

Lowell Joint School District  
11019 Valley Home Avenue, Whittier, CA 90603

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES  
May 2, 2022

Call to Order President Salinas called the meeting to order at 6:00 p.m. using video conference via zoom meeting ID # 843 5245 9937 for the Regular Board Meeting of the Board of Trustees, in compliance with Government Code 54953. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603

Topics Not on the Agenda None.

Closed Session President Salinas declared the meeting recessed to closed session at 6:07 p.m.

Call to Order President Salinas reconvened the meeting to order at 7:35 p.m. using video conference via zoom meeting ID # 843 5245 9937 for the Regular Board Meeting of the Board of Trustees, in compliance with Government Code 54953. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603

The flag salute was led by William Hinz, Board of Trustees Member.

Trustees Present: Melissa A. Salinas, Anastasia M. Shackelford, William A. Hinz. Karen L. Shaw and Anthony A. Zegarra attended via zoom meeting ID # 843 5245 9937

Trustees Absent: None

Staff Present: Jim Coombs, Superintendent of Schools, Andrea Reynolds, Assistant Superintendent of Administrative Services; Sheri McDonald, Assistant Superintendent of Educational Services; and David Bennett, Assistant Superintendent of Facilities and Operations

Staff Absent: None.

Reporting out Action (if any) Taken in Closed Session In closed session, the Board took action to approve Amanda Malm, certificated administrative employee in the position of principal of El Portal Elementary, effective July 1, 2022, and that the Superintendent or designee be authorized to execute the necessary documents. The roll call vote was as follows: motioned by Anastasia Shackelford, seconded by William Hinz and unanimous roll call vote (5-0).

Ms. Malm introduced her family and took pictures with the Board of Trustees.

Introduction / Welcome President Salinas welcomed the many guests in attendance, staff members present, guests, Allison Fonti LJEa president and CSEA President Darleene

Pullen, Leslie Mangold LJEAs lead negotiator, Beverly Schambeck and Linda Takacs.

Acknowledgement of Correspondence

Karen Shaw Acknowledged Correspondence that she had received from Jordan Elementary School.

Approval of Agenda

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to approve the May 2, 2022, Board agenda.

Approval of Minutes

It was moved, seconded, and carried by unanimous roll call vote (5-0) to approve the minutes from the April 4, 2022, Regular Board Meeting.

Timely Information from Board and Superintendent – Board President

None.

Recognition of Rancho Starbuck Students

Mr. Coombs introduced the two students that auditioned and were selected for the Southern California Middle School Honors Band Student Awards (under the direction of Cameron Miller). They each played their instruments for the Board of Trustees.

Adan Brambila – played music with his instrument the Bassoon.

Maxwell Nuno – played music with his instrument the Trumpet.

Mr. Coombs introduced the recognition of the Chapman University Holocaust Art and Writing Contest Winner Student Essay Award (under the direction of Mrs. Montes):

Dara Oke Chapman Essay Contest Award – “Your Hope Your Best Friend”

Mr. Coombs introduced the recognition of the Rancho Starbuck COFA Student Awards (under the direction of Mrs. Behura, Mrs. Cazares, Mr. Miller, Mrs. Montes, Mrs. Pagano):

Alyse Guitierrez COFA Project– Mental Health & Music

Chloe Helms COFA Project - Feminism

Dara Oke COFA Project- Personality Types Introverts & Extroverts

Hayden Lee COFA Project - Cookbook

Phoebe Kim COFA Project – Book Drive to Enjoy Reading

Mrs. Salinas thanked them all for their hard work and presented each student with a certificate in honor of their achievements.

Recognition of Magna “Arts for All” – Let the Music Play Award

Mr. Coombs introduced the National School Board Association recipients of the Manga Award 2022, the number one program for small school districts across the United States.

MAGNA Award – Arts For All – “Let the Music Play” Instrumental Music Program

Cameron Miller, Band Teacher

Dylan Rockenback, Student Teacher

Whitney Takacs, Assistant Principal  
Jennifer Jackson, Principal  
Linda Takacs, former Principal  
Jeremy Fletcher (not in attendance) former Band Teacher

Mrs. Beverly Schambeck was asked to come forward and Mr. William Hinz said the following in recognition and dedication to Mr. Fred Schambeck: "I meet Fred in 2008, the year I ran against him for the school board and lost. In 2010, I was elected and he and I gained a mutual respect for each other and a good friendship that was fostered at Senior Campos. We shared a lot of things together and it speaks volumes about him. Some of the things that we shared a similar political philosophy, family values are important to us, our faith in our heavenly father was very important and a dedication to this school district. Fred, while on the Board always provided a steady rudder based upon his wisdom and experience and his core values. More over his love for this district. Sometimes he was a moderating force, some of us would want to go stronger on an issue, he would say let's dial it back an inch or two. What I can say for you Bev, that because of you and Fred, we have been doubly blessed. You shared so many of the same values as Fred and it shows. As a result, your being part of this district is a good part of the reason that Rancho has been able to gain and awarded so many awards and certificates and just an outstanding place for our young people. I think that the last and one of the strongest memories that I have of Fred is one of our last Board meetings together, 11 months ago around Flag day. I had known Fred for about 12 years at that time and after the salute of the flag, Fred made some comments about patriotism and the great country we live in. It's the first time that I saw Fred break down just as I am right now. In his memory and all of your hard work in the district, we want to present this to you and we are renaming a part of Rancho Starbuck Junior High. The Fred and Beverly Schambeck Library and Media Center".

Mrs. Beverly Schambeck said the following: "For 38 years my husband was on the school board and it was his passion. How much he loved the students and all staff member. My heart is so full for the love and support that you have all given to me with Fred's passing. There is nothing finer than young people. They are so precious and worth everything that we can give them at all times and in all places. Thank you so much. I am honored and I am hoping Fred you are here".

Mr. Coombs gave Mrs. Schambeck a picture of the modernization of the dedicated Library and Media center.

\* \* \* RECESS \* \* \* \*

Mrs. Salinas declared a recess at 8:05 p.m. Mrs. Salinas reopened the Board meeting at 8:14 p.m.

School Reports (School Reports will be the First Meeting of the Month)

Each Board member shared highlights of their respective schools

Topics Not on the Agenda

Leslie Mangold, Meadow Green Teacher and LJEAL lead negotiator stated: Good evening! I know you hear the monthly school reports, but the teachers wanted to share additional amazing happenings here at Lowell Joint. A second grade student at Meadow Green began the school year with many struggles due to online learning and to being newly mainstreamed into the general education classroom, would report daily that they did not want to come to school. Now, after receiving his one on one classroom aide, and multiple classroom supports, his guardian happily report that he regularly comments at how much he loves school and wants to be there. Last, Jordan hosted a Family Reading Night on Thursday, March 30th. They were able to invite five students per classroom, along with their families with the hope of providing useful tools and tips for reading success at home. One upper grade teacher and lower grade teacher led the sessions. They had over 60 people attend - filling up both an upper and lower classroom! They served pizza before the classroom sessions and provided a bag of books to each family to use at home. The teachers hope to host more Family Reading Nights in the future, hopefully opening it up to all students as more resources become available. Students in the 3rd-6th grade SDC class at Macy worked in pairs to research-hand produce posters of various life cycles of Bee, Frog, Sea Turtle, and Butterfly). Once they completed their posters, they presented them to the class and our principal. It was great seeing them so involved in their own learning. Rancho students made posters for the teachers for Teacher Appreciation Week. One of the posters even had the class stuffed animal mascot drawn on it! It meant so much to the teachers because receiving good vibes from students, especially junior high students are so special. Here are a few for me to show to you. Kindergarten students, at Meadow Green, have had a great hands-on, live experience learning about life cycles while incubating and hatching chicks, as well as butterflies from caterpillars. They are even learning how to take care of a rabbit! There are so many amazing happenings in each of our Lowell Joint schools. I wanted to share them with you because even though there were many challenges everyone faced coming off a year of virtual learning, there are currently so many victories and positive vibes happening at each school site. Thank you!

Chelsea Shrainer, Macy parent stated: "Hello. My name is Chelsea. I've been tld my whole life. In 2015, my then 2 year old son was also tld. He is now a happy and healthy nine year old tl who loves attending school in LJSD. When he started, Nurse Nancy managed his day to day care at school, and when she couldn't, I was lucky enough to be home and nearby to step in when needed. The number of type 1s districtwide back then was very small.

That number has grown. I have the unique privilege of working at his school, but not all the type 1 parents do. So tonight I would like to speak for those families, and so that as the district makes decisions for the next school year, they remember those families. (SPOONS) This is one of my favorite visuals for anyone who doesn't have much insight into the tightrope t1 diabetics walk daily. On the right side, we have ~2 units of insulin. My son takes this for around 25g of carbs. On the left side, we have ten units. This amount administered to my son will quickly cause him and other t1s his age, to experience what is known as a hypoglycemic seizure. This happens because believe it or not, our brains need "sugar", or glucose, to function. Insulin administered by a person instead of a pancreas will do its job no matter the consequences, and now my son's brain is shutting down. Left unchecked, the lack of glucose will lead to brain death. It is very a scary and serious situation to be in. Here's an even scarier situation: the amount on the right can be just as lethal. Let's say my 9 year old says he will eat what he has dosed for. But then out at lunch, he decides to be a kid first and diabetic second. He gets distracted talking, forgets to eat, and runs off to the playground for a game with his friends. His insulin doesn't care; it is still doing its' job. His body is rapidly running out of glucose and again, his brain is shutting down. Does anyone here know how to save his life? It is okay if you don't; I don't expect you to. If it isn't your job or your life, then why would you? What I do expect however, much like any other parent of a diabetic child is that there is someone at my son's school who does know. It's not just an expectation however; it is our students' rights. Section 504 of the Americans With Disabilities Act says -our kids have a right to a dedicated and trained staff member to manage their care at school. -Our kids have the right to attend their school of choice and take part in school activities, and NOT have their diabetes be used as a determining factor in any way by the district. It is NOT AT THE CONVENIENCE of the district to provide adequate care for t1 kids while at school, it is the law. Additionally, T1 parents have the RIGHT to go to work or attend to their daily schedules and not be called to attend to every day management of their students. On occasion? Understandable. Regularly and due to lack of trained staff is not only not understandable, it is also against the law. The type 1 population of our little district has grown substantially; yet I recently learned that 2/4 of our current nursing staff are applying to nursing positions in surrounding districts for the 22/23 school year. Additionally, that there is only 1 HT returning so far next year. With a lack of nurses and a lack of HTs, I am fearful that the seriousness of what our kids have to manage every day is being overlooked by the people in our district who are supposed to ensure there is adequate care for them when at school. Our diabetic children will still be diabetic next year. My son, \*loves\* being here! He loves his friends and teachers. He loves the nurses, lvns and health techs who have helped lessen his enormous daily responsibility a little so he can just be a kid at school. I have volunteered, or PTA's or SSC's, or worked in this district for almost 5 years now. This is our home. This is our family. I am asking that as you figure out the plan for next year and the years to come, that you ensure this district is a safe place for the t1 diabetic members of our family to attend school. Thank you for your time and attention.

Dale Behnke, Rancho Starbuck parent, stated: "I am here for a follow up and I want to thank the board for taking our matter that we have been dealing with recently seriously and giving us the time to talk about it, considering it and apparently acting correctly on it. That being said, one of the things I want to bring up is the timeline on correcting this matter. My understanding is that it is not going to be done until the end of the year. Which to me is too late. The expungement of these unwarranted suspensions needs to happen just as quickly as the suspensions were handed out. I don't want this reflected on my son's report card. Again thank you for your consideration and taking care of this in the correct way

Wanda Behnke, Rancho Starbuck parent, stated: "As my husband just stated, I want to say the same thing. I want to thank all of you for the consideration and the time spent by looking at all the facts and going back to what we found was a wrongful suspension. It hurts me because our son and the other kids did nothing wrong. We asked for the expungement, it took us a number of times to get to this point, and now we are finding out that the actual expungement won't happen until the end of the year. Which is not right. It needs to happen now. Before I discuss anything further, it was great seeing you all last week at the top 100. It was great, our son made it. He did very well. We are so proud and looking at all the kids there that day. You can all agree it was a magic moment and the award itself shows you that our kids or my child is a good child and works very hard every day. He also made an appearance in the band. He had a solo. It all ended being a really nice time. This is what we want our kids to have. A great education, belonging to something that they feel great about. The reason that I am here today. I heard that our expungement of the suspension is not going to happen to the end of the year. This suspension itself was done very swiftly and quickly. Without any details, they were suspended. So as quick as the suspension happened, I request that the expungement happen just as quick and still hasn't. We got a call on April 23 I believe and we still have not heard anything. So I am here tonight requesting that the recommendation of the Board on the expungement happens immediately or as quickly as possible".

Erica Gomez, Rancho Starbuck parent, stated: "Good evening everybody. As the other parents that are here, thank you very much for listening to us for the third board meeting in a row. Again the same topic. We are here to first of all thank you very much for granting the expungement of the suspension. Our concerns are the timeline. Why is it being waited til the end of the school year where it will reflect on their attendance records? Why are they begin put on probation? The exact words were: "As long as they don't get into any more trouble we will expunge it". That's telling me they are on probation.

Why are they being put on probation and there's contingency before they will expunge it. So we weren't given any answers. We were given a verbal on the very last day of the time line given. It's been ten days and we haven't received a letter. We feel that there should be some timeliness to this. We feel that this should be done immediately so that our children could have peace. Thank you.

Resolution 2021/22 No. 859, Recognizing May 3 2022, as "Day of the Teacher"

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt the resolution 2021-2022 No. 859, recognizing May 3, 2022, as "Day of Teacher", as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 860, Recognizing May 12, 2022, as "School Nurses Day"

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 860, recognizing May 12, 2022, as "School Nurses Day", as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 861, Recognizing May 15 – 21, 2022, as "Classified School Employees Week"

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 861, recognizing May 15 – 21, 2022, as "Classified School Employees Week", as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 862, Designating the Observance of Lincoln Day on February 13, 2023 and the Observance of Washington Day on February 20, 2023

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 862, designating the Observance of Lincoln Day on February 13, 2023 and the Observance of Washington Day on February 20, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Appointment of the Citizens Bond Oversight Committee

It was moved, seconded, and carried by unanimous roll call vote (5-0) to appoint the recommended Citizens Bond Oversight Committee, and that the Superintendent or designee be authorized to execute the agreement.

The following is the reaffirmation slate of Citizen Bond Oversight Committee members:

<b><u>Representative Categories:</u></b>	<b><u>Representative Names:</u></b>
One (1) member active in a business organization representing the business community located within the district	Martin Tourville
One (1) member active in a senior citizens' organization	Stuart Gothold
One (1) member active in a bona fide taxpayers' organization	Jan Averill
One (1) member who is the parent or guardian of a child enrolled in the district	Casey Powers

One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council Paul Caffrey  
Two (2) members selected from the public at large Richard Jones  
Taffi Graham

Approval of the 2021/22  
Extended School Year  
(ESY) Program

It is was moved, seconded by a unanimous roll call vote (5-0) to approve the extended school year program offering for the 2021/2022 school year, beginning on June 6, 2022 and ending on July 1, 2022, classes will be conducted five days per week, four hours per day, Monday through Friday, at Olita Elementary School, and that the Superintendent or designee be authorized to execute the necessary documents

Resolution 2021/22 No. 863  
Approving an Increase in  
Statutory School Fees  
Imposed on New  
Residential and Commercial  
/Industrial Construction  
Pursuant to Education Code  
Section 17620 and  
Government Code Section  
65995

Public hearing opened at: 8:44 p.m.  
Public hearing closed at: 8:45 p.m. Mrs. Shackelford made the comment that if they didn't want to charge people taxes, we'd like not to but we don't get a choice. If we don't classify it, the high school district takes it. We will take it and put it to good use. We are good stewards.

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 863 approving an increase in statutory school fees imposed on new residential and commercial/industrial construction pursuant to Education Code Section 17620 and Government Code Section 65995, level I Fee for residential construction was increased from \$2.72 to \$3.19 per square foot of new residential construction, level I fee for commercial/industrial construction was increased from \$0.44 to \$0.52 per square foot of new commercial/industrial construction, Notice of Public Hearing was published in the *Whittier Daily News* on April 5, 2022, and April 15, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 864  
Establishing a Child  
Development Fund with the  
County Treasurer

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 864 to establish a Child Development Fund with the County Treasurer for the purpose of accumulating and expending revenues per Government Code Section 8328, effective May 2, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 865  
to Commit Restricted Funds

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 865 to Commit Restricted Funds, per proposition 2 local reserve cap of ten percent (10%) were included if certain state Proposition 98 funding criteria and reserve levels were met, criteria was met during 21-22, effective as of July 1, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Transfer  
Between the General Fund

It was moved, seconded, and carried by unanimous roll call vote (5- 0) to approve the Transfer between the General Funds, and the newly created Child



and the Child Development Fund for Start Up Funding

Development Fund, for fee based preschool, expanded learning opportunity program, universal pre-k and existing first five early learning program, to process salary and benefit payments, supplies and services for these programs, not to exceed one hundred thousand dollars (\$100,000), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Open a Checking Account With the Credit Union of Southern California For the New Child Development Fund

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve the establishment of a checking account with the Credit Union of Southern California for the new Child Development Fund with the County Treasurer, for the purpose of accumulating and expending revenues, effective May 2, 2022, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Nigro & Nigro to Perform Audit Services- Children and Families Commission of Orange County Agreement FCI-SD4-15/First 5 KRI/Kindergarten Readiness Initiative Grant

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve the agreement with Nigro & Nigro for Audit Services for the Fiscal Years 2020-2021, 2021-2022, and 2022-2023 at a cost of \$2,100 per year, and that the district may also be billed for reasonable, necessary, and actual expenses related to travel and mileage, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Contract with The City of La Habra Summer Enrichment Programs with Service Provided by the City of La Habra

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve Contract with The City of La Habra Summer Enrichment Programs with Service Provided by the City of La Habra, estimated 300 participants at a staffing ration of 30:1 or ten classes at Olita Elementary School and Rancho Starbuck Intermediate School, each class costs \$4,725 for 30 days and one site supervisor per campus is assigned at the same cost of \$4,725, total projected cost is \$56,700 to increase or decrease based upon number of participants, and that the Superintendent or designee be authorized to execute the necessary documents.

Declaration of Need for Fully Qualified Educators to for the 2022/23 School Year

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve Declaration of Need for Fully Qualified Educators to for the 2022/23 School year, employment criteria in specific areas and authorized the employment of teachers holding Multiple, Single, English Learners, and Education Specialist Short Term Staff Permits, Limited Assignment Permits and Speech and Language Waivers, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 866 Implementing *Education Code 44256(b)*, Authorizing Stephanie Austin to Teach Social Science at Rancho-Starbuck Intermediate School for the 2022-2023

It is was moved, seconded by a unanimous roll call vote (5-0) to adopt resolution 2021-2022 No. 866 Implementing *Education Code 44256(b)*, authorizing Stephanie Austin to teach Social Science at Rancho-Starbuck Intermediate School for the 2022-2023 school year, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

## School Year

### Presentation and Approval of Single School Plans For Student Achievement

The *Single Plan for Student Achievement* (SPSA) is a plan of action for each school site to raise the academic performance of all students. The SPSA for each school site is linked to the Board's Strategic Goals, the Local Control Accountability Plan (LCAP) and the District's Local Education Agency Plan (LEA Plan). All schools have conducted a comprehensive analysis of data and educational, research-based practices to identify focused areas for improvements. The sites' SPSAs describe the specific goals and strategies school staffs will implement. Copies of the *Single Plan for Student Achievement* (SPSA) are available for review in the Educational Services Department and on the District and schools websites. Principals presented their school site plan.

Mrs. Salinas asked what they are finding the main reason for chronic absenteeism. Mr. Cukro said that a lot of it was caution in the beginning of the year. The message given out, that we had to give them, was that if you don't feel well at all, we want you staying home. We are now seeing improvement.

Mr. Zegarra stated that he wanted to give a shout out to all of our principals. It is really hard to create shared goals and have these site level conversations about growth. Examining the data that you have and continually challenging yourselves to continue to strive for continuous improvement. That's the business of being a principal and being in administration. That's hard work. Congratulations in making those plans and including your staff.

Mrs. Salinas asked what are you finding in that the kids are wanting to come to school or reluctant to come to school.

Mrs. Van Hoogmoed said that they got used to being at home and some of the younger kids didn't know what school was about. There is a lot of separation anxiety.

Mrs. Jackson said that a big draw right now in getting them to school is building relationships. That was what was taken from them. We are really focused on that piece of it.

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve the Single School Plans For Student Achievement, and that the Superintendent or designee be authorized to execute the necessary documents.

### Selection and Purchase of Dual Language Immersion (DLI) and Art Supplemental Materials

Mr. Hinz asked, "In reviewing various classroom materials and textbooks, have you come across any that you would say are evidence of critical race theory?"

Dr. McDonald said, "Not in any that we are currently reviewing. I can't promise that that won't come down the road. But when we did the history social studies part, it was prior to lot of what has transpired. So that wasn't

apart of the conversation and we have not seen it in terms when it comes to looking at this related to Spanish standards. This is like Spanish ELA. The science adoption is coming up and we have not seen anything in particular connected to that". Mr. Hinz asked that you be very observant.

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve the Selection and Purchase of Dual Language Immersion (DLI) and Art Supplemental Materials, at a cost for a 5 year contract term is \$49,087.46, and that the Superintendent or designee be authorized to execute the necessary documents.

Selection of Kindergarten through Grade 8 Science Textbooks

The textbooks on the attached list are proposed for addition to the District core adoptions in Science for Kindergarten through Grade 8 for the 2022/23 school year. The textbooks have been reviewed by the teachers on the District Textbook Advisory Committee for Science and on display for all stakeholders. Evaluation forms have been completed by all members of the District Textbook Advisory Committee in addition to meetings facilitated by the Assistant Superintendent of Educational Services. All materials were piloted in the spring of 2022 as part of the review process.

Mrs. Shackelford commented that when it comes to adoptions in the state of California, there is a period of public review that does not exist in other states across the country. So when you hear in the public sphere or news, this is one area that California does have it right. Parents have a right to see it before it's adopted and she is grateful that we do have that opportunity.

The proposed basic textbooks will remain on display in the Instructional Materials Center (IMC) at the District Office for review by any interested persons. The textbooks will be recommended for adoption at the Board meeting on June 13, 2022.

Approval of the 2022 Intersession Offerings

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve the 2022 summer intersession offerings, the first day of attendance for 2022 general summer school program is June 9, 2022 and the last day of student attendance is July 7, 2022, to be held at Olita (grades TK-3) and Rancho Starbuck (grades 4-7), and a 10-day bootcamp by invitation for targeted student groups offered beginning July 25, 2022 and ending August 5, 2022, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Division of State Architect (DSA) Inspections, Meadow Green Elementary School

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve a Professional Services Agreement, Hauffe Company Inc.,(HCI), DSA Inspection Services, Meadow Green Elementary School, effective May 3, 2022, through May 1, 2023, not to exceed \$143,360 (21.0-00000-0-00000-85000-6281-0008000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Agreement

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to

with King Office Services for Moving Services during the Meadow Green Elementary Relocation to Maybrook

approve the agreement with King Office Services for Relocation Services, Meadow Green Elementary School, effective May 2, 2022 through May 1, 2023, not to exceed \$16,500.00, (21.0-00000-0-00000-85000-6282-0080000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents. Mr. David Bennett stated the correction that this was for Meadow Green Elementary and not Jordan Elementary.

Approval of Change Order For Additional Professional Services Agreement with RMA Group for Monitoring, Testing, and Inspecting at Jordan Elementary School

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to ratify an additional Professional Services Agreement with RMA Group for Monitoring, Testing, and Inspecting at Jordan Elementary School, effective May 3, 2022 through May 1, 2023, not to exceed \$22,252 (21.0-00000-0-00000-85000-6282-0040000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Award Marquee Installation Projects at the Rancho Starbuck, Macy Elementary, El Portal Elementary, and Olita Elementary to Tricore Enterprises dba Quiel School Signs (CUPCCAA Bid #202122-02)

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve agreement with Tricore Enterprises Inc., dba Quiel School Signs, in an amount not to exceed \$112,432, which includes a 5% contingency, solicited bids for marquee installation projects to be conducted between May and July, 2022 at several District sites, job-walk conducted on April 5, 2022, two (2) contractors participated, Tricore Enterprises Inc., dba Quiel School Signs submitted the lowest responsive and responsible bids, to be funded by funds 14.0 Deferred Maintenance and/or 40.0 Special Reserve for Capital Outlay Projects for these expenditures. and that the Superintendent or designee be authorized to execute the necessary documents

Consent Calendar

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to approve/ratify the following items, under a consent procedure.

Approval of OCDE to Provide Internet Access Service for the District per Agreement Number: 10001030

Approved OCDE to Provide Internet Access Service for the District per Agreement Number: 10001030, OCDE receives Internet access at no charge from the California K-12 High Speed Network, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of OCDE to Provide Network Support and Cyber Security Service for the District per Agreement Number: 10000998

Approved OCDE to provide Network Support and Cyber Security Service for the District per Agreement Number: 10000998, provide the District access to applications and services such as Payroll Services, Financial, and Human Resources, to be funded by the general fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Independent Contract with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the

Approved the Ratified independent consultant agreement with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the 2021-2022 School Year be approved, for an estimated cost not to exceed \$3,000.00, effective April 4, 2022 through June 30, 2022, and that the Superintendent or designee be authorized to execute the necessary documents

2021-2022 School Year

Approval of Amended Agreement with Orange County Department of Education to Provide Translation Services during the 2021/2022 school year.

Approved the Ratified Amendment to the Agreement with Orange County Department of Education to Provide Translation Services during the 2021/2022 school year, hourly rate for oral translation is \$150.00 per hour (minimum 3 hours) and written translation is \$0.27 per word, total cost for all translation services needs to be amended to not exceed \$10,000.00 (previously \$3,000.00), and that the Superintendent or designee be authorized to execute the necessary documents

Purchase Order Listing Report/Check Register 2021/2022 #10

Approved Purchase Order Report 2021-22 #10, as attached, which lists all warrants issued March 1, 2022, through March 31, 2022.

Consolidated Check Register Listing Report 2021/2022 #9

Approved Consolidated Check Register Listing Report 2021/22 #9, as attached, which lists all warrants issued March 1, 2022, through March 31, 2022.

Approval of Agreement with Magic Jump Rentals, Inc. to Provide Inflatables for Rancho Starbuck Intermediate School, for the Grand Slam Field Day fundraiser and 8<sup>th</sup> grade party for the 2021-2022 school year

Approved the agreement with Magic Jump Rentals, Inc. for inflatables for Rancho Starbuck Intermediate School for the Grand Slam Field Day fundraiser and 8<sup>th</sup> grade party, not to exceed \$10,000 for both events, to be paid by the Rancho Starbuck donation account, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2021/22 #10 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2021/22 #10, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Ratification of Agreement #12769 with Thinking Maps Inc. to Provide Professional Development During the 2021-22 School Year

Approved the ratified agreement with Thinking Maps Inc. to provide on-site Professional Development during the 2021-22 school, at a cost of \$8,800 for Agreement #12769, to be funded by Title II funds, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement #13060 with Thinking Maps

Approved the ratified agreement with Thinking Maps Inc. to provide one additional on-site training session on April 15, 2022 per Agreement #13060,

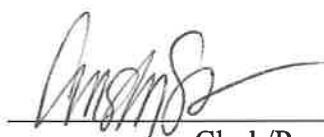
Inc. to Provide an Additional Training Session on April 15, 2022 to be funded by Title II funds, and that the Superintendent or designee be authorized to execute the agreement.

Board Member/Superintendent Comments Mrs. Shackelford wished everyone Happy Mother's Day on Sunday. Mrs. Salinas said that May 3 is Day of the Teacher and they really appreciate all of the teachers.

Adjournment President Salinas adjourned the meeting at 9:22 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

6/13/22



\_\_\_\_\_  
Clerk/President/Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021-22 NO. 859**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 3, 2022, AS  
“DAY OF THE TEACHER”**

**WHEREAS**, Lowell Joint School District teachers are dedicated to providing outstanding learning experiences for all students; and

**WHEREAS**, Lowell Joint School District teachers work to motivate students to achieve maximum potential; and

**WHEREAS**, Lowell Joint School District teachers are committed to parent involvement and positive community activities; and

**WHEREAS**, Lowell Joint School District teachers are role models for district students preparing to become contributing and successful adults; and

**WHEREAS**, Lowell Joint School District teachers are respected and appreciated by the Board of Trustees, administrators, support staff members, parents, students, and the residents of the community; and

**WHEREAS**, Tuesday, May 3, 2022, has been designated as “Day of the Teacher” in the State of California;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees, on behalf of the students, parents, and the community at large, does hereby recognize Tuesday, May 3, 2022, as a day of formal recognition and appreciation of the efforts of the teachers in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 2022, by the following vote:

Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
**AYES:** Anthony A. Zegarra

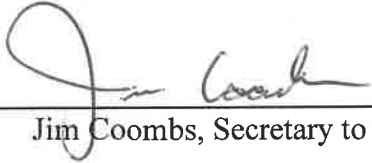
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 2<sup>nd</sup> day of May, 2022.

  
\_\_\_\_\_  
Jim Coombs, Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 No. 860**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING THURSDAY, MAY 12, 2022, AS  
“SCHOOL NURSES DAY”**

**WHEREAS**, every child must be ready to learn, having their basic needs met so that they may achieve optimal physical, emotional, social, and educational development and be prepared for full participation in society; and

**WHEREAS**, through public schools, communities can work together in unprecedented ways to eliminate barriers to learning and to provide access to health care for children and families; and

**WHEREAS**, California's credentialed school nurses are pivotal members of a coordinated school health system, delivering services to children and eliminating health disparities and barriers and supporting academic success for all children; and

**WHEREAS**, school nurses provide vital links between public and private resources and programs; collaboration between schools and health and human service agencies to bring school and community services to schools; and support efforts to connect families to insurance programs to meet their needs; and

**WHEREAS**, school nurses create and maintain safe school environments; provide mandatory health education, health screenings, and immunizations; deliver early intervention services; design wellness-driven programs; and assist pupils with chronic and acute illnesses and special needs as they transition from home to school;

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize Thursday, May 12, 2022, as School Nurses Day to support the learning and health needs of California's children to ensure academic success.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

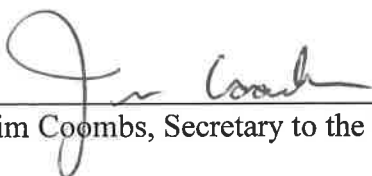
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

A handwritten signature in cursive script, appearing to read "Jim Coombs", is written above a horizontal line.

Jim Coombs, Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 861**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING MAY 15 – 21, 2022, AS  
“CLASSIFIED SCHOOL EMPLOYEES WEEK”**

**WHEREAS**, the week of May 15 – 21, 2022, has been designated as “Classified School Employees Week” in the State of California; and

**WHEREAS**, classified school employees provide valuable services to the schools and students of the Lowell Joint School District; and

**WHEREAS**, classified school employees contribute to the establishment and promotion of a positive environment; and

**WHEREAS**, classified school employees play a vital role in providing for the welfare and safety of Lowell Joint School District students; and

**WHEREAS**, classified school employees employed by the Lowell Joint School District strive for excellence in all areas relative to the educational community;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize and wish to honor the contribution of the classified school employees to quality education in the State of California and in the Lowell Joint School District and declares the week of May 15 – 21, 2022, as “Classified School Employee Week” in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.



