

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
Los Amigos Elementary School	36676946035760	May 13, 2022	May 12, 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

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

The 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 strategies and activities to increase student achievement in these areas during the 2022-2023 school year. This plan is directly aligned with the CSD 2022-2023 LCAP along with all state and federal requirements. In addition, this plan will describe the ways in which our school provides a Schoolwide Program to support all students. The plan provides details of our comprehensive programs, as well as, our targeted interventions for students in need of support.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 23
 - Academic Performance 24
 - Academic Engagement 35
 - Conditions & Climate..... 38
- Goals, Strategies, & Proposed Expenditures..... 40
 - Goal 1..... 40
 - Goal 2..... 49
 - Goal 3..... 59
 - Goal 4..... 62
 - Goal 5..... 68
 - Goal 6..... 76
 - Goal 7..... 79
 - Goal 8..... 82
- Budget Summary 83
 - Budget Summary 83
 - Other Federal, State, and Local Funds 83
- Budgeted Funds and Expenditures in this Plan 84
 - Funds Budgeted to the School by Funding Source..... 84
 - Expenditures by Funding Source 84
 - Expenditures by Budget Reference 84
 - Expenditures by Budget Reference and Funding Source 85

Expenditures by Goal86

School Site Council Membership87

Recommendations and Assurances88

Instructions.....89

 Instructions: Linked Table of Contents89

 Purpose and Description90

 Stakeholder Involvement.....90

 Resource Inequities90

Goals, Strategies, Expenditures, & Annual Review91

 Annual Review92

 Budget Summary93

 Appendix A: Plan Requirements95

 Appendix B:.....98

 Appendix C: Select State and Federal Programs 100

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).

Los Amigos Elementary conducts parent and/or student surveys for the following programs: Title I, GATE and English Language Development. The results of these surveys are as follows.

Title I Survey 2021-2022

Of the parents who completed the survey...

- 0% of parents attend Title I trainings/meetings
- 37.5% of parents have a clear understanding of the program.
- Parents notice an increase in their child's math, reading, and writing ability over the course of the school year.
- 50% of parents would like parent meetings to be held after school.

GATE Survey 2021-2022

- 50% of parents attend GATE trainings/meetings
- Parents have a clear understanding of the program.
- Parents believe the GATE program's opportunities are worthwhile for their children.
- 75% of parents would like parent meetings to be held after school.

English Learners Survey (districtwide) 2021-2022

- 21.8% of parents attend ELAC trainings/meetings
- Parents have a clear understanding of the program.
- Parents notice an increase in their child's language development over the course of the school year.
- 36.4% of parents would like parent meetings to be held between the hours of 3-6pm.

PBIS School Climate Survey (student)

- Our students often like coming to school.
- Our students know that the adults at school want them to do well and treat them with respect.
- Our students often feel safe at school and know that adults are there to help.

Other venues for information sharing and input:

School Site Council Meetings

School Plan Write Day Meetings

Professional Learning Community Meetings

Positive Behavior Interventions and Supports Team Meetings

Special Education/Inclusion Team Meetings

Coffee with the Principal

Safe Routes to School Parent Task Force Meetings

Aeries Communication

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 visits and observes all classrooms on a regular basis. Certificated and classified staff are evaluated according to their contract.

In addition, a School Site Council Walk-Through is conducted annually, with the exception of the 2019-2020 closure and 2020-2021 Distance Learning year. Please see the results from 2018-2019 & 2021-2022 below.

School Site Council Walk-Through Summary of Observations

On Tuesday, November 5, 2019 members of the School Site Council performed a Walk Through of Los Amigos Elementary School. Prior to the Walk Through, the School Site Council planned the areas on which to focus. These areas align with both the LCAP and school site goals. Each of these areas is listed below. We developed a form in google docs that could be accessed on school iPads in order to track and graph the data. The School Site Council discussed the areas in which we were looking for evidence. Evidence was submitted for each classroom by each member of the School Site Council. The results were as follows:

STUDENT ENGAGEMENT The council noted high levels of engagement. There were frequent interactions between the teachers, staff and students. Many strategies and transitions were used to engage students.

DEPTH OF KNOWLEDGE The level of depth of knowledge can depend on the day or time a lesson is being taught. Teachers typically do introductory lessons at the beginning of the week. Toward the end of the week, the rigor or depth increases. Our school continues to include more and more level 3 and 4 in their instruction.

CREATIVITY Our teachers have so many tools to create with! The council noted that students were learning about perseverance while they were being creative. Staff and parents have noticed the students using their creativity during unstructured times; recess, lunch, and at home.

COMMUNICATION The council noted that our students are very verbal and they are collaborating and helping each other.

CRITICAL THINKING The council noted that students were often asked to analyze or evaluate something.

COLLABORATION There is strong collaboration between teachers and their students. The council noted that the students were working together, not competing. Our students assist one another while staying on task.

SOCIAL EMOTIONAL LEARNING (SEL) and MINDFULNESS The council noticed that we have done a lot to support our students in this area. Our teachers use specific voices/tone to create a calm, welcoming and safe environment for students. There are many programs at our school that go beyond the academics.

FINAL THOUGHTS The council noted: The teachers really care. Their children know that they can go to their teachers for help. The school is student focused. They see the growth after a few years of professional development

School Site Council Walk-Through

On Wednesday, February 23, 2022 the staff members of the School Site Council performed a Walk Through of Los Amigos Elementary School. The areas on which they focused were the same as previous years. These areas align with both the LCAP and school site goals. The School Site Council walked through each classroom, looking for evidence. Photographs and comments were submitted to the facilitator, Vice Principal Rigney. Mrs. Rigney compiled the evidence and presented

it to the Council. This presentation can be found at:

https://docs.google.com/presentation/d/1NO_p0phXiPsN58YkhY2_nmw7qhRAEE_0o3xmb2HV4xE/edit?usp=sharing

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)

The staff at Los Amigos use a variety of assessments to analyze growth, adjust instruction, and increase student achievement. Each year, students in grades 3-5 participate in CAASPP testing. This includes interim assessments, as well as summative assessments. Each year, all English Language Learners take the ELPAC. Local assessments include, but are not limited to DIBELS and STAR.

Assessment information is compiled in spreadsheets, Illuminate, and/or CAASPP CERS. It is shared during grade level meetings, staff meetings and Professional Learning Community meetings. The results of these assessments are analyzed in order to determine which students are at-risk and/or need additional support. Interventions are provided by classroom teachers, the Title I teacher, the English Language Resource teacher, Special Education teachers, Intervention teachers and instructional assistants.

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

Collaborative teams of teachers and specialists analyze data from curriculum assessments, local assessments, CAASPP assessments, and classroom observations. These teams meet weekly to review the data from their Common Formative Assessments. They make adjustments to their planning, pacing, and instructional practices in order to meet the needs of all students. During these meetings, teams identify students in need of intervention. The team works collaboratively to monitor the growth of students receiving intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are credentialed and highly qualified under the NCLB requirements.

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

Center for Teacher Induction support is provided to first and second year teachers. All staff participates in a variety of professional development opportunities throughout the school year. Professional Development is provided both at the district and the school site.

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

Professional Development covers all areas of content including, but not limited to Math, English Language Arts, Science, 21st Century Learning, Social Emotional Learning, Mental Health, and Positive Behavior Interventions and Supports. Professional Development opportunities are based off of staff and student need, as well as staff interest. Each year staff members take the district's BrightBytes survey. This survey helps the district and school sites identify the staff's strengths and needs. In addition, both local and state assessments are used to identify the strengths and needs of the student population. Additionally, staff members are able to express interest in attending Professional Development opportunities outside of the school site and district. These are subject to principal approval and are typically provided by the school site budget.

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

The district provides a Technology, a Math Coach, and an ELA Coach to support teachers through group and individual training. The site provides coaches in the areas of: Math, English Language Arts, Science, Technology, and Positive Behaviors Interventions and Supports. These coaches provide individual support, as well as training through staff meetings and grade level planning days.

