
Vice Principal

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
Cucamonga Elementary School	36676946035752	4/11/2022	

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 review student data to strategically address needs of all students in the areas of: Mathematics, English Language Arts, English Language Development, Student Engagement and Behavior, Science, and Attendance/Parent Engagement. This plan will outline the projected expenditures for intervention and enrichment strategies and activities to increase student achievement in these areas during the 2022-2023 school year.

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 is directly aligned with the CSD 2022-2023 LCAP along with all state and federal requirements.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school conduct multiple surveys annually. We give the following (but not limited to): Title I parent surveys, EL surveys, GATE surveys, and PBIS climate surveys. Responses to the surveys are discussed with team members, PLCs, and/or LCAP committee members.

Results of these surveys are as follows:

Title I- All parents noted that they see reading growth, majority of parents reported that the school encouraged and provided opportunities for parental input into the development of the Title I Parent Involvement Policy and school-parent compact.

EL- Majority of parents reporting having a clear understanding of how your child qualified for English Learner services, all parents reported noticing an improvement in their child's overall language acquisition

GATE- Parents all reported a clear understanding of how their student qualified for the program and that they saw progress with their students, however several parents noted wanting more time in the after school program.

PBIS surveys- Our most recent TFI data shows that we are above 80% supports.

Classroom Observations

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

The principal frequently visits classrooms. Teachers are evaluated based on their contract agreements. Through formal observations and walk-through visits by the SSC members, the following have been observed: students were actively engaged in lessons, evidence of technology used daily, evidence of social emotional lessons and activities done weekly, specifically related to growth mindset, and most teachers use small group instruction regularly to support student needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Grade level teams meet biweekly to review common formative assessments and triangulated data. Teams use Title I qualifying and exit assessments, SBAC, ELPAC, CAST, district benchmarks (FastBridge and DIBELS), IABs, FIABs, and other assessments to monitor progress and determine if student needs to be referred to MTSS. Data is compiled into grade level spreadsheets and reviewed during the biweekly meetings to identify students in need to academic support or enrichment.

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

Grade level teams meet biweekly to review common formative assessments and triangulated data. Teams meet with intervention teacher, ELRT, and specialists to determine students in need of academic support, pacing, and planning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our staff is highly qualified.

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

Every faculty member has access to all adopted materials and professional development opportunities through district and school site. We have induction coaches for teachers who are working to clear their credentials.

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

Staff development is planned based on teacher's needs as discussed in team meetings, are connected to site and LCAP goals, and driven by local and district assessments. Through the collaboration of the PLC team, monthly staff meetings will be held for professional development. The district conducts LCAP survey to determine staff needs. Additional support may be offered subject to principal approval.

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

We have Science, Math, Literacy, Technology, and PBIS site coaches to offer support and PD to faculty. Intervention teachers support teams in gathering data, analyzing data, and offering intervention.

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

Grade levels meet at least once a week to plan instruction, pacing, share best practices, and review data to determine students in need of academic support. This is also a time for grade levels to request support or plan lesson studies with site coaches.

Teaching and Learning

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

100% of teachers and students have full access to district adopted materials.

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

Grade level teams are provided with a master schedule in August and are given protected time for ELA and math instructional time. Teachers use professional judgement and student data to best utilize instructional minutes.

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

Teachers are provided planning and pacing days, with the support of site/district coaches. Master schedules are provided to teachers and grade level teams submit their schedules to administrators for review.

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

100% of teachers and students have full access to district adopted materials.

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

100% of teachers and students have full access to district adopted materials. Students are given multiple assessments to determine interventions.

Opportunity and Equal Educational Access

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

Teachers have a variety of supplemental programs to use for students who need support beyond the adopted materials. Teachers have access to ReadNaturally, Times for Kids, KidBlog, Eureka math, ScootPad, DreamBox, CKLA and other programs that allow for leveled supports.

Evidence-based educational practices to raise student achievement

We have small group reading and math intervention classes for students in need of academic support, ELD classes for students who need language support, and after school intervention classes in ELA and math. All programs and licensing we purchase are evidence-based tools. Small group instruction in the classrooms is a regular occurrence. Students in MTSS may qualify for additional support as well.

Parental Engagement

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

Our Title I program offers a minimum of two parent informational nights where the program, best-practices, and reading supports at home are discussed, and resources are provided. Students have access to most online programs from home such as DreamBox and ReadNaturally which are leveled to meet under-achieving student needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Grade levels review the effectiveness of programs using common formative assessments throughout the school year. The staff meets at least 4 times a year to review recent data and discuss the success of programs, needs or supports, and evaluate if the program is one to continue. Our SSC is presented with the data throughout the school year and also observe it once a year during the annual walk-through.

Funding

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

Teachers have a variety of supplemental programs to use for students who need support beyond the adopted materials. Teachers have access to ReadNaturally, Times for Kids, KidBlog, Eureka math, ScootPad, DreamBox, CKLA and other programs that allow for leveled supports. Our Title I and ELD programs offer intervention within the school day and additional after school intervention programs are offered twice a year for 8 weeks.

Fiscal support (EPC)

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 goals for this SPSA were made in conjunction with district LCAP goals and we determined by recent data collection and by taking input from staff and School Site Council members on January 24, 2022. Faculty met to draft goals and expenditures on 12/1, 1/26, 2/9, and 2/23. Goals were voted on and written together as a staff. The draft of the plan and budget was presented to SSC on 4/11/22 where a vote was held and the plan was adopted.