---

Jim Coombs  
Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 862**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
DESIGNATING THE OBSERVANCE OF LINCOLN DAY ON FEBRUARY 13, 2023  
AND THE OBSERVANCE OF WASHINGTON DAY ON FEBRUARY 20, 2023**

**WHEREAS**, the Lowell Joint School District 2022/23 School Calendar designates a recess in February on February 13, 2023 and February 20, 2023; and,

**WHEREAS**, this action does not change the recess period in any way, for technical reasons, it is necessary for the Board to designate by resolution that the Lincoln Birthday holiday be held on February 13, 2023 and Washington Birthday holiday be held on February 20, 2023; and,

**WHEREAS**, the holiday known as "Washington Day" is normally observed on the third Monday in February in accordance with Education Code 37220 (a); and,

**WHEREAS**, the holiday known as "Lincoln Day" is normally observed on the Monday or Friday of the week in accordance with Education Code 37220 (a); and,

**WHEREAS**, Education Code 37220(e) allows for Governing Boards by Resolution to revise the date upon which the schools of the district close in observance of any of the holidays identified in subdivision (a) except Veteran ' s Day;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the Lowell Joint School District will observe Lincoln Day on February 13, 2023 and Washington Day on February 20, 2023.

**APPROVED AND ADOPTED THIS 2<sup>nd</sup>** day of May, 2022, at the regular meeting of the Board of Education of the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

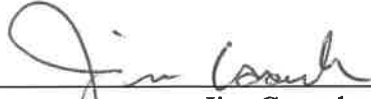
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

A handwritten signature in cursive script, appearing to read "Jim Coombs", is written above a horizontal line.

---

Jim Coombs  
Secretary to the Board of Trustees

- One (1) member active in a business organization representing the business community located within the district
- One (1) member active in a senior citizens' organization
- One (1) member active in a bona fide taxpayers' organization
- One (1) member who is the parent or guardian of a child enrolled in the district
- One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council
- Two (2) members selected from the public at large

Recently, the Parent/PTA representative, Mrs. Johnson, chose to step down from her position. In addition, Mr. Tourville's student is graduating from Rancho Starbuck. In order to maintain the continuity of the committee and to fill the vacancy created by Mrs. Johnson's departure, it is recommended that the Citizen Bond Oversight Committee add Mr. Paul Caffrey to serve in the position as a parent/PTA representative, Mr. Powers serve as a parent of student's representative, and Mr. Tourville serve as a business representative. These changes are reflected below:

<u>Representative Categories:</u>	<u>Representative Names:</u>
One (1) member active in a business organization representing the business community located within the district	Martin Tourville
One (1) member active in a senior citizens' organization	Stuart Gothold
One (1) member active in a bona fide taxpayers' organization	Jan Averill
One (1) member who is the parent or guardian of a child enrolled in the district	Casey Powers
One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council	Paul Caffrey
Two (2) members selected from the public at large	Richard Jones
	Taffi Graham

It is recommended that the appointment of the recommended Citizens Bond Oversight Committee be approved, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 863**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
APPROVING AN INCREASE IN STATUTORY SCHOOL FEES  
IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL  
CONSTRUCTION PURSUANT TO EDUCATION CODE SECTION 17620  
AND GOVERNMENT CODE SECTION 65995**

**WHEREAS**, the Board of Trustees (“Board”) of the Lowell Joint School District (“District”) provides for the educational needs for Grade TK-8 students;

**WHEREAS**, on February 23, 2022, the State Allocation Board (“SAB”) authorized an adjustment in the statutory school fee amounts for unified school districts pursuant to Government Code Section 65995(b)(3) to Four and 79/100 Dollars (\$4.79) per square foot for assessable space of new residential construction (“Residential Statutory School Fees”) and Seventy-Eight Cents (\$0.78) per square foot of chargeable covered and enclosed space for the categories of new commercial/industrial construction (“Commercial/Industrial Fees” and collectively “Statutory School Fees”), as long as such increases are properly justified by the District pursuant to law; and

**WHEREAS**, the District pursuant to Education Code Section 17623(a) entered into a fee sharing agreement (“Fee Sharing Agreement”) with the Fullerton Joint Union High School District (“FJUHSD”), which provides for the educational needs of students in the same jurisdictional boundaries as the District. The Fee Sharing Agreement specifies the allocation of Statutory School Fees that may be charged and collected by the District, and said agreement allows the District to charge and collect an amount approximately sixty-six and sixty-seven hundredths percent (66.67%) to the District and approximately thirty-three and thirty-three hundredths percent (33.33%) to FJUHSD; and

**WHEREAS**, new residential and commercial/industrial construction continues to generate additional students for the District’s schools and the District is required to provide school facilities (“School Facilities”) to accommodate those students; and

**WHEREAS**, the District does not have sufficient funds available for the construction or reconstruction of the School Facilities, construction of permanent School Facilities, and acquisition of interim School Facilities, to accommodate students from new residential and commercial/industrial construction; and

**WHEREAS**, the Board has received and considered a report entitled “2022 School Fee Justification Study” (“Study”), which includes information, documentation, and analysis of the School Facilities needs of the District, including: (a) the purpose of the Applicable Statutory School Fees; (b) the use to which the Applicable Statutory School Fees are to be put; (c) the nexus (roughly proportional and reasonable relationship) between



the residential and commercial/industrial construction and (1) the use for Applicable Statutory School Fees, (2) the need for School Facilities, (3) the cost of School Facilities and the amount of Applicable Statutory School Fees from new residential and commercial/industrial construction; (d) a determination of the impact of the increased number of employees anticipated to result from the commercial/industrial construction (by category) upon the cost of providing School Facilities within the District; (e) an evaluation and projection of the number of students that will be generated by new residential construction; (f) the new School Facilities that will be required to serve such students; and (g) the cost of such School Facilities; and

**WHEREAS**, the Study pertaining to the Statutory School Fees and to the capital facilities needs of the District has been available to the public for at least ten (10) days before the Board considered at a regularly scheduled public meeting the increase in the Statutory School Fees; and

**WHEREAS**, all notices of the proposed increase in the Statutory School Fees and the public hearing have been given in accordance with applicable law; and

**WHEREAS**, a public hearing was duly held at a regularly scheduled meeting of the Board relating to the proposed increase in the Statutory School Fees and to consider the Study on May 2, 2022; and

**WHEREAS**, as to the Statutory School Fees, Education Code Section 17621 provides that the adoption, increase or imposition of any fee, charge, dedication, or other requirement, pursuant to Education Code Section 17620 shall not be subject to the California Environmental Quality Act, Division 13 (commencing with Section 21000) of the Public Resources Code.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LOWELL JOINT SCHOOL DISTRICT AS FOLLOWS:**

**Section 1.** That the Board accepts and adopts the Study.

**Section 2.** That the Board finds that the purpose of the Statutory School Fees imposed upon new residential construction are to fund the additional School Facilities required to serve the students generated by the new residential construction upon which the Statutory School Fees are imposed.

**Section 3.** That the Board finds that the Statutory School Fees imposed on new residential construction will be used only to finance those School Facilities described in the Study and related documents, and that these School Facilities are required to serve the students generated by the new residential construction within the District; and that the use of the Statutory School Fees will include construction of additional School Facilities, remodeling existing School Facilities to add additional classrooms, and technology, and acquiring and installing additional portable classrooms and related School Facilities, remodeling of existing School Facilities, and additional portables to be determined based on the residence of the students being generated by such new residential construction, as

well as any required central administrative and support facilities, within the District.

**Section 4.** That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and the new residential construction within the District because the Statutory School Fees imposed on new residential construction by this Resolution will be used to fund School Facilities that will be used to serve the students generated by such new residential construction.

**Section 5.** That the Board finds that there is a roughly proportional, reasonable relationship between the new residential construction upon which the Statutory School Fees are imposed, and the need for the construction or reconstruction of School Facilities in the District because new students will be generated from new residential construction within the District and these students cannot be housed by the District without causing the District to incur additional costs to construct School Facilities and/or reconstruct existing School Facilities.

**Section 6.** That the Board finds that the amount of the Statutory School Fees imposed on new residential construction as set forth in this Resolution is roughly proportional and reasonably related to, and does not exceed the cost of, providing the School Facilities required to serve the students generated by such new residential construction within the District.

**Section 7.** That the Board finds that the purpose of the Statutory School Fees imposed on new commercial/industrial construction is to fund the additional School Facilities required to serve the students generated by the new commercial/industrial construction upon which the Commercial/Industrial Fees are imposed.

**Section 8.** That the Board finds that the Statutory School Fees imposed on new commercial/industrial construction (by category) will be used only to finance those School Facilities described in the Study and related documents and that these School Facilities are required to serve the students generated by such new commercial/industrial construction; and that the use of the Statutory School Fees will include construction of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, and acquiring and installing additional portable classrooms and related facilities, remodeling of existing School Facilities, and additional portables to be determined based on the residence of the students being generated by such new commercial/ industrial construction, as well as any required central administrative and support facilities within the District.

**Section 9.** That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and new commercial/industrial construction by category within the District because the Statutory School Fees imposed on commercial/industrial construction by this Resolution will be used to fund School Facilities which will be used to serve the students generated by such new commercial/industrial construction.

**Section 10.** That the Board finds that there is a roughly proportional, reasonable relationship between the new commercial/industrial construction by category, upon which

the Statutory School Fees are imposed, and the need for additional School Facilities in the District because new students will be generated from new commercial/industrial construction within the District and the District does not have student capacity in the existing School Facilities to accommodate these students.

**Section 11.** That the Board finds that the amount of the Statutory School Fees imposed on new commercial/industrial construction by category as set forth in this Resolution is roughly proportional and reasonably related to and does not exceed the cost of providing the School Facilities required to serve the students generated by such new commercial/industrial construction within the District.

**Section 12.** That the Board finds that a separate fund ("Fund") of the District and two or more sub-funds ("Sub-Funds") have been created or are authorized to be established for all monies received by the District for the deposit of Statutory School Fees and mitigation payments ("Mitigation Payments") imposed on construction within the District and that said Fund and Sub-Funds at all times have been separately maintained, except for temporary investments, with other funds of the District as authorized by law.

**Section 13.** That the Board finds that the monies of the separate Fund or the separate Sub-Funds described in Section 12, consisting of the proceeds of Statutory School Fees and Mitigation Payments have been imposed for the purposes of constructing and reconstructing those School Facilities necessitated by new residential and/or commercial/industrial construction, and thus, these monies may be expended for all those purposes permitted by applicable law. The Statutory School Fees may also be expended by the District for the costs of performing any study or otherwise making the findings and determinations required under subdivisions (a), (b) and (d) of Section 66001 of the Government Code. In addition, the District may also retain, as appropriate, an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees.

**Section 14.** That the Board is hereby justified in levying the Statutory School Fees as a condition of approval of new residential development projects and imposes the Statutory School Fees on such development projects in the following amounts, which shall be adjusted pursuant to the Fee Sharing Agreement:

- a. Three and 19/100 Dollars (\$3.19) per square foot of assessable space for new residential construction, including new residential projects, manufactured homes and mobile homes as authorized under Education Code Section 17625, and including residential construction or reconstruction other than new construction where such construction or reconstruction results in an increase of assessable space, as defined in Government Code Section 65995, in excess of five hundred (500) square feet.
- b. Fifty-Two Cents (\$0.52) per square foot of assessable space, for new residential construction used exclusively for the housing of senior citizens, as described in Section 51.3 of the Civil Code or as described in subdivision (k) of Section 1596.2

of the Health and Safety Code or a multi-level facility as described in paragraph 9 of subdivision (d) of Government Code Section 15432 or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

**Section 15.** That this Board is hereby justified in levying the Statutory School Fees as a condition of approval of new commercial/industrial construction projects and levies the Statutory School Fees on such development projects in the amount of Fifty-Two Cents (\$0.52) per square foot of chargeable covered and enclosed space for all categories of commercial/industrial construction, except for properties that are classified as rental self-storage properties. The maximum applicable Statutory School Fees that may be levied per square foot of chargeable covered and enclosed space is Five Cents (\$0.05) for rental self-storage properties.

**Section 16.** That the proceeds of the Statutory School Fees established pursuant to this Resolution shall continue to be deposited into those Sub-Funds of the Funds identified in Section 12 of this Resolution, the proceeds of which shall be used exclusively for the purpose for which the Statutory School Fees are to be collected, including, as to Statutory School Fees, accomplishing any study, findings or determinations required by subdivisions (a), (b) and (d) of Section 66001 of the Government Code, or retaining an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees or in financing the described Study or in defending the imposition of Statutory School Fees.

**Section 17.** That the District's Superintendent, or designee, is directed to cause a copy of this Resolution to be delivered to the building officials of the City of La Habra, La Habra Heights, La Mirada, Whittier (each a "City" or collectively the "Cities"), the Counties of Orange and Los Angeles (each a "County" or collectively the "Counties") and the Office of Statewide Health Planning and Development ("OSHPD") along with a copy of all the supporting documentation referenced herein and a map of the District clearly indicating the boundaries thereof, advising the Cities, Counties and the OSHPD that new residential and commercial/ industrial construction is subject to the Statutory School Fees changed pursuant to this Resolution and requesting that no building permit or approval for occupancy be issued by any of these entities for any new residential development project, mobile home or manufactured home subject to the Statutory School Fees absent a certification of compliance ("Certificate of Compliance") from the District demonstrating compliance of such project with the requirements of the Statutory School Fees, nor that any building permit be issued for any nonresidential construction absent a certification from this District of compliance with the requirements of the applicable Statutory School Fees.

**Section 18.** That the Board hereby establishes a process that permits the party against whom the Commercial/Industrial Fees are imposed the opportunity for a hearing to appeal that imposition of Commercial/Industrial Fees for commercial/industrial construction as stated in Education Code Section 17621(e)(2).

**Section 19.** That the Superintendent is authorized to cause a Certificate of Compliance to be issued for each development project, mobile home and manufactured home for which there is compliance with the requirement for payment of the Statutory School Fees in the amounts specified by this Resolution. In the event a Certificate of Compliance is issued for the payment of Statutory School Fees for a development project, mobile home or manufactured home and it is later determined that the statement or other representation made by an authorized party concerning the development project as to square footage is untrue or in the event the zoning is declared invalid, then such Certificate of Compliance shall automatically terminate, and the appropriate City, County or OSHPD shall be so notified.

**Section 20.** That no statement or provision set forth in this Resolution, or referred to therein shall be construed to repeal any preexisting fee or mitigation amount previously imposed by the District on any residential or nonresidential construction.

**Section 21.** That if any portion or provision hereof is held invalid, the remainder hereof is intended to be and shall remain valid.

**Section 22.** That the change in the District's Statutory School Fees will become effective sixty (60) days from the date of this Resolution unless a separate resolution increasing the fees immediately on an urgency basis is adopted by the Board.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May 2022, by the following vote:

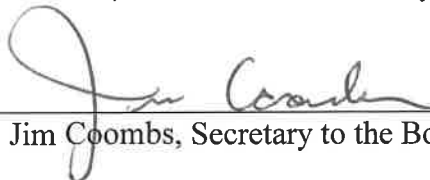
AYES: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
NOES: Anthony A. Zegarra  
None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May 2022, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.



Jim Coombs, Secretary to the Board of Trustees



## **2022 SCHOOL FEE JUSTIFICATION STUDY**

**APRIL 13, 2022**

**LOWELL JOINT SCHOOL DISTRICT**  
11019 VALLEY HOME AVE., WHITTIER, CA 90603  
T. (562) 943-0211

**KOPPEL & GRUBER**  
PUBLIC FINANCE

33 VIA VERA CRUZ, SUITE 256  
SAN MARCOS  
CALIFORNIA 92078

T. 760.510.0290  
F. 760.510.0288

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## **EXECUTIVE SUMMARY**

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Education Code Section 17620 authorizes the governing board of a school district to levy school fees to offset the impacts to school facilities from new residential and commercial/industrial construction and reconstruction. In order to levy Level I fees (statutory fees), a school district must prepare and adopt a school fee justification study pursuant to the provisions of Education Code Section 17620 and Sections 65995 and 66001 of the Government Code. The school fee justification study serves as the basis for justifying the levy of Level I fees and presents and documents the nexus findings required by State law.

This School Fee Justification Study (“Study”) has been prepared for the Lowell Joint School District (“School District”) to demonstrate the relationship between new residential and commercial/industrial development and the School District’s need for the construction and/or reconstruction of school facilities, the cost of the school facilities, and the per square foot amount of Level I fees (“School Fees”) that may be levied by the School District on residential and commercial/industrial development in accordance with applicable law.

The maximum School Fees authorized by Education Code Section 17620 are currently \$4.79 per square foot for residential construction/reconstruction and \$0.78 per square foot for commercial/industrial construction for unified school districts. The State Allocation Board (“SAB”) reviews and may adjust the maximum authorized School Fees every January in even-numbered years.

The School District provides education for grades transitional kindergarten through 8. Pursuant to Education Code Section 17623(a), the School District, as a nonunified school district sharing common jurisdiction with other nonunified school district(s), entered into a school facilities fee allocation agreement with the Fullerton Joint Union High School District. The agreement specifies the percentage of the maximum School Fees that may be levied and collected by each school district. According to the agreement, sixty-six and sixty-seven hundredths percent (66.67%) of the maximum School Fees may be charged and collected by the School District, or \$3.19 and \$0.52 for residential and commercial/industrial development, respectively (“Applicable School Fees”). Based on the findings presented in this Study, the School District is justified in collecting its portion of the maximum residential and commercial/industrial School Fees, with the exception of the commercial/industrial category designated as Rental Self-Storage, as further described in this Study. The findings are summarized as follows:

### **RESIDENTIAL DEVELOPMENT**

New residential development in the School District is projected over the next ten (10) years and beyond. Based on student generation rates determined for the School District, such development could generate an estimated 56 new students over the next ten (10) years. The projected student enrollment supports expansion or reconstruction of existing school facilities. The school facilities cost impact per residential square foot as determined in this Study are shown in Table E-1.

The cost impacts per square foot of residential construction/reconstruction shown in Table E-1 are greater than the School District’s share of the current maximum authorized



residential School Fee, which is \$3.19 per square foot; therefore, the School District is reasonably justified in levying Applicable School Fees on new residential development.

**TABLE E-1  
RESIDENTIAL SCHOOL FACILITIES COST IMPACTS/  
APPLICABLE SCHOOL FEE PER SQUARE FOOT**

IMPACT PER SQUARE FOOT	APPLICABLE RESIDENTIAL SCHOOL FEE PER SQUARE FOOT
\$4.22	<b>\$3.19</b>

**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

As commercial/industrial properties develop, new jobs are created. Many of the employees working at the new jobs will move into the School District boundaries, thereby increasing the need for new residential development and further impacting the School District’s facilities. School Fees may be imposed on commercial/industrial development if the school fees collected on residential development are insufficient to provide adequate school facilities for students generated as a result of new development and nexus findings are presented that justify the imposition of the commercial/industrial school fee.

Section 17621(e)(1)(B) of the Education Code requires that the Study determine the impact of the increased number of employees anticipated to result from commercial/industrial development upon the cost of providing school facilities within the School District. This code section further adds that employee generation estimates shall be based on the applicable employee generation estimates set forth in the January 1990 edition of “San Diego Traffic Generator Study” (“Traffic Study”), a report by San Diego Association of Governments (“SANDAG”). The school facilities cost impacts per commercial/industrial square foot as determined in this Study are shown in Table E-2 by commercial/industrial land use type (each commercial/industrial category is further described in Appendix “A”). With the exception of the cost impact applicable to commercial/industrial development classified as Rental Self-Storage, the cost impacts per square foot of commercial/industrial development are greater than or equal to the Applicable School Fees for commercial/industrial development of \$0.52 per square foot. Therefore, the School District is reasonably justified in levying the Applicable School Fees on new commercial/industrial development. The Applicable School Fees that may be imposed on the Rental Self-Storage commercial/industrial category is the net cost impact per square foot as determined herein.

**TABLE E-2**  
**COMMERCIAL/INDUSTRIAL SCHOOL FACILITIES COST IMPACTS/**  
**APPLICABLE SCHOOL FEE PER SQUARE FOOT**

COMMERCIAL/INDUSTRIAL CATEGORY	IMPACT PER SQUARE FOOT	MAXIMUM APPLICABLE SCHOOL FEE PER SQUARE FOOT
Banks	\$2.21	<b>\$0.52</b>
Community Shopping Center	\$1.21	<b>\$0.52</b>
Neighborhood Shopping Center	\$2.20	<b>\$0.52</b>
Industrial Business Parks	\$2.76	<b>\$0.52</b>
Industrial Parks/Warehousing/Manufacturing	\$1.06	<b>\$0.52</b>
Rental Self-Storage	\$0.05	<b>\$0.05</b>
Research & Development	\$2.39	<b>\$0.52</b>
Hospitality (Lodging)	\$0.89	<b>\$0.52</b>
Commercial Offices (Standard)	\$3.77	<b>\$0.52</b>
Commercial Offices (Large High Rise)	\$3.58	<b>\$0.52</b>
Corporate Offices	\$2.12	<b>\$0.52</b>
Medical Offices	\$3.36	<b>\$0.52</b>

## **SECTION I. LEGISLATION AND LEGAL REQUIREMENTS**

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This section discusses the legislative history of the Level I Fee.

### **A. LEGISLATIVE HISTORY**

Assembly Bill (“AB”) 2926 enacted by the State in 1986, also known as the “1986 School Facilities Legislation” granted school districts the right to levy fees in order to offset the impacts to school facilities from new residential and commercial development. Originally set forth in Sections 53080 and 65995 of the Government Code, AB 2926 authorized statutory school fees to be levied, commencing January 1, 1987, in the amount of \$1.50 per square foot of new residential assessable space and \$0.25 per square foot of enclosed commercial or industrial assessable space. AB 2926 also provided for an annual increase of the statutory fees based on the Statewide cost index for Class B construction, as determined by the SAB. The provisions of AB 2926 have since been amended and expanded.

AB 1600 was enacted by the State legislature in 1987 and created Government Code Sections 66000 *et seq.* These sections require a public agency to satisfy the requirements as further discussed in Section VII herein when establishing, increasing or imposing a fee as a condition of approval for a development project.

AB 181, enacted in 1989, established new requirements for school districts levying school fees and also re-codified Government Code Section 53080 *et seq.* as Education Code Section 17620 *et seq.* The additional provisions established by AB 181 imposed more stringent nexus requirements which must be satisfied by school districts prior to levying school fees, especially with respect to commercial/industrial school fees. Additionally, AB 181 provided that the maximum school fees for residential and commercial/industrial development be subject to an increase every two (2) years rather than annually.

In 1998, Governor Wilson signed into law Senate Bill 50 (“SB 50”), the Leroy F. Greene School Facilities Act of 1998, which reformed State’s School Building Program and developer school fee legislation. A significant provision of SB 50 provides school districts the option of adopting alternative school fees (also known as Level II and Level III fees) in excess of the Level I fee upon meeting certain requirements. SB 50 also placed a \$9.2 billion State Bond measure on the November 3, 1998 ballot (Proposition 1A). With the passage of Proposition 1A in November 1998, SB 50 became operative.

SB 50 also limited the power of cities and counties to require mitigation of school facilities impacts as a condition of approving new development and suspended the court cases known as Mira-Hart-Murrieta. The Mira-Hart-Murrieta cases previously permitted school districts to collect mitigation fees in excess of school fees under certain circumstances.

On November 5, 2002, California voters passed Proposition 47, which authorized the issuance of \$13.05 billion in State bonds and also enacted AB 16, which provided for additional reformation of the School Building Program. AB 16, among other items, clarified that if the SAB is no longer approving apportionments for new construction due to the lack of funds available for new school facilities construction, a school district may increase its

Level II Fee to the Level III Fee. With the issuance of the State bonds authorized by the passage of Proposition 47, this section of AB 16 became inoperable.

Furthermore, Proposition 55 was approved on March 2, 2004, which authorized the sale of \$12.3 billion in State bonds. In addition, California voters approved Proposition 1D in the general election held on November 7, 2006. Proposition 1D authorized the issuance of \$10.4 billion in State bonds.

Most recently, California voters approved Proposition 51 (the California Public School Facility Bonds Initiative) in the general election held on November 8, 2016, authorizing the issuance of \$9 billion in bonds to fund the improvement and construction of school facilities for K-12 schools and community colleges.

## **SECTION II. PROJECTED UNHOUSED STUDENTS AND ESTIMATED FACILITY AND PER-STUDENT COSTS**

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The objective of this Study is to determine if a nexus exists between future residential and commercial/industrial development and the need for school facilities. In addition, the Study aims to identify the costs of such required school facilities and determine the amount of School Fees that can be justifiably levied on residential and commercial/industrial development according to the estimated impacts caused by such development. This section evaluates whether existing school facilities can accommodate students generated from future residential development, projects student enrollment based on anticipated residential growth, and estimates the costs of school facilities required to accommodate new residential growth. The findings determined in this section are used in following sections to evaluate the cost impact per square foot for new residential and commercial/industrial property. Although many of the figures in this section are primarily derived from residential development projections and impacts, they are adjusted in Section IV. to evaluate the impact of commercial/industrial development.

### **A. SCHOOL DISTRICT CAPACITY AND CURRENT STUDENT ENROLLMENT**

The School District's existing school facilities capacity and student enrollment were evaluated in order to determine if there is excess capacity to house students generated by new residential and commercial/industrial development.

The School District currently operates five (5) elementary schools and one (1) intermediate school. Per Education Code Section 17071.10, these facilities have a capacity to accommodate 3,304 seats, of which 2,515 seats are at the elementary school level (transitional kindergarten through grade 6) and 789 seats are at the intermediate school level (grades 7 and 8). Pursuant to Education Code Section 17071.30 and SAB Regulation 1859.51, portable classrooms were not included in the calculation to the extent they are (i) leased through the State Relocatable Classroom Program, (ii) leased for a period of less than five (5) years, (iii) leased when needed as interim housing (project basis), or (iv) represent the number of portables that exceed 25% of the School District's permanent classrooms. Appendix "B" provides a calculation of the updated facility capacity.

Based on October 2021 California Longitudinal Pupil Achievement Data System (CALPADS) data, the student enrollment of the School District is 3,099 students, of which 2,314 students are at the elementary school level and 785 students are at the intermediate school level. Current available capacity is calculated by subtracting current student enrollment from existing school facilities capacity for each school level. This operation results in available capacity at the elementary and intermediate school levels. The capacity calculation is shown in Table 1. It should be noted these capacities are driven by State loading standards and do not necessarily reflect the School District's program goals.

**TABLE 1  
FACILITIES CAPACITY AND STUDENT ENROLLMENT**

SCHOOL LEVEL	EXISTING PERMANENT FACILITIES CAPACITY	STUDENT ENROLLMENT (OCTOBER 2021)	AVAILABLE/ (DEFICIT) CAPACITY
Elementary School (TK-6)	2,515	2,314	201
Intermediate School (7-8)	789	785	4
<b>TOTAL</b>	<b>3,304</b>	<b>3,099</b>	<b>205</b>

**B. PROJECTED UNHOUSED STUDENTS**

**1. Projected Residential Units**

Areas within the School District are largely developed and built-out; however, opportunities exist for new development through infill and redevelopment projects. A projection of the number of new residential construction within the School District boundaries was derived from information obtained from the Planning Departments of the cities of La Habra, La Habra Heights, La Mirada and Whittier (collectively the “Planning Agencies”). Based on the information, it is estimated the School District could experience the development of 268 residential units over the next ten (10) years (“Projected Units”).

The Projected Units are summarized by residential category in Table 2 below. single-family detached units (“SFD”) are those units with no common walls; multi-family attached units (“MFA”) are those units sharing a common wall and include townhouses, condominiums, apartments, triplexes, duplexes, etc. Currently, none of the Projected Units have mitigated their impact to the School District through participation in a Community Facilities District or through execution of a mitigation agreement.

**TABLE 2  
PROJECTED UNITS BY RESIDENTIAL CATEGORY**

RESIDENTIAL CATEGORY	PROJECTED UNITS
Single-Family Detached (SFD)	70
Multi-Family Attached (MFA)	198
<b>TOTAL</b>	<b>268</b>

**2. Student Generation Rates**

In order to calculate student generation rates (“SGRs”), Koppel & Gruber Public Finance (“K&G Public Finance”) first obtained County of Orange and County of Los Angeles Assessor’s roll data from a third-party vendor. The data contained all residential parcels within the School District and provided land use class designations (i.e. condominiums, single family dwellings, etc.), physical address (situs), and number of units for many but not all parcels. Parcels in the database were classified by unit type (SFD and MFA) and the number of units applicable to these properties was researched and inputted as needed.

Since the County property data was missing unit counts for many of the residential parcels contained therein, K&G Public Finance relied on housing information from the U.S. Census Bureau<sup>1</sup> to estimate the total number of residential units located within the School District by residential category.

K&G Public Finance then obtained a student database from the School District, which contained student identification, grade level and physical address information for each student enrolled in the School District. The student database is reflective of student enrollment information as of October 2021. The student enrollment address information was matched to the address (situs address) information of parcels in the County property characteristic databases. The number of students matched was then queried by school level and residential category. Table 3 below summarizes the SGRs by school level and residential type. The calculation of the SGRs is shown in Appendix “C” of this Study.

**TABLE 3  
STUDENT GENERATION RATES**

SCHOOL LEVEL	SFD UNITS	MF UNITS
Elementary School (TK-6)	0.2064	0.1378
Intermediate School (7-8)	0.0688	0.0385
<b>TOTAL</b>	<b>0.2752</b>	<b>0.1763</b>

### 3. Projected Student Enrollment

Projected student enrollment was determined by multiplying the SGRs in Table 3 by the number of Projected Units as shown in Table 2. A total of 54 students are estimated to be generated from Projected Units. The projected student enrollment is summarized by school level in Table 4.

**TABLE 4  
PROJECTED STUDENT ENROLLMENT BY SCHOOL LEVEL**

SCHOOL LEVEL	TOTAL PROJECTED STUDENTS
Elementary School (TK-6)	41
Intermediate School (7-8)	13
<b>TOTAL</b>	<b>54</b>

### 4. Projected Unhoused Students

As shown in Table 1, there is available capacity at the elementary school level and deficit capacity at the intermediate school level, based on current student enrollment and existing capacity. While the capacity analysis shows available seats, the determination does not consider the educational program goals and priorities of the School District, nor do the results of the capacity analysis reveal the condition and adequacy of the existing facilities to house student enrollment.

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing.

As further described in this Study, capital improvement projects are necessary for the long-term use of the School District’s facilities and to adequately house the existing student population and future enrollment growth at all school levels. The facilities needs exist regardless of the availability of capacity to house student enrollment, inclusive of student enrollment generated from new development. Therefore, there are zero (0) seats available to accommodate Projected Student Enrollment from Projected Units. Table 5 shows the number of Projected Unhoused Students at each school level.

**TABLE 5  
PROJECTED UNHOUSED STUDENTS**

SCHOOL LEVEL	PROJECTED STUDENT ENROLLMENT	AVAILABLE SEATS	PROJECTED UNHOUSED STUDENTS
Elementary School (TK-6)	41	0	41
Intermediate School (7-8)	13	0	13
<b>TOTAL</b>	<b>54</b>	<b>0</b>	<b>54</b>

**C. FACILITY NEEDS AND ESTIMATED PER-STUDENT COST**

**1. Facilities Needs**

In June 2021, the School District conducted a Facilities Master Plan (“2021 Master Plan”), which identified the facilities needs of the School District, and focuses on improvements that are necessary to provide adequate housing and the continued use of the School District’s existing facilities. The 2021 Master Plan also provided an estimate of the costs to fund the proposed improvement projects, which amounted to \$205,045,459 in 2021 dollars.

The primary source of funding for the projects in Phase 1 of the Master Plan are expected to be generated from general obligation bond sales issued under the School District’s Measure LL bond authorization. Measure LL was a local bond measure approved by the voters on November 6, 2018 and authorized the School District to issue up to \$48,000,000 in bonds to finance capital improvement projects throughout the School District (“Measure LL Authorization”). As of the date of this Study, the School District has issued the entire authorized amount under Measure LL with two series of bonds, totaling \$48,000,000.