The Title I Teacher, English Language Resource Teacher, and Intervention Teachers provide push-in and pull-out support to students in need of reading and language interventions. They support teachers by providing instructional strategies and guidance to help specific students.

The Response to Intervention Coordinator works with classroom teachers and specialists to compile and analyze data for at-risk students. The student's RTI team monitors student progress, as well as communicates with parents. Resources and strategies are shared amongst the team and family.

The PBIS Coach helps facilitate PBIS team meetings and supports all staff by providing resources and strategies. The PBIS team is currently focused on strengthening practices in the areas of Tier 3 processes and supports, Restorative Justice, Mindfulness, and Give 'em Five.

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

All grade level teams meet at least once a week. During this collaborative time, teachers, specialists, and administrators work together to plan instruction, analyze data, coordinate special events, discuss students in the RTI process, and share instructional practices and strategies. Teachers and specialists also participate in lesson studies and grade level planning days that are supported by instructional coaches.

Teaching and Learning

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

All teachers and students have access to the district adopted curriculum. Each grade level report card is reflective of the Common Core Standards. Each grade level uses student data and the standards to plan their instruction.

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

At the beginning of the year teachers are given the school's master schedule which identifies specific times for intervention and enrichment (including Physical Education, Art, Music, and Robotics). Upon reviewing the schedule, teachers identify their protected time for teaching English Language Arts, Math, Science, Social Studies, and Social Emotional skills. Since time is limited, teachers use their professional judgement to cycle subject content and/or create lessons that integrate multiple subjects at once.

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

Teachers are provided with multiple planning days each year in order to plan and map the curriculum for all content areas. In addition, at the district level, teachers work with instructional coaches to build pacing guides in the area of English Language Arts and Math.

The Master Schedule is reviewed each year by the administrators. This schedule is built to be flexible for student need. Both push-in and pull-out models are used to provide interventions. Interventions are provided to groups of students and/or one on one depending on student need throughout the year.

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

Curriculum and materials to teach the Common Core standards have been provided to all teachers. Students have access to all materials needed.

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

Teachers use state/district adopted curriculum and materials to address the grade level standards in the areas of English Language Arts, Math, Science and Social Studies. In addition, teachers have been provided with Social Emotional Curriculum. The intervention curriculum and materials available include, but are not limited to Cengage NatGeo Reach for Reading Foundations, Lucy Calkins Units of Study for Reading and Phonics, Secret Stories, Read Naturally, English 3D, Dreambox, and Reflex.

Opportunity and Equal Educational Access

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

In the classroom, instruction is differentiated based on the needs of all students. Teachers use a variety of strategies to provide support and reteaching to students including, but not limited to one on one or small group instruction, guided reading circles, and the writer's workshop model. Teachers provide direct instruction, guided practice, independent practice, inquiry based instruction, project based learning, and collaborative learning to engage and teach students. Teachers use assessments and observations to guide their pacing and instruction. All staff strives to build strong relationships with their students so that they feel safe, respected and confident on campus.

Evidence-based educational practices to raise student achievement

In addition to the strategies listed above, Los Amigos Elementary implements the Response to Intervention process in order to monitor student growth when a student is at-risk. Teachers and specialists work together to implement practices and strategies to support the student's achievement, as well as communicate with the child's family. The Intervention program is provided to students who meet 3 criteria identified by the grade level team. This ensures that students with the most need receive remedial instruction for reading and math. The program is designed to help these students become more effective and successful learners. The Specialized Academic Instruction program is designed to support students who are identified for Special Education on an IEP. Students in the program receive instruction through a variety of models; including push-in, pull-out, inclusion, and co-teaching models.

Parental Engagement

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

Our families are offered a wide variety of resources to assist them in providing a safe and healthy environment for their children to grow and learn. Los Amigos Elementary works in a partnership with the city of Rancho Cucamonga through the Community Schools Model. A Parent Liaison provides additional support and assistance for our families. Additionally, the school staff provides programs to support achievement. The resources available include: WestEnd Counseling, Mindfulness grant through Kaiser, Who's Your Hero, CASA Cooking Classes, Safe Routes to School, Watch D.O.G.S., Lunch Bunch, Latino Literacy Project, and Helping Hands. Students have an opportunity to participate in enrichment and intervention programs after school. These programs are flexible and change from year to year. In previous years, the staff has focused on math facts, phonics, reading fluency, S.T.E.M., photography, and community service. Additionally, our Title I, English Learner and GATE Coordinators provide parent meetings and trainings during the school year.

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)

The School Site Council is comprised of the principal, teachers, a classified staff member, and parents and/or community members that reflect our school population. The Council meets every one to two months during the school year to review the implementation of the school site plan and discuss programs and resources provided to the school community. These representatives also attend the DELAC meetings at the district office. The English Language Advisory Committee meets every one to two months during the school year to discuss programs for English Learners and resources provided to the community.

Funding

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

Categorical funds are used to provide students with interventions during and after the school day. This funding is also used to purchase instructional materials and provide teachers with professional development opportunities in order to support student achievement.

Fiscal support (EPC)

Fiscal support is provided through General, Categorical, and LCAP funds.

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

Single Plan for Student Achievement Analysis of Educational Practice

The current educational practices were derived from an analysis of the current school plan, and the needs assessments and goals for the Local Control Accountability Plan (LCAP). There were stakeholder meetings at the district level to analyze, develop, and revise the LCAP goals, which were grounded in the student achievement data. The goals were shared with the site stakeholders including teachers, staff and parents. The site goals were created based on the established LCAP goals through several site planning days. Specific actions and tasks were developed through staff input and outlined in this plan. These collaborative efforts occurred during School Site Council Meetings, Staff Meetings, and School Plan Write Days. Specific dates are noted below.

School Site Council Meetings: 9/10/21, 10/8/21, 11/2/21, 11/12/21, 1/14/22, 2/23/22, 3/11/22, 4/12/22, 5/13/21, 5/17/22

Stakeholders include parents of unduplicated populations, community members, and certificated and classified staff members.

School Plan Write Days: 12/1/21 & 2/9/22 (as well as additional Staff Meetings)

Stakeholders include certificated and classified staff members.

Resource Inequities

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

Los Amigos Elementary School continues to need additional support and funding for our Special Education and English Language Learner populations. Upon review, the CA Dashboard from 2019 identifies both academics and attendance as an area of need for this population. The district benchmarks for reading and math demonstrate that English Language Learners need continue academic support.

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	106	118	111
Grade 1	98	88	89
Grade 2	87	105	95
Grade3	76	94	104
Grade 4	75	82	105
Grade 5	107	76	79
Total Enrollment	549	563	583

Conclusions based on this data:

1. The subgroup population has stayed consistent over the last three years. Los Amigos Elementary continues to have a high Hispanic population.
2. Enrollment has continued to increase over the last three years.

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	128	122	83	23.3%	21.7%	14.2%
Fluent English Proficient (FEP)	44	35	51	8.0%	6.2%	8.7%
Reclassified Fluent English Proficient (RFEP)	23	3	5	19.3%	2.3%	4.1%

Conclusions based on this data:

1. The percentage of English Language Learners continues to slowly decline.
2. The percentage of RFEP students significantly decreased in 2019-2020. It is slowly beginning to increase again.

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	74	81	107	72	79	0	72	79	0	97.3	97.5	0.0
Grade 4	102	77	107	100	72	0	100	72	0	98	93.5	0.0
Grade 5	81	105	81	78	101	0	78	101	0	96.3	96.2	0.0
All Grades	257	263	295	250	252	0	250	252	0	97.3	95.8	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	2392.	2397.		12.50	22.78		22.22	10.13		26.39	26.58		38.89	40.51	
Grade 4	2446.	2423.		18.00	9.72		28.00	19.44		14.00	23.61		40.00	47.22	
Grade 5	2433.	2470.		3.85	12.87		24.36	28.71		21.79	21.78		50.00	36.63	
All Grades	N/A	N/A	N/A	12.00	15.08		25.20	20.24		20.00	23.81		42.80	40.87	

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 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	13.89	20.25		34.72	36.71		51.39	43.04	
Grade 4	20.00	15.28		48.00	44.44		32.00	40.28	
Grade 5	10.26	20.79		41.03	39.60		48.72	39.60	
All Grades	15.20	19.05		42.00	40.08		42.80	40.87	

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	13.89	16.46		48.61	44.30		37.50	39.24	
Grade 4	16.16	8.45		40.40	45.07		43.43	46.48	
Grade 5	10.26	13.00		38.46	45.00		51.28	42.00	
All Grades	13.65	12.80		42.17	44.80		44.18	42.40	

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	9.72	15.19		63.89	62.03		26.39	22.78	
Grade 4	13.00	12.50		67.00	54.17		20.00	33.33	
Grade 5	8.97	10.89		57.69	61.39		33.33	27.72	
All Grades	10.80	12.70		63.20	59.52		26.00	27.78	

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.