Resource Inequities

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

Cucamonga Elementary receives funds commensurate with the other two elementary schools in the district. We continue to receive Title I funds. With Title I funds, we have one credentialed intervention teacher and two intervention aides who support both push-in and pull-out models to best meet individual student needs. While we have a higher percentage of students who are identified as living in poverty, we continue to see academic growth. Our ELD teacher adequately serves students in need of language support and has drastically increase our EL test scores on SBAC. We continue to offer academic and behavior support and interventions as needed to all students and have started to adopt an inclusion model for EL and SPED students. Through diligent efforts and Response to Intervention team meetings, we focus on each individual student and aspire to increase his/her social capital in order to promote educational justice and equity for all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	109	107
Grade 1	82	78	76
Grade 2	96	80	70
Grade3	77	85	82
Grade 4	74	69	76
Grade 5	81	63	73
Total Enrollment	515	484	484

Conclusions based on this data:

1. Based on the above data, student data above, we continue to see the trend of declining enrollment. We also see that our largest grade level decline is from kindergarten into 1st grade as many of our kindergarten students transfer to us from outside districts because we offer full-day kindergarten and then return to their home districts for 1st grade.
2. Based on the above data, we have a diverse population of students when looking at race and socio-economic status populations. Many of our strategies under each site goal are designed to embrace, celebrate, and support our student diversity.

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	100	91	68	19.4%	18.8%	14.0%
Fluent English Proficient (FEP)	41	24	26	8.0%	5.0%	5.4%
Reclassified Fluent English Proficient (RFEP)	19	7	4	13.7%	7.0%	4.4%

Conclusions based on this data:

1. Based on the above data, we had a decline in RFEP results and a slight decline in FEP. However, based on the success our EL students have in CAASP, we can draw the conclusion that many of our ELD supports are effective. Our site goal 3 outlines supports to be provided to ELs.
2. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California for 2020 or 2021. Therefore, we are analyzing data based on 2019 and current benchmarks throughout the 2021-2022 school year.
3. In 20-21 we had a sharp decline in enrollment with our English language learners. However, the percentage of EL students classified as FEP went up slightly from the previous year, suggesting that the supports we provide our students have led to their growth.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	76	82	82	74	0	82	74	0	100	97.4	0.0
Grade 4	81	75	75	78	74	0	78	74	0	96.3	98.7	0.0
Grade 5	85	84	68	85	82	0	85	82	0	100	97.6	0.0
All Grades	248	235	225	245	230	0	245	230	0	98.8	97.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2391.	2404.		13.41	5.41		24.39	36.49		24.39	31.08		37.80	27.03	
Grade 4	2456.	2441.		20.51	12.16		15.38	27.03		30.77	18.92		33.33	41.89	
Grade 5	2447.	2489.		5.88	13.41		17.65	34.15		29.41	24.39		47.06	28.05	
All Grades	N/A	N/A	N/A	13.06	10.43		19.18	32.61		28.16	24.78		39.59	32.17	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.98	10.81		48.78	55.41		40.24	33.78	
Grade 4	24.36	17.57		41.03	44.59		34.62	37.84	
Grade 5	8.24	20.73		38.82	46.34		52.94	32.93	
All Grades	14.29	16.52		42.86	48.70		42.86	34.78	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.98	6.76		46.34	66.22		42.68	27.03	
Grade 4	18.18	16.22		48.05	48.65		33.77	35.14	
Grade 5	9.52	18.29		51.19	59.76		39.29	21.95	
All Grades	12.76	13.91		48.56	58.26		38.68	27.83	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.76	8.11		69.51	75.68		20.73	16.22	
Grade 4	10.26	13.51		82.05	66.22		7.69	20.27	
Grade 5	3.53	12.20		60.00	58.54		36.47	29.27	
All Grades	7.76	11.30		70.20	66.52		22.04	22.17	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.73	12.16		46.34	62.16		32.93	25.68	
Grade 4	20.51	13.51		57.69	52.70		21.79	33.78	
Grade 5	14.12	21.95		38.82	48.78		47.06	29.27	
All Grades	18.37	16.09		47.35	54.35		34.29	29.57	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on the above data, the percentage of students near, at, or above overall ELA standards has increase by about 7%. However, that percentage for 4th graders had a slight decline. Therefore this shows a need for further ELA support in 4th grade.
2. Based on the above data, the percentage of student near, at, or above in reading has increased has increase 8, with the largest increase in 5th grade students moving from "below standard" to "at or near standard". However, reading continues to be our lowest performing strand which is why the faculty made the decision to continue to focus specifically on reading in our goal 2.

3. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California for 2020 or 2021. Therefore, we are analyzing data based on 2019 and current benchmarks throughout the 2021-2022 school year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	76	82	82	74	0	82	74	0	100	97.4	0.0
Grade 4	81	75	75	80	74	0	80	74	0	98.8	98.7	0.0
Grade 5	85	84	68	85	82	0	85	82	0	100	97.6	0.0
All Grades	248	235	225	247	230	0	247	230	0	99.6	97.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2403.	2400.		10.98	8.11		24.39	25.68		30.49	31.08		34.15	35.14	
Grade 4	2451.	2442.		6.25	8.11		23.75	21.62		46.25	33.78		23.75	36.49	
Grade 5	2448.	2463.		7.06	4.88		7.06	13.41		31.76	31.71		54.12	50.00	
All Grades	N/A	N/A	N/A	8.10	6.96		18.22	20.00		36.03	32.17		37.65	40.87	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.51	13.51		41.46	36.49		39.02	50.00	
Grade 4	12.50	12.16		37.50	36.49		50.00	51.35	
Grade 5	8.24	9.76		23.53	31.71		68.24	58.54	
All Grades	13.36	11.74		34.01	34.78		52.63	53.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.41	10.81		43.90	54.05		42.68	35.14	
Grade 4	6.25	13.51		53.75	40.54		40.00	45.95	
Grade 5	7.06	8.54		36.47	46.34		56.47	45.12	
All Grades	8.91	10.87		44.53	46.96		46.56	42.17	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.63	8.11		53.66	58.11		31.71	33.78	
Grade 4	13.75	10.81		45.00	47.30		41.25	41.89	
Grade 5	3.53	3.66		42.35	43.90		54.12	52.44	
All Grades	10.53	7.39		46.96	49.57		42.51	43.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on the above data the percent of students performing below standard increased by about 3%. This shows our need for additional math supports addressed in Goal 1.
2. Based on the above, Concepts and Procedures continue to be an area of focus because about 50% of our students continue to perform below standards in this strand. This is addressed in our site goal 1, as we moved from growth in "math" to more specifically growth in "Concepts and Procedures."
3. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California for 2020 or 2021. Therefore, we are analyzing data based on 2019 and current benchmarks throughout the 2021-2022 school year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1420.2	1410.7	1427.2	1422.9	1427.6	1447.6	1413.6	1370.9	1379.8	27	18	13
1	1444.5	1452.8	1426.9	1458.3	1468.4	1446.2	1430.2	1436.4	1407.4	23	16	13
2	1501.5	1466.1	*	1512.3	1474.6	*	1490.1	1457.1	*	13	19	10
3	1470.7	*	1502.1	1475.4	*	1508.1	1465.4	*	1495.6	19	10	14
4	1507.1	1514.8	1522.8	1512.4	1518.5	1529.4	1501.4	1510.7	1515.6	17	12	19
5	1519.2	1528.8	*	1517.9	1515.1	*	1519.7	1542.0	*	15	15	7
All Grades										114	90	76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	15.38	*	33.33	46.15	*	55.56	38.46	*	11.11	0.00	27	18	13
1	*	0.00	0.00	*	62.50	53.85	*	25.00	23.08	*	12.50	23.08	23	16	13
2	*	0.00	*	*	47.37	*		47.37	*		5.26	*	13	19	*
3		*	28.57	*	*	28.57	*	*	35.71	*	*	7.14	19	*	14
4	*	25.00	22.22	*	33.33	61.11	*	41.67	16.67	*	0.00	0.00	17	12	18
5	*	20.00	*	*	46.67	*	*	26.67	*	*	6.67	*	15	15	*
All Grades	26.32	8.89	13.33	36.84	44.44	53.33	21.93	40.00	25.33	14.91	6.67	8.00	114	90	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.11	15.38	*	38.89	46.15	*	44.44	38.46	*	5.56	0.00	27	18	13
1	56.52	18.75	30.77	*	43.75	38.46		31.25	15.38	*	6.25	15.38	23	16	13
2	84.62	10.53	*	*	68.42	*		21.05	*		0.00	*	13	19	*
3	*	*	35.71	*	*	50.00	*	*	14.29	*	*	0.00	19	*	14
4	*	41.67	44.44	*	50.00	50.00		8.33	5.56	*	0.00	0.00	17	12	18
5	*	40.00	*	*	40.00	*		6.67	*	*	13.33	*	15	15	*
All Grades	47.37	23.33	33.33	32.46	51.11	44.00	*	21.11	18.67	12.28	4.44	4.00	114	90	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	7.69	*	22.22	15.38	44.44	55.56	46.15	*	22.22	30.77	27	18	13
1	*	0.00	0.00	*	18.75	0.00	*	56.25	61.54	*	25.00	38.46	23	16	13
2	*	0.00	*	*	26.32	*	*	36.84	*	*	36.84	*	13	19	*
3		*	0.00	*	*	35.71	*	*	50.00	*	*	14.29	19	*	14
4		0.00	16.67	*	25.00	16.67	*	58.33	50.00	*	16.67	16.67	17	12	18
5	*	6.67	*	*	33.33	*	*	53.33	*	*	6.67	*	15	15	*
All Grades	15.79	3.33	6.67	25.44	25.56	21.33	33.33	48.89	48.00	25.44	22.22	24.00	114	90	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.74	11.11	23.08	48.15	88.89	76.92	*	0.00	0.00	27	18	13
1	69.57	43.75	53.85	*	56.25	15.38	*	0.00	30.77	23	16	13
2	92.31	26.32	*	*	68.42	*		5.26	*	13	19	*
3	*	*	35.71	57.89	*	57.14	*	*	7.14	19	*	14
4	*	41.67	44.44	*	50.00	55.56	*	8.33	0.00	17	12	18
5	*	13.33	*	*	86.67	*	*	0.00	*	15	15	*
All Grades	51.75	25.56	33.33	38.60	71.11	60.00	9.65	3.33	6.67	114	90	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.11	23.08	51.85	83.33	69.23	*	5.56	7.69	27	18	13
1	*	18.75	0.00	52.17	75.00	84.62	*	6.25	15.38	23	16	13
2	*	5.26	*	*	94.74	*		0.00	*	13	19	*
3	*	*	42.86	*	*	57.14	*	*	0.00	19	*	14
4	64.71	58.33	77.78	*	41.67	16.67	*	0.00	5.56	17	12	18
5	80.00	66.67	*	*	20.00	*	*	13.33	*	15	15	*
All Grades	48.25	34.44	42.67	35.96	61.11	49.33	15.79	4.44	8.00	114	90	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	74.07	83.33	84.62	*	16.67	15.38	27	18	13
1	*	6.25	0.00	*	68.75	53.85	*	25.00	46.15	23	16	13
2	*	5.26	*	*	63.16	*	*	31.58	*	13	19	*
3		*	7.14	*	*	42.86	*	*	50.00	19	*	14
4		8.33	16.67	*	58.33	55.56	*	33.33	27.78	17	12	18
5		26.67	*	73.33	66.67	*	*	6.67	*	15	15	*
All Grades	18.42	10.00	9.46	52.63	67.78	60.81	28.95	22.22	29.73	114	90	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.74	11.11	7.69	*	61.11	61.54	*	27.78	30.77	27	18	13
1	*	12.50	0.00	60.87	68.75	61.54	*	18.75	38.46	23	16	13
2	*	10.53	*	*	63.16	*	*	26.32	*	13	19	*
3	*	*	7.14	63.16	*	85.71	*	*	7.14	19	*	14
4	*	0.00	5.88	70.59	100.00	88.24	*	0.00	5.88	17	12	17
5	*	13.33	*	*	86.67	*	*	0.00	*	15	15	*
All Grades	24.56	12.22	5.41	53.51	73.33	75.68	21.93	14.44	18.92	114	90	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California. Based on the above data, majority of our EL students scored within Level 2 or 3 for Overall Language
2. Based on the data above, we have approximately 8% less students performing at Level 1 than in 2017-2019.
3. Based on the data above, reading and writing continue to be an area of most need for our English Learners.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	67.1	14.0	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	14.0
Foster Youth	3	0.6
Homeless	8	1.7
Socioeconomically Disadvantaged	325	67.1
Students with Disabilities	63	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	12.6
American Indian or Alaska Native	1	0.2
Asian	11	2.3
Filipino	8	1.7
Hispanic	352	72.7
Two or More Races	13	2.7
Native Hawaiian or Pacific Islander	1	0.2
White	37	7.6