The 2021 Master Plan demonstrates capital improvement projects are necessary for the long-term use and adequate housing of student enrollment at the School District’s existing facilities and to meet the educational goals of the School District. The proposed capital improvements will benefit student enrollment as a result of new development. Therefore, without implementation of the capital improvement projects, adequate facilities do not exist within the School District to house student enrollment as a result of new development.

As outlined in the 2021 Master Plan, replacement or expansion of facilities at the School District’s existing sites are planned to accommodate student enrollment rather than the acquisition and development of additional school sites.



## 2. Estimated Cost per Student

The 2021 Master Plan estimates the per square foot cost for new classroom construction at \$500 in 2021 dollars. An additional ten percent (10%) was added for estimated soft and site development costs, which yields a per square foot cost of \$550. The estimated cost per square foot is multiplied by the square footage per student as determined by the California Department of Education (“CADOE”) Report on Complete Students, dated May 23, 2007, which results in the Total Facilities Cost Impact per Seat/Student, which is shown in Table 6.

**TABLE 6**  
**FACILITIES COST IMPACT PER SEAT/STUDENT**

SCHOOL LEVEL	SQUARE FOOTAGE REQUIREMENT PER STUDENT <sup>1</sup>	ESTIMATED COST PER SQUARE FOOT	FACILITIES COST IMPACT PER SEAT/STUDENT
Elementary School (TK-6)	73	\$550	\$40,150
Intermediate School (7-8)	80	\$550	\$44,000

<sup>1</sup> Source: California Department of Education Report on Complete Schools, dated May 23, 2007.

### SECTION III. PROJECTED IMPACT OF RESIDENTIAL DEVELOPMENT

The following section presents the school facilities impact analysis for new residential development and provides step-by-step calculations of the estimated per residential square foot cost impact.

To determine the school facilities cost impact per square foot of residential development, first the Facilities Cost Impact per Seat/Student determined in Table 6 is multiplied by the Projected Unhoused Students as shown in Table 5 for each school level. The result of this computation is shown in Table 7 and reflects the estimated school facilities cost impact to house Projected Unhoused Students.

**TABLE 7  
TOTAL FACILITIES COST IMPACT**

SCHOOL LEVEL	PROJECTED UNHOUSED STUDENTS	FACILITIES COST IMPACT PER SEAT/STUDENT	TOTAL FACILITIES COST IMPACT
Elementary School (TK-6)	41	\$40,150	\$1,646,150
Intermediate School (7-8)	13	\$44,000	\$572,000
<b>TOTAL</b>			<b>\$2,218,150</b>

The total school facilities impact shown in Table 7 above was then divided by the number of Projected Units shown in Table 2 to determine the school facilities cost per residential unit. The cost per residential unit is shown in Table 8.

**TABLE 8  
SCHOOL FACILITIES COST PER RESIDENTIAL UNIT**

TOTAL FACILITIES COST IMPACT	PROJECTED UNITS	FACILITIES COST IMPACT PER RESIDENTIAL UNIT
\$2,218,150	268	<b>\$8,277</b>

The school facilities cost impact per residential square foot is calculated by dividing the school facilities cost per residential unit determined in Table 8 by the weighted average square footage of each residential unit type. This calculation is shown in Table 9 below. The weighted average square footage of the Projected Units is estimated based on information obtained from the Planning Agencies.

**TABLE 9  
SCHOOL FACILITIES COST PER RESIDENTIAL SQUARE FOOT**

FACILITIES COST IMPACT PER RESIDENTIAL UNIT	WEIGHTED AVERAGE SQUARE FOOTAGE	FACILITIES COST PER RESIDENTIAL SQUARE FOOT
\$8,277	1,960	<b>\$4.22</b>

The school facilities impact per residential square foot determined in Table 9 is greater than the School District's share of the current maximum authorized residential School Fees of \$3.19 per square foot; therefore, the School District is justified in levying up to but not exceeding the maximum authorized amount for residential construction and reconstruction.

## SECTION IV. COMMERCIAL/INDUSTRIAL SCHOOL IMPACT ANALYSIS

The following section presents the school facilities impact analysis for new commercial/industrial development and provides a step-by-step calculation of the estimated per commercial/industrial square foot cost impacts.

### A. EMPLOYEE GENERATION

In the course of making the nexus findings to justify School Fees levied on commercial/industrial development, Education Code Section 17621(e)(1)(B) requires that the Study determine the impact of the increased number of employees anticipated to result from commercial/industrial development upon the cost of providing school facilities within the School District. As mentioned in the Executive Summary, for purposes of making such determination this code section further sets out that the employee generation estimates be based on the applicable estimates set forth in the Traffic Study published by SANDAG.

The employee generation estimates per 1,000 square feet of development derived from the Traffic Study are listed by commercial/industrial land use category in Table 10. The land use categories listed are based on those categories described in the Traffic Study and include all land uses recommended by the provisions of Education Code Section 17621(e)(1)(B).

**TABLE 10  
EMPLOYEE GENERATION PER 1,000 SQUARE FEET  
OF COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	AVERAGE SQUARE FOOTAGE PER EMPLOYEE	EMPLOYEES PER 1,000 SQUARE FEET
Banks	354	2.8253
Community Shopping Center	652	1.5348
Neighborhood Shopping Center	357	2.7985
Industrial Business Parks	284	3.5156
Industrial Parks/Warehousing/Manufacturing	742	1.3473
Rental Self-Storage	15,541	0.0643
Research & Development	329	3.0408
Hospitality(Lodging)	883	1.1325
Commercial Offices (Standard)	209	4.7897
Commercial Offices (Large High Rise)	220	4.5442
Corporate Offices	372	2.6848
Medical Offices	234	4.2654

Source: San Diego Traffic Generator Study, January 1990 Edition; SANDAG.

## B. RESIDENTIAL IMPACT

### 1. Households

To evaluate the impact of commercial/industrial development on School District facilities, the employee generation estimates listed in Table 10 were first used to determine the impact of commercial/industrial development on a per household basis. Based on information obtained from the U.S. Census Bureau<sup>1</sup>, there are approximately 1.46 employed persons per household on average for households located within the School District. Dividing the employee generation estimates listed in Table 10 by 1.46 results in the estimated number of households per 1,000 square feet of commercial/industrial development (“Total Household Impact”).

The Total Household Impact determined in the preceding paragraph takes into consideration all employees generated from commercial/industrial development. Since some of those employees will live outside the School District and will therefore have no impact on the School District, the figures are adjusted to reflect only those households within the School District occupied by employees generated from commercial/industrial development built within the School District. Based on information derived from U.S. Census Bureau data<sup>2</sup>, it is estimated that approximately 10.4 percent (10.4%) of employees both live and work within the School District. Multiplying the Total Household Impact by 10.4% results in the households within the School District impacted per 1,000 square feet commercial/industrial development. The results of these computations are shown in Table 11.

**TABLE 11**  
**IMPACT OF COMMERCIAL/INDUSTRIAL DEVELOPMENT ON**  
**HOUSEHOLDS WITHIN THE SCHOOL DISTRICT**

COMMERCIAL/INDUSTRIAL CATEGORY	SCHOOL DISTRICT HOUSEHOLDS PER 1,000 SQUARE FEET COM./IND.
Banks	0.2013
Community Shopping Center	0.1093
Neighborhood Shopping Center	0.1993
Industrial Business Parks	0.2504
Industrial Parks/Warehousing/Manufacturing	0.0960
Rental Self-Storage	0.0046
Research & Development	0.2166
Hospitality(Lodging)	0.0807
Commercial Offices (Standard)	0.3412
Commercial Offices (Large High Rise)	0.3237
Corporate Offices	0.1912
Medical Offices	0.3038

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing (total housing units); DP03 – Selected Economic Characteristics (total employed)

<sup>2</sup> 2020 American Community Survey 5-Year Estimates; S0801 – Commuting Characteristics (worked in place of residence)

## 2. Household Student Generation

The student generation impacts per 1,000 square feet of commercial/industrial development were calculated by multiplying the household impacts shown in Table 11 by blended student generation rates determined for each school level. The result of this calculation is shown in Table 12. The blended student generation rates are based on the SGRs summarized in Table 3 and were combined into a single rate per school level based on the proportionate number of each type of residential unit anticipated to be constructed in the School District as shown in Table 2. The determination of the blended student generation rates is shown and described in Appendix “C” of this Study.

**TABLE 12**  
**STUDENT GENERATION PER 1,000 SQUARE FEET OF**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL STUDENT GENERATION	INTERMEDIATE SCHOOL STUDENT GENERATION	TOTAL STUDENT GENERATION
Banks	0.0313	0.0093	0.0406
Community Shopping Center	0.0170	0.0051	0.0221
Neighborhood Shopping Center	0.0310	0.0092	0.0402
Industrial Business Parks	0.0390	0.0116	0.0506
Industrial Parks/Warehousing/Manufacturing	0.0149	0.0045	0.0194
Rental Self-Storage	0.0007	0.0002	0.0009
Research & Development	0.0337	0.0101	0.0438
Hospitality (Lodging)	0.0126	0.0037	0.0163
Commercial Offices (Standard)	0.0531	0.0158	0.0689
Commercial Offices (Large High Rise)	0.0504	0.0150	0.0654
Corporate Offices	0.0298	0.0089	0.0387
Medical Offices	0.0473	0.0141	0.0614

## 3. Inter-District Student Impact

Based on information provided by the School District, 258 students were enrolled at the School District on an inter-district basis as of October 2021, of which 176 students are enrolled at the elementary school level and 82 students are enrolled at the intermediate school level. Many of those inter-district students attend the School District as a result of their parents or guardians being employed at businesses located within the School District boundaries. To determine the inter-district impact of new commercial/industrial development, the number of inter-district students was first divided by the estimated number of employees within the School District’s area. Employment was estimated at 16,679 based on information obtained from the U.S. Census Bureau. The ratio of inter-district students to estimated employment was then multiplied by the employee generation factors for each of the commercial/industrial categories as shown in Table 10. The calculation results in the Inter-District Student Impacts shown in Table 13.

**TABLE 13  
INTER-DISTRICT COST IMPACT PER 1,000 SQUARE FEET OF  
COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL INTER-DISTRICT IMPACT	INTERMEDIATE SCHOOL INTER-DISTRICT IMPACT	TOTAL INTER-DISTRICT COST IMPACT
Banks	0.0299	0.0138	0.0437
Community Shopping Center	0.0163	0.0075	0.0238
Neighborhood Shopping Center	0.0297	0.0137	0.0434
Industrial Business Parks	0.0373	0.0172	0.0545
Industrial Parks/Warehousing/Manufacturing	0.0143	0.0066	0.0209
Rental Self-Storage	0.0007	0.0003	0.0010
Research & Development	0.0322	0.0149	0.0471
Hospitality (Lodging)	0.0120	0.0055	0.0175
Commercial Offices (Standard)	0.0508	0.0235	0.0743
Commercial Offices (Large High Rise)	0.0482	0.0223	0.0705
Corporate Offices	0.0285	0.0132	0.0417
Medical Offices	0.0452	0.0209	0.0661

**4. Total Student Generation Impact**

The Total Student Generation Impact is determined by adding the Student Generation Impacts shown in Table 12 to the Inter-District Impacts determined in Table 13. The Total Student Generation Impacts are listed in Table 14.

**TABLE 14  
TOTAL STUDENT GENERATION IMPACT PER 1,000 SQUARE FEET OF  
COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL IMPACT	INTERMEDIATE SCHOOL IMPACT	TOTAL COST IMPACT
Banks	0.0612	0.0231	0.0843
Community Shopping Center	0.0333	0.0126	0.0459
Neighborhood Shopping Center	0.0607	0.0229	0.0836
Industrial Business Parks	0.0763	0.0288	0.1051
Industrial Parks/Warehousing/Manufacturing	0.0292	0.0111	0.0403
Rental Self-Storage	0.0014	0.0005	0.0019
Research & Development	0.0659	0.0250	0.0909
Hospitality (Lodging)	0.0246	0.0092	0.0338
Commercial Offices (Standard)	0.1039	0.0393	0.1432
Commercial Offices (Large High Rise)	0.0986	0.0373	0.1359
Corporate Offices	0.0583	0.0221	0.0804
Medical Offices	0.0925	0.0350	0.1275

**C. NET IMPACT PER COMMERCIAL/INDUSTRIAL SQUARE FOOT**

**1. Cost Impact**

To estimate the school facilities costs required to house new students as a result of additional commercial/industrial development, the school facilities cost per student was determined by multiplying the school facilities costs per student determined in Table 6 by the student generation impacts for the elementary and intermediate school levels shown in Table 14. The school facilities cost impacts are shown in Table 15 by commercial/industrial development category and school level.

**TABLE 15  
SCHOOL FACILITIES COSTS PER 1,000 SQUARE FEET OF  
COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL IMPACT	INTERMEDIATE SCHOOL IMPACT	TOTAL COST IMPACT
Banks	\$2,457	\$1,016	\$3,473
Community Shopping Center	\$1,337	\$554	\$1,891
Neighborhood Shopping Center	\$2,437	\$1,008	\$3,445
Industrial Business Parks	\$3,063	\$1,267	\$4,330
Industrial Parks/Warehousing/Manufacturing	\$1,172	\$488	\$1,660
Rental Self-Storage	\$56	\$22	\$78
Research & Development	\$2,646	\$1,100	\$3,746
Hospitality(Lodging)	\$988	\$405	\$1,393
Commercial Offices (Standard)	\$4,172	\$1,729	\$5,901
Commercial Offices (Large High Rise)	\$3,959	\$1,641	\$5,600
Corporate Offices	\$2,341	\$972	\$3,313
Medical Offices	\$3,714	\$1,540	\$5,254

**2. Residential Fee Offsets**

The total cost impacts determined in Table 15 represent the amounts required to fully mitigate the impact on school facilities, as a result of new commercial/industrial development within the School District. Many employees as result of new commercial/industrial development will commute from areas outside of the School District boundaries or will reside in existing homes, from which no mitigation will be received from the housing in which they reside. However, new commercial/industrial development, and thereby new employee generation, will also increase the need for new residential development to house those employees living in the School District. Applicable Residential School Fees adopted by the School District under applicable law will also be imposed by the School District on such new residential development. To prevent new commercial/industrial development from paying the portion of impact that is mitigated by the Applicable Residential School Fees, this amount has been calculated and deducted from the school facilities impact costs calculated in Table 15.



The residential fee offsets are first calculated by using the Applicable Residential School Fee of \$3.19 per square foot and multiplying that amount by the weighted average square footage of a residential unit in the School District, which is 1,960 square feet. This calculation provides the average residential revenues from a residential unit of \$6,252 ( $\$3.19 \times 1,960$ ). The average residential revenues from a residential unit multiplied by the Household Impacts per 1,000 square feet of commercial/industrial development, as shown in Table 11, results in the residential school fee revenues per 1,000 square feet of commercial/industrial development (“Residential Fee Offset”). This computation is shown in Table 16.

**TABLE 16  
RESIDENTIAL FEE OFFSET**

COMMERCIAL/INDUSTRIAL CATEGORY	HOUSEHOLDS PER 1,000 SQUARE FEET COM./IND.	RESIDENTIAL FEE OFFSET PER 1,000 SQUARE FEET COM./IND.
Banks	0.2013	\$1,259
Community Shopping Center	0.1093	\$683
Neighborhood Shopping Center	0.1993	\$1,246
Industrial Business Parks	0.2504	\$1,566
Industrial Parks/Warehousing/Manufacturing	0.0960	\$600
Rental Self-Storage	0.0046	\$29
Research & Development	0.2166	\$1,354
Hospitality (Lodging)	0.0807	\$505
Commercial Offices (Standard)	0.3412	\$2,133
Commercial Offices (Large High Rise)	0.3237	\$2,024
Corporate Offices	0.1912	\$1,195
Medical Offices	0.3038	\$1,899

### 3. Net School Facilities Costs

Subtracting the Residential Fee Offset determined in Table 16 from the total school facilities costs listed in Table 15 results in the net school facilities costs per 1,000 square feet of commercial/industrial development (“Net School Facilities Costs”). The Net School Facilities Costs are listed in Table 17.

**TABLE 17  
NET SCHOOL FACILITIES COSTS  
PER 1,000 SQUARE FEET COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	TOTAL SCHOOL FACILITIES COSTS	RESIDENTIAL FEE OFFSET	NET SCHOOL FACILITIES COSTS
Banks	\$3,473	\$1,259	\$2,214
Community Shopping Center	\$1,891	\$683	\$1,208
Neighborhood Shopping Center	\$3,445	\$1,246	\$2,199
Industrial Business Parks	\$4,330	\$1,566	\$2,764
Industrial Parks/Warehousing/Manufacturing	\$1,660	\$600	\$1,060
Rental Self-Storage	\$78	\$29	\$49
Research & Development	\$3,746	\$1,354	\$2,392
Hospitality (Lodging)	\$1,393	\$505	\$888
Commercial Offices (Standard)	\$5,901	\$2,133	\$3,768
Commercial Offices (Large High Rise)	\$5,600	\$2,024	\$3,576
Corporate Offices	\$3,313	\$1,195	\$2,118
Medical Offices	\$5,254	\$1,899	\$3,355

The Net School Facilities Costs determined in Table 17 were then divided by 1,000<sup>1</sup> to provide the cost impact on a square foot basis. These cost impacts are listed in Table 18.

**TABLE 18  
NET COST IMPACTS  
PER SQUARE FOOT OF COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	NET IMPACTS
Banks	<b>\$2.21</b>
Community Shopping Center	<b>\$1.21</b>
Neighborhood Shopping Center	<b>\$2.20</b>
Industrial Business Parks	<b>\$2.76</b>
Industrial Parks/Warehousing/Manufacturing	<b>\$1.06</b>
Rental Self-Storage	<b>\$0.05</b>
Research & Development	<b>\$2.39</b>
Hospitality(Lodging)	<b>\$0.89</b>
Commercial Offices (Standard)	<b>\$3.77</b>
Commercial Offices (Large High Rise)	<b>\$3.58</b>
Corporate Offices	<b>\$2.12</b>
Medical Offices	<b>\$3.36</b>

The net cost impacts shown in Table 18 are greater than the School District's share of the current maximum authorized commercial/industrial School Fees of \$0.52 per square foot, except for the category of Rental Self-Storage. Therefore, the School District is justified in levying commercial/industrial school fees in amount up to but not exceeding

<sup>1</sup> The Employee Generation rates derived from the SANDAG study are estimated per 1,000 square feet of development.

the School District's share of the maximum authorized statutory fee. For the Rental Self-Storage Commercial/Industrial category, the School District is justified in collecting an amount equal to \$0.05.

## **SECTION V. OTHER CONSIDERATIONS**

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### **A. COMMERCIAL/INDUSTRIAL DEVELOPMENT NOT IN PRESCRIBED CATEGORIES**

In cases where new commercial/industrial development does not fit within the prescribed categories shown in Table 10, the School District shall evaluate such development on a case-by-case basis to determine if the imposition of the School Fees on the development meets the nexus requirements set forth under Government Code Section 66000 et seq. The School District may levy School Fees on such development in an amount up to but not exceeding the cost per square foot impact determined through such evaluation.

### **B. AGE-RESTRICTED (SENIOR) HOUSING**

The School District must exercise discretion in determining whether a particular project qualifies as “senior citizen housing” for the purpose of imposing developer fees. (See California Ranch Homes Development Co. v. San Jacinto Unified School Dist. (1993) 17 Cal.App.4th 573, 580–581.) The School District acknowledges Section 65995.1 and will levy its share of School Fees on qualifying senior citizen housing projects at the current commercial/industrial rate of \$0.78 per square foot as justified herein. The School District will require proof that such senior units are indeed restricted to seniors (i.e. a copy of the recorded CC&Rs or deed(s)) and reserves the right to revoke a Certificate of Compliance and/or require payment of difference of the amount per square foot paid to the then current amount of School Fees being levied on residential development per square foot should such CC&Rs or deed(s) be modified to allow students to reside in such the housing units. If there is any uncertainty as to whether a project qualifies as senior citizen housing or will, in fact, remain senior citizen housing beyond initial approval, the School District may wish to seek cooperation from the developer as a condition of levying the commercial/industrial School Fee rate. Such cooperation could take the form of an agreement by the developer to include a restriction in the recorded CC&Rs conditioning subsequent changes in residency requirements on the owner’s payment of applicable developer fees, and to notify the School District of changes in residency requirements and/or to provide current residency data upon School District’s request.

## **SECTION VI. REDEVELOPMENT**

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Government Code Section 66001, subdivision (a)(3) and (4) requires that a school district, in imposing school-impact fees, establish a reasonable relationship between the fee's use, the need for the public facility and the type of development project on which the fee is imposed. This section addresses and sets forth general policy when considering the levy of school fees on new construction units resulting from redevelopment projects within the School District.

Redevelopment means voluntarily demolishing existing residential, commercial, and/or industrial structures and subsequently replacing them with new construction (“Redevelopment”). The School District is aware of Redevelopment projects completed within the School District boundaries and anticipates similar Redevelopment projects may be completed in the next ten (10) years and beyond. School fees authorized pursuant to Education Code Section 17620 and Government Code Sections 65995 et seq. shall be levied by the School District on new construction resulting from Redevelopment projects, if there is a nexus between the School Fees being imposed and the impact of new construction on school facilities, after the impact of pre-existing development has been taken into consideration. In determining such nexus, the School District shall review, evaluate and determine on a case-by-case basis, the additional impact of the proposed new development by comparing the projected square footage, student generation and cost impacts of the proposed new construction and the pre-existing residential, commercial and/or industrial development. Such analysis shall utilize the student generation rates identified in Table 3 of this Study, as applicable.

The School District may levy school fees, authorized under applicable law, on new construction resulting from Redevelopment projects in an amount up to the additional impact cost per square foot as determined in accordance with the preceding paragraph, but not exceeding the applicable school fees.

## **SECTION VII. GOVERNMENT CODE SECTION 66000**

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Government Code Sections 66000 *et seq.* were enacted by State Legislature in 1987. In any action establishing, increasing, or imposing a fee as a condition of approval of a development project, such as the Applicable Residential School Fee and Applicable Commercial/Industrial School Fees described herein (collectively referred to as the “Applicable School Fees”), these Government Code sections require the public agency to satisfy the following requirements:

1. Determine the purpose of the fee;
2. Identify the use to which the fee is to be put;
3. Determine how there is a reasonable relationship between the fee’s use and the type of development project on which the fee is imposed;
4. Determine that there is a reasonable relationship between the need for the public facilities and the type of development project on which the fee is imposed;
5. Determine that there is a reasonable relationship between the amount of the fee and the cost, or portion of the cost of the public facility attributable to the development on which the fee is imposed; and
6. Provide an annual accounting of any portion of the fee remaining unspent or held for projects for more than five (5) years after collection.

The information set forth herein, including the information contained in the Appendices attached hereto, provide factual evidence establishing a nexus between the type of development projected to be built within the School District and the amount of Applicable School Fees levied upon such development based on the need for such Applicable School Fees. The determinations made in this Study meet the requirements of Government Code Section 66000. The findings are summarized as follows:

### **Purpose of the School Fee**

The Board of the School District will levy and collect school fees on new residential and commercial/industrial development to obtain funds for the construction and/or reconstruction of school facilities to accommodate students generated as a result of such development. In accordance with Education Code Section 17620, “construction or reconstruction of school facilities” *does not* include any item of expenditure for any of the following:

1. Regular maintenance or routine repair of school buildings and facilities;
2. Inspection, sampling, analysis, encapsulation or removal of asbestos-containing material, except where incidental to school facilities construction or reconstruction for which the expenditure of fees or other consideration collected pursuant to Education Code Section 17620 is not prohibited; and,
3. Deferred maintenance as described in Education Code Section 17582.

### **Identify the Use of the School Fee**

The School District has determined that revenues collected from Applicable School Fees imposed on residential and commercial/industrial developments will be used for the following purposes:

1. Construction or reconstruction of school facilities required to accommodate students generated by new residential and commercial/industrial development in areas of the School District where existing school facilities are needed;
2. Construction or reconstruction of administrative and operations facilities required in response to new student growth from new development;
3. Acquisition or lease of property for unhoused students generated from new development;
4. Purchase or lease of interim and/or temporary school facilities in order to accommodate student capacity demands;
5. Furniture for use in new school facilities;
6. Costs associated with the administration, collection, and justification for the Applicable School Fees;
7. Provide local funding that may be required if the School District applies for State funding through SB 50.

Projects undertaken or proposed to be undertaken by the School District are very generally described and appropriated in the School District's Annual Budget. Additionally, the 2021 Master Plan outlined proposed improvement plans to a number of existing school facilities and reported the need to replace existing modular classrooms, in addition to various repair and maintenance items at facilities throughout the School District. As previously noted and described herein, the Applicable School Fees will be used to fund school facilities necessary to accommodate Projected Unhoused Students generated by Projected Units to the extent described in this Study and permitted by applicable law. Such Applicable School Fees may be used to fund, in part, the facilities needs identified in the 2021 Master Plan and as allowable by applicable law, inclusive of those school facilities described in this Study.

### **Relationship Between the Use of the Fee, the Need for School Facilities and the Type of Development on Which the Fee is Imposed**

As determined in the preceding sections, existing school facilities are in need of upgrade or replacement for their continued long-term use and to provide adequate and safe housing for existing student enrollment and students generated from new residential and commercial/industrial development. The fees imposed on such new development will be used, in part, to finance a portion of the construction and/or reconstruction of school facilities required to accommodate student enrollment growth generated by new residential and commercial/industrial development.

**Determination of the Relationship Between the Fee Amount and the School Facilities Costs Attributable to Type of Development on Which the Fee is Imposed**

The imposition of the Applicable Residential School Fee of \$3.19 per square foot of residential development is justified, as this fee is below the per square foot cost impact to provide adequate school facilities required as a result of such new residential development.

Similarly, the imposition of the Applicable Commercial/Industrial School Fees of \$0.52 per square foot of commercial/industrial development are justified as the fees are equal to or below the estimated per square foot net cost impact to provide adequate school facilities required as a result of such new commercial/industrial development, except for Rental Self-Storage development.

**Accounting Procedures for the Fees**

The School District will deposit, invest, and expend the school fees imposed and collected on residential and commercial/industrial development in accordance with the provision of Government Code Section 66006.



**APPENDIX A**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT DESCRIPTIONS**

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Banks	Include small branch offices to regional offices used for banking. Properties under this category allow customers to conduct banking on-site.
Shopping Center	Broadly include regional, community and neighborhood shopping centers which sell merchandise and services to consumers. Include grocery stores, restaurants, retail centers, automotive sales.
Industrial Business Parks	Include any combination of facilities engaged in manufacturing/assembly, warehousing, and/or storage with 15% or more of the total area designated for commercial use.
Industrial Parks/Warehousing/Manufacturing	Include any combination of facilities engaged in manufacturing/assembly, warehousing, and/or storage with limited or no commercial use (less than 15% of the total area designated for commercial use).
Rental Self-Storage	Include warehouse developments which rent small storage vaults and often termed "mini-storage".
Research & Development	Include scientific research and development laboratories, office and/or their supporting facilities.
Hospitality (Lodging)	Include establishments which provide lodging to the general public. Lodging types include hotels, motels, resort hotels and inns. The maximum term of occupancy for establishment within this category shall not exceed 30 days.
Commercial Offices (Standard) <sup>1</sup>	Include general office space occupying less than 100,000 square feet with multiple tenants.
Commercial Offices (Large High Rise) <sup>1</sup>	Include general office space occupying 100,000 square feet and greater with multiple tenants.
Corporate Offices	An office or office building with a single tenant.
Medical Offices	Include medical offices that serve a wide range of medical needs and may include a pharmacy. Medical offices are generally operated by one or more physicians.

<sup>1</sup> Office space used for activities described under banks, research and development, or medical offices should be classified under those categories.

**APPENDIX B**  
**FACILITIES CAPACITY UPDATE**

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**LOWELL JOINT SCHOOL DISTRICT  
FACILITIES CAPACITY UPDATE  
APPENDIX B**

**CLASSROOM INVENTORY**

School Level	School Site	Permanent Classrooms	Portable Classrooms	Total Classrooms	Non-Traditional Classrooms	General Education Classrooms
Elementary School	El Portal Elementary	12	12	24	3	21
	Jordan Elementary	18	6	24	0	24
	Macy Elementary	16	4	20	0	20
	Meadow Green Elementary	17	5	22	3	19
	Olita Elementary	16	5	21	0	21
<b>ELEMENTARY SCHOOL TOTALS</b>		<b>79</b>	<b>32</b>	<b>111</b>	<b>6</b>	<b>105</b>
Intermediate School	Rancho Starbuck Middle	25	10	35	4	31
<b>INTERMEDIATE SCHOOL TOTALS</b>		<b>25</b>	<b>10</b>	<b>35</b>	<b>4</b>	<b>31</b>
<b>Total</b>		<b>104</b>	<b>42</b>	<b>146</b>	<b>10</b>	<b>136</b>

**STUDENT CAPACITY (In accordance with California Code of Regulation, Title II, Section 1859.35)**

Description	General Education		Non-Instructional	Total
	K-6	7-8		
I. Total Classroom Inventory	105	31	10	146
II. Permanent Classrooms				104
III. Portable Classrooms				42
IV. 25% of Permanent Classrooms				26
V. Adjustment (III. Minus IV.)	12	4	-	16
IV. Total (I. minus V.)	93	27	10	130
Student Capacity <sup>1</sup>	2,325	729	250	3,304

<sup>1</sup>Per Education Code Section 17071.10, school capacities are determined based on loading factors of 25 students per classroom for grades kindergarten through 6 and 27 students per classroom for grades 7 and 8. Also per OPSC, capacity is loaded at 13 students per classroom for special day classes and 25 students per classroom for non-instructional classrooms.

**ESTIMATED STUDENT CAPACITY BY SCHOOL LEVEL**

Description	K-6	7-8	Total
General Education	2,325	729	3,054
Proration of Non Instructional	190	60	250
<b>Total</b>	<b>2,515</b>	<b>789</b>	<b>3,304</b>

## APPENDIX C

### STUDENT GENERATION RATES

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Student Generation Rates (SGRs) used in this Study are based on information obtained from the County of Orange Assessor’s Office and the County of Los Angeles Assessor’s Office (each a “County” or together the “Counties”), student enrollment data from the School District and U.S. Census Bureau data.

A property database reflective of the Counties 2021/22 Assessors’ rolls were obtained via a third-party vendor. The property databases contain property information for parcels within the School District, including land use class information (i.e. condominiums, single family dwellings, etc.). Parcels in the databases were classified by unit type (SFD, MFA) based on each respective County’s land use class designations, and further research as necessary. Since the property data information obtained from the Counties was missing unit counts for many of the residential parcels contained therein, K&G Public Finance relied on housing information derived from U.S. Census Bureau data<sup>1</sup> to estimate the total number of residential units located within the School District. The residential units identified in the U.S. Census Bureau data were also classified by property type (SFD and MFA).

A student enrollment database was obtained from the School District and was reflective of student enrollment information as of October 2021. The student enrollment address information was matched to the address (situs address) information of parcels in each County’s property characteristic database. The number of students matched was then queried by school level and residential category. Students could not be matched if they were inter-district or they did not have a valid physical address (e.g. only P.O. Box was listed). Mobile homes are not considered in the SGR determination, including the students matched to the mobile home land use, and therefore have been omitted<sup>2</sup>. The determination of the SGRs is summarized in Tables C-1 and C-2.

**Table C-1**  
**Single Family Detached (SFD)**  
**Student Generation Rates**

SCHOOL LEVEL	STUDENTS MATCHED	SFD UNITS	SGR BY SCHOOL LEVEL
Elementary School (TK-6)	1,661	8,048	0.2064
Intermediate School (7-8)	554	8,048	0.0688
<b>TOTAL</b>	<b>2,215</b>	<b>NA</b>	<b>0.2752</b>

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing.