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	15.28	18.99		43.06	45.57		41.67	35.44	
Grade 4	23.00	11.11		44.00	48.61		33.00	40.28	
Grade 5	11.54	21.78		37.18	39.60		51.28	38.61	
All Grades	17.20	17.86		41.60	44.05		41.20	38.10	

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. Prior to 2019, the percentage of students meeting or nearly meeting standards had steadily increased in the area of English Language Arts.
2. Prior to 2019, strengths in English Language Arts were in the areas of listening, research and inquiry.
3. The challenge in English Language Arts has consistently been in the area of writing.

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	74	81	107	74	81	0	74	81	0	100	100	0.0
Grade 4	102	76	107	101	71	0	101	71	0	99	93.4	0.0
Grade 5	81	105	81	78	102	0	78	102	0	96.3	97.1	0.0
All Grades	257	262	295	253	254	0	253	254	0	98.4	96.9	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.	2395.		5.41	6.17		25.68	25.93		28.38	22.22		40.54	45.68	
Grade 4	2437.	2438.		11.88	7.04		15.84	16.90		35.64	39.44		36.63	36.62	
Grade 5	2447.	2464.		3.85	15.69		16.67	11.76		29.49	19.61		50.00	52.94	
All Grades	N/A	N/A	N/A	7.51	10.24		18.97	17.72		31.62	25.98		41.90	46.06	

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.

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	14.86	12.35		35.14	39.51		50.00	48.15	
Grade 4	18.81	12.68		26.73	30.99		54.46	56.34	
Grade 5	8.97	20.59		28.21	18.63		62.82	60.78	
All Grades	14.62	15.75		29.64	28.74		55.73	55.51	

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	13.51	14.81		43.24	38.27		43.24	46.91	
Grade 4	18.81	7.04		40.59	52.11		40.59	40.85	
Grade 5	7.69	14.71		39.74	32.35		52.56	52.94	
All Grades	13.83	12.60		41.11	39.76		45.06	47.64	

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	14.86	16.05		44.59	35.80		40.54	48.15	
Grade 4	15.84	8.45		41.58	43.66		42.57	47.89	
Grade 5	6.41	10.78		46.15	42.16		47.44	47.06	
All Grades	12.65	11.81		43.87	40.55		43.48	47.64	

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. Prior to 2019, the percentage of students meeting or nearly meeting standards had steadily increased in the area of Math.
2. Prior to 2019, strengths in Math were in the areas of problem solving, modeling and communicating reasoning.
3. The challenge in Math has consistently been in the area of concepts and procedures. Although this is a challenge, the number of students exceeding, at, or near the standard had increased over time.

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	1425.4	1427.0	1409.8	1433.4	1437.0	1422.9	1406.7	1403.6	1379.3	33	22	15
1	1471.0	1451.5	1442.8	1475.9	1463.7	1466.5	1465.5	1438.7	1418.6	22	23	16
2	1453.5	1486.8	1481.1	1452.1	1491.9	1489.1	1454.5	1481.1	1472.5	11	14	15
3	1480.6	1466.5	1485.8	1475.5	1457.3	1481.7	1485.3	1475.1	1489.5	14	11	19
4	1510.9	1519.9	1493.4	1511.9	1540.6	1489.6	1509.4	1498.8	1496.6	16	13	16
5	*	1511.9	*	*	1531.1	*	*	1492.4	*	*	17	8
All Grades										100	100	89

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	*	4.55	6.67	42.42	45.45	46.67	*	45.45	20.00	*	4.55	26.67	33	22	15
1	50.00	8.70	0.00	*	39.13	50.00		34.78	31.25	*	17.39	18.75	22	23	16
2	*	14.29	6.67	*	35.71	60.00	*	50.00	13.33	*	0.00	20.00	11	14	15
3		9.09	0.00	*	9.09	47.37	*	54.55	47.37	*	27.27	5.26	14	11	19
4	*	23.08	18.75	68.75	53.85	31.25	*	15.38	31.25	*	7.69	18.75	16	13	16
5	*	35.29	*	*	23.53	*		23.53	*		17.65	*	*	17	*
All Grades	28.00	15.00	5.62	47.00	36.00	47.19	14.00	37.00	30.34	11.00	12.00	16.85	100	100	89

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	36.36	22.73	6.67	33.33	31.82	53.33	*	36.36	20.00	*	9.09	20.00	33	22	15
1	77.27	26.09	25.00	*	43.48	56.25	*	21.74	12.50	*	8.70	6.25	22	23	16
2	*	21.43	40.00	*	71.43	26.67		7.14	20.00	*	0.00	13.33	11	14	15
3	*	9.09	5.26	*	27.27	73.68		45.45	15.79	*	18.18	5.26	14	11	19
4	*	61.54	31.25	*	30.77	50.00	*	0.00	0.00	*	7.69	18.75	16	13	16
5	*	52.94	*	*	29.41	*		0.00	*		17.65	*	*	17	*
All Grades	52.00	32.00	21.35	31.00	39.00	52.81	*	19.00	13.48	*	10.00	12.36	100	100	89

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	*	9.09	6.67	*	36.36	40.00	42.42	40.91	40.00	*	13.64	13.33	33	22	15
1	*	8.70	0.00	*	13.04	43.75	*	47.83	6.25	*	30.43	50.00	22	23	16
2	*	14.29	0.00	*	21.43	53.33		42.86	26.67	*	21.43	20.00	11	14	15
3		9.09	5.26	*	0.00	31.58	*	63.64	36.84	*	27.27	26.32	14	11	19
4	*	0.00	0.00	*	15.38	18.75	*	61.54	56.25	*	23.08	25.00	16	13	16
5		5.88	*	*	11.76	*	*	52.94	*		29.41	*	*	17	*
All Grades	23.00	8.00	2.25	28.00	18.00	34.83	28.00	50.00	37.08	21.00	24.00	25.84	100	100	89

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	63.64	22.73	13.33	33.33	77.27	73.33	*	0.00	13.33	33	22	15
1	86.36	39.13	43.75	*	56.52	50.00		4.35	6.25	22	23	16
2	*	14.29	26.67	*	85.71	66.67	*	0.00	6.67	11	14	15
3	*	0.00	31.58	*	81.82	68.42	*	18.18	0.00	14	11	19
4	*	46.15	25.00	68.75	46.15	56.25	*	7.69	18.75	16	13	16
5	*	17.65	*	*	70.59	*		11.76	*	*	17	*
All Grades	58.00	25.00	26.97	38.00	69.00	62.92	*	6.00	10.11	100	100	89

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	*	9.09	20.00	51.52	77.27	46.67	*	13.64	33.33	33	22	15
1	50.00	4.35	6.25	*	82.61	87.50	*	13.04	6.25	22	23	16
2	*	28.57	26.67	*	71.43	46.67	*	0.00	26.67	11	14	15
3	*	27.27	21.05	*	54.55	73.68	*	18.18	5.26	14	11	19
4	81.25	76.92	37.50	*	15.38	43.75	*	7.69	18.75	16	13	16
5	*	70.59	*		11.76	*		17.65	*	*	17	*
All Grades	50.00	32.00	24.72	38.00	56.00	58.43	12.00	12.00	16.85	100	100	89