Conclusions based on this data:

1. Based on the data above, we continue to not that we serve a very diverse population of students. Socioeconomically Disadvantaged students makeup a majority of our population.

2. Based on the data above, we continue to see a slow decline of students who are English Learners.
3. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California. Based on the above dashboard results, we see the need for increased supports in English Language Arts and mathematics which are addressed under school site plan goals 1, 2, 3, and 6.
2. Based on the above dashboard results, we see the need for increased supports in attendance which is addressed under school site plan goal 6, attendance.
3. Based on the above dashboard results, we see the need for increased supports in behavior which is addressed under school site plan goal 4, PBIS.

School and Student Performance Data

Academic Performance English Language Arts

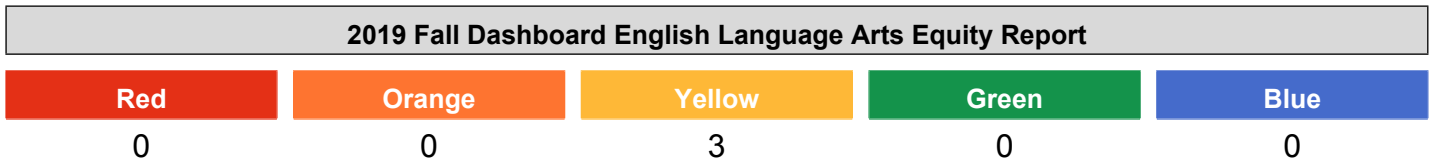
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.



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		
<p>All Students</p> Yellow 24.2 points below standard Increased ++11.4 points 214	<p>English Learners</p> Yellow 15.1 points below standard Increased Significantly ++20.2 points 60	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p> Yellow 29.7 points below standard Increased ++8.9 points 173	<p>Students with Disabilities</p> No Performance Color 92.7 points below standard Increased Significantly ++22.6 points 26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.2 points below standard Maintained ++2.1 points 23	 No Performance Color 0 Students	 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 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.4 points below standard Increased ++8.8 points 163	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 30.7 points above standard Increased Significantly ++55.2 points 13

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
53.1 points below standard Increased Significantly ++33.6 points 37	46.1 points above standard Increased Significantly ++25.5 points 23	28.2 points below standard Increased ++4.2 points 151

Conclusions based on this data:

- Based on the above data, all subgroups had growth in English Language Arts.
- Based on the above data, Hispanic students, socioeconomically disadvantaged students, and SPED students made growth, but continue to be in significant need of supports.
- Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California.

School and Student Performance Data

Academic Performance Mathematics

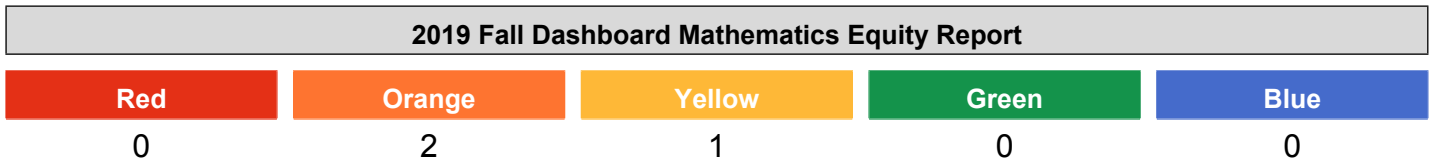
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.



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		
<p>All Students</p> <p>Orange</p> <p>48.2 points below standard</p> <p>Maintained -0.2 points</p> <p>214</p>	<p>English Learners</p> <p>Yellow</p> <p>41.1 points below standard</p> <p>Increased ++7.9 points</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>52.5 points below standard</p> <p>Maintained -1.8 points</p> <p>173</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>100.3 points below standard</p> <p>Increased ++8 points</p> <p>26</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 41.2 points below standard Increased ++12.5 points 23	 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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.5 points below standard Declined -3.5 points 163	 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 6	 No Performance Color 6.2 points below standard Increased Significantly ++21.1 points 13

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
73.2 points below standard Increased ++3.9 points 37	10.7 points above standard Increased Significantly ++15.5 points 23	51.3 points below standard Maintained -2.1 points 151

Conclusions based on this data:

1. Based on the above data, we see that most subgroups continued to show progress in mathematics. However, we do note that our Reclassified ELs had a decline in math. Under strategies for our site goal 1, we have included tools to support our RFEP students as well.
2. Because our points continue in increase in math, we can make the assumption that our strategies and supports for math continue to be successful and will therefore continue in our upcoming plan.
3. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California.