<sup>2</sup> Education Code Section 17625 sets forth the prerequisites that must be met before school districts may levy school fees on mobile homes. Since it is often difficult to determine and make projections relating to mobile homes that met those requirements, the mobile home category is omitted from this analysis.

**Table C-2  
Multi-Family (MFA)  
Student Generation Rates**

SCHOOL LEVEL	STUDENTS MATCHED	MFA UNITS	SGR BY SCHOOL LEVEL
Elementary School (TK-6)	422	3,063	0.1378
Intermediate School (7-8)	118	3,063	0.0385
<b>TOTAL</b>	<b>540</b>	<b>NA</b>	<b>0.1763</b>

In order to evaluate students generated from future households by school level, the student generation rates determined in Table C-1 and C-2 above (also summarized in Table 3 of this Study) were used. These student generation rates are listed by residential category and by school level.

**Table C-3  
Student Generation Rates**

SCHOOL LEVEL	SFD UNITS	MFA UNITS
Elementary School (TK-6)	0.2064	0.1378
Intermediate School (7-8)	0.0688	0.0385
<b>TOTAL</b>	<b>0.2752</b>	<b>0.1763</b>

The student generation rates for each residential category listed in Table C-3 were blended into a single student generation rate for each school level based on the percentage allocation of unmitigated Projected Units. The percentage allocations are shown in Table C-4.

**Table C-4  
Allocation of Projected Units by Residential Category**

RESIDENTIAL CATEGORY	PROJECTED UNITS	PERCENTAGE ALLOCATION
SFD	70	26%
MFA	198	74%
<b>TOTAL</b>	<b>268</b>	<b>100%</b>

The Blended Student Generation Rates were determined by applying the percentage allocations, the results of which are shown in Table C-5.

**Table C-5  
Blended Student Generation Rates**

SCHOOL LEVEL	BLENDED STUDENT GENERATION RATE <sup>1</sup>
Elementary School (TK-6)	0.1557
Intermediate School (7-8)	0.0464
<b>TOTAL</b>	<b>0.2021</b>

<sup>1</sup> May not compute due to slight rounding differences.

**APPENDIX D**  
**NOTICE OF PUBLIC HEARING**

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**APPENDIX E**  
**EXCERPT FROM STATE ALLOCATION BOARD AGENDA –**  
**2022 LEVEL I FEES**

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REPORT OF THE EXECUTIVE OFFICER  
State Allocation Board Meeting, February 23, 2022

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.



STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2018 and 2020 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 17.45% percent, during the two-year period from January 2020 to January 2022, requiring the assessment for development fees to be adjusted as follows beginning January 2022:

RS Means Index Maximum Level I Assessment Per Square Foot

	<u>2018</u>	<u>2020</u>	<u>2022</u>
Residential	\$3.79	\$4.08	\$4.79
Commercial/Industrial	\$0.61	\$0.66	\$0.78

RECOMMENDATION

Increase the 2022 maximum Level I assessment for development in the amount of 17.45 percent using the RS Means Index to be effective immediately.

**LOWELL JOINT SCHOOL DISTRICT**

**NOTICE OF PUBLIC HEARING**

**NOTICE OF CONSIDERATION OF APPROVING AN INCREASE  
IN STATUTORY (LEVEL 1) SCHOOL FEES IMPOSED ON NEW  
RESIDENTIAL AND COMMERCIAL/INDUSTRIAL  
CONSTRUCTION PURSUANT TO GOVERNMENT CODE  
SECTION 65995 AND EDUCATION CODE SECTION 17620**

**NOTICE IS HEREBY GIVEN** that the Board of Trustees (“Board”) of the Lowell Joint School District (“School District”) at its regular board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier, California, on Monday, May 2, 2022 at approximately 7:30 p.m. or soon thereafter, will consider approving an increase in statutory school fees (“Level I School Fees”) that may be imposed on new residential and commercial/industrial construction located within the boundaries of the School District pursuant to Government Code Section 65995 and Education Code Section 17620. Specifically, the Board will consider approving maximum Level I School Fees of (i) \$3.19 per square foot for assessable space of new residential construction and up to \$0.52 per square foot of chargeable covered and enclosed space for categories of new commercial/industrial construction.

A report entitled “2022 School Fee Justification Study” was prepared pursuant to and in accordance with applicable law, which includes information and analysis demonstrating the relationship between new residential and commercial/industrial development and the School District’s need for the construction and/or reconstruction of school facilities, the estimated cost of the school facilities, and justification for the levy of Level I School Fees on new residential and commercial/industrial development.

The School Fee Justification Study and any related documents regarding the proposed adoption of the Level I School Fees are available for public review during normal business hours at the School District’s administrative office, located at 11019 Valley Home Avenue, Whittier, CA 90603.

Questions and/or comments should be directed to Andrea Reynolds, Assistant Superintendent of Administrative Services at (562) 902-4280.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 864**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA REQUESTING TO  
ESTABLISH A SEPARATE FUND FOR THE PURPOSE OF DEPOSIT AND  
EXPENDITURE OF REVENUES RECEIVED  
TO THE PURPOSE OF CREATING A CHILD DEVELOPMENT FUND**

**WHEREAS**, the Education Code Section 8328 states that a school district can establish a separate fund for the purpose of deposit and expenditure of revenues received for the purpose of Child Development; and

**WHEREAS**, the District is opening a fee-based preschool program, and has applied and anticipates approval to open a state preschool program; and,

**WHEREAS**, the Orange County Department of Education, in complying with the said code sections, has established fund 1212 for this purpose; and,

**WHEREAS**, the Lowell Joint School District wishes to comply with the California Administrative and Education Code provisions and the Orange County Department of Education directives;

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

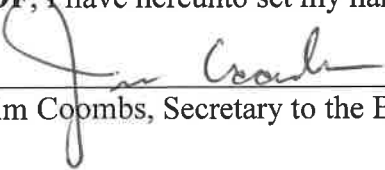
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

  
\_\_\_\_\_  
Jim Coombs, Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 865**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA  
TO DESIGNATE GENERAL FUNDS AS COMMITTED FUND BALANCE**

**WHEREAS**, the Governmental Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

**WHEREAS**, the Lowell Joint School District Board of Trustees (Board) has previously adopted Board Policy 3100 acknowledging its authority to commit, assign, or evaluate existing fund-balance classifications and identify the intended uses of committed or assigned funds; and

**WHEREAS**, the committed fund balance classification reflects amounts subject to specific internal constraints self-imposed by the Board; and

**WHEREAS**, once the committed fund-balance constraints are imposed, it requires the constraint to be revised, removed or redirected for other purposes by the Board in the same manner as the Board originally approved the commitment; and

**WHEREAS**, the Board has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

**NOW, THEREFORE, BE IT RESOLVED**, that the Lowell Joint School District Board of Trustees, hereby commits to utilizing portions of its general fund ending balance, as indicated by the committed fund classification in its financial statements, for any of the following purposes:

- Technology Devices Refresh
- Textbook Adoptions
- Carryover of unspent school site discretionary funds
- Specific deficit spending mitigation measures
- Declining enrollment mitigation
- Carryover of unspent restricted categorical funds
- Reserves in excess of the state minimum - currently two percent (per BP 3105)
- Unfunded Health and Welfare Post Employment Benefit Liabilities
- Unfunded STRS and PERS Pension Liabilities
- Deferred Maintenance Projects

**BE IT FURTHER RESOLVED**, that such funds cannot be used for any purposes other than directed above, unless the Board adopts a successor resolution to revise or remove the constraint, or otherwise redirect the funds for other purposes; and

**BE IT FURTHER RESOLVED**, that the district's Superintendent, or their designee, is hereby authorized and directed to finalize the amounts to be committed for the purposes directed above based on the filing of the financial reports presented to the board at each filing period.

Approved, passed and adopted by the Board of Trustees of the Lowell Joint School District on the 2nd day of May, 2022:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

**NOES:** None

**ABSTAIN:** None

**ABSENT:** None



\_\_\_\_\_  
President of the Board of Trustees  
of the Lowell Joint School District



\_\_\_\_\_  
Clerk of the Board of Trustees  
of the Lowell Joint School District



NIGRO & NIGRO<sup>PC</sup>

A Professional Accountancy Corporation

April 7, 2022

Lowell Joint School District  
11019 Valley Home Ave.  
Whittier, CA 90603

We are pleased to confirm our understanding of the services we are to provide Lowell Joint School District for the fiscal years ending June 30, 2021 through 2023. We will conduct a financial and performance audit of the grant agreement FCI-SD4-15 between the Children and Families Commission of Orange County and the Lowell Joint School District as of and for the fiscal years ending June 30, 2021 through 2023.

#### Audit Objectives

The objective of our audit is the expression of an opinion as to whether the financial statements of the program are fairly presented, in all material respects, in conformity with generally accepted accounting principles. Our audit will be conducted in accordance with generally accepted auditing standards and the standards for financial and performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a statement that the report is intended for the information and use of the board, management and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Lowell Joint School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064  
WALNUT CREEK OFFICE 2121 N. California Blvd, Suite 290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444  
www.nncpas.com • Licensed by the California Board of Accountancy

### Management Responsibilities

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the financial position of the program and the changes in financial position, in conformity with U.S. generally accepted accounting principles. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

You are responsible for management decisions and functions. As part of the audit, we will prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Management is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

---

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishment and maintenance of a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

### Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by

management or employees acting on behalf of the District. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of certain assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

#### **Audit Procedures – Internal Controls**

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards and *Government Auditing Standards*.

#### **Audit Procedures – Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School Readiness Grant of the Lowell Joint School District's compliance with applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

#### **Audit Administration, Fees, and Other**

The audit documentation for this engagement is the property of Nigro & Nigro, PC and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested make certain audit documentation available to cognizant agencies or the U.S. Government Accountability Office for purposes of a quality review of the audit. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of



Nigro & Nigro personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These agencies may intend, or decide, to distribute photocopies or information contained therein to others, including other governmental agencies.

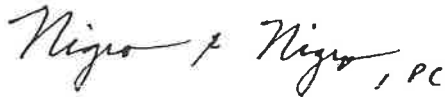
The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested. If we are aware that an awarding agency or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the audit documentation.

Our fees for these services will be \$2,100. The District may also be billed for reasonable, necessary and actual expenses related to travel and mileage. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Extensions beyond 2022-23 may be secured on a year-by-year basis, subject to the agreement of the District and the auditor.

We appreciate the opportunity to be of service to Lowell Joint School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

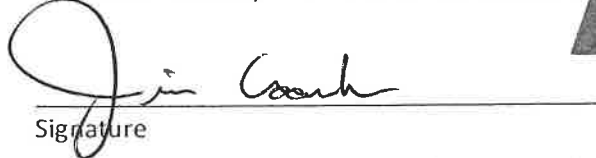
Very truly yours,



Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Lowell Joint School District.



Signature

Superintendent

Title

5/13/22

Date

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 866**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
IMPLEMENTING  
*EDUCATION CODE 44256(b)***

**WHEREAS**, current statues and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district, and

**WHEREAS**, *Education Code 44256(b)* allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught, and

**WHEREAS**, the authorization shall be with the teacher's consent, and

**WHEREAS**, the Board of Trustees of the Lowell Joint School District desires to utilize *Education Code 44256(b)* for Stephanie Austin, and

**WHEREAS**, the subject to be taught is Social Science at Rancho-Starbuck Junior High School,

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees authorizes Stephanie Austin to teach Social Science at Rancho-Starbuck Junior High School under *Education Code 44256(b)*, effective for the 2022-2023 school year and to terminate when Social Science is no longer being taught by Stephanie Austin.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.



Jim Coombs, Secretary to the Board of Trustees

School Year: 2022-23



# 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
El Portal Elementary School	30647666020127	April 20, 2022	May 2, 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  
 El Portal operates a schoolwide program (SWP)

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and  
 For the initial year of the schoolwide program:  
 The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or  
 Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).  
 A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking

into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

#### Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and  
Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

#### SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);  
Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);  
To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and  
Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);  
Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and  
If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);  
The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);  
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and  
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 (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

#### SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP 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 (34 CFR 200.26[c][2]; and Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

#### SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

## Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

## SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

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.

El Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have

appropriate conditions for successful learning outcomes. Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready. Goal 3 - Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at El Portal.

On the 2022 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 92%
- My student has been provided the necessary technology support: 93%
- School staff is welcoming and supportive- 93%
- School and district have provided consistent and informative updates-89%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 88%
- School provides information about student's academic performance-99%
- School provides academic support- 70%
- School offers opportunities for students to work above grade level if appropriate- 53% (32% responded don't know)
- School provides a balanced academic program-91%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 93%
- School is safe, orderly, and well-disciplined-92%
- Student is happy to go to school-94%
- School rules are enforced consistently with all students- 80% (10% responded don't know)
- Staff provides a high level of service for student/family-89%
- Student receives accurate and timely feedback-91%
- School is friendly, pleasant, respectful, and welcoming- 93%
- Student is provided an appropriate level of academic challenge-88%
- Staff makes parents feel welcome and part of school- 93%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 94%
- I feel comfortable initiating discussion w/ school staff about concerns- 93%
- Principal treats staff, parents, and students w/ respect-91%
- Principal works collaboratively-90%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns- 80% (15% responded don't know)
- Principal follows through w/ commitments- 84% (15% responded don't know)
- Principal maintains visibility and accessibility-88%
- Principal provides adequate and timely information-92%
- I have access to technology and emails from school- 100%
- Within its capabilities, school provides resources needed for strong educational environment- 90%
- Child has access to needed instructional materials-94%
- School is kept clean- 90%

- Child understands work in reading, math, science, and history- 77%

## **Classroom Observations**

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

Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction.

## **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)

El Portal's instructional program is based on Core State Standards (CCSS). Currently, transitional kindergarten - grade six are implementing the California Core State Standards, CCSS. The curriculum and instruction is well aligned to each set of standards. Grade level long-range plans/pacing guides reflect the standards, and both state and local assessments are used to measure student growth. This assessment information is used to guide instructional practice and modify instruction where needed. Trimester district benchmarks (Teacher created TK/K, IABs 3rd - 6th, and iReady K-6th) are also used to identify and target at-risk students who need additional support and intervention classes. As part of our Multi Tiered System of Support (MTSS) we continually evaluate both state and local measures to target support and provide intervention and enrichment opportunities.

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

The Illuminate Data Systems is the student tracking software used in the Lowell Joint School District. Administrators and teachers are able to access the student data from district benchmarks, iReady, CAASPP, and the ELPAC assessments and use that information to modify instruction and create intervention classes. Teachers use chapter tests and quizzes from our math adoption to monitor students' understanding of standards-based concepts. Throughout their lessons teachers use Checking For Understanding practices to ensure that students are understanding the content of the lesson.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the EI Portal Staff is highly qualified.

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

All staff is credentialed and all meet regularly in professional learning communities. Professional development includes: Data Works, Project GLAD, Thinking Maps, GATE, technology and engagement strategies. They also meet weekly as grade-level teams.

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

All instruction is currently aligned to and focusing on the implementation of the California Content Standards and part of the ongoing adoption cycle. The focus for the 2022-2023 School year is the Science adoption. Due to a need for writing support the district has continued with its implementation of Thinking Maps and Write from the Beginning to improve instruction in writing.

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

EI Portal receives support from our district's Teachers On Special Assignment (TOSA) for technology and STEAM. Our TOSAs assist with integrating instructional technology, STEAM, GATE, and MTSS. EI Portal also has one intervention coach, who support staff with instructional strategies and design and implement the Intervention that takes place throughout the day.

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

EI Portal teachers meet weekly by grade-level to plan curriculum and each trimester as a district in grade-level teams.

## Teaching and Learning

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

All transitional kindergarten through sixth grade is implementing the California Core State Standards and use a standards based report card.

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

All classrooms meet or exceed the recommended instructional minutes for ELA and mathematics.

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

EI Portal uses the district pacing guide which is aligned to each of the district benchmarks. After an analysis of each of the benchmark tests, intervention groups are created and students are assigned to Intervention classes to meet their needs. Intervention also occurs in the classrooms after whole class direct instruction. The RSP program also offers support to students who qualify. AIM and Learning at Lunch is offered to any student that needs support. EI Portal also has a thirty minute Academic Language class to support the academic language needs.

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

All instructional materials are standards-based and appropriate for all student groups.

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

All instructional and intervention materials are standards-based and appropriate to all student groups.

## Opportunity and Equal Educational Access

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

Service provided by the common core aligned programs in both ELA and Math that enable underperforming students to meet standards include:

- \*Mind Math Institute(ST Math)
- \*Readibg Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*No Excuses University
- \*Interns and Counselors
- \*iReady

## Evidence-based educational practices to raise student achievement

Research-based practices used at EI Portal:

- \*Data Works, Explicit Direct Instruction
- \*Mind Math Institute(ST Math)
- \*Reading Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*Intervention Classes - Small Group Instruction
- \*Academic Vocabulary Classes
- iReady

## Parental Engagement

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

EI Portal offers AIM (a homework help) daily during first recess. EI Portal uses different computer-based online software programs that can be accessed at home for more practice. Programs include: iReady, ST Math, Reading Counts, Go Math, Lexia and Reading Plus. Our Annual Back to School Night and newly implemented No Excuses University (NEU) Parent University sessions help our families understand the mindset our staff here at EI Portal possesses.

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)

EI Portal has a School Site Council, ELAC/DELAC representative, and an active PTA.

## Funding

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

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title 1, PTA donations, Site Allocations, Tech Allocation, Before/After School Intervention Allocation and a STEAM Allocation.

## 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

Collaborating on the 2022-2023 SPSA, EI Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2021-22 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC) representative, PTA meetings, meetings with the Leadership Team, and at staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in orange or red will be specifically addressed and monitored.

We discussed and reviewed the input from the 2022 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of EI Portal.

With the help of the EI Portal stakeholders, the 2022-23 SPSA goals and actions steps were created.

## Resource Inequities

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

Not applicable, no inequities were identified

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.2%	0.4%	1	1	2
African American	1.52%	1%	1.0%	8	5	5
Asian	2.86%	3.2%	4.3%	15	16	22
Filipino	1.14%	1.6%	1.8%	6	8	9
Hispanic/Latino	66.48%	65%	64.7%	349	325	332
Pacific Islander	%	0%	%		0	
White	24%	24.4%	21.8%	126	122	112
Multiple/No Response	1.9%	2%	2.5%	10	10	13
<b>Total Enrollment</b>				525	500	513

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	72	63
Grade 1	78	60	62
Grade 2	70	84	71
Grade 3	76	72	89
Grade 4	66	75	77
Grade 5	73	65	85
Grade 6	80	72	66
<b>Total Enrollment</b>	525	500	513

### Conclusions based on this data:

1. Our enrollment has remained steady for the last 3 school years due to our school climate and culture.
2. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students. Our school demographics mirror the city demographics.



# 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	85	50	60	16.2%	10.0%	11.7%
Fluent English Proficient (FEP)	56	75	74	10.7%	15.0%	14.4%
Reclassified Fluent English Proficient (RFEP)	2	39	8	2.2%	45.9%	16.0%

**Conclusions based on this data:**

1. Due to the supports in place for English Language Learners and our students being back on campus full time, we predict that our reclassification rate will go up in the 21-22 school year.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.
3. Due to COVID-19, our reclassification rate dropped due to our inability to connect with resources with online learning.

# 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	59	78	84	59	77	84	59	77	84	100	98.7	100.0
Grade 4	71	63	68	70	63	66	70	63	66	98.6	100	97.1
Grade 5	77	72	78	77	72	76	77	72	76	100	100	97.4
Grade 6	68	83	65	67	83	65	67	83	65	98.5	100	100.0
All Grades	275	296	295	273	295	291	273	295	291	99.3	99.7	98.6

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	2439.	2451.	2433.	30.51	32.47	29.76	27.12	28.57	22.62	22.03	27.27	28.57	20.34	11.69	19.05
Grade 4	2523.	2518.	2468.	48.57	49.21	27.27	20.00	26.98	16.67	21.43	9.52	27.27	10.00	14.29	28.79
Grade 5	2505.	2557.	2518.	20.78	40.28	28.95	32.47	36.11	28.95	19.48	15.28	18.42	27.27	8.33	23.68
Grade 6	2549.	2567.	2549.	22.39	28.92	24.62	40.30	37.35	33.85	22.39	22.89	18.46	14.93	10.84	23.08
All Grades	N/A	N/A	N/A	30.40	36.95	27.84	30.04	32.54	25.43	21.25	19.32	23.37	18.32	11.19	23.37

### 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	32.20	27.27	30.95	47.46	57.14	53.57	20.34	15.58	15.48
Grade 4	48.57	36.51	19.70	40.00	53.97	68.18	11.43	9.52	12.12
Grade 5	28.57	51.39	31.58	51.95	43.06	56.58	19.48	5.56	11.84
Grade 6	26.87	34.94	24.62	55.22	48.19	60.00	17.91	16.87	15.38
All Grades	34.07	37.29	27.15	48.72	50.51	59.11	17.22	12.20	13.75

### 2019-20 Data:

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

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	27.12	24.68	15.48	44.07	61.04	58.33	28.81	14.29	26.19
Grade 4	38.57	36.51	10.61	50.00	53.97	62.12	11.43	9.52	27.27
Grade 5	31.17	40.28	21.05	44.16	44.44	55.26	24.68	15.28	23.68
Grade 6	32.84	32.53	27.69	47.76	53.01	49.23	19.40	14.46	23.08
All Grades	32.60	33.22	18.56	46.52	53.22	56.36	20.88	13.56	25.09

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	28.81	25.97	10.71	55.93	64.94	80.95	15.25	9.09	8.33
Grade 4	42.86	42.86	16.67	50.00	49.21	72.73	7.14	7.94	10.61
Grade 5	10.39	31.94	18.42	72.73	58.33	67.11	16.88	9.72	14.47
Grade 6	14.93	21.69	15.38	80.60	73.49	72.31	4.48	4.82	12.31
All Grades	23.81	29.83	15.12	65.20	62.37	73.54	10.99	7.80	11.34

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	25.42	32.47	23.81	54.24	50.65	59.52	20.34	16.88	16.67
Grade 4	50.00	42.86	15.15	42.86	46.03	68.18	7.14	11.11	16.67
Grade 5	23.38	45.83	22.37	51.95	45.83	61.84	24.68	8.33	15.79
Grade 6	28.36	40.96	24.62	59.70	48.19	63.08	11.94	10.84	12.31
All Grades	31.87	40.34	21.65	52.01	47.80	62.89	16.12	11.86	15.46

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 percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

# 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	59	78	84	59	77	84	59	77	84	100	98.7	100.0
Grade 4	71	63	68	70	63	66	70	63	66	98.6	100	97.1
Grade 5	77	72	78	77	72	77	77	72	76	100	100	98.7
Grade 6	68	83	65	67	83	65	67	83	65	98.5	100	100.0
All Grades	275	296	295	273	295	292	273	295	291	99.3	99.7	99.0

\* 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	2453.	2456.	2435.	25.42	33.77	15.48	35.59	27.27	34.52	22.03	22.08	26.19	16.95	16.88	23.81
Grade 4	2538.	2512.	2465.	50.00	31.75	18.18	24.29	36.51	24.24	21.43	23.81	31.82	4.29	7.94	25.76
Grade 5	2505.	2548.	2488.	15.58	33.33	17.11	27.27	30.56	14.47	31.17	26.39	32.89	25.97	9.72	35.53
Grade 6	2569.	2557.	2526.	28.36	22.89	21.54	35.82	36.14	20.00	23.88	30.12	33.85	11.94	10.84	24.62
All Grades	N/A	N/A	N/A	29.67	30.17	17.87	30.40	32.54	23.71	24.91	25.76	30.93	15.02	11.53	27.49

### 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	45.76	44.16	27.38	38.98	38.96	52.38	15.25	16.88	20.24
Grade 4	65.71	55.56	18.18	27.14	30.16	50.00	7.14	14.29	31.82
Grade 5	25.97	41.67	17.11	46.75	45.83	52.63	27.27	12.50	30.26
Grade 6	43.28	40.96	18.46	38.81	43.37	60.00	17.91	15.66	21.54
All Grades	44.69	45.08	20.62	38.10	40.00	53.61	17.22	14.92	25.77

### 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	33.90	38.96	19.05	50.85	40.26	59.52	15.25	20.78	21.43
Grade 4	42.86	30.16	25.76	45.71	53.97	43.94	11.43	15.87	30.30
Grade 5	16.88	30.56	17.11	48.05	52.78	51.32	35.06	16.67	31.58
Grade 6	23.88	21.69	12.31	58.21	61.45	60.00	17.91	16.87	27.69
All Grades	28.94	30.17	18.56	50.55	52.20	53.95	20.51	17.63	27.49

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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
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	33.90	37.66	21.43	45.76	41.56	66.67	20.34	20.78	11.90
Grade 4	48.57	38.10	18.18	44.29	47.62	57.58	7.14	14.29	24.24
Grade 5	14.29	23.61	10.53	55.84	63.89	60.53	29.87	12.50	28.95
Grade 6	29.85	21.69	15.38	56.72	50.60	66.15	13.43	27.71	18.46
All Grades	31.14	29.83	16.49	50.92	50.85	62.89	17.95	19.32	20.62

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 percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

# 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	1451.0	1413.7	1450.3	1453.5	1420.1	1448.3	1445.0	1398.3	1454.6	32	12	18
1	1496.1	1475.8	*	1477.1	1460.3	*	1514.4	1491.0	*	19	11	9
2	*	*	*	*	*	*	*	*	*	*	*	7
3	1486.1	*	1503.6	1475.9	*	1502.4	1495.8	*	1504.3	11	*	12
4	*	*	*	*	*	*	*	*	*	*	9	5
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	5	7
All Grades										88	45	60

### 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	53.13	8.33	22.22	40.63	58.33	44.44	*	16.67	27.78		16.67	5.56	32	12	18
1	78.95	18.18	*	*	63.64	*		9.09	*		9.09	*	19	11	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	25.00	*	*	25.00	*	*	33.33	*	*	16.67	11	*	12
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	50.00	22.22	16.67	37.50	51.11	45.00	*	15.56	30.00	*	11.11	8.33	88	45	60

### 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	59.38	8.33	11.11	*	58.33	72.22	*	16.67	16.67		16.67	0.00	32	12	18
1	73.68	9.09	*	*	63.64	*		18.18	*		9.09	*	19	11	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	41.67	*	*	25.00	*	*	16.67	*	*	16.67	11	*	12
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	55.68	26.67	31.67	37.50	51.11	45.00	*	13.33	18.33	*	8.89	5.00	88	45	60

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	43.75	16.67	27.78	*	50.00	16.67	*	16.67	44.44		16.67	11.11	32	12	18
1	78.95	18.18	*	*	63.64	*		18.18	*		0.00	*	19	11	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	16.67	*	*	25.00	*	*	58.33	*	*	0.00	11	*	12
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.32	17.78	16.67	30.68	44.44	26.67	19.32	24.44	45.00	*	13.33	11.67	88	45	60

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	90.63	25.00	33.33	*	66.67	66.67		8.33	0.00	32	12	18
1	100.00	81.82	*		18.18	*		0.00	*	19	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	41.67	*	*	58.33	*	*	0.00	11	*	12
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	75.00	46.67	33.33	22.73	48.89	65.00	*	4.44	1.67	88	45	60

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	37.50	0.00	16.67	56.25	83.33	66.67	*	16.67	16.67	32	12	18
1	57.89	0.00	*	*	81.82	*		18.18	*	19	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	33.33	*	*	50.00	*	*	16.67	11	*	12
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	44.32	17.78	35.00	51.14	71.11	50.00	*	11.11	15.00	88	45	60

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	34.38	0.00	22.22	65.63	83.33	72.22		16.67	5.56	32	12	18
1	84.21	36.36	*	*	54.55	*		9.09	*	19	11	*
2	*	*	*		*	*		*	*	*	*	*
3		*	8.33	*	*	58.33	*	*	33.33	11	*	12
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.18	20.00	15.00	50.00	64.44	60.00	*	15.56	25.00	88	45	60

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	65.63	58.33	50.00	34.38	25.00	33.33		16.67	16.67	32	12	18
1	*	18.18	*	63.16	81.82	*		0.00	*	19	11	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	16.67	*	*	83.33	*	*	0.00	11	*	12
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	51.14	31.11	23.33	46.59	62.22	66.67	*	6.67	10.00	88	45	60

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.

# 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
513	39.0	11.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	11.7
Foster Youth	1	0.2
Homeless	20	3.9
Socioeconomically Disadvantaged	200	39.0
Students with Disabilities	47	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian or Alaska Native	2	0.4
Asian	22	4.3
Filipino	9	1.8
Hispanic	332	64.7
Two or More Races	13	2.5
Native Hawaiian or Pacific Islander		
White	112	21.8

### Conclusions based on this data:

1. Our largest subgroup is SED students. We need to continue to provide a culture of universal achievement through our No Excuses University practices and culture and opportunity through Quest to help support student engagement and attendance.

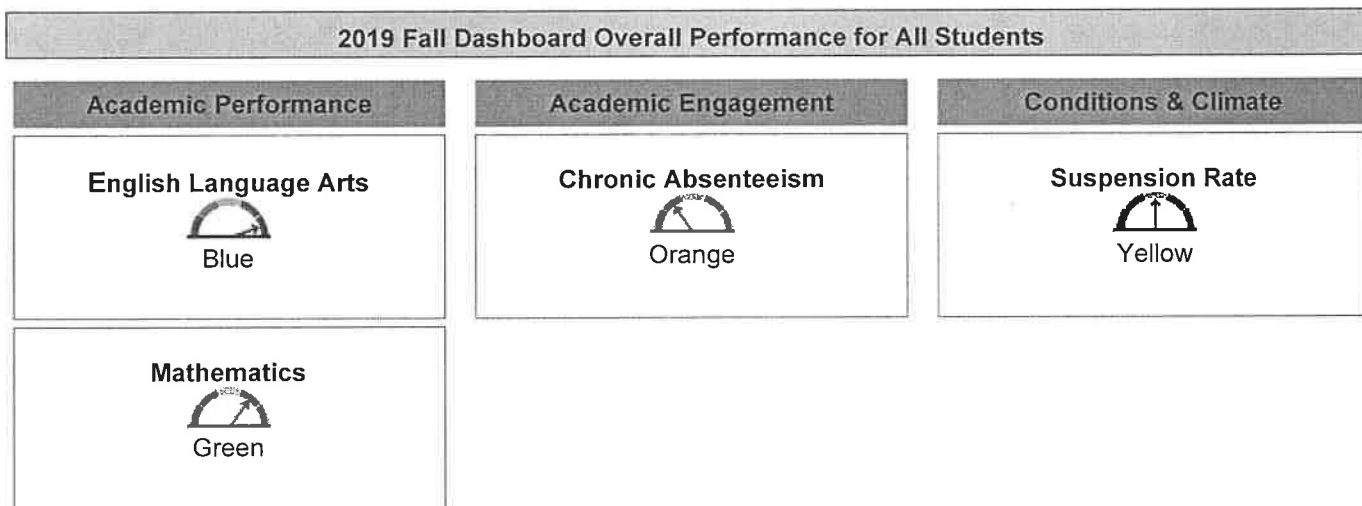
2. EL students make up 12% of the population. Teachers should continue to provide the 30 minutes of ELD students to help support the reclassification rate.

# 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.



### Conclusions based on this data:

1. Suspension rate has decreased and therefore gone from orange to yellow.
2. Overall academic areas in ELA and Math continue to show high level of growth and performance in blue and green.
3. Chronically absent students are in the orange but still lower than state and county average.