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	*	4.55	0.00	63.64	86.36	86.67	*	9.09	13.33	33	22	15
1	*	13.04	25.00	*	47.83	18.75	*	39.13	56.25	22	23	16
2	*	7.14	33.33	*	71.43	46.67	*	21.43	20.00	11	14	15
3		0.00	5.26	*	45.45	57.89	*	54.55	36.84	14	11	19
4	*	7.69	6.25	*	30.77	62.50	*	61.54	31.25	16	13	16
5		11.76	*	*	58.82	*	*	29.41	*	*	17	*
All Grades	24.00	8.00	12.36	50.00	59.00	53.93	26.00	33.00	33.71	100	100	89

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	42.42	36.36	33.33	48.48	40.91	40.00	*	22.73	26.67	33	22	15
1	*	8.70	0.00	72.73	60.87	68.75	*	30.43	31.25	22	23	16
2	*	21.43	6.67	*	64.29	73.33	*	14.29	20.00	11	14	15
3	*	9.09	15.79	78.57	63.64	84.21	*	27.27	0.00	14	11	19
4	*	0.00	6.25	75.00	84.62	81.25	*	15.38	12.50	16	13	16
5	*	11.76	*	*	64.71	*		23.53	*	*	17	*
All Grades	26.00	16.00	11.24	62.00	61.00	71.91	12.00	23.00	16.85	100	100	89

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. The majority of our English Language Learners continue to be at level 2 and 3 for their overall performance.
2. The majority of our English Language Learners need support in the area of written language development, specifically in the area of reading.
3. Listening and speaking are strengths for our English Language 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
583	72.7	14.2	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	14.2
Foster Youth	2	0.3
Homeless	20	3.4
Socioeconomically Disadvantaged	424	72.7
Students with Disabilities	44	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	7.7
American Indian or Alaska Native		
Asian	18	3.1
Filipino	5	0.9
Hispanic	476	81.6
Two or More Races	5	0.9
Native Hawaiian or Pacific Islander	2	0.3
White	32	5.5

Conclusions based on this data:

1. Los Amigos Elementary continues to have a high number of low socioeconomically disadvantaged students.

2. Other groups that are in need of continued support are our homeless and Special Education populations.
3. The number of English Learners has declined over the years, however we have the highest enrollment district wide.



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  Green	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. It has been noted that according to the 2019 dashboard, the area of most need at Los Amigos Elementary is the suspension rate. Since the suspension rate is in the orange zone, we have implemented many strategies and interventions to help with this area. These supports include, but are not limited to Mindfulness Curriculum, Second Step Curriculum, Common Sense Media lessons, Responsibility Centered Discipline, In School Solutions room and In School Solutions Advisors. After returning from the school closure, our students need even more support in these areas. We also have new staff, so training and professional development will be a priority moving forward.
2. It is also noted that our 2019 scores in the area of mathematics were maintained instead of showing continued growth.
3. In 2019 Los Amigos continued to show growth in the areas of English Language Arts and Chronic Absenteeism. After returning from the school closure, chronic absenteeism has become a concern. Our SART Coordinator works closely with the district Child Welfare Advocate to continue to support the families in need of assistance.

School and Student Performance Data

Academic Performance English Language Arts

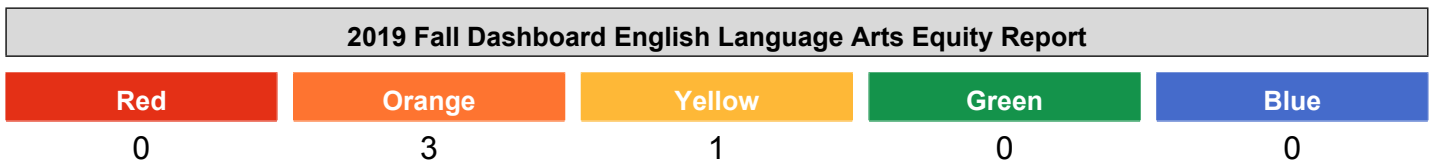
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> <p>Yellow</p> <p>38.4 points below standard Increased ++5.5 points</p> <p>236</p>	<p>English Learners</p> <p>Orange</p> <p>40.8 points below standard Maintained -0.5 points</p> <p>80</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>60 points below standard Declined Significantly -26.7 points</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>41.8 points below standard Increased ++8.9 points</p> <p>196</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>116.6 points below standard Increased ++4.2 points</p> <p>37</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.4 points below standard Maintained -0.4 points 22	 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 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.1 points below standard Maintained ++2 points 185	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0.1 points below standard Increased Significantly ++16 points 16

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
85.3 points below standard Maintained -2.4 points 48	25.8 points above standard Increased Significantly ++22.2 points 32	37.7 points below standard Increased ++8.5 points 154

Conclusions based on this data:

- In 2019, all subgroups increased/maintained in the area of English Language Arts, with the exception of our homeless population. This subgroup is not large enough to receive a color ranking, however it is noted that this population needs supports through our intervention programs.
- In 2019 our English Language Learners maintained their scores in the area of English Language Arts. The English Language Resource Teacher, Title I Teacher, and Intervention Teachers will continue to work together to determine the area of need for these students by looking at the SBAC and ELPAC assessments. Many of our English Language Learners that are not making growth, are struggling in the area of written language (reading and writing). These students will receive intervention in the areas of reading and writing through the ELD and Title I programs.
- In 2019 our student population with disabilities increased their scores in the area of English Language Arts. The district and Los Amigos Elementary have worked together to plan strategies and interventions to help this subgroup. One major shift was our collaborative model between our Special Education teachers. We also continued to refine our inclusion model.

School and Student Performance Data

Academic Performance Mathematics

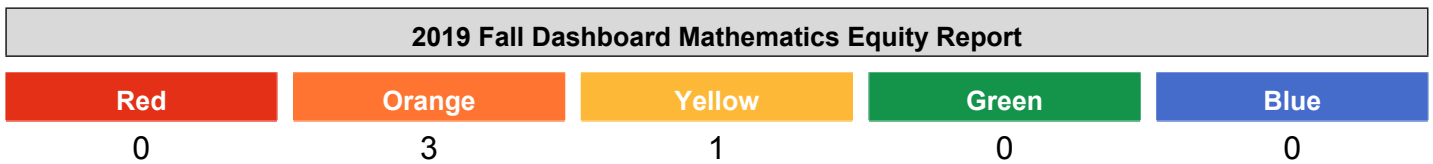
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Orange 51.3 points below standard Maintained ++1 points 236	<p>English Learners</p> Orange 50.4 points below standard Declined -12.3 points 81	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 79.3 points below standard Declined Significantly -24.3 points 15	<p>Socioeconomically Disadvantaged</p> Yellow 52.8 points below standard Increased ++4 points 196	<p>Students with Disabilities</p> Orange 114.9 points below standard Increased ++12.9 points 37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 58.3 points below standard Increased ++4.9 points 22	 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 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56 points below standard Maintained -2.1 points 185		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 3.6 points above standard Increased Significantly ++16.4 points 16

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.1 points below standard Declined Significantly -19.1 points 49	5.9 points above standard Increased ++13 points 32	51.8 points below standard Increased ++6 points 153

Conclusions based on this data:

1. Our students with disabilities and low socioeconomic disadvantaged students had an increase in the area of English Language Arts in 2019. The district and Los Amigos Elementary worked together to plan strategies and interventions to help these subgroups. One major shift was our collaborative model between our Special Education teachers. We also continued to refine our inclusion model.
2. In 2019 our English Language Learners declined in the area of mathematics. This year we will continue to support this population through Tier 1 supports in the classroom (ex: small group instruction, reteaching, one on one instruction, push in support, etc.).
3. The RFEP students have continued to increase their scores in the area of mathematics.