School and Student Performance Data

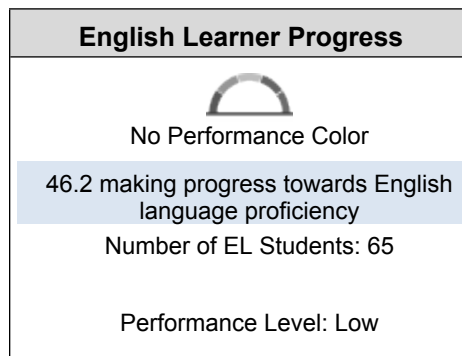
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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
21.5	32.3		46.1

Conclusions based on this data:

1. Based on the above data, we see that majority of our students maintained or progressed at least one ELPI level. We will continue to address the needs of ELs in Goal 3.
2. Due to the Covid-19 school closures, CAST, CAASP, and ELPAC were not conducted across the state of California for 2020 or 2021. Therefore, we are analyzing data based on 2019 and current benchmarks throughout the 2021-2022 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable to our school site. We provide academic instruction for grade levels TK-5.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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	5	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.6 Increased +1.2 562	<p>English Learners</p>  Orange 6.9 Increased +1.5 116	<p>Foster Youth</p>  No Performance Color 7.1 14
<p>Homeless</p>  No Performance Color 8 Increased +8 25	<p>Socioeconomically Disadvantaged</p>  Orange 13.1 Increased +2.3 427	<p>Students with Disabilities</p>  Red 27 Increased +8.2 74

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.7 Increased +3 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 22	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.2 Increased +0.8 401	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 11.6 Increased +2.9 43

Conclusions based on this data:

1. Based on the above data, we see that our school as a whole, continues to need support with Chronic Absenteeism. This is addressed by including site goal 6 to increase student attendance. We also added a stipend for an attendance STAR/SARB coordinator to help families struggling with attendance.
2. Based on the above data, we see that our students with disabilities continue to struggle with attendance. Our SART/SARB coordinator will work to support these families in particular.
3. Due to Covid-19 we have requested that parents keep students home if they are not feeling well. We have increased our SART and SARB referrals this year by holding parents accountable for their students attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable to our school site. We provide instruction for grade levels TK-5.

School and Student Performance Data

Conditions & Climate Suspension Rate

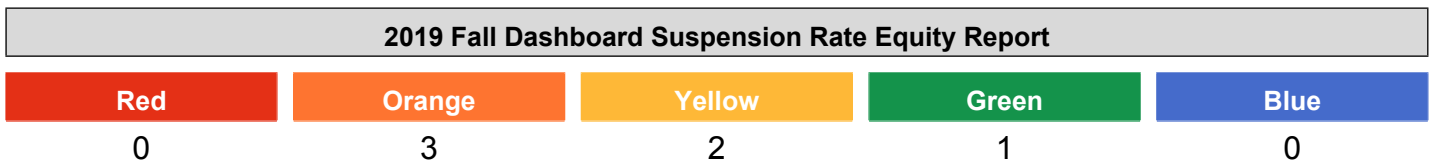
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.



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		
<p>All Students</p>  Orange 1.7 Increased +0.4 583	<p>English Learners</p>  Yellow 0.8 Increased +0.8 122	<p>Foster Youth</p>  No Performance Color 0 Maintained 0 17
<p>Homeless</p>  No Performance Color 0 Maintained 0 27	<p>Socioeconomically Disadvantaged</p>  Yellow 1.6 Maintained 0 439	<p>Students with Disabilities</p>  Orange 4 Increased +1.1 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.6 Increased +3.1 72	 No Performance Color Less than 11 Students - Data 10	 No Performance Color 0 Maintained 0 22	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 Maintained -0.2 417	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 Orange 4.3 Increased +2.3 46

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	1.7

Conclusions based on this data:

1. Based on the suspension data by student group above, we see that our socioeconomically disadvantaged students, African American students, and our students with disabilities (although made slight growth) continue to need support in behavior. Supports for all students are addressed in the strategies in our site plan goal 4.
2. We began the introduction of ISS room and instructional aides mid-year in 2018-2019. Because this is a new program, we do not have enough data collected to determine success rates.
3. Based on the data above, Hispanic students (who make up the vast majority of our population) continue to show success with behavior supports in place.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

By May 2023, students will increase their math achievement as evidence by an increase the number of 6th grade students competent in math (3).

Goal 1

By May 2023, the number of students scoring near, at, or above standards in Concepts and Procedures will increase by 5% over baseline data as determined by district or site benchmark data and/or SBAC testing.

Identified Need

Based on the SBAC data from 2018-2019 as well as benchmark data from 2021-2022, our students are in need of additional support in the strand of Concepts and Procedures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balance Assessment Site Performance Summary	51% of students are near, at, or above standards in Concepts and Procedures according to the 2018-2019 SBAC data. According to district assessments, more than 60% of students are not a grade level in mathematics.	56% of students will be near, at, or above standards in Concepts and Procedures according to the 2022-2023 SBAC data.

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

Structured teacher planning time/Professional Learning Communities/Adjunct teams: Identify students not meeting performance standards through assessment data. Group students according to skill need. Develop and plan strategies to support appropriate needed differentiation to meet the performance objective (including but not limited to time with Special Education faculty and ELRT). Sub release time, 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)
2000	LCFF None Specified
	None Specified None Specified

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

Computer Licenses for instructional support such as (but not limited to): Scootpad grades 3-5, Reflex for facts and Reflex for fraction fluency, NewsELA PRO, Mystery Science, English 3D, STAR Reading, DreamBox, ReadNaturally, DIBELS, Fastbridge, Time for Kids, CenterVention, and other online programs for supplemental instructional 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)
12,000	LCFF 5000-5999: Services And Other Operating Expenditures technology and licensing
5000	Lottery: Instructional Materials 4000-4999: Books And Supplies technology equipment and materials such as (but not limited to): replacement or additional devices, headphones, chargers, keyboards
10,000	LCFF 5000-5999: Services And Other Operating Expenditures technology and licensing for intervention programs
4000	Lottery 5000-5999: Services And Other Operating Expenditures technology and licensing