# 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><b>All Students</b></p> <p></p> <p>Blue</p> <p>37.3 points above standard</p> <p>Increased Significantly ++17.3 points 287</p>	<p><b>English Learners</b></p> <p></p> <p>Blue</p> <p>21.3 points above standard</p> <p>Increased Significantly ++28.8 points 74</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Blue</p> <p>12.3 points above standard</p> <p>Increased Significantly ++16 points 122</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>Yellow</p> <p>49.1 points below standard</p> <p>Increased Significantly ++21.6 points 39</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 28.2 points above standard Increased Significantly ++18.5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue 58.9 points above standard Increased ++11.7 points 67

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
45 points below standard Increased Significantly ++14 points 19	44.2 points above standard Increased Significantly ++21.7 points 55	41 points above standard Increased ++5.8 points 207

#### Conclusions based on this data:

1. EL students have increased significantly. We believe that is strongly because of academic supports and targeted ELD instruction for our students.
2. EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.
3. Students with Disabilities falls within the yellow, but have significantly increased by 32 points.

# School and Student Performance Data

## Academic Performance Mathematics

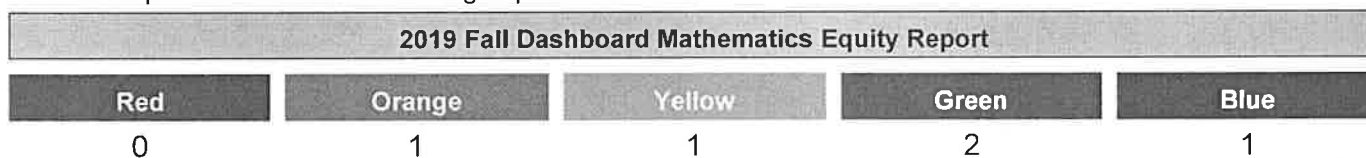
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Green 17.7 points above standard Maintained ++2.5 points 287	<p><b>English Learners</b></p> Green 1 points above standard Increased ++12.7 points 74	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 0.2 points below standard Maintained ++2 points 122	<p><b>Students with Disabilities</b></p> Orange 65.4 points below standard Maintained -2.4 points 39

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 points above standard Increased ++5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 Blue 38.7 points above standard Maintained -0.6 points 67

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
52.6 points below standard Increased Significantly ++25.7 points 19	19.5 points above standard Declined -3.4 points 55	22.4 points above standard Declined -3.7 points 207

**Conclusions based on this data:**

1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.
2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.



# School and Student Performance Data

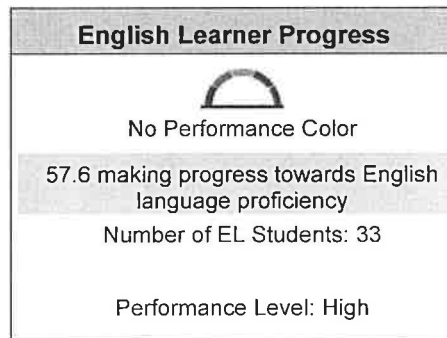
## Academic Performance English Learner Progress

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
18.1	24.2		57.5

#### Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.

# 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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
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

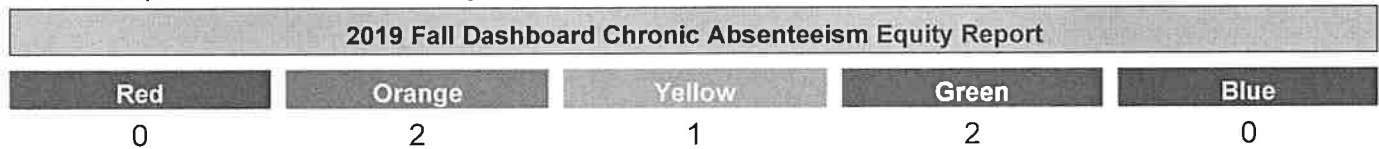
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Orange 6 Increased +0.6 564	<p><b>English Learners</b></p> Green 4.6 Declined -0.8 87	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 11.5 Increased +7 26	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 9.3 Maintained +0.3 246	<p><b>Students with Disabilities</b></p> Orange 12.7 Increased +5.7 63



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11.8 Increased +11.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.7 Increased +0.9 374	 No Performance Color 13 Increased +5.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3 Declined -1.8 135

**Conclusions based on this data:**

1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

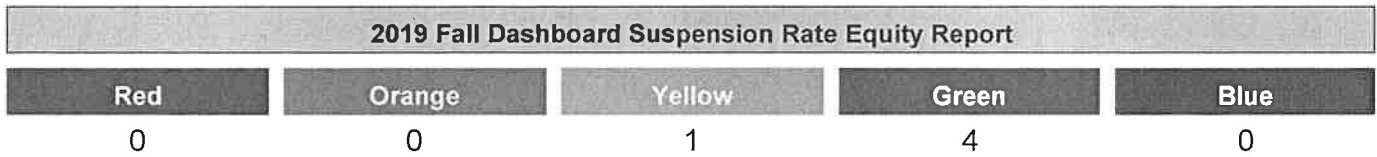
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
All Students	English Learners	Foster Youth
 Yellow 1.7 Maintained -0.1 574	 Green 1.1 Declined -1 90	 No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 7.4 Increased +3.1 27	 Green 2.4 Declined -0.3 251	 Yellow 4.6 Declined -0.6 65

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color</p> <p align="center">18.2</p> <p align="center">11</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">1</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color</p> <p align="center">5.9</p> <p align="center">Increased +5.9</p> <p align="center">17</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">6</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Green</p> <p align="center">1.3</p> <p align="center">Declined -0.6</p> <p align="center">380</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color</p> <p align="center">4.3</p> <p align="center">Increased +4.3</p> <p align="center">23</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Green</p> <p align="center">0.7</p> <p align="center">Declined -0.8</p> <p align="center">136</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	1.8	1.7

**Conclusions based on this data:**

- All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
- Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.

# 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

Academic Excellence in English/Language Arts and Math

## LEA/LCAP Goal

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Guiding Goal:

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 1

By June 2023, EI Portal students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

## Identified Need

EI Portal has continued to implement the adopted Common Core Standards in order to prepare students for college and career. We will continue to support our students with intervention and enrichment to maintain academic excellence.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard results in ELA	Blue	Green or Blue
CA Dashboard results in Math	Green	Green or Blue
iReady Diagnostic Growth Reports	School-wide percentage toward attaining annual growth goals. As of January 2022, we have achieved 80% of expected growth in reading and 93% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.
CAASPP ELA Baseline	53% of students met or exceeded standard (most recent data, Spring 2021)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		standard - Current scores appear low seemingly due to the pandemic
CAASP Math Baseline	42% of students met or exceeded standard (most recent data, Spring 2021)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standard - Current scores appear low seemingly due to the pandemic

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students/EL students/SED

#### Strategy/Activity

Students will be given a the iReady Diagnostic 3 times a year for progress monitoring.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### 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

Implement a schedule that allows for intervention (MTSS) throughout the instructional day in addition to our core program

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for intervention teacher to work with students and collaborate with teachers for ongoing progress monitoring.

**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

Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students will complete a trimester personal worksheet to monitor self growth

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Intervention/MTSS Groups/Tiers/SED

Strategy/Activity

Computer-assisted instruction programs in ELA and Math. Access to technology through programs such as: Flocabulary (K-6), Lexia (TK-2), ST Math (K-6), Khan Academy (4-6) and others to support academic achievement in ELA and Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4500	District Funded 5000-5999: Services And Other Operating Expenditures ST Math License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z for 3rd Grade Teachers
1500	Title I 5000-5999: Services And Other Operating Expenditures Flocabulary License
6988	District Funded 5000-5999: Services And Other Operating Expenditures District Technology Allocation

**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**

Students will use other supplemental texts during periods of intervention or in class to improve reading comprehending and academic vocabulary.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2200	Title I 4000-4999: Books And Supplies Cost for materials/scholastic magazines

**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

Professional Development for staff, including administrators.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Title I  
1000-1999: Certificated Personnel Salaries  
Sub and teacher salaries for release

6000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Training, conference fees , and other expenses  
related to professional development CUE, ISTE,  
CAG, etc

200

Title I  
3000-3999: Employee Benefits  
For salaries listed above

**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

Material and Supplies to support teacher created lessons and classroom instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Title I  
4000-4999: Books And Supplies  
Supplemental materials / curriculum across all  
subject areas to support academic  
achievements in reading, writing, and math

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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



Tier 2 and 3 students

Strategy/Activity

Intervention before and after school

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above

## 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.

EI Portal implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

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

None noted

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.

Upon receiving CAASPP and Dashboard information, our SSC will determine if adjusting these goals are warranted.

# 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 and Family Engagement

## LEA/LCAP Goal

LCAP Goal 1 -

Guiding Goal:

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

## Goal 2

EI Portal will maintain a high level of engagement measured by daily attendance rate, chronically absent rate, and attendance and participation in Quest (Grades 3 - 6). The percentage of students participating in QUEST intervention/enrichment activities will increase over each trimester, with highest percentage in the Spring. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourages creativity, and provides a choice in what they learn all while partnering with families and the communities.

## Identified Need

There is a correlation between school attendance and engagement. Students who attend school are more likely to reach their goals and not need intervention.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase throughout the year	Attendance from Fall was 74% / Spring was 76%	Attendance will increase to _____ for Spring 2022 Quest.
Chronic Absentee Rate	_____ %	_____ %
CA Dashboard Indicator	Orange	Green or Blue
Parent Survey - Awareness of School Family Engagement Opportunities	88% Agree/Strongly Agree	90% or higher

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)

Students not at goal or meeting standards

### Strategy/Activity

Daily interventions will be in place for students who need extra time or support - Before/After school intervention, AIM, Learning at Lunch, and extended day for TK-K.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	District Funded 1000-1999: Certificated Personnel Salaries Before/after school intervention
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries above
500	Unrestricted 4000-4999: Books And Supplies Materials and supplies

## 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

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will become familiar with being a No Excuses University School through conferences and professional development

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,150.00	Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses Cost for remaining in the network. (Includes two workshop/conference admissions)

**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**

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning. Teachers will attend conferences that provide professional development specific to educational technology integration. Technology to support engagement for early learning and early literacy and extended learning opportunities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
14000	Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

**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.

EI Portal implements numerous strategies, actions, and programs to meet this goal. Overall, we met our goal and all benchmarks. Our continued goal is to achieve a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities are being successful in supporting the goal.

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

None noted

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.

Upon review, SSC can determine if more measure are required in this area.

# 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

School Climate and Culture

## LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 3

El Portal will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, No Excuses University systems data, and annual suspension date.

## Identified Need

Students who feel safe at school and have positive interactions with the climate and culture of a campus have stronger student outcomes and more likelihood to continue those connections through high school and college.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - suspension rate	Yellow	Green or Blue
LCAP Annual parent survey data regarding student happiness attending school	94 % Agree/Strongly Agree	95% or higher

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

Implementation of the No Excuses University Systems of Achievement. This includes a positive school culture and the belief that all students have a right to be educated in a way that prepares them for college. Assemblies and daily Panther Paws are given as students demonstrate good

character in alignment with NEU. Monthly calendar assemblies, daily announcements, and our Panther Paws recognize and reinforce positive citizenship and character.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials for lessons and incentive awards for students
1800	Title I 4000-4999: Books And Supplies Spirit Monkey Sticks for students school wide positive climate through NEU
2500	Title I 4000-4999: Books And Supplies Classroom Agendas built on College Conversations

**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**

Implementation of a School Wide No Excuses University College readiness. We will continue to promote a positive campus climate and when necessary address behaviors that are not in alignment with the core values set forth in NEU.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Purchase and upkeep of school wide college flags/accessories
3000	Title I 5000-5999: Services And Other Operating Expenditures Attendance at annual PD for administrator and teacher team for NEU conferences and training



1000	Title I 1000-1999: Certificated Personnel Salaries Sub release for conferences
200	Title I 3000-3999: Employee Benefits Benefits for salary listed above

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

Buddy program between our ABA classroom and our general education peers

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Materials used to specifically target students with unique needs so that that can interacted with their general education peers.
1000	Title I 4000-4999: Books And Supplies Pom poms and other college readiness materials used to promote school culture during Motivation Mondays and other assemblies are team pep rallies

**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

Campus support will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. Support will also be used in the office to track office referrals. The school site will cover any additional costs in staffing not covered by the allocation formula for campus support provided by the district.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
9000	Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors
200	Unrestricted 3000-3999: Employee Benefits Benefits for salaries above

## 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.

EI Portal implements numerous strategies, actions, and programs to meet this goal. No Excuse positive culture practices, SEL, and character education all contribute to our campus climate. Our continued goal is to improve to a green or better rating in the CDE established criteria for school climate. Based on data available, we are moving in the right direction.

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

None to note

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.

SSC can consider what additional measures could be useful.

# 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

Academic Achievement of English Language Learners

## LEA/LCAP Goal

LCAP Goal 2

Guiding Goal:

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 4

English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

## Identified Need

English Learners at El Portal show needs in the areas of Math and ELA. Based on current interventions and supports in place, EL ranked a Blue status on the CA Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	CA Dashboard = Blue	Maintain Blue or Green on Dashboard
Percentage of students getting a 3 or 4 on the ELPAC	64%	70% or higher
Percentage of Student being reclassified	17%	25% or higher

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Provide teachers with support with ELD and academic vocabulary time

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Family Nights and events to build school climate

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Title I  
2000-2999: Classified Personnel Salaries  
Bilingual Aides as support for families and translation

300

Title I  
3000-3999: Employee Benefits  
For salary list above

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students/EL Students

Strategy/Activity

Saturday Intervention can will be used to build academic, communication, and social needs of students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

100

Title I  
4000-4999: Books And Supplies  
Materials for Saturday school

# 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.

This goal was created to help address the needs of the English Language Learners at EI Portal and will be monitored to make sure that the level of performance currently attained is continued

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 strategies listed in this goal are intended to address the needs of All Students and EL's in the area of ELA.

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.

English Language Learners at EI Portal will get support in a variety of ways. Most often support for ELs at EI Portal looks like small group instruction and differentiated instruction in the classroom. We also provide 30 minutes of daily Academic Vocabulary time focused on Language Development

# 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	\$53,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,888.00

## 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	\$71,700.00

Subtotal of additional federal funds included for this school: \$71,700.00

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 (\$)
District Funded	\$31,488.00
Unrestricted	\$9,700.00

Subtotal of state or local funds included for this school: \$41,188.00

Total of federal, state, and/or local funds for this school: \$112,888.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	31,488.00
Title I	71,700.00
Unrestricted	9,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	49,000.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	2,900.00
4000-4999: Books And Supplies	26,100.00
5000-5999: Services And Other Operating Expenditures	22,738.00
5800: Professional/Consulting Services And Operating Expenditures	1,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	17,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	2,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,488.00

1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
5800: Professional/Consulting Services And Operating Expenditures
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits
4000-4999: Books And Supplies

Title I
Title I
Title I
Title I
Title I
Title I
Unrestricted
Unrestricted
Unrestricted

32,000.00
1,000.00
700.00
25,600.00
11,250.00
1,150.00
9,000.00
200.00
500.00

### Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
63,138.00
26,650.00
21,700.00
1,400.00



# 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
Rhonda Overby	X Principal
Carrie Wood	X Classroom Teacher
Lyn Carty	X Classroom Teacher
Rachel Guerrero	X Classroom Teacher
Regina Fiscus	X Other School Staff
Ross Gould	X Parent or Community Member
Damian Fragoso	X Parent or Community Member
Amanda Malm	X Other School Staff
Loretta McGill	X Parent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	X Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:

Principal, Rhonda Overby on 4/20/2022

SSC Chairperson, Loretta McGill on 4/20/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

School Year: 2022-23



# 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
Jordan Elementary School	30647666020150	April 11, 2022	

## Purpose and Description

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

Schoolwide Program

Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on providing targeted support for our traditionally under-served populations.

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.

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. , Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Jordan's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

A LCAP survey was given in Winter of 2022 to parents, students, and staff. The survey included questions addressing the following areas.

Conditions of Learning

Pupil outcomes

Engagement

Based on the responses to the survey the following areas were determined to be areas of need.

1. Opportunities for students to receive extra help.
2. Opportunities for parents to participate in school events and activities.

## Classroom Observations

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

Frequent classroom observations by the site administrator take place at Jordan Elementary School in the form of informal walkthroughs. These informal walkthroughs take place two to three times each week in each classroom. In addition to these informal observations, All temporary and probationary teachers have four formal observations each year and two evaluations. All tenured staff have two formal observation and one formal evaluation yearly. Observation forms are based on the California Standards for the Teaching Profession.

## 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)

As part of our on-going multi-tier systems of supports, we continually look at both state and local data to determine students in need of additional support.

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

Teachers carry out on-going cycles of formative Teachers meet regularly to analyze student progress toward short and long term targets.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirement of highly qualified staff under the requirements of ESEA.

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

Professional development is provided to teachers on a regular on-going basis. Teachers are offered training in new adopted materials which coincides with the state's adoption cycle.

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

Staff development is aligned to the California Content Standards based on the state's content adoption cycle. The focus for the 2020/2021 school year is History-Social Studies. Additionally there is a districtwide need for professional development in the area of writing. In response to this need, the district adopted a new writing program "Write from the Beginning". A two year plan for professional development and implementation was developed by the district commencing in Spring of 2019.

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

There are multiple systems in place to provide on-going instructional assistance and support for teachers. The district has a Technology TOSA whose duties include: supporting teachers with curriculum software, training teachers in on-line assessments, and modeling and co-teaching lessons. Jordan also has an on-site tech and STEAM coach.

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

Teachers participate in weekly PLC meetings, on early-release Wednesdays, in which teachers have the opportunity to work in vertically aligned teams and horizontally aligned teams as well. Once a month, teachers are provided time to collaborate with grade level colleagues districtwide.

## Teaching and Learning

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

Staff are provided with district pacing guides in content areas which assist staff with aligning the curriculum and instruction to the California Content Standards.

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

Within the district provided pacing guides, staff are provided with the recommended number of instructional minutes for reading/language arts and mathematics. Teachers submit classroom schedules to the principal at the beginning of each year showing the number of instructional minutes for all content areas each day.

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

District pacing guides provide teachers and principals with a frame for pacing the curriculum so that all standards are taught over the course of the year. As part of Jordan's multi-tiered system of supports (MTSS), Level 1 intervention for students not meeting standards is provided within the school day as part of small group instruction. For students needing Level 2 intervention in the area of reading, students participate in the Level Literacy Program taught by staff funded by Title I funds described in the goals section of the SPSA .

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

In accordance with the Williams Act, all students at Jordan are provided with textbooks and other materials appropriate to their grade level.

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

As part of their core instruction, students use district adopted materials along with supplemental materials to create lessons that provide students with a pathway to mastery of the California Content Standard for their grade.

## Opportunity and Equal Educational Access

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

We have a multi-tiered system of supports that addresses the needs of students academically, behaviorally, and social emotionally. As a piece of the multi-tiered systems of supports, students at Jordan have access to counseling services provided by the school psychologist and counselling interns under the psychologist's supervision.

Evidence-based educational practices to raise student achievement

Teachers at Jordan use a variety of research based instructional practices including: Explicit Direct Instruction, GLAD, and formative assessment.

## Parental Engagement

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

In a non-COVID environment, Jordan offers after school homework help for students. As well as before and after school assistance programs targeting mathematics achievement.

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)

Jordan's PTA makes available to parents information about Cyber Bullying by hosting an informational parent night annually. In addition, parents have access to literature in the school office regarding Title I, federal lunch program, support for military families and homeless and foster youth in both English and Spanish. Parents are invited to participate in School Site Council, ELAC meetings, and other school events.

## Funding

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

Jordan funds several programs which target underperforming students with Title I funds. These programs include in-school reading invention instruction 4x weekly using the Leveled Literacy Program. Title I funds are also used to purchase Accelerated Reader which provides students the opportunity to set goals for reading based on their individual needs.

Fiscal support (EPC)

In addition to Title I funds, site funds, district technology funds, and donations from PTA are used to enrich and enhance the core program. Programs funded by these sources include ST Math, after school enrichment classes, and visual art within the school day.

## 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

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held two times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly at weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the parent survey were analyzed to determine how the needs of our students can better be met.

## Resource Inequities

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

Based on the response of the LCAP survey given by the district, parents feel that opportunities for gifted and talented students are too sparse.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.25%	0.2%		1	1
African American	%	1.24%	1.2%		5	5
Asian	1.73%	3.22%	4.6%	7	13	19
Filipino	1.24%	1.49%	1.4%	5	6	6
Hispanic/Latino	77.97%	76.24%	75.8%	315	308	316
Pacific Islander	%	0%	%		0	
White	16.58%	14.85%	13.4%	67	60	56
Multiple/No Response	1.49%	1.73%	2.4%	6	7	10
<b>Total Enrollment</b>				404	404	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	75	79
Grade 1	55	53	56
Grade 2	58	54	49
Grade3	46	55	57
Grade 4	53	46	59
Grade 5	60	57	49
Grade 6	67	64	68
<b>Total Enrollment</b>	404	404	417

### Conclusions based on this data:

- Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. The second largest group ethnic group represented in Jordan's student population is White. Both groups have remained fairly consistent in size over the last three years.
- Jordan's student population has increased 9.6% from 2015/2016 school year to the 2017/2018 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	40	35	14.9%	9.9%	8.4%
Fluent English Proficient (FEP)	37	49	50	9.2%	12.1%	12.0%
Reclassified Fluent English Proficient (RFEP)	0	18	6	0.0%	30.0%	15.0%

### Conclusions based on this data:

1. The percentage of students who were reclassified fluent English proficient decreased significantly from 47.5% in the 2016-2017 school year to 16.3% in the 2017-2018. This was due largely in part to under reclassification prior to the 2016-2017 school year.
2. The English Learner sub-group has remained fairly consistently over the past three years.



# 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	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	56	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	67	67	61	67	67	100	97.1	100.0
All Grades	234	225	231	234	223	228	234	223	227	100	99.1	98.7

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	2452.	2432.	2400.	31.37	27.91	19.64	31.37	23.26	23.21	25.49	27.91	17.86	11.76	20.93	39.29
Grade 4	2488.	2497.	2438.	34.55	37.04	21.43	25.45	27.78	21.43	25.45	18.52	14.29	14.55	16.67	42.86
Grade 5	2493.	2521.	2496.	11.94	25.42	22.92	34.33	23.73	31.25	25.37	33.90	27.08	28.36	16.95	18.75
Grade 6	2536.	2540.	2527.	19.67	14.93	13.43	39.34	49.25	43.28	18.03	22.39	28.36	22.95	13.43	14.93
All Grades	N/A	N/A	N/A	23.50	25.56	18.94	32.91	32.29	30.40	23.50	25.56	22.03	20.09	16.59	28.63

### 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	37.25	27.91	16.07	41.18	46.51	58.93	21.57	25.58	25.00	
Grade 4	27.27	25.93	16.07	61.82	55.56	60.71	10.91	18.52	23.21	
Grade 5	11.94	28.81	22.92	67.16	55.93	66.67	20.90	15.25	10.42	
Grade 6	24.59	23.88	22.39	47.54	52.24	56.72	27.87	23.88	20.90	
All Grades	24.36	26.46	19.38	55.13	52.91	60.35	20.51	20.63	20.26	

### 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	31.37	23.26	12.50	43.14	51.16	50.00	25.49	25.58	37.50
Grade 4	36.36	38.89	7.14	41.82	48.15	51.79	21.82	12.96	41.07
Grade 5	20.90	30.51	18.75	49.25	55.93	50.00	29.85	13.56	31.25
Grade 6	16.39	23.88	11.94	55.74	61.19	70.15	27.87	14.93	17.91
All Grades	25.64	29.15	12.33	47.86	54.71	56.39	26.50	16.14	31.28

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	15.69	18.60	7.14	76.47	60.47	78.57	7.84	20.93	14.29
Grade 4	23.64	27.78	12.50	69.09	64.81	73.21	7.27	7.41	14.29
Grade 5	14.93	22.03	16.67	68.66	64.41	77.08	16.42	13.56	6.25
Grade 6	16.39	16.42	17.91	73.77	70.15	71.64	9.84	13.43	10.45
All Grades	17.52	21.08	13.66	71.79	65.47	74.89	10.68	13.45	11.45

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	33.33	25.58	8.93	60.78	41.86	69.64	5.88	32.56	21.43
Grade 4	27.27	38.89	14.29	56.36	44.44	62.50	16.36	16.67	23.21
Grade 5	26.87	28.81	14.58	52.24	50.85	64.58	20.90	20.34	20.83
Grade 6	37.70	28.36	20.90	49.18	59.70	59.70	13.11	11.94	19.40
All Grades	31.20	30.49	14.98	54.27	50.22	63.88	14.53	19.28	21.15

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. Reading schoolwide is an area of need as evidenced by an average of 20.63% of students in grades 3rd through 6th scoring Below Standard. Thusly, students will be provided with additional support in this area through the use of the Accelerated Reader Program and reading intervention assistance.

2. Writing schoolwide improved from 26.5% of students scoring below standards in the 17-18 school year to 17.04% of students scoring below standards in the 18-19 school year. However, writing remains an area of concern so staff will continue to work through the writing process with students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	57	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	69	67	61	69	67	100	100	100.0
All Grades	234	225	231	234	225	228	234	225	228	100	100	98.7

\* 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	2442.	2428.	2394.	11.76	13.95	7.14	45.10	23.26	32.14	21.57	41.86	23.21	21.57	20.93	37.50
Grade 4	2489.	2500.	2438.	18.18	27.78	8.77	29.09	25.93	24.56	43.64	31.48	33.33	9.09	14.81	33.33
Grade 5	2509.	2537.	2486.	16.42	27.12	20.83	16.42	28.81	18.75	46.27	32.20	16.67	20.90	11.86	43.75
Grade 6	2543.	2560.	2530.	26.23	24.64	19.40	24.59	33.33	23.88	29.51	26.09	29.85	19.67	15.94	26.87
All Grades	N/A	N/A	N/A	18.38	24.00	14.04	27.78	28.44	25.00	35.90	32.00	26.32	17.95	15.56	34.65

### 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	23.53	18.60	19.64	50.98	51.16	44.64	25.49	30.23	35.71
Grade 4	30.91	44.44	14.04	45.45	29.63	45.61	23.64	25.93	40.35
Grade 5	25.37	33.90	18.75	46.27	52.54	39.58	28.36	13.56	41.67
Grade 6	40.98	44.93	20.90	27.87	34.78	55.22	31.15	20.29	23.88
All Grades	30.34	36.89	18.42	42.31	41.33	46.93	27.35	21.78	34.65

### 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	19.61	23.26	8.93	52.94	48.84	55.36	27.45	27.91	35.71
Grade 4	18.18	22.22	7.02	60.00	50.00	57.89	21.82	27.78	35.09
Grade 5	13.43	16.95	14.58	49.25	59.32	56.25	37.31	23.73	29.17
Grade 6	24.59	23.19	13.43	44.26	56.52	53.73	31.15	20.29	32.84
All Grades	18.80	21.33	10.96	51.28	54.22	55.70	29.91	24.44	33.33

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	39.22	23.26	14.29	47.06	58.14	60.71	13.73	18.60	25.00
Grade 4	23.64	27.78	12.28	60.00	59.26	42.11	16.36	12.96	45.61
Grade 5	11.94	30.51	14.58	65.67	49.15	50.00	22.39	20.34	35.42
Grade 6	34.43	18.84	19.40	37.70	53.62	64.18	27.87	27.54	16.42
All Grades	26.50	24.89	15.35	52.99	54.67	54.82	20.51	20.44	29.82

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. In grades 3rd through 6th, 47.56% of students are Not Meeting Standard which is an improvement of 6.29% over the 17-18 school year percentage of 53.85%. However, mathematics overall is still an area of need.
2. In grades 3rd through 6th, 24.44% of students are scoring Below Standard which an improvement of 5.47% over the 17-18 school year percentage of 29.91%. However, problem solving & modeling/data analysis.

# 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	1440.7	*	1423.4	1459.9	*	1444.9	1395.6	*	1373.8	19	8	14
1	*	*	*	*	*	*	*	*	*	*	10	8
2	*	*	*	*	*	*	*	*	*	*	5	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	4	5
5	1537.6	*	*	1530.3	*	*	1544.5	*	*	11	*	4
6	*	*	*	*	*	*	*	*	*	*	10	*
All Grades										56	43	39

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	*	*	21.43	*	*	28.57	*	*	21.43	*	*	28.57	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	16.28	10.26	39.29	34.88	30.77	*	37.21	41.03	*	11.63	17.95	56	43	39

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	*	*	21.43	*	*	35.71	*	*	35.71	*	*	7.14	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	11	*	*
6	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	44.64	20.93	23.08	39.29	37.21	41.03	*	27.91	25.64	*	13.95	10.26	56	43	39

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	*	*	7.14	*	*	14.29	*	*	42.86	*	*	35.71	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	30.36	11.63	2.56	26.79	30.23	20.51	23.21	48.84	43.59	19.64	9.30	33.33	56	43	39

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	*	*	35.71	*	*	64.29	*	*	0.00	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	25.58	28.21	42.86	60.47	71.79	*	13.95	0.00	56	43	39

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	57.89	*	21.43	*	*	50.00	*	*	28.57	19	*	14
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.57	25.58	28.21	37.50	55.81	51.28	*	18.60	20.51	56	43	39

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	*	*	7.14	63.16	*	57.14	*	*	35.71	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.93	16.28	2.56	50.00	69.77	61.54	*	13.95	35.90	56	43	39

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	*	*	7.14	*	*	50.00	*	*	42.86	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.93	16.28	7.69	51.79	74.42	56.41	*	9.30	35.90	56	43	39

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.

# 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
<b>417</b>	<b>46.3</b>	<b>8.4</b>	<b>0.7</b>
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	35	8.4
Foster Youth	3	0.7
Homeless	5	1.2
Socioeconomically Disadvantaged	193	46.3
Students with Disabilities	48	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian or Alaska Native	1	0.2
Asian	19	4.6
Filipino	6	1.4
Hispanic	316	75.8
Two or More Races	10	2.4
Native Hawaiian or Pacific Islander		
White	56	13.4

Conclusions based on this data:

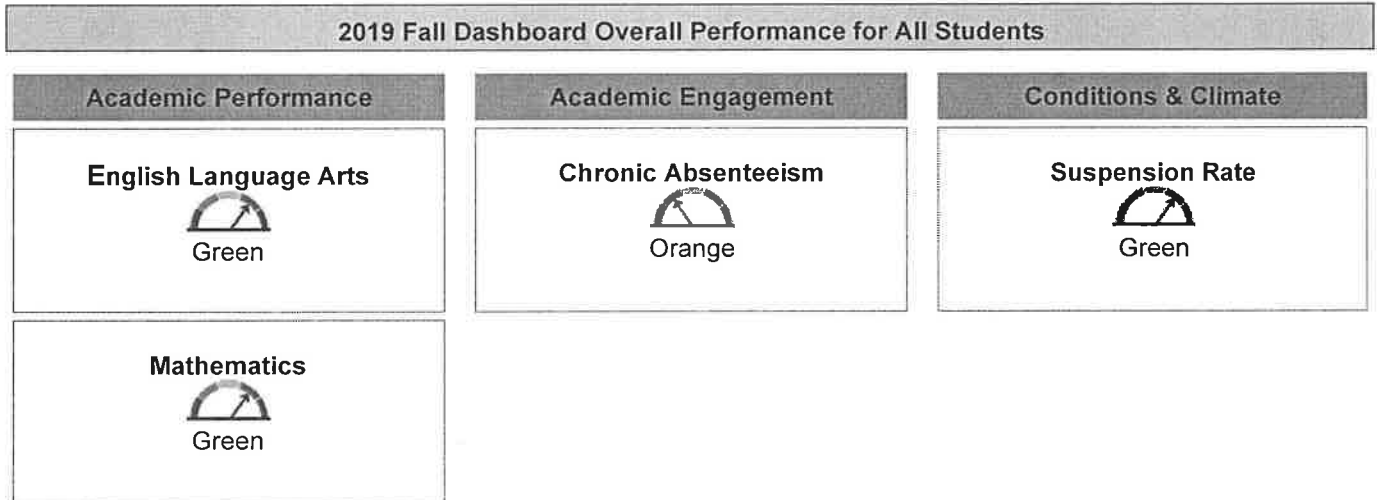
- 1.