School and Student Performance Data

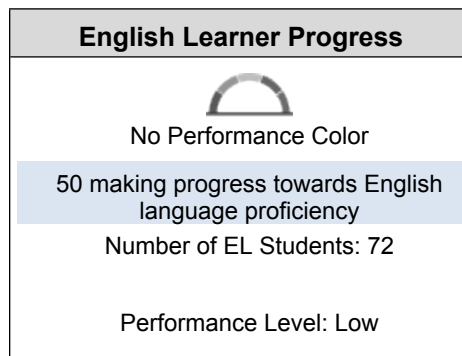
Academic Performance English Learner Progress

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
22.2	27.7	2.7	47.2

Conclusions based on this data:

1. The majority of English Language Learners progressed at least one level in 2019.
2. A quarter of our English Language Learners decreased by one level in 2019.
3. Upon a closer look, the majority of our English Language Learners who are still at level 1 or 2 are struggling in the area of written language. The English Language Resource Teacher, Title I Teacher, Intervention Teachers, and General Education Teachers will continue to work as a team to support these students. Interventions for reading and writing need to be prioritized.

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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

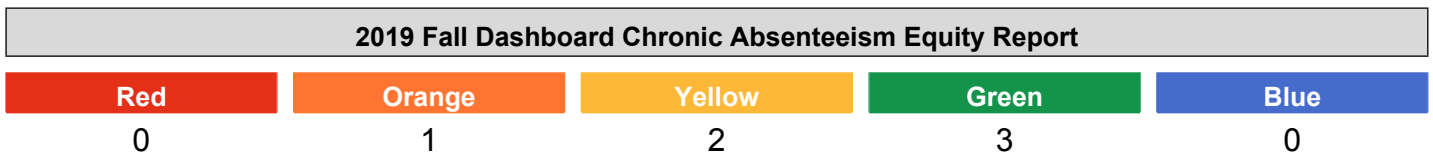
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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> Green 8.1 Declined -0.5 583	<p>English Learners</p> Yellow 4.3 Increased +1.2 139	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p> Green 8.9 Declined -10.5 45	<p>Socioeconomically Disadvantaged</p> Green 8.2 Declined -1.2 476	<p>Students with Disabilities</p> Yellow 11.7 Declined -4.8 60

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.7 Increased +4.2 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Declined -6.3 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.5 Declined -0.5 481	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 7.4 Declined -5.9 27

Conclusions based on this data:

1. It has been noted that in 2019 our Special Education subgroup decreased their rate of absenteeism. This correlates with their increase in the areas of English Language Arts and Mathematics.
2. Overall, chronic absenteeism had declined. After returning from the school closure, we have continue to encourage healthy attendance in school. The Los Amigos Elementary staff has worked hard to encourage students and inform parents regarding the harmful effects of absenteeism. We have implemented an attendance moto as a district. We continue to have had a bulletin board in the front office devoted to attendance. In addition, students earn class and individual incentives for attending school.

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

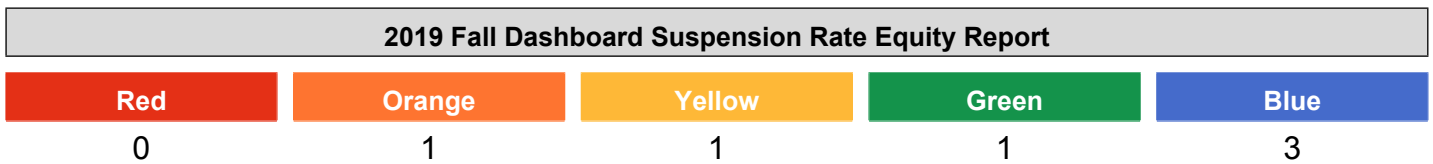
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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 +0.3 601	<p>English Learners</p>  Green 0.7 Maintained -0.1 143	<p>Foster Youth</p>  No Performance Color 0 11
<p>Homeless</p>  Blue 0 Maintained 0 48	<p>Socioeconomically Disadvantaged</p>  Yellow 1.9 Maintained +0.2 486	<p>Students with Disabilities</p>  Blue 0 Declined -4.4 60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -3.5 49	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6 Increased +0.5 495	Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 3.4 Maintained +0.1 29

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.7

Conclusions based on this data:

1. It has been noted that according to the dashboard, the area of most need at Los Amigos Elementary is the suspension rate. Since the suspension rate is in the orange zone, we have implemented many strategies and interventions to help with this area. These supports include, but are not limited to Mindfulness Curriculum, Second Step Curriculum, Common Sense Media lessons, Responsibility Centered Discipline, In School Solutions room and In School Solutions Advisors.
2. Upon a closer look at local data, the students in need of the most support are males in the primary grade levels. The staff at Los Amigos Elementary, including the Positive Behavior Interventions and Supports Team, will research and implement ways to support this population for the upcoming school year.

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

LCAP GOAL #3 for improving student achievement in Mathematics: By May 2023, the number of Sixth grade students competent in Mathematics will increase by 5% over baseline data, as measured by the SBAC and district end of year assessments.

Goal 1

The number of students meeting the achievement standard in math will be maintained as measured by the 2021-2022 SBAC and/or district end of year assessments.

Identified Need

Based on SBAC data from 2018-2019 our students need continued improvement in all areas of mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California Assessment of Student Performance and Progress test results for Mathematics	28%	28%

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, Response to Intervention, Special Education students

Strategy/Activity

Professional Learning Communities (Structured Teacher Planning Time, Collaboration, Sub Release, SpEd/Rtl 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)
26,000.00	LCFF

	<p>1000-1999: Certificated Personnel Salaries Student Achievement Data Review during STPT/Collaboration. Identify students not meeting performance standards through assessment data and teacher/specialist observations. Develop strategies to support students in meeting the appropriate skills and performance objectives. Release time for teachers, specialists and coaches to create pacing guides, instruction and interventions. Teacher and specialist release for Student Success Team, 504 Plan and IEP meetings in order to increase student achievement and parent engagement.</p>
6000.00	<p>LCFF 3000-3999: Employee Benefits Student Achievement Data Review during STPT/Collaboration. Identify students not meeting performance standards through assessment data and teacher/specialist observations. Develop strategies to support students in meeting the appropriate skills and performance objectives. Release time for teachers, specialists and coaches to create pacing guides, instruction and interventions. Teacher and specialist release for Student Success Team, 504 Plan and IEP meetings in order to increase student achievement and parent engagement.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, Special Education students

Strategy/Activity

Instructional Assistants- Contract, Extra Hours, Subs (Non Title I)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.00

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Instruction Assistants who provide intensive intervention support for English Language Arts

	and Math. This includes both instruction and assessments.
150.00	LCFF 3000-3999: Employee Benefits Instruction Assistants who provide intensive intervention support for English Language Arts and Math. This includes both instruction and assessments.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, Special Education students

Strategy/Activity

After School Intervention and Enrichment Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	Title I 1000-1999: Certificated Personnel Salaries Stipends and additional costs to teachers who provide after school intervention programs. After school programs provide intervention for Math and English Language Arts.
8009.00	Lottery 1000-1999: Certificated Personnel Salaries Stipends and additional costs to teachers who provide after school enrichment and intervention programs. After school programs provide academic support and enrichment in multiple areas including, but not limited to Math, English Language Arts, Science, Technology, Engineering and Art.
3000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Instructional materials used for after school intervention and enrichment programs.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field Trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000.00

Lottery
5000-5999: Services And Other Operating Expenditures
Funding to cover cost of field trip admission and bussing.

20,000.00

Donations
5000-5999: Services And Other Operating Expenditures
Funding to cover cost of field trip admission and bussing.

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

District/Site Coaches and/or Coordinators

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16086.00

LCFF
1000-1999: Certificated Personnel Salaries
To provide faculty support for increased student achievement. Including, but not limited to Math, English Language Arts, Science Technology Engineering and Math, Positive Behavior Interventions and Supports, Science, and School Attendance coaches and coordinators.

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

Computer Software and Tech Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2100.00	LCFF 5000-5999: Services And Other Operating Expenditures Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
20,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
16500.00	Title I 5000-5999: Services And Other Operating Expenditures Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
1000.00	Lottery 4000-4999: Books And Supplies Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.