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

Parent and Family trainings and/or events to support student academic and social-emotional achievement such as (but not limited to): Family Math, Literacy Night, STEM Nights, dances, Yoga Night and/or other parent trainings or events to support student academic and social-emotional 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)

5000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher are paid hourly rate for volunteering at events

2000

LCFF
None Specified
Food, materials, incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF
Allocated by district for Coaches (math, literacy, PBIS, STEM, Science)

5000

LCFF
1000-1999: Certificated Personnel Salaries
Stipends for History Day Coordinator,
Attendance Coordinator

6000	LCFF Trainings, Conferences, webinars as needed based on data driven needs
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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

Instructional materials, textbooks, books, and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social-Emotional 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)
4000	LCFF 4000-4999: Books And Supplies texts, supplemental materials and incentives
12000	Lottery: Instructional Materials 4000-4999: Books And Supplies texts and supplemental materials
4000	LCFF Tier 1-3 support materials
2000	Lottery 4000-4999: Books And Supplies texts and supplemental materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who qualify based on grade level common formative assessment and other triangulated data

Strategy/Activity

After School Intervention 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)
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12000

LCFF

1000-1999: Certificated Personnel Salaries
Stipends

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

Assemblies, Field Trips, after school academic events, online events/digital media needs or classes, after school enrichment 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)

5000

LCFF

None Specified

4000

LCFF

1000-1999: Certificated Personnel Salaries
Stipends

6000

Lottery

History Day Fair, Assemblies, and trips/events

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Intervention Students, 504 students, and SPED students, Title I teacher and Title I aides

Strategy/Activity

MTSS: Response to Intervention Team Meetings, 504, and, IEP meetings

Proposed Expenditures for this Strategy/Activity

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

LCFF

sub release days for MTSS meetings

0

Title I

	1000-1999: Certificated Personnel Salaries See budget under Goal #2
0	Title I 2000-2999: Classified Personnel Salaries See budget under Goal #2

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Supplemental Instructional Materials based on data-driven 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)
2500	Lottery 5000-5999: Services And Other Operating Expenditures
8000	LCFF 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COIVD-19 limitations, not all of the strategies/activities listed above were implemented as planned. We did not have any family events or parents on campus. In lieu, of this, we participated in 1 School, 1 Book Program as a way to bring together the school community and support literacy needs.

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

Due to not having SBAC scores from 2020-2021 school year (due to COVID), we do not have recent baseline data to review. However, the district purchased FastBridge as a tool to support and data track math progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Concepts and Procedures continue to be an area of focus because about 50% of our students continue to perform below standards in this strand. To support this we have added licensing for Reflex for Fractions. Our CFA results in upper grades concluded that students were making progress with these programs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts- Reading and Writing

LEA/LCAP Goal

By May 2023, students will increase their informational and literature reading skills as evidence by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

Goal 2

By May 2023, the percent of students near, at, or above in reading and in writing will increase by 5% over baseline data as measured by district end of the year assessments and SBAC testing.

Identified Need

Based on the SBAC data from 2018-2019, our students are in need of additional support in the strand of Reading and Writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBAC	Based on the 2018-2019 SBAC, 67.98% of students scored standards exceeded, met, or nearly met in ELA.	Based on the 2021-2022 SBAC, 73% of students will score standards exceeded, met, or nearly met in ELA (70% in reading claim and 77% in writing claim).
2021-2022 DIBELS Reading Assessments	Based on the Dibels Reading Accuracy Assessments for grades 3rd-5th, BOY scores showed 24% of students were Well Below Benchmark and MOY scores showed that 11% of students were Well Below Benchmark.	By the end of 2021-2022, Dibels Accuracy assessments will show 6% of students Well Below Benchmark based on the growth made between first trimester and second.

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

Structured teacher planning time/Professional Learning Communities: Identify students not meeting performance standards through assessment data. Group students according to skill need. Develop and plan strategies to support appropriate needed differentiation to meet the performance objective (including but not limited to time with Special Education faculty and ELRT). Sub release 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)

None Specified
None Specified
See expenditures under Goal #1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Computer Licenses for instructional support such as (but not limited to): Scootpad 3-5 and Reflex K-5, NewsELA PRO, KidBlog, STAR Reading, Times for Kids, and other online programs for supplemental instructional 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)

None Specified
See expenditures under Goal #1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent and Family trainings and/or events to support student academic and social-emotional achievement such as (but not limited to): Family Math, Literacy Night, STEM Nights, dances, Yoga Night and/or other parent trainings or events to support student academic and social-emotional 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)

See expenditures under Goal #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See expenditures under Goal #1

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

Instructional materials, textbooks, books, and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social-Emotional 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)

None Specified
See expenditures under Goal #1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

After School 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)

See expenditures under Goal #1

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Supplemental Instructional Materials based on data-driven 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)

None Specified
None Specified
See expenditures under Goal #1

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

Assemblies, Field Trips, after school academic events, online events/digital media needs or classes, after school enrichment 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)
	See expenditures under Goal #1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

MTSS: Response to Intervention Team Meetings, 504, and, IEP meetings, Title I Teacher and aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See expenditures under Goal #1
108000	Title I 1000-1999: Certificated Personnel Salaries Salary and benefits for Title I teacher
35000	Title I 2000-2999: Classified Personnel Salaries Salary and benefits for Title I instructional aides (2, part-time).

Strategy/Activity 10

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.

	None Specified
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our ELA CAASPP scores had a significant increase in 2018-2019 proving that our purchases were utilized and effective. However, the reading strand continues to be our lower performing standard, which is why we continue to make reading the focus for the year. Due to COVID, limitation, we do not have more current SBAC data at this time.