# 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.



### Conclusions based on this data:

- 1.

# 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><b>All Students</b></p> <p> Green</p> <p>16.6 points above standard</p> <p>Increased ++8.2 points</p> <p>214</p>	<p><b>English Learners</b></p> <p> Green</p> <p>1.9 points below standard</p> <p>Increased ++3.1 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.2 points above standard</p> <p>Increased ++8 points</p> <p>106</p>	<p><b>Students with Disabilities</b></p> <p> Yellow</p> <p>61.3 points below standard</p> <p>Increased Significantly ++10.2 points</p> <p>37</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Increased ++9 points 165	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 12.1 points above standard Maintained ++2.7 points 37

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
48.2 points below standard Increased Significantly ++21.4 points 16	18.1 points above standard Declined -9.1 points 37	22.9 points above standard Increased ++12.4 points 156

**Conclusions based on this data:**

- 1.

# 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:

Lowest  
Performance



Red



Orange



Yellow



Green








Blue

Highest  
Performance






This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>10.4 points above standard</p> <p>Increased ++14.6 points</p> <p>214</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>5.1 points above standard</p> <p>Increased ++11.8 points</p> <p>53</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>3 points below standard</p> <p>Increased Significantly</p> <p>++10.7 points</p> <p>106</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>50.8 points below standard</p> <p>Increased Significantly</p> <p>++20.1 points</p> <p>37</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Green 4.9 points above standard Increased ++13.3 points 165	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>	<b>White</b>  Blue 17.2 points above standard Increased Significantly ++10.5 points 37

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**

<b>Current English Learner</b> 74.8 points below standard Maintained ++0.9 points 16	<b>Reclassified English Learners</b> 39.6 points above standard Increased ++11.9 points 37	<b>English Only</b> 13.6 points above standard Increased Significantly ++18.6 points 156
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**Conclusions based on this data:**

- 1.

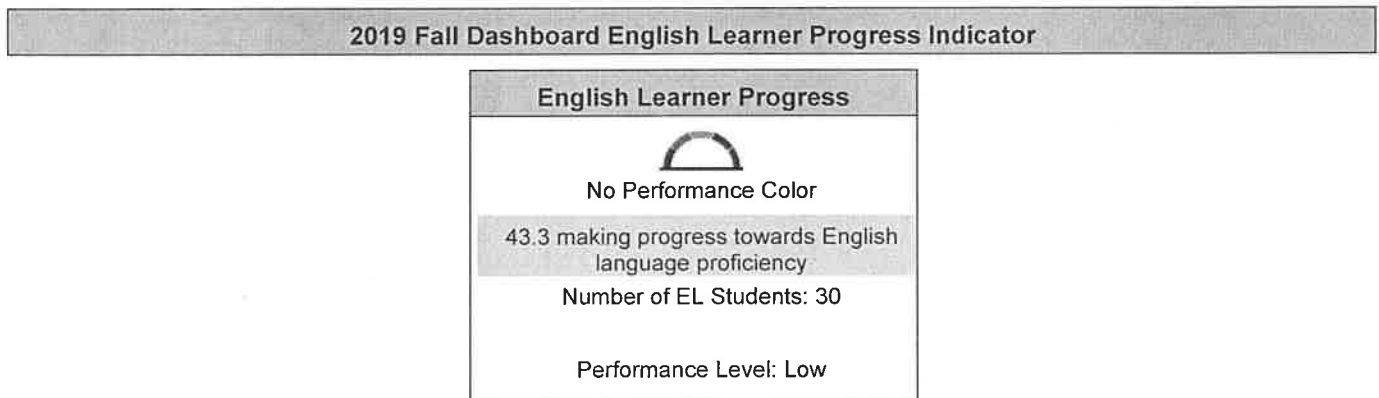
# School and Student Performance Data

## 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.



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
	26.6		43.3

### Conclusions based on this data:

- 1.



# 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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>7.4</p> <p>Increased +1</p> <p>434</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>11.9</p> <p>Increased +4.7</p> <p>67</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>11</p> <p>Increased +1.7</p> <p>237</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.6</p> <p>Increased +2.3</p> <p>73</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -9.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 Increased +2 334	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.9 Declined -2.2 70

**Conclusions based on this data:**

- 1.



# 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

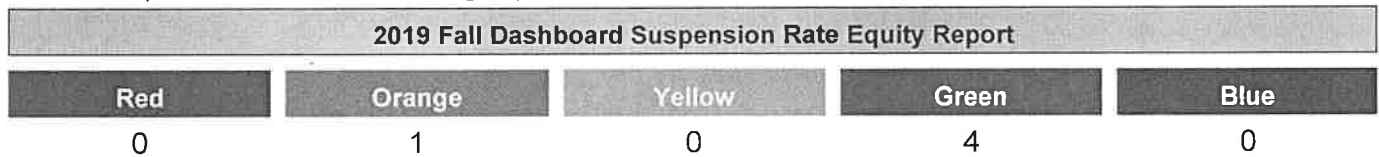
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p>Green</p> <p>2.3</p> <p>Declined -0.5</p> <p>438</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.5</p> <p>Declined -3.8</p> <p>68</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.3</p> <p>240</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.3</p> <p>Increased +1.7</p> <p>75</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined -0.5 338	 No Performance Color Less than 11 Students - Data 10		 Green 1.4 Declined -2.3 70

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.8	2.3

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - Mathematics

## LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes  
 Academic Excellence - Learning for All Students  
 Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 1

Students will improve their understanding of mathematical concepts as demonstrated by their improvement in solving mathematical problems

## Identified Need

2022 mid-year i-Ready benchmark data showed that 72% of Jordan students are working one or more years below grade level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Spring i-Ready data	21/22 mid-year baseline data shows 72% of students schoolwide are working one year or more below grade level	By Spring of 2023 the percentage of students working below grade level will decrease by 20%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

00.00

Source(s)

District Funded

### 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

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

00.00

Source(s)

District Funded

### 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

Upon completion of the 22/23 beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within the school day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18,000

Source(s)

Title I

### Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Students will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems using a math journal to record student responses. Teachers will model strategies and thinking on the classroom View Sonic board.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teachers will regularly review student work samples involving word problems to identify skill gaps and address student misconceptions of mathematical processes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

00.00

**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.

Teachers in grades three through sixth used the cubes problem solving strategy as part of daily math instruction. Teachers in grades kindergarten through second introduced the strategy and work through a minimum of one problem weekly. Word problems were regularly assigned to

students to practice the use of the CUBES strategy as well as other methods for problem solving. Teachers regularly reviewed student work samples to identify students who needed targeted assistance with problem solving skills.

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

Teachers implemented the strategy with fidelity using the View Sonic board to model the steps and their thinking. Students were able to show different ways to solve the problems using the View Sonics.

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.

The annual goal for 22/23 is broader to include a wider range of math skills. The metric used to measure students' mathematical skills will be the i-Ready benchmark assessments. The changes are described in Goal 1 and its corresponding strategies.

# 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

Academic Goal - English Language Arts - Reading

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 2

Students in grades K through six will demonstrate an improvement in their reading comprehension and vocabulary skills

## Identified Need

2022 mid-year i-Ready data indicates 56% of Jordan students are reading below grade level

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 i-Ready data	Currently 56% of students in grades K through six are reading below grade level.	The percentage of students reading below grade level will decrease by 15%

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

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

### Proposed Expenditures for this Strategy/Activity

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



Amount(s)

00.00

Source(s)

District Funded

**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

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

00.00

Source(s)

District Funded

**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

Upon completion of the beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within the school day.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

18,300

Source(s)

Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Students in grades third through sixth will participate in the Accelerated Reader program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4,612.50

Source(s)

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students in grades third through sixth will set monthly reading goals for points earned within the Accelerated Readers program and students in grades. As an incentive, students meeting their goal will earn a "Lucky Ducky". To encourage exceeding monthly goals, students will be recognized at monthly awards assemblies with a brag tag noting the milestone they achieved.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

350.00

Source(s)

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Students in grades kindergarten through second will set monthly reading grades based on sight word lists and/or fluency

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

350.00

Source(s)

Title I

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

To promote reading comprehension skills in the area of Informational Text students will use Scholastic News and Science Spin on a monthly basis to supplement district adopted curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,017.58

Source(s)

Title I

## 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 intent of the combined strategies/activities was to improve students' reading comprehension of both literary and informational texts. Based on the research supported idea that the more one reads the better reader one becomes, the strategies/activities sought to provide opportunity and incentive to read a wide variety of texts. The Accelerated Reader (AR) program provided both teachers and students with information about the independent reading level of students to assist students in selecting texts at their appropriate reading levels. Additionally, the AR program also provided students with a point target to assist students in setting goals for reading. To support the use of the AR program two incentive programs were implemented in conjunction with the implementation of AR: the "Lucky Ducky" program and the "Brag Tag" program. Improvement was made in the areas of understanding informational text across grade level as evidenced by the CAASPP claim level data. Improvement was also made in reading overall in both grades five and six.

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 area of major difference between the intended implementation and implementation through March 13th was when in-person instruction ceased due to the COVID-19 crisis. During distance learning, students continued to be held accountable for meeting their AR goals. In addition, the two reading intervention teacher meet individually and with small groups of students via ZOOM to continue supporting the students' acquisition of skills necessary to becoming a proficient reader.

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

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 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

Conditions and Climate - Chronic Absenteeism/Student Engagement

## LEA/LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

## Goal 3

By June of 2022, all stakeholders at Jordan will engage in supporting a positive and safe school culture in which students can be engaged and active participants in their learning.

## Identified Need

District Chronic Absenteeism Report dated 4-5-2-22 shows 13% of Jordan students are chronically absent

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 spring (April ) district attendance data	District attendance data shows 13% of Jordan students are chronically absent	By the same time (April 2023) next year, the chronic absent rate will decrease by 5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

At Back to School Night the school will provide information to parents regarding the importance of regular attendance and district attendance policies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

50.00

Site Formula Funds

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

In August of the 22/23 school year, principal will meet with families of students who were chronically absent the prior year to set goals for the upcoming school year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

00.00

None Specified

**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

Principal will meet with parents of students who accumulate nine unexcused absences.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

100.00

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Students with perfect attendance will be recognized at end of each trimester.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
100.00	Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Students will participate in Positive Action Curriculum lessons a minimum of 3X per week.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## 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.

Regular notification to parents regarding absences did follow normal procedures.

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

Due to COVID Health regulations, the number of excused absences was increased because students had covid like symptoms (i.e. cough, runny nose, fever) which caused them to stay home, but did not have COVID-19.

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.

The principal will take steps at the beginning of the school year to work with families of students who have historically exhibited attendance problems in an effort to establish good habits from the beginning of the 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

School Climate and Engagement

## LEA/LCAP Goal

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

## Goal 4

Jordan staff will increase opportunities for parents/families to actively partner with school staff in support of students' learning.

## Identified Need

Jordan Elementary - Parent LCAP Survey : Parents indicated need for great parent involvement and educational opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Jordan Parent Survey		

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will offer tips, and model techniques, and strategies on how to read with child. Parents will be provided with materials to take home and use with their children.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will model games and activities that parents can use with their children to increase their conceptual understanding of mathematics. Parents will be provided with materials to take home and use with their children.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.00

Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Jordan staff will keep a current list of parent participation opportunities on the school website. The list will be posted in both English and Spanish.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

	None Specified
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**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**

**Proposed Expenditures for this Strategy/Activity**

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

	Site Formula Funds
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# 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	\$65,929
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$45,880.08

## 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	\$45,730.08

Subtotal of additional federal funds included for this school: \$45,730.08

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 (\$)
	\$100.00
District Funded	\$0.00
None Specified	\$0.00
Site Formula Funds	\$50.00

Subtotal of state or local funds included for this school: \$150.00

Total of federal, state, and/or local funds for this school: \$45,880.08

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
	100.00
District Funded	0.00
None Specified	0.00
Site Formula Funds	50.00
Title I	45,730.08

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		100.00
	District Funded	0.00
	None Specified	0.00
	Site Formula Funds	50.00
	Title I	45,730.08

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00

Goal 2
Goal 3
Goal 4
Goal 5

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# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Marikate Elmquist	X Principal
Rachel Johnson	X Parent or Community Member
Robert Cardenas	X Parent or Community Member
Leslie Felton	X Classroom Teacher X Parent or Community Member
Heather Pfaff	X Classroom Teacher X Parent or Community Member
Adriana Ponce	X Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 05/19/2021.

Attested:



Principal, Marikate Elmquist, Ed.D on 04/19/2022



SSC Chairperson, Rachel Johnson on 04/19/2022



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

School Year: 2022-23



## 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
Macy Elementary School	30647666020176	April 19, 2022	June 14, 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.

Macy School returned to in-person instruction for the 2021-2022 school year. Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### The 2022 LJSJSD Parent Survey

The Lowell Joint School District sent surveys home to parents in the spring of 2022.

Parents were asked to respond to questions with 'Agree / Strongly Agree/ Disagree /Strongly Disagree/ Do Not Know'.

Parents answered questions that cover 5 Focus Areas of program and school climate. Scores listed are for responses of Strongly Agree and Agree, where possible, the previous year's percentage is listed in parenthesis.

#### Focus Area #1 Academic Preparation

- Q2 - Strong Academic Program - 86.8%
- Q3 - Encourages High Academic Goals - 73.5%
- Q5 - Academic Support - 91.8% (72.4%)
- Q6 - Opportunities for Enrichment - 51.4% (48.6%)
- Q7 - Balanced Academic Program - 82.7%
- Q26 - School Provides Resources Needed - 88.4% (96.7%)
- Q27 - Student has access to Instructional Materials - 96.6% (87.1%)
- Q33 - Student Usually Understands Work - 85.4%

#### Focus Area #2 Parent Communication

- Q4 - Ongoing Parent Communication - 96.1%
- Q8 - Parent Understanding of California Content Standards - %
- Q9 - Frequent Information Regarding Student Progress - 90.8%
- Q17 - Timely Feedback on Assignments and homework - 90.2% (85.4%)
- Q21 - Parents Informed of School Activities - 99.3% (90.3%)
- Q24 - Decision making Process Clearly Communicated - 58%
- Q25 - Access to Technology and Can Receive School Emails - 99.9% (98.4%)
- Q30 - Parents Understand Identification Process for English Learners - 56.9% (67.2%)
- Q31 - School Communicates ELPAC Scores - 47.2% (57.9%)
- Q32 - Parents Informed of EL Parent Meetings - 45% (45.2%)

#### Focus Area #3 School Environment

- Q10 - Student Feels Welcome at School - 95.9% (83.54%)
- Q11 - Encourages Citizenship - 92.5% (90.8%)
- Q12 - Child Safe at School - 93.1% (86.9%)
- Q13 - Respect for Students - N/A
- Q16 - School Provides High Level of Service - 93.2% (90.8%)
- Q20 - Parents Feel Welcome - 90.8% (93.1%)
- Q22 - Parents Feel Comfortable Initiating a Conversation - 91.8% (93.4%)

#### Focus Area #5 Perception of School



Q14 - Child Happy to Go to School - 93.3% (83.1%)  
Q15 - Staff Respectful - 94.5% (96.8%)  
Q18 - Multiple Children - 49.8% (62.3%)  
Q19 - Multi-Generation - 334.9% (6.1%)  
Q28 - School Kept Clean - 96.6% (78.9%)  
Q29 - School Needs Modernization - 77.4% (80%)

## **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 conducts classroom observations. There are regular informal observations and classroom visitations, and the principal is visible on campus. Formal observations are completed biannually followed by a formal evaluation.

## **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)

Administration and staff at Macy Elementary rely on analysis of district benchmark assessments and Smarter Balanced data to modify instruction using evidence based strategies and programs to improve achievement for all learners.

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

The staff at Macy use data to monitor student progress. Data provides critical information for educators, families, and students and is the basis for modifying instruction and improving outcomes for all learners. Macy staff uses data from: iReady, Accelerated Reader, STAR Reading, ST Math, grade level exams, and District Benchmark scores.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Macy meet the requirements to be highly qualified as required by ESEA.

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

All teachers, T-K - 6 are fully credentialed and participate frequently in district, site, and independent professional development trainings. Teachers are completing GATE training as provided by the Orange County Office of Education in conjunction with the District. All staff participates in ongoing Mind maps and Write from the Beginning trainings.

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

Staff development and trainings are fully aligned to state content standards, designed to address assessed student performance needs, and to develop our staff's needs as professional educators. Upon review of student achievement scores it is evident that writing is an area of need at Macy. Writing will be a targeted area of improvement through the implementation of the district provided program Write from the Beginning.

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

Teachers at Macy have on-going support of site and district administration in the delivery of high level and successful student centered instruction.

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

Teachers meet in grade level teams and district wide with their grade level cohorts to share ideas and develop curriculum.

## Teaching and Learning

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

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

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

All teachers are required to submit long range plans, and weekly and daily schedules that outline when subjects are taught and for how long, to ensure that instructional minutes are met.

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

All teachers have access to the District level pacing guides for core subjects. Grade levels meet regularly to review and monitor the master schedule designed for flexibility to provide intervention for students during the school day.

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

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

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

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

## Opportunity and Equal Educational Access

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

Underperforming students at Macy receive services provided by the regular program in several ways. All Macy teachers use iReady and Accelerated Reader with fidelity, and are GLAD trained and use GLAD strategies in their classrooms. Macy has two intervention teachers who work with small groups of underperforming students several times each week during the school day.

Evidence-based educational practices to raise student achievement

All Macy teachers use iReady, Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Teachers are trained in and use Thinking Maps.

## Parental Engagement

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

Macy has a strong and active PTA whose members are involved in daily activities at school. Macy's School Site Council holds meetings and has a role in the decision making process regarding the successful education of Macy students.

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)

Macy has an active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets each trimester to approve and monitor annual goals. At each meeting, the SSC reviews a SPSA goal and discusses implementation as well as possible modifications based on a current needs assessment and analysis of data.

## Funding

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

NA

Fiscal support (EPC)

Macy receives a Low Performing Schools Grant in addition to a site allocation, supplemental dollars to support unduplicated pupils, and monies to support STEAM activities, attendance incentives and before and after-school support.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff meets weekly, and the Instructional Leadership Team meets monthly to develop our instructional plan. Our goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. The school reviewed achievement data as collected by teachers and iReady Assessment data. CASSP testing data from 2021 was limited, but we look forward to using data from 2022 Smarter Balanced Assessments data to help drive our program.

## **Resource Inequities**

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

It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program was implemented for the 2021-2022 school year as was well attended by students. It will continue into the 2022-2023 school year. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to address the needs of underperforming students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.16%	0.85%	0.4%	6	4	2
Asian	4.24%	4.04%	4.4%	22	19	20
Filipino	0.77%	1.28%	1.8%	4	6	8
Hispanic/Latino	58.19%	58.3%	60.2%	302	274	275
Pacific Islander	0.39%	0.43%	0.2%	2	2	1
White	32.76%	32.77%	28.2%	170	154	129
Multiple/No Response	1.73%	1.49%	2.8%	9	7	13
<b>Total Enrollment</b>				519	470	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	54	81
Grade 1	54	60	36
Grade 2	72	53	67
Grade 3	80	71	54
Grade 4	78	81	67
Grade 5	78	73	75
Grade 6	82	78	77
<b>Total Enrollment</b>	519	470	457

### Conclusions based on this data:

1. There was a slight increase in the Asian student subgroup from 2.98% to 4.24%.
2. Based on this data there is a significant increase in kindergarten enrollment from 47 to 74, and a drop in first grade enrollment from 72 to 54 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	19	18	14	3.7%	3.8%	3.1%
Fluent English Proficient (FEP)	27	22	25	5.2%	4.7%	5.5%
Reclassified Fluent English Proficient (RFEP)	8	4	4	34.8%	21.1%	22.2%

### Conclusions based on this data:

1. There was a slight improvement in RFEP students in the 2021-2022 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	83	82	51	79	82	49	79	82	49	95.2	100	96.1
Grade 4	80	77	67	79	72	64	79	72	64	98.8	93.5	95.5
Grade 5	75	77	73	71	76	72	71	76	72	94.7	98.7	98.6
Grade 6	73	81	76	71	79	70	71	79	70	97.3	97.5	92.1
All Grades	311	317	267	300	309	255	300	309	255	96.5	97.5	95.5

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	2439.	2438.	2436.	34.18	34.15	30.61	25.32	20.73	22.45	15.19	18.29	22.45	25.32	26.83	24.49
Grade 4	2469.	2470.	2450.	25.32	25.00	20.31	30.38	25.00	20.31	17.72	23.61	26.56	26.58	26.39	32.81
Grade 5	2499.	2512.	2510.	16.90	22.37	29.17	32.39	35.53	23.61	21.13	22.37	19.44	29.58	19.74	27.78
Grade 6	2544.	2533.	2518.	26.76	21.52	24.29	35.21	32.91	27.14	15.49	22.78	18.57	22.54	22.78	30.00
All Grades	N/A	N/A	N/A	26.00	25.89	25.88	30.67	28.48	23.53	17.33	21.68	21.57	26.00	23.95	29.02

### 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	35.44	43.90	28.57	46.84	35.37	48.98	17.72	20.73	22.45
Grade 4	30.38	26.39	17.19	46.84	48.61	68.75	22.78	25.00	14.06
Grade 5	28.17	28.95	25.00	43.66	51.32	56.94	28.17	19.74	18.06
Grade 6	32.39	16.46	25.71	42.25	55.70	44.29	25.35	27.85	30.00
All Grades	31.67	29.13	23.92	45.00	47.57	54.90	23.33	23.30	21.18

### 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	34.18	23.17	18.37	34.18	42.68	59.18	31.65	34.15	22.45
Grade 4	21.52	12.50	9.52	54.43	63.89	61.90	24.05	23.61	28.57
Grade 5	30.99	21.05	33.33	38.03	53.95	36.11	30.99	25.00	30.56
Grade 6	30.99	25.32	25.71	43.66	54.43	35.71	25.35	20.25	38.57
All Grades	29.33	20.71	22.44	42.67	53.40	46.85	28.00	25.89	30.71

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	21.52	26.83	18.37	58.23	58.54	73.47	20.25	14.63	8.16
Grade 4	27.85	23.61	9.52	56.96	63.89	76.19	15.19	12.50	14.29
Grade 5	14.08	23.68	13.89	67.61	56.58	73.61	18.31	19.74	12.50
Grade 6	21.13	15.19	15.71	67.61	67.09	64.29	11.27	17.72	20.00
All Grades	21.33	22.33	14.17	62.33	61.49	71.65	16.33	16.18	14.17

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.18	29.27	28.57	39.24	39.02	57.14	26.58	31.71	14.29
Grade 4	20.25	22.22	7.81	55.70	48.61	70.31	24.05	29.17	21.88
Grade 5	21.13	28.95	23.61	52.11	52.63	62.50	26.76	18.42	13.89
Grade 6	42.25	25.32	20.00	40.85	49.37	58.57	16.90	25.32	21.43
All Grades	29.33	26.54	19.61	47.00	47.25	62.35	23.67	26.21	18.04

2019-20 Data:

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

**Conclusions based on this data:**

- Overall 48.88% of 3rd graders met or exceeded standards, while 50% of 4th graders met or exceeded standards. In addition, 57.87% and 53.16% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Literacy and Non-Fictional Text, Clear and Purposeful Writing, and Investigating, Analyzing, and Presenting Information as evidence by an approximate average of 27.3%, across these grade levels, not meeting standards.





# 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	83	82	51	79	82	49	79	82	49	95.2	100	96.1
Grade 4	80	77	67	79	72	64	79	72	64	98.8	93.5	95.5
Grade 5	75	77	73	71	76	72	71	76	72	94.7	98.7	98.6
Grade 6	73	81	76	71	79	71	71	79	71	97.3	97.5	93.4
All Grades	311	317	267	300	309	256	300	309	256	96.5	97.5	95.9

\* 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	2423.	2436.	2430.	16.46	23.17	20.41	35.44	28.05	28.57	21.52	26.83	26.53	26.58	21.95	24.49
Grade 4	2462.	2459.	2441.	11.39	8.33	9.38	32.91	38.89	23.44	32.91	34.72	37.50	22.78	18.06	29.69
Grade 5	2489.	2495.	2466.	14.08	15.79	19.44	18.31	19.74	9.72	33.80	39.47	23.61	33.80	25.00	47.22
Grade 6	2523.	2514.	2476.	16.90	17.72	14.08	22.54	17.72	15.49	36.62	30.38	26.76	23.94	34.18	43.66
All Grades	N/A	N/A	N/A	14.67	16.50	15.63	27.67	25.89	18.36	31.00	32.69	28.52	26.67	24.92	37.50

### 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	29.11	32.93	26.53	41.77	41.46	48.98	29.11	25.61	24.49
Grade 4	24.05	22.22	15.63	40.51	47.22	50.00	35.44	30.56	34.38
Grade 5	15.49	23.68	13.89	36.62	40.79	40.28	47.89	35.53	45.83
Grade 6	26.76	24.05	14.08	35.21	30.38	32.39	38.03	45.57	53.52
All Grades	24.00	25.89	16.80	38.67	39.81	42.19	37.33	34.30	41.02

### 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	26.58	30.49	22.45	40.51	48.78	61.22	32.91	20.73	16.33
Grade 4	16.46	9.72	10.94	53.16	66.67	51.56	30.38	23.61	37.50
Grade 5	12.68	9.21	15.28	49.30	59.21	38.89	38.03	31.58	45.83
Grade 6	18.31	15.19	8.45	47.89	49.37	42.25	33.80	35.44	49.30
All Grades	18.67	16.50	13.67	47.67	55.66	47.27	33.67	27.83	39.06

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.

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	25.32	30.49	26.53	51.90	41.46	51.02	22.78	28.05	22.45
Grade 4	16.46	25.00	10.94	55.70	44.44	64.06	27.85	30.56	25.00
Grade 5	14.08	15.79	11.11	49.30	53.95	58.33	36.62	30.26	30.56
Grade 6	19.72	15.19	19.72	49.30	46.84	52.11	30.99	37.97	28.17
All Grades	19.00	21.68	16.41	51.67	46.60	56.64	29.33	31.72	26.95

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. Overall 51.22% of 3rd graders met or exceeded standards, while 47.22% of 4th graders met or exceeded standards. In addition, 35.5% and 34.62% of fifth and sixth graders (respectively) met or exceeded standards.
2. Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 29.69%, across these grade levels, not meeting standards.

# 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	*	*	*	*	*	*	*	*	*	*	4	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	4	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	5	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											26	18	14

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		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	*	11.11	14.29	*	33.33	28.57	*	16.67	21.43	*	38.89	35.71	26	18	14

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		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	16.67	28.57	*	33.33	28.57	*	11.11	7.14	*	38.89	35.71	26	18	14

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		*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	0.00	7.14	*	16.67	21.43	*	38.89	28.57	*	44.44	42.86	26	18	14

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	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	42.31	22.22	28.57	*	33.33	35.71	*	44.44	35.71	26	18	14

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		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	16.67	35.71	50.00	50.00	28.57	*	33.33	35.71	26	18	14

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		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	14.29	*	50.00	35.71	*	50.00	50.00	26	18	14

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	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	*	11.11	14.29	*	50.00	42.86	*	38.89	42.86	26	18	14

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. There is no data at this time

# 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
<b>457</b>	<b>26.9</b>	<b>3.1</b>	<b>0.2</b>
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	14	3.1
Foster Youth	1	0.2
Homeless	12	2.6
Socioeconomically Disadvantaged	123	26.9
Students with Disabilities	70	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native		
Asian	20	4.4
Filipino	8	1.8
Hispanic	275	60.2
Two or More Races	13	2.8
Native Hawaiian or Pacific Islander	1	0.2
White	129	28.2

### Conclusions based on this data:

- 1.







# 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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. The current status of yellow in both ELA and math are in line with data from the CAASPP, showing that overall ELA and math scores have declined. There is no state data from 2019, in lieu of state testing data, we relied on teacher collected data and district benchmark data. Macy's intervention programs and use of Accelerated Reader, Lexia, Moby Max and ST Math will continue.
2. The change from yellow to green status in the Suspension Rate indicator shows that the programs put in place for last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.

# 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><b>All Students</b></p> <p></p> <p>Yellow</p> <p>5.3 points above standard</p> <p>Maintained -0.6 points</p> <p>302</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>27.6 points below standard</p> <p>Declined -3.8 points</p> <p>28</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Yellow</p> <p>28.3 points below standard</p> <p>Increased Significantly +16.1 points</p> <p>84</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>Red</p> <p>103 points below standard</p> <p>Declined -11.3 points</p> <p>41</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.8 points below standard Maintained -0.7 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 12.2 points above standard Declined -3.5 points 93

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	1.2 points above standard Increased ++12.8 points 21	7.3 points above standard Maintained -1.6 points 269

**Conclusions based on this data:**

1. The data from 2019 shows that there was a decline in all subgroups, but the decline among EL, SED, and SPED students is dramatic. It is clear that programs such as Accelerated Reader and Moby Max were not used with fidelity.
2. Administration and staff at Macy need to fully implement Accelerated Reader, Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
3. Intervention programs built into the school day, as well as the addition of before and after school tutoring, will focus on ELA goals and student achievement.

# 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.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>Yellow</p> <p>22.2 points below standard</p> <p>Maintained ++0.6 points</p> <p>302</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>63 points below standard</p> <p>Declined -7 points</p> <p>28</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Yellow</p> <p>59.3 points below standard</p> <p>Increased ++13.5 points</p> <p>84</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>Red</p> <p>117.8 points below standard</p> <p>Maintained ++0.9 points</p> <p>41</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.4 points below standard Maintained ++0.1 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 12.6 points below standard Maintained ++0.3 points 93

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	38.3 points below standard Increased ++14.5 points 21	19 points below standard Maintained ++0.1 points 269

**Conclusions based on this data:**

1. With all student groups scoring at yellow, and Hispanic, SED, and EL students in the orange, it is evident that the interventions put in place in 2019 were not successful, teachers at all levels need to use iReady and Accelerated Reader with fidelity.
2. Macy needs to put in place programs to improve student achievement in all subgroups, and teachers need to implement the existing programs with fidelity.

# School and Student Performance Data

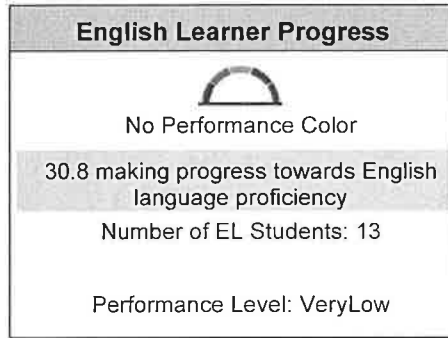
## Academic Performance English Learner Progress

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
23.0	46.1		30.7

#### Conclusions based on this data:

1. The listed performance level of Macy's EL students as "very low" suggests that daily directed EL instruction in the classroom has been ineffective.
2. Teachers should participate in professional development to improve instruction and meet the needs of these students.

# 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).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
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).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>

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).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>

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. This is not applicable

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

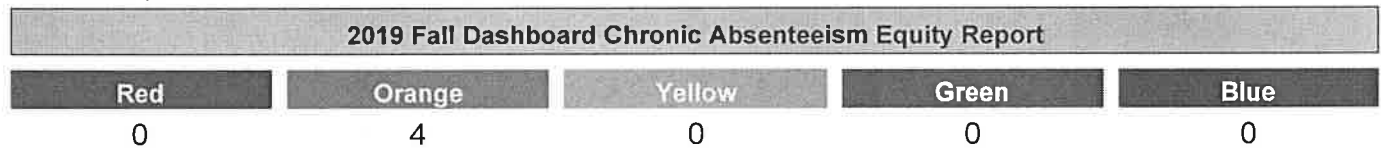
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p></p> <p>Orange</p> <p>6.8</p> <p>Increased +3</p> <p>541</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>11.1</p> <p>Increased +3.7</p> <p>27</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>21.1</p> <p>Increased +21.1</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Orange</p> <p>9.9</p> <p>Increased Significantly +5</p> <p>161</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>Orange</p> <p>13.6</p> <p>Increased +3.1</p> <p>81</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 13 Increased +13 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6 Increased +1.3 315	 No Performance Color 15.4 Increased +15.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 6.2 Increased Significantly +3.8 178

**Conclusions based on this data:**

1. Data from the Chronic Absenteeism indicator show that Macy would benefit from improved student engagement. Data from the 2019-2020 school year prior to the school closures due to COVID-19 showed promising increases in attendance. Staff and administration will continue the programs put in place and intended to improve attendance upon our return to in-person learning.
2. Although students were quarantined due to COVID exposures, upon our return to in-person learning in the fall of 2021 and throughout the year, Macy has seen attendance rates in the mid 90% range. This is promising as we move forward and out of the large numbers of students required to quarantine due to COVID.