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

Printing Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
15500.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
5500.00	Lottery 5000-5999: Services And Other Operating Expenditures Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
9,000.00	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

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

Instructional Materials, Textbooks, Library Books and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
47125.00	LCFF - Instructional Materials 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning. This includes providing new teachers with core curriculum.
23000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
23000.00	Title I 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
20000.00	Lottery 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
12700.00	LCFF 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
300.00	Donations 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
20000.00	LCFF - Library 4000-4999: Books And Supplies Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
4930.00	Lottery: Instructional Materials

4000-4999: Books And Supplies
Instructional materials, textbooks, books and supplies purchased to support all areas of learning within new teacher classrooms.

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

Conference, Travel, and Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000.00

LCFF
5000-5999: Services And Other Operating Expenditures
Professional Development provided for all faculty.

4,000.00

Title I
5000-5999: Services And Other Operating Expenditures
Professional Development provided for all faculty to support Response to Intervention students.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Intervention/Team Time (strategic, flexible student grouping)

Proposed Expenditures for this Strategy/Activity

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

None Specified
None Specified

The Title I Teacher/Coordinator and intervention teachers work with grade level teams to identify the needs of all students in the grade level in the area of math. A plan is created to support all students whether they are pull out for intervention, or rotate to a specific levelled reading group for support from the grade level teachers. The intervention teachers and grade level teachers meet frequently to adjust groups, keeping student placement flexible.

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.

The majority of strategies/activities listed above were implemented as planned. Our teachers and specialists worked together to provide interventions for students. Instructional assistants supported students by pushing into classrooms and pulling small groups of students out of the classroom to provide remedial instruction. After School Enrichment and Intervention programs were provided for grades 1-5. Printing services were used and instructional materials were purchased to support various learning styles. Due to county guidelines, various regulations, and district contracts, students were unable to attend field trips. Workshops and professional conferences were limited. Overall, students showed major gaps in learning due to the school closure and Distance Learning. This year, we used local assessments, including district benchmarks to determine that the majority of students are performing below grade level in math concepts and procedures. The majority of students have made some growth, however our site needs to continue to address this goal in the coming years.

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

The funding that was allocated for field trips and professional conferences will be rolled over for the 2022-2023 school year.

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.

Last year our educational partners implemented changes in the learning goal and to the strategies/activities that support it due to the many anticipated learning gaps created by the school closure and Distance Learning. These changes will remain in place in order to address the current needs of our students and their families in the area of mathematics.

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

Reading

LEA/LCAP Goal

LCAP GOAL #1 for improving student achievement in Reading: By May 2023, the number of third grade students competent in reading will increase by 5%

Goal 2

The number of students meeting the achievement standard in reading will be maintained as measured by the 2021-2022 SBAC and/or district end of year assessments.

Identified Need

Based on SBAC data from 2018-2019 our students need continued improvement in all reading standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California Assessment of Student Performance and Progress test results for English Language Arts	35%	35%

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, Response to Intervention, Special Education students

Strategy/Activity

Professional Learning Communities (Structured Teacher Planning Time, Collaboration, Sub Release, SpEd/Rtl 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)

0

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
 See goal 1
 Student Achievement Data Review during STPT/Collaboration. Identify students not meeting performance standards through assessment data and teacher/specialist observations. Develop strategies to support students in meeting the appropriate skills and performance objectives. Release time for teachers, specialists and coaches to create pacing guides, instruction and interventions. Teacher and specialist release for Student Success Team, 504 Plan and IEP meetings in order to increase student achievement and parent engagement.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, Special Education students

Strategy/Activity

Instructional Assistants- Contract, Extra Hours, Subs

Proposed Expenditures for this Strategy/Activity

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

LCFF
 2000-2999: Classified Personnel Salaries
 See goal 1
 (Non Title I)
 Instructional Assistants who provide intensive intervention support for English Language Arts and Math. This includes both instruction and assessments.

29253.00

Title I
 2000-2999: Classified Personnel Salaries
 (Title I)
 Instructional Assistants who provide intensive intervention support for English Language Arts. This includes both instruction and assessments.

2,700.00

Title I
 3000-3999: Employee Benefits

Instructional Assistants who provide intensive intervention support for English Language Arts. This includes both instruction and assessments.

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

Library Technician (Extra Hours)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

LCFF

2000-2999: Classified Personnel Salaries

Library technician to facilitate the school library.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, and Special Education students

Strategy/Activity

After School Enrichment and Intervention Programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Lottery

1000-1999: Certificated Personnel Salaries

See goal 1

Stipends and additional costs to teachers who provide after school enrichment and intervention programs. After school programs provide academic support and enrichment in multiple areas including, but not limited to Math, English Language Arts, Science, Technology, Engineering and Art.

0

Title I

1000-1999: Certificated Personnel Salaries
See goal 1
Stipends and additional costs to teachers who provide after school intervention programs. After school programs provide intervention for Math and English Language Arts.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Response to Intervention and Special Education students

Strategy/Activity

Title I Teacher/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)

107,721.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
The Title I Teacher/Coordinator works with grade level teams to identify the students most in need of intensive intervention in the area of reading. Once identified, the Title I teacher and instructional assistants provide intensive intervention for these students.

33,504.00

Title I
3000-3999: Employee Benefits
The Title I Teacher/Coordinator works with grade level teams to identify the students most in need of intensive intervention in the area of reading. Once identified, the Title I teacher and instructional assistants provide intensive intervention for these students.

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

Conference, Travel, and Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF 5000-5999: Services And Other Operating Expenditures See goal 1 Professional Development provided for all faculty.
0	Title I 5000-5999: Services And Other Operating Expenditures See goal 1 Professional Development provided for all faculty to support Response to Intervention students.

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

Intervention/Team Time (strategic, flexible student grouping)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	None Specified None Specified The Title I Teacher/Coordinator and intervention teachers work with grade level teams to identify the needs of all students in the grade level in the area of reading/ELA. A plan is created to support all students whether they are pull out for intervention, or rotate to a specific levelled reading group for support from the grade level teachers. The intervention teachers and grade level teachers meet frequently to adjust groups, keeping student placement flexible.

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

Instructional Materials, Textbooks, Library Books and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Supplemental
4000-4999: Books And Supplies
See goal 1
Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

LCFF
4000-4999: Books And Supplies
See goal 1
Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Lottery
4000-4999: Books And Supplies
See goal 1
Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Title I
4000-4999: Books And Supplies
See goal 1
Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Lottery: Instructional Materials
4000-4999: Books And Supplies
See goal 1

	Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	Donations 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

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

Computer Software and Tech Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF 4000-4999: Books And Supplies See goal 1 Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures See goal 1 Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
0	Title I 5000-5999: Services And Other Operating Expenditures

See goal 1
 Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Printing Services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF 5000-5999: Services And Other Operating Expenditures See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
0	Lottery 5000-5999: Services And Other Operating Expenditures See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
0	Title I 5000-5999: Services And Other Operating Expenditures

	See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
0	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field Trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Donations 5000-5999: Services And Other Operating Expenditures See goal 1 Funding to cover cost of field trip admission and bussing.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District/Site Coaches and/or Coordinators

Proposed Expenditures for this Strategy/Activity

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

LCFF

1000-1999: Certificated Personnel Salaries

See goal 1

To provide faculty support for increased student achievement. Including, but not limited to Math, English Language Arts, Science Technology Engineering and Math, Positive Behavior Interventions and Supports, Science, and School Attendance coaches and coordinators.

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.

The majority of strategies/activities listed above were implemented as planned. Our teachers and specialists worked together to provide interventions for students. Instructional assistants supported students by pushing into classrooms and pulling small groups of students out of the classroom to provide remedial instruction. After School Enrichment and Intervention programs were provided for grades 1-5. Printing services were used and instructional materials were purchased to support various learning styles. Due to county guidelines, various regulations, and district contracts, students were unable to attend field trips. Workshops and professional conferences were limited. Overall, students showed major gaps in learning due to the school closure and Distance Learning. This year, we used local assessments, including district benchmarks to determine that the majority of students are reading below grade level. The majority of students have made some growth, however our site needs to continue to address this goal in the coming years.