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

Due to COVID-19 school closures several events and activities were unable to be carried out as intended. We increased the number MTSS meetings to support students with learning gaps. We also purchased One School, One Book Program to build community on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We had planned to assemble an adjunct duty, "writing committee," to begin initial research and pilots of supplemental writing programs. However, due to COVID-19 changes, we had to postpone. With the support of our literacy coach, we have implemented other strategies to support writing in class.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

By May 2023, students will increase their informational and literature reading skills as evidence by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

Goal 3

By May 2023, the percent of English Learners scoring near, at, or above grade level standards in reading strands will increase by 5%.

Identified Need

Based on the SBAC data from 2018-2019, our students continue to need support in the strand of reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBAC	2018-2019 SBAC ELA scores, EL students scored 52.38% near, at, or above in reading.	2021-2022 SBAC, EL students will score 59.38% near, at, or above in reading.

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

Strategy/Activity

Structured teacher planning time/Professional Learning Communities/Adjunct teams: Identify students not meeting performance standards through assessment data. Group students according to skill need. Develop and plan strategies to support appropriate needed differentiation to meet the performance objective (including but not limited to time with Special Education faculty and ELRT). Sub release time, 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)

[Empty box for Amount(s)]

See budget under goal #1

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

Instructional materials, textbooks, books, and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social-Emotional 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)

[Empty box for Amount(s)]

See budget under goal #1

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

Computer Licenses for instructional support such as (but not limited to): Scootpad grades 3-5, Reflex, NewsELA PRO, KidBlog, Mystery Science, English 3D, STAR Reading, DreamBox, ReadNaturally, DIBELS, Times for Kids, CenterVenton, and other online programs for supplemental instructional 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)

[Empty box for Amount(s)]

See Expenditures in Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent and Family trainings and/or events to support student academic and social-emotional achievement such as (but not limited to): Family Math, Literacy Night, STEM Nights, dances, Yoga Night and/or other parent trainings or events to support student academic and social-emotional 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)

None Specified
See Budget under Goal #1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

After School Intervention 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)

See Budget under Goal #1

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

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Budget under Goal #1

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

Assemblies, Field Trips, after school academic events, online events/digital media needs or classes, after school enrichment 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)

See Budget under Goal #1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Intervention students

Strategy/Activity

MTSS: Response to Intervention Team Meetings, 504, and, IEP meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Budget under Goal #1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental Instructional Materials based on data-driven 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)

See Budget under Goal #1

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Because our R-FEP students continue to rise, and our re-designated students outperform our English Only students in many areas, we can conclude that our strategies are effective and lasting.

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

Due to COVID-19, we were unable to hold in-person events and trainings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the data above, reading and writing continue to be an area of most need for our English Learners and we will therefore increase a licensing for ReadNaturally and English 3D to support students in reading, vocabulary, fluency, and language.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PBIS

LEA/LCAP Goal

Decrease the number of student referrals, suspension, and expulsion by May 2020.

Goal 4

By May 2023, students will decrease the number of physical contact incidents by 20% as measured by Aeries dashboard data.

Identified Need

Emotional regulation, language development, and other SEL supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory	88% in Tier 3 PBIS Systems as determined by TFI in May 2022.	Maintain a score of 80% or higher in PBIS Tier 3 as determined by TFI.
Discipline dashboard	By April 2022, we had 200 physical contact incidents reported.	By April 2023, less than 160 physical contact incidents will be reported.

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

Structured teacher planning time/Professional Learning Communities/Adjunct teams: Identify students not meeting performance standards through assessment data. Group students according to skill need. Develop and plan strategies to support appropriate needed differentiation to meet the performance objective (including but not limited to time with Special Education faculty and ELRT). Sub release time, 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)

See budget in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement. (PBIS coach to provide faculty support, conduct multiple surveys, schedule meetings, hold MTSS meetings, 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)

See budget in Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

After School Intervention 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)

See budget in Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Supplemental Instructional Materials/supports based on data-driven needs (Second Step, WestEnd Counseling, 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)

See budget in Goal 1

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

Incentives for Positive Behavior and attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Lottery
Incentives, Prizes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students in need of intervention

Strategy/Activity

MTSS: Response to Intervention Team Meetings, 504, and, IEP meetings, In school-solution aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

see budget under goal #1

[Empty box for Amount(s)]

see Title I aide budget under goal #2

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

Parent and Family trainings and/or events to support student academic and social-emotional achievement such as (but not limited to): Family Math, Literacy Night, STEM Nights, dances, Yoga Night and/or other parent trainings or events to support student academic and social-emotional 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)

[Empty box for Amount(s)]

see budget under goal #1

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

Computer Licenses for instructional support such as (but not limited to): Scootpad grades 3-5, Reflex, NewsELA PRO, KidBlog, Mystery Science, English 3D, STAR Reading, DreamBox, ReadNaturally, DIBELS, Times for Kids, CenterVention, and other online programs for supplemental instructional 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)

[Empty box for Amount(s)]

[Empty box for Source(s)]

see budget under goal #1

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on our TFI results, we met our PBIS goal for 2021-2022. We scored 88% on our final TFI for Tier 3. Our staff climate survey has shown positive improvements in supports after included the ISS aides and an increase in counseling services and behavior specialists as well.

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

Due to COVID-19, we were unable to hold some events. However, we increased the frequency of incentives for positive behavior as well as increased the counselor support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because we continue to score above 80% for our TFI, we decided to focus on physical contact as that is our largest type of behavior incidents based on the discipline dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

By 2021, increase opportunities for intervention and enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

Goal 5

Transitional kinder-second: By May 2022, students will, when given a grade-level appropriate phenomena, be able to generate observations and questions related to the phenomena as determined by teacher observations and written responses.

Third-Fifth: By May 2022, students will make a grade level specific scientific claim and give a reason based on evidence (CER) as determined by student verbal or written samples.

Identified Need

Based on the CAST results for 2018-2019, students in need continued improvement in all strands of NGSS across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST and participation in school-wide science events. Because 2018-2019 is the only year CAST scores are available, we will have not yet been able to determine a growth pattern in order to project a percentage increase at this point.	Based on the 2018-2019 CAST scores 18.52%	2020-2021 CAST scores will show increase in making claims supported by evidence.