# 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:**

- This is not applicable and there is no data

# School and Student Performance Data

## Conditions & Climate Suspension Rate

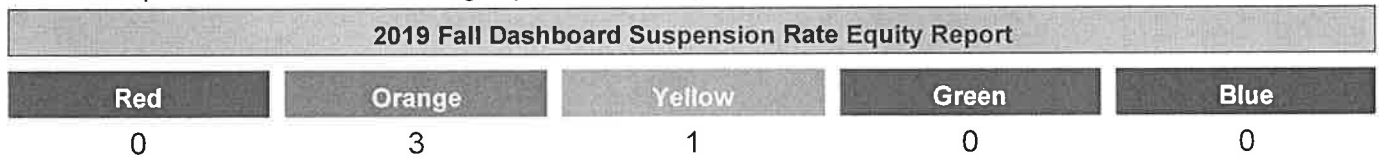
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p>  <p>Orange</p> <p>1.1</p> <p>Increased +0.5</p> <p>553</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>28</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>5.3</p> <p>Increased +5.3</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>2.4</p> <p>Increased +1.2</p> <p>165</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3.6</p> <p>Increased +2.5</p> <p>83</p>



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9 Increased +0.3 322	 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data 2	 Orange 1.1 Increased +0.5 182

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.6	1.1

**Conclusions based on this data:**

1. Review of the Suspension Rate data, which shows the improvement from yellow to green, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue when we return to in-person learning.
2. There were two students suspended during the 2021-2022 school year. This data appears to show improvement in student engagement and school climate.

# 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

Campus Climate

## LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being, and involvement of students, staff, family and community.

## Goal 1

Macy Elementary will continue to improve parent and student engagement and support of a positive and supportive school climate, as measured by the annual California School Dashboard, results from the LCAP parent survey, chronic absenteeism rate, and annual suspension data.

## Identified Need

Data from local school records show a 28.4% chronic absenteeism rate during the 2021-2022 school year. This does not differentiate between mandatory quarantined or COVID positive students, and absences due to illness not associated with COVID or other absences not related to illness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School data	California Dashboard reporting was suspended during the 2021-2022 school year.	By August 2023, Macy will improve student attendance as shown by a green or blue indicator on the California Dashboard.
Student Attendance Records	Macy's attendance records, as reported monthly, show an increase in chronic absenteeism in the 2021-2022 school year.	Macy's daily attendance will meet or exceed 95% monthly as evidence by local data.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers at Macy will provide class rewards for attendance. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
0	None Specified None Specified

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Students will be awarded perfect attendance certificates at the end of each trimester and the end of the year to acknowledge their achievement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates

**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**

Macy staff will continue with school wide use of Eagle Cards and Principal's Award to reinforce attendance and a positive school climate. Students will continue to enjoy the weekly behavior rewards afforded by the Friday prize cart.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

200

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
No cost is associated with this strategy/activity

#### **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

Increase school to home communication regarding the importance of attendance and its link to academic success, specifically targeting families of chronically absent students.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
No cost is associated with this strategy/activity

#### **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 providing incentive to achieve 98% or higher attendance rate.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

LCFF

# 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.

Data collected up to the Omicron outbreak in January 2022 showed improvement in attendance records, leading to the conclusion that, but for the pandemic, attendance strategies were successful.

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

Increased communication specifically targeting families of chronically absent students.

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.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

## Goal 2

By August 2023, the percentage of students in grades 3-6 scoring in the Met or Exceeded achievement level in ELA will be at or above 55%.

## Identified Need

As identified by the 2021-2022 Smarter Balanced assessment 49.41% of Macy students scored in the Met or Exceeded Standard achievement level. This places Macy slightly above the state average (49.01%) but below the district average (53.23%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Macy performance summary from the Smarter Balanced CAASPP shows 48.57% of students tested did not meet the standard	By August 2023, 55% or more of students tested will score in the Met or Exceeded the standard achievement level in ELA on the Smarter Balanced CAASPP
CA Dashboard Data	California Dashboard data was suspended during the COVID years.	Macy will show a status of green or blue on the California Dashboard ELA indicator

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

Teachers will implement the district adopted ELA program Thinking maps, Write from the Beginning, and iReady with fidelity.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 No cost associated with this strategy/activity

**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**

Under the direction of their teachers, all students will complete one entire writing process each month. Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 No cost associated with this strategy/activity

**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**

Macy's intervention staff will work five days a week to improve reading fluency and comprehension with students referred by their teachers and identified as at risk students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
20,000	District Funded 2000-2999: Classified Personnel Salaries

	Salary for Intervention teachers
7,000	LCFF

### 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

Implementation of Accelerated Reader to be used in grades 1-6 to build fluency and comprehension. Teachers will submit monthly reading assessment scores.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8500	Parent-Teacher Association (PTA) None Specified Purchase of Software Program
2388	LCFF 5000-5999: Services And Other Operating Expenditures Purchase of Software Program

## 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.

Strategies implemented during the 2021-2022 school year served to mitigate learning loss from the virtual year 2020-2021. Upon return to in-person learning in 2021-2022, teachers used iReady and Accelerated Reader and intervention teachers were able to meet with students in person. Scores from 2022 Smarter Balanced Assessments will prove effectiveness of the strategies implemented. Scores from the 2021 school year were lower than expected.

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 Accelerated Reader (AR) program will continue from last year. PTA will purchase the program from funds raised to specifically target literacy. Furthermore, the addition of the second Intervention Teacher and the implementation of the iReady program impacted budget expenditures.

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.

Changes in the program which will lead to improved student achievement are found in the implementation of the district adopted writing programs, completion of the entire writing process every month, and improved PLC time for teachers as outlined above.

# 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

Math

## LEA/LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

## Goal 3

By August 2023, Macy students will continue to strive towards high levels of academic excellence in relation to being College and Career Ready in Math and 37% will score in the Met or Exceeded the Standard achievement level on the Smarter Balanced assessment.

## Identified Need

As identified by the Smarter Balanced assessment, 33.99% of students scored at the Met or Exceeded achievement level in the area of Math. This slightly higher than the state average (33.76%) but lower than the District average (35.22%)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	66.02% of students did not meet the standard in the area of math on the Smarter Balanced assessment	Students will demonstrate academic growth on the 2022 CAASPP assessment with 37% of students scoring in the Met or Exceeded achievement level
CA Dashboard	California Dashboard reporting was suspended during the 2020-2021 school year	Students will score at the green or blue level in math as reported on the 2022 California Dashboard.

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

All classrooms will display a CUBES poster and students will be trained to employ the CUBES process for solving daily word problem.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

150

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Cost of CUBE posters for each classroom  
grades 2-6

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3-6 grades teachers will be encouraged to visit and observe master teachers in math to learn successful strategies for math achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2700

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Cost of grade level substitutes for all grade  
levels so each grade level can observe, then  
meet and plan for a full school day

540

District Funded  
3000-3999: Employee Benefits  
Cost of benefits for grade level substitutes for all  
grade levels so each grade level can observe  
then meet and plan for a full school day

### 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

Students will use the iReady instructional program with fidelity to help build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,200

Source(s)

District Funded  
4000-4999: Books And Supplies  
Purchase of Software

## 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 performance summary of CAASPP scores in math show 33.99% of students met the standard in math.

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

Although teacher visits and observations of master teachers were planned for the 2021-2022 school year, COVID restrictions made this strategy difficult to implement. These observations will be implemented in 2022-23.

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.

Professional collaboration, use of iReady , and the addition of the CUBES strategy will improve student achievement in math as articulated above.

# 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

School Culture

## LEA/LCAP Goal

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

## Goal 4

By August 2023, Macy will continue to cultivate a school culture that encourages positive feelings among staff and families through continued effective communication, and added opportunities for student enrichment and above grade level learning, where appropriate, as evidenced by our LCAP parent survey.

## Identified Need

Review of the LCAP Parent Survey shows that while 91% of parents felt that Macy offers a strong academic program, only 73.5% of parents felt that Macy encourages high academic goals and 51.4% of parents felt that students were offered opportunities to work above grade level and for enrichment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Review of the 2022 LCAP Parent Survey shows that while 91% of parents surveyed believe that Macy provides a strong academic program for its students, 48.6% believe that Macy does not offer adequate opportunities for students to work above grade level where appropriate.	By August 2023 as seen in the LCAP surveys parents will have an overall more positive rating of the school and opportunities for student enrichment and above grade level learning

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

School Messenger at least weekly while school in session to continue improved communication with families.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Site Formula Funds  
4000-4999: Books And Supplies  
Cost associated for this Strategy/Activity  
associated with purchase of paper

**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

All students in each classroom will be given the opportunity to complete enrichment activities, where appropriate, utilizing the outdoor learning space and the Macy Garden.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**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

All students in each classroom will be given the opportunity to complete a STEAM activity weekly with at least one time monthly in the STEAM Lab.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Cost for this strategy associated with materials to be purchased for STEAM lab activities

## 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.

Weekly School messengers and emails have been successful in sharing school information with the community. Review of the 2021-2022 LCAP Parent Survey that only 8.3% of parents surveyed feel that data is not provided that demonstrates student achievement, this is down from 24% in 20-21, 91.1% of parents believe that they are well informed about opportunities to be involved in their child's education, this is up from 87% in 20-21, and 11.7% of parents surveyed believe that the school does not encourage high academic goals this is down from 26.5% in 20-21.

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

NA

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.

Information in the LCAP brought to light a new challenge in the area of opportunities for above grade level work. With all teachers now GATE trained, Staff will leverage that training to offer more opportunities for above grade level learning.

# 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 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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



# 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 6

## 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,878.00

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$27,440.00
LCFF	\$11,388.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$8,500.00
Site Formula Funds	\$1,550.00

Subtotal of state or local funds included for this school: \$48,878.00

Total of federal, state, and/or local funds for this school: \$48,878.00

# 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

## Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	27,440.00
LCFF	11,388.00
None Specified	0.00
Parent-Teacher Association (PTA)	8,500.00
Site Formula Funds	1,550.00

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	2,700.00
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	540.00
4000-4999: Books And Supplies	5,750.00
5000-5999: Services And Other Operating Expenditures	2,388.00
None Specified	8,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	2,700.00

2000-2999: Classified Personnel Salaries	District Funded	20,000.00
3000-3999: Employee Benefits	District Funded	540.00
4000-4999: Books And Supplies	District Funded	4,200.00
	LCFF	7,000.00
	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,388.00
None Specified	None Specified	0.00
None Specified	Parent-Teacher Association (PTA)	8,500.00
4000-4999: Books And Supplies	Site Formula Funds	1,550.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,400.00
Goal 2	37,888.00
Goal 3	7,590.00
Goal 4	1,000.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gary Borg	X Parent or Community Member
Amy Knierim	X Parent or Community Member
Shannon Ladwig	X Parent or Community Member
Kim Johnson	X Parent or Community Member
Chelsea Shrainer	X Parent or Community Member
Christian Mangold	X Classroom Teacher
Mary Shaw	X Classroom Teacher
Patty Jacobsen	X Principal
Raul Lujano	X Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 4/19/2023.

Attested:



Principal, Patricia K. Jacobsen on 4/19/2022

SSC Chairperson, Chelsea Shrainger on 4/19/2023



# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

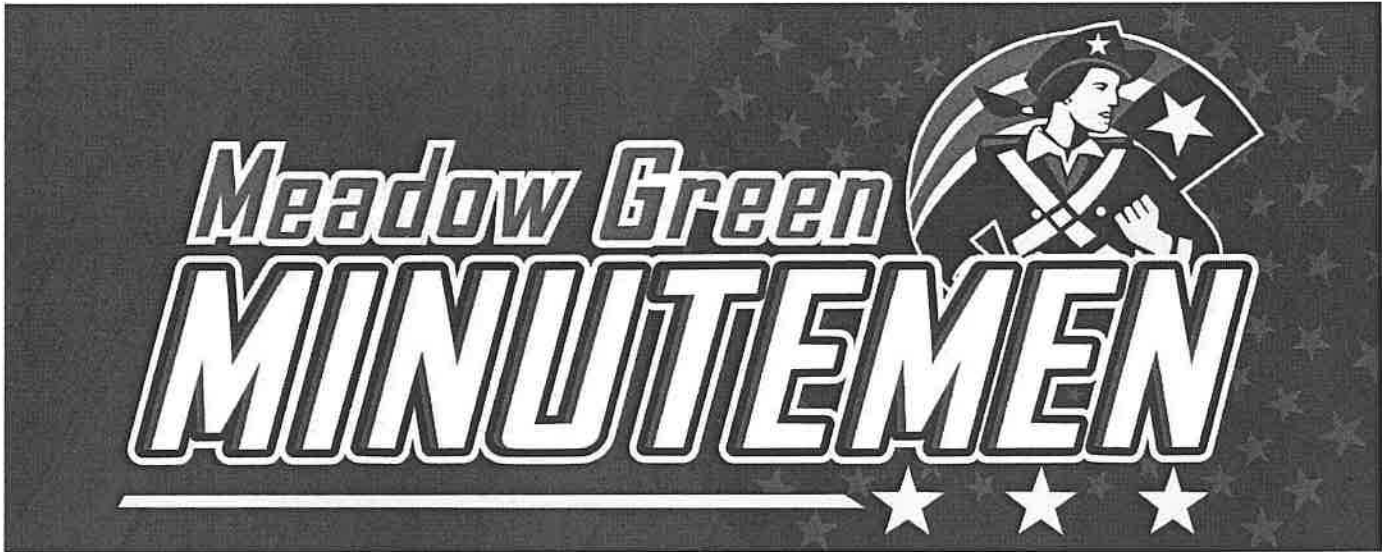
**For a list of active programs, please see the following links:**

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



# 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
Meadow Green Elementary	30647666020192	April 14, 2022	May 2, 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

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

#### Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

#### SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and 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 (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based.

Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

#### SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Determine whether the SWP 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 (34 CFR 200.26[c][2]; and

Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

#### SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs

whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

#### Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

#### SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).



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.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at Meadow Green. Over 90% of all stakeholders report that Meadow Green offers a rigorous educational program that prepares students for 21st century college and careers and that Meadow Green provides a safe and positive campus environment.

On the 2022 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 95%
- My student has been provided the necessary technology support: 93%
- School staff is welcoming and supportive- 96%
- School and district have provided consistent and informative updates-94%
- Staff provides a strong core academic program: 95%
- School routinely encourages students and parents to set high goals- 88%
- School provides information about student's academic performance-99%
- School provides academic support- 84% (4% don't know)
- School offers opportunities for students to work above grade level if appropriate- 64% (25% responded don't know)
- School provides a balanced academic program-93%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 99%
- School is safe, orderly, and well-disciplined-98%
- Student is happy to go to school-91%
- School rules are enforced consistently with all students- 90% (6% responded don't know)
- Staff provides a high level of service for student/family-95%
- Student receives accurate and timely feedback-92%
- School is friendly, pleasant, respectful, and welcoming- 97% (1.5% responses don't know)
- Student is provided an appropriate level of academic challenge-90%
- Staff makes parents feel welcome and part of school- 97%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 98%
- I feel comfortable initiating discussion w/ school staff about concerns- 94%
- Principal treats staff, parents, and students w/ respect-97%
- Principal works collaboratively-91%
- Principal communicates clearly- 95%
- Principal assists w/ resolution of parent / student concerns- 88% (8% responded don't know)
- Principal follows through w/ commitments- 94% (5% responded don't know)
- Principal maintains visibility and accessibility-97%
- Principal provides adequate and timely information-97%
- I have access to technology and emails from school- 100%

- Within its capabilities, school provides resources needed for strong educational environment- 95%
- Child has access to needed instructional materials-95%
- School is kept clean- 93%
- Child understands work in reading, math, science, and history- 85%

On the 2021 LCAP staff survey, the following % of respondents agree or strongly agree with the statements below:

- My school has been provided a consistent instructional program: 97%
- Students has been provided the necessary technology support: 97%
- School staff is welcoming and supportive- 100%
- School and district have provided consistent and informative updates- 90%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 96%
- School provides information about student's academic performance-100%
- School provides academic support- 74% (15% responded don't know)
- School offers opportunities for students to work above grade level if appropriate- 75% (22% responded don't know)
- School provides a balanced academic program-90% (7% responded don't know)
- Expectations for behavior are high and students are encouraged to be responsible citizens- 97%
- School is safe, orderly, and well-disciplined- 89%
- Student is happy to go to school-- 94%
- School rules are enforced consistently with all students- 86%
- Staff provides a high level of service for student/family- 96%
- Student receives accurate and timely feedback-75% (25% responded don't know)
- School is friendly, pleasant, respectful, and welcoming- 97%
- Student is provided an appropriate level of academic challenge- 96%
- Staff makes parents feel welcome and part of school- 96%
- Staff makes parents feel comfortable initiating discussion w/ school staff about concerns- 86% (11% responded don't know)
- Principal treats staff, parents, and students w/ respect-93%
- Principal works collaboratively-86%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns-86%
- Principal follows through w/ commitments-90%
- Principal maintains visibility and accessibility- 93%
- Principal provides adequate and timely information-90%
- Feel comfortable in understanding and implementation of CA CCSS- 93%
- Staff regularly reviews data to monitor and improve student progress- 79% (14% responded don't know)
- Meetings are productive, meaningful, and efficient- 65% (25% responded don't know)
- Within its capabilities, school provides resources needed for strong educational environment- 96%
- Students have access to needed instructional materials-96%
- School is kept clean-93%
- ELL students understand work in reading, math, science, and history-65% (35% responded don't know)

## **Classroom Observations**

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

Frequent classroom observations by the site administrator take place at Meadow Green Elementary in the form of informal walkthroughs. These informal walkthroughs take place on a daily basis and each classroom is visited at least once per week. In addition to these informal observations, probationary teachers have at least two formal observations and two formal evaluations each year. All tenured staff have at least two formal observations and one formal evaluation yearly if they have been employed by the district fewer than 10 years, and every other year thereafter.

Evaluations, both formal and informal, are a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students.

The opportunity for teachers to observe one another is also available to staff through coordination with the site administrator and is especially encouraged for new teaching staff. The superintendent and the assistant superintendent of instruction also visit the school site and walk through classrooms a few times each year. The Director of Special Education visits the special education program regularly, providing feedback to both staff and administration. In the Fall, LJSD Administrators (district & site level) visited Meadow Green to observe instruction in several classrooms. This occurred at multiple school sites throughout the year.

## **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)

Meadow Green instructional programs are based on Common Core for grades TK-6. The school uses state and local assessments to measure students' growth. This data is used to guide instructional practices. Teachers in grades Kindergarten through six analyze District benchmark results in iReady and use this information to identify and target student needs. Students are assessed regularly through district benchmark tests and ongoing classroom assessments. Students not meeting district criteria are at-risk. At-risk students are targeted and specific interventions are established early in the school year. Benchmarks used for this assessment are District trimester tests as well as the Smarter Balanced test for grades 3-6. Students not meeting criteria on benchmark tests are targeted for intervention and are invited to attend supplemental education classes. Meadow Green also utilizes several computer-assisted programs which have provided valuable data for distance learning.

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

Student progress is tracked on the Illuminate Data System. We also utilize iReady in grades K-6 to assess student performance levels, identify needed areas for intervention or extensions, and monitor progress in reading and math. Teachers use data from District benchmark assessments and classroom assignments to modify instruction as needed. Grades 3-6 also utilize CAASPP IAB interim assessments to gauge student progress toward grade level CCSS standards. Data is also available from Reading Plus, Lexia, ST Math, and MobyMax regarding student academic needs and academic progress. Multiple early release days are scheduled to utilize data, specifically iReady.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Meadow Green staff are highly qualified.

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

All teachers at Meadow Green are credentialed and there is ongoing professional development and PLC meetings. 100% of teachers and students have daily access to adopted materials, which are approved by CDE and adopted by the LJSB Board of Trustees.

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

Currently, staff development is focused on the implementation of Thinking Maps, Studies Weekly, A2I, and the implementation of technology to support teaching and learning. Other site practices with professional development include Reading Plus, Lexia, ST-Math, and PBIS. Several early release days are utilized throughout the year for staff PLC. The topic schedule for 2020/21 is as follows:

September 20- Analyzing iReady T1 results  
September 27- iReady followup / SEL  
October 25- Ed Camp- Viewsonics, Morning Meetings, and SEL  
January 10- KnowGo program  
January 31- iReady T2 benchmark data analysis  
Feb 24- Site PLC / collaboration  
March 7- LCAP  
April 4- CAASPP administration training  
May 2- End of year planning.

In addition, district-wide instructional team planning and professional development is also provided. This includes two grade level collaboration days led by the Assistant Superintendent of Education Services and the Director of Curriculum and Instruction, as well as the following professional development:

August 16- iReady Assessments  
November 1- Thinking Maps and Setting the Stage for Writing w/ Write from the Beginning  
April 15- Thinking Maps & Narrative Writing

Meadow Green is also in process of training all staff in restorative practices through OCDE to support the PBIS program. Several staff members are planning to participate in Responsive Classroom training during Summer 2021, to assist with the implementation of morning meetings and to embed SEL in classrooms.

A scope and sequence will be developed for 2022/23 upon the release of the early release calendar, and based on district and site initiatives and needs.

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

Meadow Green currently has teachers working in the following roles: one intervention teacher, 3 part time STEAM coordinators, and 1 teacher on the district technology team. The school district provides access and support from three Teachers on Special Assignment (TOSAs). One teacher also serves as the intervention coordinator.



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

Each grade level team meets weekly to plan and implement a challenging and rigorous curriculum. In addition to planning together at the school site, they will meet in District wide grade level teams throughout the school year to plan and collaborate. Teachers also collaborate and plan during Music and PE time. Teachers are also provided release time throughout the year to collaborate and develop curriculum as a grade level at the school site and as district-wide grade level teams. Through our SPSA, teachers will be provided an additional release day to develop curriculum. Early release instructional team planning time is on Mondays.

## Teaching and Learning

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

District-approved curriculum materials are utilized for core instruction, which are aligned to CCSS and approved by CDE. All core programs are adopted by the LJSD Board of Trustees.

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

All classrooms meet or exceed the state guidelines for required instructional minutes for reading/language arts and mathematics.

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

Lesson pacing and master schedules are flexible and allow for sufficient intervention time. Ten minutes of each teaching period is devoted to a focus group for reteaching and reinforcing standards. The RSP program at Meadow Green works on a push-in model in the mornings and pull-out model in the afternoon. The RSP program assists in remediation and intervention of under performing students. Intervention is provided during the school-day with a credentialed teacher. ELD support is also provided to English Language Learners.

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

All students and classrooms have access to district-adopted core materials and programs. Meadow Green also provides many supplemental programs to promote academic achievement.

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

Meadow Green uses SBE-adopted, standards-aligned instructional and intervention materials.

## Opportunity and Equal Educational Access

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

iReady, Lexia Core 5, Reading Plus, and ST Math are Common Core aligned programs that are available to all under-performing students in an effort to help them meet standards in ELA and Mathematics. In addition, teachers work with under-performing students in focus groups to reteach lessons and concepts when necessary. Intervention is also provided to tier III students in need of support in small groups three days per week. Before and after school intervention is offered to tier III students, as well.

Evidence-based educational practices to raise student achievement

Meadow Green teachers incorporate Explicit Direct Instruction in classrooms daily as a means to raise student achievement. In addition, GLAD and Thinking Maps support learning for all students in the classroom. PBIS, Restorative Practices, SEL, and PALs support a positive campus climate, which enhances academic achievement. Research based effective teaching strategies from publications such as "Classroom Instruction that Works" are utilized. Supplemental intervention programs include Lexa Core 5 and ST Math.

## Parental Engagement

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

After-school intervention classes are offered to under-achieving students two days a week. Several computer programs are made available online to assist under-achieving students. These programs may be used at home to further assist under-achieving students. Multiple parent education nights have been held to assist and inform parents in the areas of ELA and mathematics. Meadow Green provides family education/engagement events throughout the year that focus on educationally beneficial topics, designed to assist all students and families, including those who may be under achieving.

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)

School Site Council, DLAC, annual surveys, LCAP meetings. A teacher sub committee also assists with recommendations for SPSA Goals/Strategies / Activities.

## Funding

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

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title I, LCAP Supplemental Grant Funds, Title III funds, School Donation Funds, and PTA donations.

## 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

Meadow Green School Site Council nominations and elections were conducted in August 2021. The School Site Council, consisting of parents and staff met to review needs-assessment on September 14, 2020. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2020/21 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year. SSC again analyzed data and conducted a needs assessment in April 2022 to adopt an SPSA for the 2022/23 school year. Elections for open SSC positions will be held upon the return to school in Fall 2022. The SSC will analyze campus data in the Fall and recommend any changes if necessary in goals and/or strategies/activities. The Title 1 sub committee will also convene in the Fall and make any recommended changes needed based on 22/23 Title 1 budget allocations.

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August, 2021 and during PTA meetings, which took place in August 2021, -May 2022. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness. A 2022 Title 1 information night will be held in Fall 2022, along with monthly PTA meetings throughout the school year.

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. SSC will convene in Fall of 2022 to amend the Title I budget if needed based on the allocation at that time. Meadow Green's SSC takes on the responsibilities of ELAC and there is an ELAC parent representative who provides feedback on the plan and represents the school on the DELAC.

In April 2022, SSC analyzed the most current school data to adopt goals and a SPSA plan for the 2022/23 school year. SSC will amend the plan, if needed, upon the return to school in 2022/23.

# Resource Inequities

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

Not applicable, no inequities were identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.73%	1.33%	1.8%	9	7	9
Asian	6.53%	7.05%	6.5%	34	37	33
Filipino	1.92%	1.52%	2.0%	10	8	10
Hispanic/Latino	70.63%	70.67%	72.3%	368	371	366
Pacific Islander	%	0%	%		0	
White	16.31%	17.14%	15.2%	85	90	77
Multiple/No Response	1.73%	2.29%	2.2%	9	12	11
<b>Total Enrollment</b>				521	525	506

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	77	89	74
Grade 1	65	59	70
Grade 2	79	55	60
Grade 3	79	76	60
Grade 4	74	91	76
Grade 5	77	76	90
Grade 6	70	79	76
<b>Total Enrollment</b>	521	525	506

### Conclusions based on this data:

1. Meadow Green enrollment continues to range between 500-550 students.
2. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian.

# 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	40	31	25	7.7%	5.9%	4.9%
Fluent English Proficient (FEP)	28	33	33	5.4%	6.3%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	10	6	0.0%	25.0%	19.4%

### Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2022/23.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSJ Aeries system.

# 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	69	80	61	68	78	61	68	78	61	98.6	97.5	100.0
Grade 4	75	77	75	75	77	74	75	77	74	100	100	98.7
Grade 5	65	76	91	65	76	89	64	76	89	100	100	97.8
Grade 6	72	69	75	72	68	74	72	68	74	100	98.6	98.7
All Grades	281	302	302	280	299	298	279	299	298	99.6	99	98.7

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	2458.	2479.	2441.	33.82	44.87	36.07	29.41	32.05	19.67	25.00	16.67	22.95	11.76	6.41	21.31
Grade 4	2522.	2501.	2502.	40.00	37.66	36.49	36.00	25.97	28.38	18.67	22.08	24.32	5.33	14.29	10.81
Grade 5	2550.	2572.	2536.	35.94	44.74	31.46	35.94	32.89	30.34	15.63	18.42	22.47	12.50	3.95	15.73
Grade 6	2583.	2585.	2539.	34.72	39.71	20.27	43.06	36.76	29.73	16.67	19.12	36.49	5.56	4.41	13.51
All Grades	N/A	N/A	N/A	36.20	41.81	30.87	36.20	31.77	27.52	19.00	19.06	26.51	8.60	7.36	15.10

### 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.

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	27.94	42.31	26.23	57.35	52.56	67.21	14.71	5.13	6.56
Grade 4	38.67	40.26	24.32	58.67	46.75	72.97	2.67	12.99	2.70
Grade 5	43.75	50.00	32.58	42.19	44.74	62.92	14.06	5.26	4.49
Grade 6	43.06	38.24	31.08	45.83	52.94	55.41	11.11	8.82	13.51
All Grades	38.35	42.81	28.86	51.25	49.16	64.43	10.39	8.03	6.71

### 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	32.35	29.49	16.39	54.41	60.26	55.74	13.24	10.26	27.87
Grade 4	33.33	24.68	18.92	58.67	62.34	64.86	8.00	12.99	16.22
Grade 5	45.31	48.68	30.34	40.63	43.42	47.19	14.06	7.89	22.47
Grade 6	43.06	32.35	12.16	43.06	52.94	64.86	13.89	14.71	22.97
All Grades	38.35	33.78	20.13	49.46	54.85	57.72	12.19	11.37	22.15

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	27.94	29.49	11.48	67.65	66.67	78.69	4.41	3.85	9.84
Grade 4	36.00	28.57	18.92	58.67	61.04	72.97	5.33	10.39	8.11
Grade 5	31.25	46.05	19.10	57.81	46.05	74.16	10.94	7.89	6.74
Grade 6	37.50	50.00	14.86	58.33	47.06	82.43	4.17	2.94	2.70
All Grades	33.33	38.13	16.44	60.57	55.52	76.85	6.09	6.35	6.71

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	38.24	47.44	16.39	44.12	44.87	77.05	17.65	7.69	6.56
Grade 4	32.00	36.36	21.62	64.00	46.75	72.97	4.00	16.88	5.41
Grade 5	46.88	50.00	26.97	39.06	44.74	64.04	14.06	5.26	8.99
Grade 6	51.39	44.12	22.97	43.06	51.47	70.27	5.56	4.41	6.76
All Grades	41.94	44.48	22.48	48.03	46.82	70.47	10.04	8.70	7.05

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:**

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 64%%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students continue to exhibit strong performance in comparison to peers in LJSD, LA, OC, and CA.