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

The funding that was allocated for field trips and professional conferences will be rolled over for the 2022-2023 school year.

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.

Last year our educational partners implemented changes in the learning goal and to the strategies/activities that support it due to the many anticipated gaps created by the school closure and Distance Learning. These changes will remain in place in order to address the current needs of our students and their families in the area of reading. Next year, we anticipate the use of funding for field trips and professional workshops and conferences.

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

ELD

LEA/LCAP Goal

LEA GOAL #1 for improving the student achievement of English learners: All English learners will achieve growth targets in English literacy and the core curriculum through the implementation of a highly rigorous curriculum using sheltered Instructional strategies in all content areas.

Goal 3

To improve the percent of students making annual progress in learning English and improving the percent of students attaining English Proficiency on the ELPAC: ELLs will maintain or increase their proficiency growth on the ELPAC test.

Identified Need

Based on ELPAC data from 2018-2019 our students need continued improvement in oral and written language development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 English Language Proficiency Assessments for California (ELPAC)	90%	90%

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 13

Students to be Served by this Strategy/Activity

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

English Language Learners, Response to Intervention and Special Education students

Strategy/Activity

English Language Resource Teacher (English Language Development/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)
0	None Specified None Specified

The English Language Resource Teacher works with grade level teams to identify the students most in need of intensive intervention in the area of English Language Development. Once identified, the English Language Resource Teacher and instructional assistants provide intensive intervention for these students.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students, English Language Learners, Response to Intervention and Special Education students

Strategy/Activity

Instructional Assistants- Contract, Extra Hours, Subs (Non Title I)

Proposed Expenditures for this Strategy/Activity

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

2000-2999: Classified Personnel Salaries
See goal 1

Instruction Assistants who provide intensive intervention support for English Language Arts and Math. This includes both instruction and assessments.

The English Language Resource Teacher works with grade level teams to identify the students most in need of intensive intervention in the area of English Language Development. Once identified, the English Language Resource Teacher and instructional assistants provide intensive intervention for these students.

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.

All strategies/activities were implemented to support the current needs of our English Learners and their families. Our teachers, English Language Resource Teacher, and bilingual instructional assistants worked together to provide interventions for students.

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

In order to meet the needs of our English Learners throughout ELPAC testing, a substitute was employed to assist as needed with instruction. No other major changes to funding occurred.

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.

Moving forward, no changes will be made to this learning goal. Next year, we will continue to employ a substitute throughout blocks of ELPAC testing to support instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

LCAP Goal #5 Reduce number of student referrals, suspensions, and expulsions by 2% over 2018- 2019.

Goal 4

Implement SEL curriculum and/or strategies weekly.

Identified Need

Based on Aeries data from 2019-2020 our primary male students need support in the areas of physical contact.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Student Referrals	11%	9%
Aeries Student Suspensions	1.1%	0%
Aeries Student Expulsions	0%	0%

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

Field Trips

Proposed Expenditures for this Strategy/Activity

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

Donations

5000-5999: Services And Other Operating Expenditures
 See goal 1
 Funding to cover cost of field trip admission and bussing.

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

Food Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,800.00	LCFF 4000-4999: Books And Supplies Food supplies to increase student and parent engagement.
500.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Food supplies to increase student and parent engagement.
400.00	Title I 4000-4999: Books And Supplies Food supplies to increase student and parent engagement.
0	Donations 4000-4999: Books And Supplies Food supplies to increase student and parent engagement.
0	Donations 5000-5999: Services And Other Operating Expenditures Food supplies to increase student and parent engagement.

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

Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000.00	LCFF 5000-5999: Services And Other Operating Expenditures Incentives to increase student engagement and achievement.
0	Donations 4000-4999: Books And Supplies Incentives to increase student engagement and achievement.
3000.00	LCFF 4000-4999: Books And Supplies Incentives to increase student engagement and achievement.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District/Site Coaches and/or Coordinators

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF 1000-1999: Certificated Personnel Salaries See goal 1 To provide faculty support for increased student achievement. Including, but not limited to Math, English Language Arts, Science Technology Engineering and Math, Positive Behavior Interventions and Supports, Science, and School Attendance coaches and coordinators.

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, Library Books and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF

4000-4999: Books And Supplies

See goal 1

Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

LCFF - Supplemental

4000-4999: Books And Supplies

See goal 1

Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Lottery

4000-4999: Books And Supplies

See goal 1

Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Title I

4000-4999: Books And Supplies

See goal 1

Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

0

Lottery: Instructional Materials

4000-4999: Books And Supplies

	<p>See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.</p>
0	<p>Donations 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.</p>

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, REsponse to Intervention, and Special Education students

Strategy/Activity

After School Enrichment and Intervention Programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Lottery
1000-1999: Certificated Personnel Salaries
See goal 1
Stipends and additional costs to teachers who provide after school enrichment and intervention programs. After school programs provide academic support and enrichment in multiple areas including, but not limited to Math, English Language Arts, Science, Technology, Engineering and Art.

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.

The majority of strategies/activities listed above were implemented as planned. Our staff worked together to implement instruction, provide behavioral and social emotional supports, provide positive and negative consequences, provide mental health supports, and encourage student engagement in programs. Suspension and expulsion rates continue to remain low, however additional supports are needed to address daily behaviors. Due to county guidelines, various regulations, and district contracts, students were unable to attend field trips.

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

The funding allocated for our In School Solutions program was not fully implemented. While we tried hiring a second In School Solutions Advisor to assist with behavioral and social emotional supports and interventions, we were unsuccessful in finding a qualified professional to employ in this position. The funding that was allocated for field trips will be rolled over for the 2022-2023 school year.

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.

This learning goal will remain the same. In order to support our newest teachers and classified staff, training on behavioral and social emotional curriculum and supports will increase next year. We will also continue the interview process for the second In School Solutions Advisor position until we find a qualified professional to employ. Next year, we anticipate the use of funding for field trips and other student engagement strategies that were not possible with county guidelines, various regulations, and district contracts 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

Science

LEA/LCAP Goal

LCAP GOAL #3 for improving student achievement in Mathematics: By May 2023, the number of Sixth grade students competent in Mathematics will increase by 5% over baseline data, as measured by the SBAC and district end of year assessments.

Goal 5

Students meeting the achievement standard in Science will be maintained as measured by the 2021-2022 CAST.

Identified Need

Based on the CAASPP data from 2018-2019 our students need continued improvement in all strands of New Generation Science Standards, across all grades levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California Assessment of Student Performance and Progress test results for Science	30%	30%

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 student

Strategy/Activity

Field Trips

Proposed Expenditures for this Strategy/Activity

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

5000-5999: Services And Other Operating Expenditures
See goal 1
Funding to cover cost of field trip admission and bussing.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention students

Strategy/Activity

Professional Learning Communities (Structured Teacher Planning Time, Collaboration, Sub Release, SpEd/Rtl 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)

0

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
See goal 1
Student Achievement Data Review during STPT/Collaboration. Identify students not meeting performance standards through assessment data and teacher/specialist observations. Develop strategies to support students in meeting the appropriate skills and performance objectives. Release time for teachers, specialists and coaches to create pacing guides, instruction and interventions. Teacher and specialist release for Student Success Team, 504 Plan and IEP meetings in order to increase student achievement and parent engagement.

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

District/Site Coaches and/or Coordinators

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF 1000-1999: Certificated Personnel Salaries See goal 1 To provide faculty support for increased student achievement. Including, but not limited to Math, English Language Arts, Science Technology Engineering and Math, Positive Behavior Interventions and Supports, Science, and School Attendance coaches and coordinators.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional Materials, Textbooks, Library Books and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	LCFF - Supplemental 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	Lottery 4000-4999: Books And Supplies

	See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	Title I 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	Lottery: Instructional Materials 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.
0	Donations 4000-4999: Books And Supplies See goal 1 Instructional materials, textbooks, books and supplies purchased to support Math, English Language Arts, Social Studies, Science, and behavior and social emotional learning.