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

Structured teacher planning time/Professional Learning Communities/Adjunct teams: Identify students not meeting performance standards through assessment data. Group students according to skill need. Develop and plan strategies to support appropriate needed differentiation to meet the performance objective (including but not limited to time with Special Education faculty and ELRT). Sub release time, 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)

See budget in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instructional Computer Licenses for instructional support such as (but not limited to): Scootpad grades 3-5, Reflex, NewsELA PRO, KidBlog, Mystery Science, English 3D, STAR Reading, DreamBox, ReadNaturally, DIBELS, Times for Kids, CenterVention, and other online programs for supplemental instructional 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)

See budget under goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent and Family trainings and/or events to support student academic and social-emotional achievement such as (but not limited to): Family Math, Literacy Night, STEM Nights, dances, Yoga Night and/or other parent trainings or events to support student academic and social-emotional 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)

See budget for goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Mystery Science

Proposed Expenditures for this Strategy/Activity

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

LCFF
5000-5999: Services And Other Operating Expenditures
licensing

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

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement. (Including Science Coach and STEM lab Coordinator)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Budget in goal #1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instructional materials, textbooks, books, and supplies purchased to support Mathematics, English Language Arts, Science, Social Studies, and Social-Emotional 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)

See Budget in goal #1

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

Assemblies, Field Trips, after school academic events, online events/digital media needs or classes, after school enrichment 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)

See Budget in goal #1

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 Instructional Materials based on data-driven 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)

See Budget in goal #1

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to this being the first year of CAST scores, we do not yet have enough data to note trends. However, based on the initial scores, we see that there is a true need to make science a stronger focus.

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

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to this being the first year of CAST scores, we do not yet have enough data to note trends. However, we did note that EL students were under performing in science and therefore we added additional sub-release time iwth ELRT and grade level teams as needed. Our district is currently piloting science programs, and a new purchase will be made for 2021-2022. We also plan to begin initial stages of implementing the STEM lab with the support of our STEM lab coordinator which is why we added additional funds for instructional materials to our site plan for 2020-2021.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance

LEA/LCAP Goal

By May 2022, decrease student referrals, suspensions, and expulsions.

Goal 6

By May 2022, maintain overall monthly attendance averages to maintain 97% or higher for all students.

Identified Need

Based on our 2019-2020 monthly attendance averages, we are in need of support to decrease tardies and decrease absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Reports	94% average attendance for 2019-2020	97% average attendance 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

Strategy/Activity

Incentives for behavior and attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	See budget in Goal 4

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

District/Site Coaches and/or Coordinators to provide faculty support to increase student achievement. (A2A Coordinator)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See budget in Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Families in need of attendance support

Strategy/Activity

Sub release days for A2A Coordinator to meet with families who are struggling with attendance (absences, tardies, and will focus on subgroups who have not made attendance progress on the dashboard).

Proposed Expenditures for this Strategy/Activity

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

Lottery
sub release

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CES continues to need support with Chronic Absenteeism. In 2020-2021, we added a stipend for an attendance STAR/SARB coordinator to help families struggling with attendance who attended initial SART/SARB trainings and held first SART meetings with several families before the school closure due to COVID-19.

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

Due to COVID-19 closures and new regulations around attendance, many of our events and supports were on hold. When reviewing annual attendance data for the past five years, the data for 2020-2021 appears to be an outlier and not a normal trajectory due to remote learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For our awards ceremonies we honor "Perfect Attendance" only. For 2021-2022, we will include the "Perfect Attendance" Award but are also looking into ways to honor improved attendance throughout the months. Therefore, we added a slight increase to incentives for 2021-2022. We will also work with families using our coordinator stipend position to offer supports to improve attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

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.

Note: Refer to Funding and Governance Form B

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	\$268,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$143,000.00

Subtotal of additional federal funds included for this school: \$143,000.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$90,000.00
Lottery	\$18,000.00
Lottery: Instructional Materials	\$17,000.00

Subtotal of state or local funds included for this school: \$125,000.00

Total of federal, state, and/or local funds for this school: \$268,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	\$59,186.00	-30,814.00
LCFF - Library	\$20,000.00	20,000.00
LCFF - Instructional Materials	\$39,200.00	39,200.00
Title I	162,258.00	19,258.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	90,000.00
Lottery	18,000.00
Lottery: Instructional Materials	17,000.00
Title I	143,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,500.00
1000-1999: Certificated Personnel Salaries	134,000.00
2000-2999: Classified Personnel Salaries	35,000.00
4000-4999: Books And Supplies	23,000.00
5000-5999: Services And Other Operating Expenditures	37,500.00
None Specified	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
	LCFF	10,000.00
	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	26,000.00
4000-4999: Books And Supplies	LCFF	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	31,000.00
None Specified	LCFF	9,000.00
	Lottery	9,500.00
4000-4999: Books And Supplies	Lottery	2,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	6,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	17,000.00
1000-1999: Certificated Personnel Salaries	Title I	108,000.00
2000-2999: Classified Personnel Salaries	Title I	35,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,500.00
Goal 2	143,000.00
Goal 4	2,000.00
Goal 5	1,000.00
Goal 6	1,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jenna Garretson-Tremayne	Principal
Ron Spears	Other School Staff
Lauren Poitou	Classroom Teacher
Beth Duran	Classroom Teacher
Tryna Walker	Classroom Teacher
Rebecca Marquez	Parent or Community Member
Roxanne Ramirez	Parent or Community Member
Marivel Villalobos	Parent or Community Member
Jennifer Rodriguez	Parent or Community Member
Tanesha German	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
	Special Education 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 4/11/2022.

Attested:

	Principal, Jenna Garretson-Tremayne on 4/11/2022
	SSC Chairperson, Roxanne Ramirez on 4/12/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019