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

Computer Software and Tech Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF
4000-4999: Books And Supplies
See goal 1

	Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures See goal 1 Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.
0	Title I 5000-5999: Services And Other Operating Expenditures See goal 1 Programs to support instruction and student learning such as, but not limited to Dreambox, Reflex, DIBELS, etc. Tech equipment to support student learning, as well as school operation.

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

Conference, Travel, and Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	LCFF 5000-5999: Services And Other Operating Expenditures See goal 1 Professional Development provided for all faculty.
---	--

0	Title I 5000-5999: Services And Other Operating Expenditures
---	---

See goal 1
Professional Development provided for all faculty to support Response to Intervention students.

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

Printing Services

Proposed Expenditures for this Strategy/Activity

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

LCFF
5000-5999: Services And Other Operating Expenditures
See goal 1
Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

0

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
See goal 1
Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

0

Lottery
5000-5999: Services And Other Operating Expenditures
See goal 1
Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

0

Title I
5000-5999: Services And Other Operating Expenditures
See goal 1

	Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.
0	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures See goal 1 Instructional materials and lessons printed to support curriculum in the areas of Math, ELA, Social Studies and Science.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, and Special Education students

Strategy/Activity

After School Enrichment and Intervention Programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Lottery 1000-1999: Certificated Personnel Salaries See goal 1 Stipends and additional costs to teachers who provide after school enrichment and intervention programs. After school programs provide academic support and enrichment in multiple areas including, but not limited to Math, English Language Arts, Science, Technology, Engineering and Art.

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.

The majority of strategies/activities listed above were implemented as planned. Our teachers, specialists, and coaches worked together to provide science instruction to all students. After School Enrichment programs were provided for grades 2-5. Printing services were used and instructional materials were purchased to support various learning styles. Due to county guidelines, various regulations, and district contracts, students were unable to attend field trips. Workshops and professional conferences were limited. Overall, students were engaged in STEM lessons, hands on science activities, and robotics at our site.

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

The funding that was allocated for field trips and professional conferences will be rolled over for the 2022-2023 school year.

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.

Last year our educational partners implemented changes to the learning goal due to the many anticipated learning gaps created by the school closure and Distance Learning. These changes will remain in place in order to address the current needs of our students and their families in the area of science.

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

Goal 6

Monthly attendance will maintain 97% or higher for all students.

Identified Need

Based off of 2019-2020 monthly attendance averages we are in need of support to decrease tardiness and absences for our students with chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Monthly ADA%	97% occurred during 2 months of the school year	97% will occur during 2 months of the school year or more

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

District/Site Coaches and/or Coordinators

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF 1000-1999: Certificated Personnel Salaries See goal 1

To provide faculty support for increased student achievement. Including, but not limited to Math, English Language Arts, Science Technology Engineering and Math, Positive Behavior Interventions and Supports, Science, and School Attendance coaches and coordinators.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Response to Intervention, and Special Education students

Strategy/Activity

After School Enrichment and Intervention Programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Lottery
1000-1999: Certificated Personnel Salaries
See goal 1
Stipends and additional costs to teachers who provide after school enrichment and intervention programs. After school programs provide academic support and enrichment in multiple areas including, but not limited to Math, English Language Arts, Science, Technology, Engineering and Art.

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.

The strategies/activities listed above were implemented as planned. After School Enrichment and Intervention programs were provided for grades 1-5. Program Coordinators worked to engage students and families in the school environment. Our SART Coordinator worked alongside the

district Child Welfare Advocate and local law enforcement to provide education and assistance to the families in most need of support.

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

There are no major differences in the expenditures for this goal.

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.

As a site, we were making considerable progress in the area of attendance prior to the school closure. With this goal in place, we strive to support our community in order to overcome the daily challenges they struggle with, and steadily increase attendance once again over time.

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

Parent Engagement

LEA/LCAP Goal

LCAP Goal #6 Increase parent participation by 5% over baseline data.

Goal 7

maintain the number of opportunities for parent involvement since the 2021-2022 school year.

Identified Need

Based on the calendar from 2021-2022, our site will need to work to reengage families during the 2022-2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 Calendar/Event Sign In Sheets	29	29+

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

Food Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF
4000-4999: Books And Supplies
See goal 4

	Food supplies to increase student and parent engagement.
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures See goal 4 Food supplies to increase student and parent engagement.
0	Title I 5000-5999: Services And Other Operating Expenditures See goal 4 Food supplies to increase student and parent engagement.
0	Donations 4000-4999: Books And Supplies Food supplies to increase student and parent engagement.
0	Donations 4000-4999: Books And Supplies Food supplies to increase student and parent engagement.

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

Postage

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600.00

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Postage charges.

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

Materials and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I
4000-4999: Books And Supplies
See goal 1
Materials and supplies for parent engagement opportunities including, but not limited to events, trainings and meetings.

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.

The strategies/activities listed above were implemented as planned. Due to county guidelines, various regulations, and district contracts, families were not permitted to attend events on site. However, our staff was creative and found ways to involve families through use of technology and other forms of communication.

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

There are no major differences in the expenditures for this goal.

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.

As we reopen for families to return to campus, we realize that we will need to promote family engagement. Reopening will increase the opportunity for family engagement on a daily basis. Programs such as Watch D.O.G.S. and the parent center will be available to families who enjoy volunteering on a regular basis.

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.

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	\$500,378.00

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	\$221,078.00

Subtotal of additional federal funds included for this school: \$221,078.00

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 (\$)
Donations	\$20,300.00
LCFF	\$79,436.00
LCFF - Instructional Materials	\$47,125.00
LCFF - Library	\$20,000.00
LCFF - Supplemental	\$36,000.00
Lottery	\$36,509.00
Lottery: Instructional Materials	\$39,930.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$279,300.00

Total of federal, state, and/or local funds for this school: \$500,378.00

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	79436.00	0.00
LCFF - Library	20,000.00	0.00
LCFF - Instructional Materials	47125.00	0.00
Title I	221078.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	20,300.00
LCFF	79,436.00
LCFF - Instructional Materials	47,125.00
LCFF - Library	20,000.00
LCFF - Supplemental	36,000.00
Lottery	36,509.00
Lottery: Instructional Materials	39,930.00
None Specified	0.00
Title I	221,078.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	160,816.00
2000-2999: Classified Personnel Salaries	31,253.00
3000-3999: Employee Benefits	42,354.00
4000-4999: Books And Supplies	160,255.00
5000-5999: Services And Other Operating Expenditures	105,700.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	300.00
5000-5999: Services And Other Operating Expenditures	Donations	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF	42,086.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
3000-3999: Employee Benefits	LCFF	6,150.00
4000-4999: Books And Supplies	LCFF	17,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,700.00
4000-4999: Books And Supplies	LCFF - Instructional Materials	47,125.00
4000-4999: Books And Supplies	LCFF - Library	20,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	0.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	36,000.00
1000-1999: Certificated Personnel Salaries	Lottery	8,009.00
4000-4999: Books And Supplies	Lottery	21,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	7,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	30,930.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	9,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	110,721.00
2000-2999: Classified Personnel Salaries	Title I	29,253.00
3000-3999: Employee Benefits	Title I	36,204.00
4000-4999: Books And Supplies	Title I	23,400.00
5000-5999: Services And Other Operating Expenditures	Title I	21,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	314,400.00
Goal 2	173,678.00
Goal 3	0.00
Goal 4	11,700.00
Goal 5	0.00
Goal 6	0.00
Goal 7	600.00

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
Matthew Rincon	Parent or Community Member
Valerie Throneberry	Parent or Community Member
Rebecca Viveros	Parent or Community Member
Denise Turner	Parent or Community Member
Nanette Hart	Parent or Community Member
Maricela Hinds	Other School Staff
Laura Gallardo	Classroom Teacher
Anne Castagnaro	Classroom Teacher
Gracielle Gaines	Classroom Teacher
Amber Arreguin	Principal

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
	Gifted and Talented Education Program 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 05/13/22.

Attested:

	Principal, Amber Arreguin on 05/13/22
	SSC Chairperson, Maricela Hinds on 05/13/22

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**asurable, **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