3. Reading informational text is a claim area that has continued to show improvement over the past 3 years.

# 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	69	80	61	68	78	61	68	78	61	98.6	97.5	100.0
Grade 4	74	77	75	74	77	74	74	77	74	100	100	98.7
Grade 5	65	76	91	65	76	88	65	76	88	100	100	96.7
Grade 6	72	69	75	72	68	74	72	68	74	100	98.6	98.7
All Grades	280	302	302	279	299	297	279	299	297	99.6	99	98.3

\* 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	2460.	2471.	2443.	29.41	32.05	16.39	33.82	39.74	36.07	27.94	21.79	32.79	8.82	6.41	14.75
Grade 4	2499.	2485.	2472.	29.73	20.78	17.57	27.03	32.47	28.38	35.14	25.97	32.43	8.11	20.78	21.62
Grade 5	2537.	2562.	2504.	36.92	42.11	19.32	23.08	21.05	20.45	15.38	30.26	32.95	24.62	6.58	27.27
Grade 6	2572.	2574.	2491.	40.28	41.18	10.81	22.22	17.65	14.86	23.61	23.53	33.78	13.89	17.65	40.54
All Grades	N/A	N/A	N/A	34.05	33.78	16.16	26.52	28.09	24.24	25.81	25.42	33.00	13.62	12.71	26.60

### 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	39.71	39.74	29.51	45.59	44.87	54.10	14.71	15.38	16.39
Grade 4	37.84	37.66	25.68	35.14	29.87	43.24	27.03	32.47	31.08
Grade 5	43.08	55.26	18.18	30.77	31.58	51.14	26.15	13.16	30.68
Grade 6	50.00	48.53	6.76	30.56	27.94	45.95	19.44	23.53	47.30
All Grades	42.65	45.15	19.53	35.48	33.78	48.48	21.86	21.07	31.99

### 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	32.35	33.33	29.51	50.00	58.97	52.46	17.65	7.69	18.03
Grade 4	33.78	29.87	18.92	51.35	40.26	54.05	14.86	29.87	27.03
Grade 5	33.85	38.16	14.77	36.92	50.00	54.55	29.23	11.84	30.68
Grade 6	29.17	39.71	10.81	58.33	41.18	52.70	12.50	19.12	36.49
All Grades	32.26	35.12	17.85	49.46	47.83	53.54	18.28	17.06	28.62

**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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
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	42.65	46.15	26.23	44.12	46.15	57.38	13.24	7.69	16.39
Grade 4	35.14	29.87	17.57	45.95	46.75	64.86	18.92	23.38	17.57
Grade 5	38.46	39.47	18.18	33.85	51.32	68.18	27.69	9.21	13.64
Grade 6	45.83	35.29	13.51	34.72	38.24	63.51	19.44	26.47	22.97
All Grades	40.50	37.79	18.52	39.78	45.82	63.97	19.71	16.39	17.51

**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.

**Conclusions based on this data:**

1. Overall, on Math CAASPP assessments, the the percentage of students meeting or exceeding standards has ranged over the past three years between 42% and 68.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math.
2. Communicating reasoning continues to be a strength area for Meadow Green students.
3. Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green.

# 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	1448.2	1437.7	*	1445.1	1444.6	*	1455.4	1421.3	*	12	11	6
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	5	*
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades										28	32	26

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	*	18.18	*	*	63.64	*	*	9.09	*	*	9.09	*	12	11	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	42.86	15.63	26.92	39.29	65.63	46.15	*	12.50	19.23	*	6.25	7.69	28	32	26

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	*	*	36.36	*	*	9.09	*	*	18.18	*	12	11	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	57.14	31.25	34.62	*	53.13	42.31	*	6.25	23.08	*	9.38	0.00	28	32	26

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	*		81.82	*	*	9.09	*		0.00	*	12	11	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5		*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	39.29	9.38	19.23	*	62.50	34.62	*	25.00	34.62	*	3.13	11.54	28	32	26

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	*	27.27	*	*	63.64	*		9.09	*	12	11	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	67.86	40.63	42.31	*	50.00	57.69		9.38	0.00	28	32	26

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	*	36.36	*	*	45.45	*	*	18.18	*	12	11	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	60.71	34.38	38.46	*	59.38	57.69	*	6.25	3.85	28	32	26

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	100.00	*		0.00	*	12	11	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	42.86	6.25	19.23	50.00	81.25	61.54	*	12.50	19.23	28	32	26

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	*	54.55	*	*	36.36	*	*	9.09	*	12	11	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	42.86	43.75	26.92	50.00	50.00	65.38	*	6.25	7.69	28	32	26

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:**

- Overall, all Meadow Green students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.
- Oral language, listening, and speaking domains are the highest performing sub test areas, with over 60% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
- Writing is the lowest sub test area, with 27% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys program to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

# 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
506	45.5	4.9	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	4.9
Foster Youth	2	0.4
Homeless	15	3.0
Socioeconomically Disadvantaged	230	45.5
Students with Disabilities	39	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.8
American Indian or Alaska Native		
Asian	33	6.5
Filipino	10	2.0
Hispanic	366	72.3
Two or More Races	11	2.2
Native Hawaiian or Pacific Islander		
White	77	15.2

### Conclusions based on this data:

- The number of SED students has grown to 45.5%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.



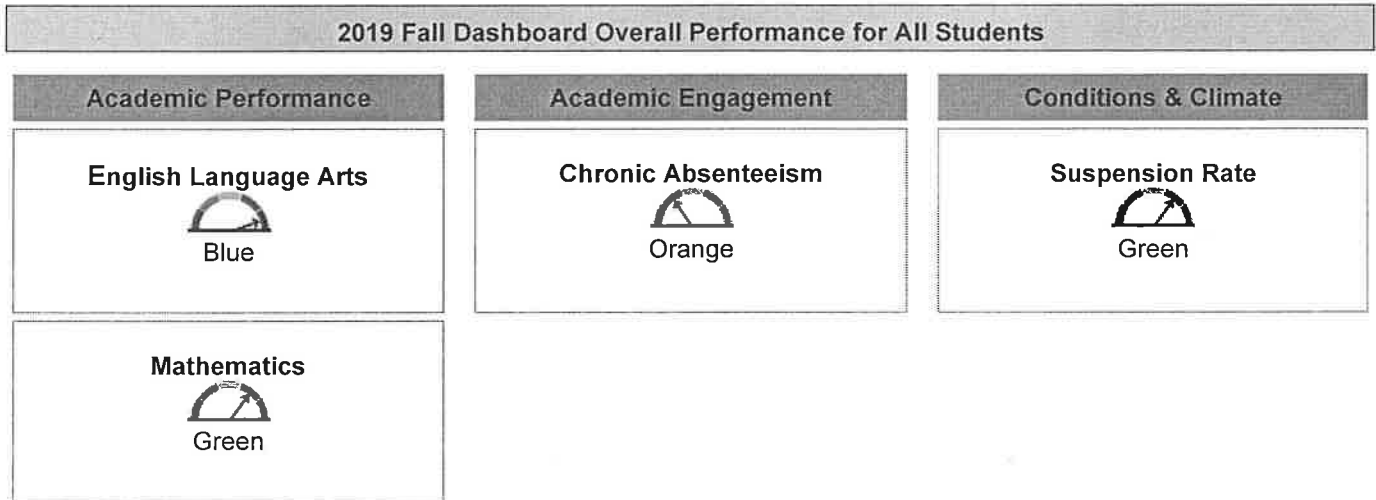
2. ELL student numbers remains below 10%.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.

# 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.



### Conclusions based on this data:

1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance.
2. Overall suspension rate remains low and in the green rating.
3. The rate of chronic absenteeism grew, but remains under the state and local average for elementary schools.

# School and Student Performance Data

## Academic Performance English Language Arts

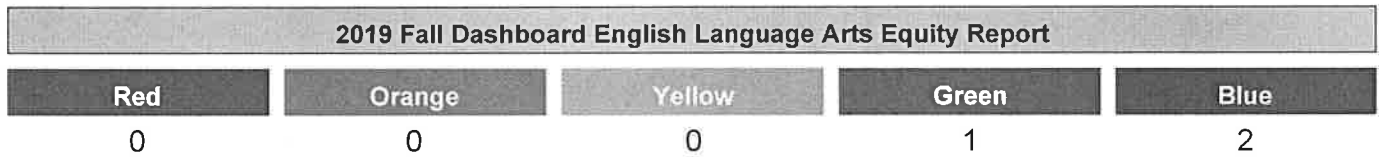
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Blue 54.1 points above standard Increased ++9.8 points 287	<p><b>English Learners</b></p> No Performance Color 34.5 points above standard Increased Significantly ++20.6 points 34	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Blue 38.9 points above standard Increased Significantly ++25.1 points 127	<p><b>Students with Disabilities</b></p> No Performance Color 1.2 points below standard Increased Significantly ++12.8 points 25

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 77.8 points above standard Increased Significantly ++50.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.8 points above standard Increased ++10.6 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 64.7 points above standard Declined -8.4 points 44

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
25.6 points below standard 14	76.5 points above standard Increased Significantly ++24.7 points 20	56.5 points above standard Increased ++9.3 points 246

**Conclusions based on this data:**

- Overall, Meadow Green performance in ELA was at the Blue, or Very High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
- All subgroups are green or better in performance.
- Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

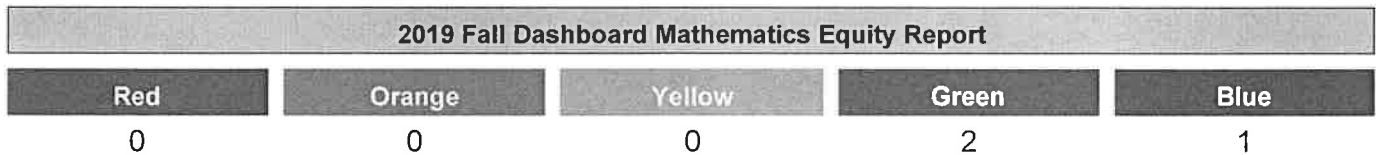
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p></p> <p>Green</p> <p>25.7 points above standard</p> <p>Increased ++8.1 points</p> <p>287</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>13.3 points above standard</p> <p>Increased ++6.1 points</p> <p>34</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Blue</p> <p>12.4 points above standard</p> <p>Increased Significantly ++24.6 points</p> <p>127</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>No Performance Color</p> <p>39.6 points below standard</p> <p>Increased Significantly ++24.0 points</p> <p>25</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 66.6 points above standard Increased Significantly ++51.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 16.5 points above standard Increased ++7.7 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Green 42.8 points above standard Declined -7.8 points 44

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
16.9 points below standard 14	34.4 points above standard Increased ++10.4 points 20	26.5 points above standard Increased ++8.3 points 246

**Conclusions based on this data:**

1. Overall, Meadow Green performance in Math was at the Green, or High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed in the blue or green range.
3. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the high range. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

# School and Student Performance Data

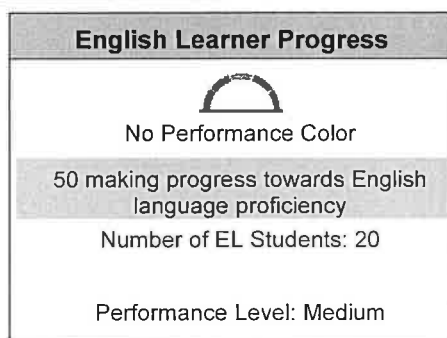
## Academic Performance English Learner Progress

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



#### Conclusions based on this data:

1. The highest category of performance level for Meadow Green ELL students is at the highest level, Well Developed; 42.9%
2. The second highest category of performance is the second highest level of achievement, Moderately Developed; 39.3%.
3. Overall, 82.2% of Meadow Green ELL students are performing in the highest performance bands on the ELPAC assessment.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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



This section provides number of student groups in each color.









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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>Orange</p> <p>8.7</p> <p>Increased +2.9</p> <p>551</p>	<p><b>English Learners</b></p> <p></p> <p>Green</p> <p>9.5</p> <p>Declined -7.1</p> <p>42</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>7.1</p> <p>Declined -6.5</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Red</p> <p>15.3</p> <p>Increased Significantly +5.2</p> <p>236</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>Orange</p> <p>17</p> <p>Increased +4</p> <p>47</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.9 Declined -1 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased Significantly +3.3 389	 No Performance Color 5.6 Declined -1.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.7 Increased +1.5 89

**Conclusions based on this data:**

1. The rate of chronic absenteeism grew slightly, but remains below the state and local county averages.
2. The SPSA contains an engagement goal to address this area of need both overall and for all subgroups performing at orange or red.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

**Conclusions based on this data:**

1. Not applicable.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

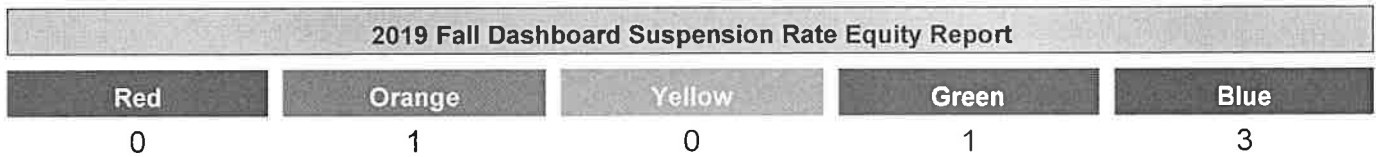
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.

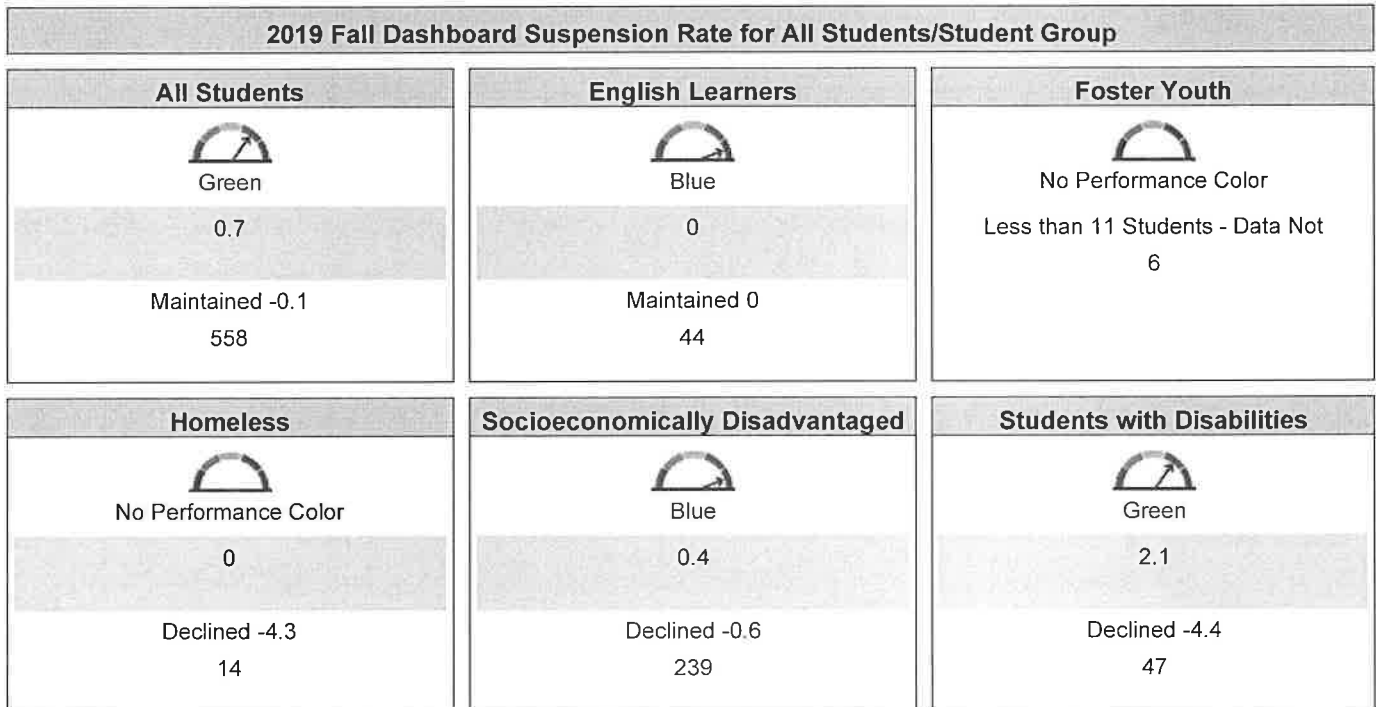
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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 by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 11		 No Performance Color 0 Maintained 0 34	 No Performance Color 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5 Declined -0.3 392	 No Performance Color 0 Declined -7.1 19		 Orange 1.1 Increased +1.1 91

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.8	0.7

**Conclusions based on this data:**

1. Overall, suspensions remain well below the district, local county, and state level.
2. A green overall rating was achieved.
3. All significant subgroups are at green or better. The suspension rate dropped for students with disabilities in the past 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

School Climate and Culture.

## LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 1

By June 2023, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, ODR PBIS data, and annual suspension date.

## Identified Need

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students (If available)	Green	Green or blue
LCAP Annual parent survey data regarding student happiness attending school	91% Agree/Strongly Agree	90% or higher
Annual suspension rate	1.2% (projected in April 2022)	Less than 1%
Percentage of students 2 or more Office Discipline Referrals (ODR) majors in an academic year	4% (as of April 2022)	3% or fewer

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students.
500	Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.

**Strategy/Activity**

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
500	Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program.
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
50	Title I 5000-5999: Services And Other Operating Expenditures Project Wisdom curriculum, to provide daily messages aligned to LJSJ character education program.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.5 Great Kindness Week Challenge Participation

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
250	Donations 4000-4999: Books And Supplies Materials and supplies for great kindness week challenge.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Students with disabilities

Strategy/Activity

1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**



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

All

**Strategy/Activity**

1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1800

Parent-Teacher Association (PTA)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Character Ed Assemblies

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.

**Proposed Expenditures for this Strategy/Activity**

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

Unrestricted  
2000-2999: Classified Personnel Salaries  
Salaries for campus supervisors

500

Unrestricted  
3000-3999: Employee Benefits  
Benefits for salaries listed above

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
18000	Title I 5800: Professional/Consulting Services And Operating Expenditures Recess Coach services to support active and hands-on activities and promote cooperative play to reduce office discipline referrals from less structured school playground setting.

## 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.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Our continued goal is to maintain a green or better rating in the CDE established criteria for school climate. Based on data available, strategies / activities were successful in supporting the goal.

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 to note.

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.

Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# 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 and Family Engagement- Attendance

## LEA/LCAP Goal

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

## Goal 2

By June 2023, Meadow Green will maintain a high level of students and family engagement as measured by our cumulative average daily attendance rate, rate of chronic absenteeism, based on the metric/indicators below.

## Identified Need

Numerous research studies have proven the link between school attendance and engagement and student outcomes. This is also a state and LJSD priority area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	93.15% (as of March 2022)	97% or above
Chronic Absenteeism CA Dashboard Indicator- All students, SWD, Hispanic, White (if available)	Orange (2018/19)	Green or Blue
Chronic Absenteeism CA Dashboard Indicator- SED (if available)	Red	Green or Blue
Chronic Absenteeism Rate	18% (as of April 2022)	5% or below
LCAP Survey- Awareness of School Family Engagement Opportunities	Agree/Strongly Agree- 97%	At least 90% or higher

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

100

Unrestricted  
4000-4999: Books And Supplies  
Materials and supplies

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Students with chronic absenteeism

**Strategy/Activity**

2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

2.5 Participation in the District Attendance Incentive Program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Unrestricted 2000-2999: Classified Personnel Salaries Salaries for extra hours for office staff for clerical and communication support.
3000	Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units.
500	Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

Students with or at-risk for chronic absenteeism.

#### Strategy/Activity

2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Title I  
4000-4999: Books And Supplies  
Materials and supplies for Saturday Academy

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

Parent Engagement of Tier III Students

#### Strategy/Activity

2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Title I

	2000-2999: Classified Personnel Salaries Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to attend evening family engagement activities.
50	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
250	Title I 1000-1999: Certificated Personnel Salaries Salaries for staff to develop and implement out of school/evening family education/engagement events.
100	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
100	Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.

### 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

2.9- Art and VAPA Education

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Donations 5800: Professional/Consulting Services And Operating Expenditures Art consultant will assist teachers with providing art instruction at least two times per trimester.
	District Funded 1000-1999: Certificated Personnel Salaries Music teacher will provide weekly music instruction to all students TK-6.
	District Funded 1000-1999: Certificated Personnel Salaries

6th grade students will have the opportunity to receive weekly instruction in band.

**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**

2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

15000

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Supplies, materials, and equipment to ensure daily operations of the school site.

**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**

2.11- Technology to support engagement for early learning and early literacy and extended learning opportunities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

Title I  
4000-4999: Books And Supplies  
Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math,



literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

## 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.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Overall, we met our goal and all benchmarks. Our continued goal is to maintain a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities were successful in supporting the goal.

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 noted.

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.

A CA School Dashboard rating may be unavailable for the 2021/22 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# 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

Academic Excellence in English Language Arts and Mathematics

## LEA/LCAP Goal

Academic Excellence - Learning for All Students. Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 3

By June 2023, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

## Identified Need

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023 (from 22/23 school year) California School Dashboard Rating in Math (if available)	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
Fall 2023 (from 22/23 school year) California School Dashboard Rating in ELA (if available)	Blue	Green or Blue Status (Growth and Status in Distance from Level 3)
CAASPP ELA Baseline	58% of students met or exceeded standard (most recent data, Spring 2021)	65% of students will meet or exceed standard
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals. As of January 2022, we have achieved 76% of expected growth in reading and 70% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Baseline	40% of students met or exceeded standard (most recent data, Spring 2021)	45% of students will meet or exceed standard

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

3.1 Students in grades 3-6 will be given a base line iReady assessment three times a year as a progress monitoring tool.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%

#### Strategy/Activity

3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30000

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for Intervention Support Teacher(s) three days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.

5000

Title I  
3000-3999: Employee Benefits  
Benefits for salaries listed above.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

Title I  
1000-1999: Certificated Personnel Salaries  
Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions.

100

Title I  
3000-3999: Employee Benefits

	Benefits for salaries listed above.
	Title I 1000-1999: Certificated Personnel Salaries Substitute release time for curriculum development and to attend professional development

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.

### Strategy/Activity

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including Lexia (TK-2), Reading Plus (3-6), Accelerated Reader (TK-2), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Donations 5000-5999: Services And Other Operating Expenditures ST Math School License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers.
	District Funded 5000-5999: Services And Other Operating Expenditures Lexia Licenses K-2
	Title I 5800: Professional/Consulting Services And Operating Expenditures School-wide Reading Plus site license.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Licenses and hosting (TK-2).

	Title I 4000-4999: Books And Supplies Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses.
1000	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science and other science programs.
	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Flocabulary
11340	District Funded 5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Site wide MobyMax License.

## 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

3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I  
1000-1999: Certificated Personnel Salaries

	Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics.
1000	Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through ACSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related to distance learning and hybrid and/or virtual teaching.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
2000	Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, and A2I, as well as distance learning, virtual and hybrid teaching.
250	Title I 2000-2999: Classified Personnel Salaries Benefits for salaries listed above.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000	Unrestricted 4000-4999: Books And Supplies Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student.
1000	Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Snyc) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Tier II and Tier III

**Strategy/Activity**

3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

8000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
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1000	District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

## 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.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a laser focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

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.

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.

A CA School Dashboard rating may be unavailable for the 2021/22 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area. Based on Spring 2022 CAASPP results, SSC may modify the expected outcome for CAASPP indicator if the goals above are already achieved.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development- ELD

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 4

By June 2023, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

## Identified Need

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Language Learner students meeting or exceeding standards on ELA CAASPP assessment.	36%	41%
Percentage of Students scoring level 3 or 4 on annual ELPAC assessments.	73%	78%
Percentage of students meeting the criteria for RFEP	19%	25%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
19000	District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners.
3000	District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

**Strategy/Activity**

EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

**Strategy/Activity**

EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

Tier II and Tier III English Learners

Strategy/Activity

EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

**Strategy/Activity**

EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**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.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Please see goal #3, academic excellence for strategies and activities that contribute to academic achievement. In addition to those, we provide specific ELD support to English Learners, which are outlined in this goal area. Overall, we met our goal and all benchmarks. Some strategies may not be feasible to implement during distance distance learning and/or in-person hybrid, depending on health department guidance, and the school will implement to the greatest extent possible.

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.

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.

There are no changes anticipated. SSC will review ELPAC and CAASPP data in the Fall to determine is modifications are needed.

# 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	\$62602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,340.00

## 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	\$70,350.00

Subtotal of additional federal funds included for this school: \$70,350.00

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 (\$)
District Funded	\$43,340.00
Donations	\$5,750.00
Parent-Teacher Association (PTA)	\$1,800.00
Unrestricted	\$35,100.00

Subtotal of state or local funds included for this school: \$85,990.00

Total of federal, state, and/or local funds for this school: \$156,340.00

# 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
Title I	70000	-350.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	43,340.00
Donations	5,750.00
Parent-Teacher Association (PTA)	1,800.00
Title I	70,350.00
Unrestricted	35,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,750.00
2000-2999: Classified Personnel Salaries	26,350.00
3000-3999: Employee Benefits	10,750.00
4000-4999: Books And Supplies	36,450.00
5000-5999: Services And Other Operating Expenditures	14,240.00
5800: Professional/Consulting Services And Operating Expenditures	25,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	8,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00

3000-3999: Employee Benefits	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,340.00
4000-4999: Books And Supplies	Donations	750.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	34,750.00
2000-2999: Classified Personnel Salaries	Title I	350.00
3000-3999: Employee Benefits	Title I	5,750.00
4000-4999: Books And Supplies	Title I	7,600.00
5000-5999: Services And Other Operating Expenditures	Title I	2,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	19,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	6,000.00
3000-3999: Employee Benefits	Unrestricted	1,000.00
4000-4999: Books And Supplies	Unrestricted	28,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,850.00
Goal 2	32,300.00
Goal 3	74,190.00
Goal 4	22,000.00



# 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
Matt Cukro- Principal	X Principal
Krista Karr- Teacher	X Classroom Teacher
Michelle Van der Lee- Teacher- Chairperson	X Classroom Teacher
Amanda Evenson- Teacher- Vice Chairperson	X Classroom Teacher
Darleene Pullen- Classified Staff-	X Other School Staff
Edna Tristian- Parent	X Parent or Community Member
Patricia Garcia - ELAC Parent Representative	X Parent or Community Member
Naomi Rivera- Parent	X Parent or Community Member
Maria Gonzalez - Parent	X Parent or Community Member
Courtney Rivera- Parent/PTA Representative	X Parent or Community Member

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

# Recommendations and Assurances

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

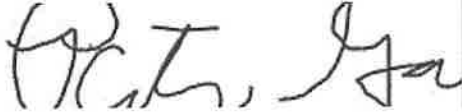
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**




X English Learner Advisory Committee

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

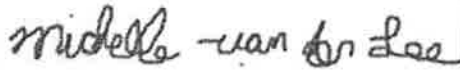
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/14/2022.

Attested:



Principal, Matt Cukro on 4/14/2022



SSC Chairperson, Michelle Van der Lee on 04/14/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto: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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2022-23



# 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
Olita Elementary School	30647666020200	May 24, 2021	June 14, 2021

## Purpose and Description

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

x Schoolwide Program

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

The staff at Olita Elementary School is working to meet all ESSA requirements by using the District adopted, state approved curriculum to meet the needs of all students. Our struggling readers in grades Kindergarten through third grade are receiving intensive foundational reading skills by attending daily sessions with our Leveled Literacy Intervention teacher. All students' needs are being met through our during-school enrichment/intervention sessions focusing on English Language Arts and Math skills. These sessions occur weekly and progress monitoring allows for regrouping periodically throughout the year as needed. All subgroups are identified and monitored throughout this process.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parents, students, and teachers will be given an opportunity during the 2022-2023 school year to complete a formal needs assessment. The survey includes topics such as academics, school climate and overall operations of the school.

The results will provide feedback about areas of concern that may need attention for improvement. The survey from last year showed that parents were overall pleased with how our school provides for their children. The only area of concern is communication about their child's progress which has been addressed with all teachers. Almost all teachers use Class Dojo as a form to communicate with parents. We continue to send fliers, emails, post updates on Instagram, make phone calls to reach out to our parents.

## Classroom Observations

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

Observations in the form of informal walkthroughs by the site administrator take place at Olita at least once per week in each classroom. Classroom instruction is also monitored by the formal evaluation process. During these informal and formal observations there is evidence that teachers are meeting the needs of all students using district approved materials and effective teaching strategies.

## 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)

This year our students in grades 3-6 will complete trimester benchmarks using the Smarter Balance IABs. The IABs are aligned with the SBAC and will give accurate data that reflects student achievement. TK-2 students are using other curriculum based benchmarks for teachers to monitor progress and adjust instruction, as well as our new iReady program.

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

The teachers at Olita School use end of chapter tests and end of unit tests in order to modify instruction based on data collected. Students are also given monthly assessments using the STAR Reading Program to monitor comprehension. iReady will be used for diagnostics and instructional support and practice in both ELA and Math. ST Math is used by all Kindergarten through 5th grade students for the remainder of this year. Math skills, along with fluency are practiced throughout the year using ST Math, Khan Academy and iReady.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified and meet the requirements for ESEA.

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

All teachers are provided professional development throughout the year. We have been focusing on our writing program through Write From the Beginning and Thinking Maps.

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

The teachers attend professional development training which includes Thinking Maps, Write From the Beginning, technology usage, and curriculum training.

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

Our teachers have been trained on how to implement the iReady program used for diagnostics and skill support in ELA and Math. Our teachers are provided support throughout the year as we learn the new program.

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

Our teachers work with their grade level teams every Monday to plan and review for upcoming lessons. They also get together several times a year to work together district-wide for planning and professional development.

## Teaching and Learning

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

Our teachers collaborate weekly to plan curriculum that meets the grade level standards in all subject areas. Best practices are discussed through data comparisons and reflecting on teaching strategies.

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

All teachers are informed of instructional minutes in which they use to plan daily instruction in order to meet the needs of all students. Minutes are above state requirements.

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

Teachers create a weekly schedule that maps out when each subject is taught and for how many minutes each day. The during school intervention sessions are included in these schedules.

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

All students have access to every textbook and all instructional materials for their grade level.

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

All students are using district adopted (State approved) instructional materials for all levels of instruction.

## Opportunity and Equal Educational Access

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

Almost all teachers are GLAD, EDI, and Thinking Map trained. The teachers use different scaffolding strategies to reach all students, including underperforming students. We are working to provide training to all teachers who need GLAD, EDI, and/or Thinking Maps.

Evidence-based educational practices to raise student achievement

We continue to seek evidence-based practices in order to help students achieve. These practices include, but are not limited to : EDI, GLAD, and Thinking Maps and Write From the Beginning.

## Parental Engagement

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

Our curriculum director and assistant superintendent provide support throughout the year to provide strategies for working with under achieving students through our Intervention Coordinator on site. The Intervention Coordinator meets 1:1 with all underperforming students (identified from SBAC scores) in order to set SMART goals for the year. The intervention Coordinator and classroom teachers work with the students to make sure they are on target to meet the goals.

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)

We have a strong base of parent volunteers who come to school and work with our struggling students. We invite parent volunteers on campus to provide extra support. Parents help students memorize math facts, learn Fry words, and any other skills needed.

## Funding

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

We are funded schoolwide for Title 1. All students have access to any program or materials purchased with Title 1 funds. Our LLI reading program is funded through Title 1. We are also using funds from our Low Performing Block Grant. All underperforming students will meet with our Intervention Coordinator to make goals and discuss

Fiscal support (EPC)

In addition to Title I monies Olita receives a Site Allocation from LCFF in addition to STEAM monies and other supplemental LCFF dollars to support students.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The planning process for this year's SPSA began early this year. Since the start of school, the teachers have discussed several ways to support our students. While many topics were discussed, some actual goals will be very similar to last year's goals, but due to SBAC scores not being in until later this year, we will focus on data from iReady to drive goals. Our students 3rd through 6th grade students will take the state assessment through CAASPP in May 2022. Our School Site Council will meet to discuss plans and goals for this year. School Site Council meeting is scheduled for May 12, 2022, to review and approve this upcoming year's goals. Next year's School Site Council will meet four times throughout the 22-23 school year to monitor and adjust goals and/or actions to meet the goals.

## Resource Inequities

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

As part of the Comprehensive Needs Assessment a large portion of our students did not have access to before and after school intervention. To make sure that all students have access we implemented during the school day intervention sessions to meet the needs of all students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2.06%	2.03%	1.4%	9	9	6
Asian	2.52%	3.61%	4.7%	11	16	20
Filipino	1.14%	2.03%	2.3%	5	9	10
Hispanic/Latino	66.59%	65.91%	66.0%	291	292	283
Pacific Islander	1.14%	1.13%	1.2%	5	5	5
White	23.57%	20.77%	19.6%	103	92	84
Multiple/No Response	1.14%	1.58%	1.6%	5	7	7
<b>Total Enrollment</b>				437	443	429

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	77	69
Grade 1	39	49	63
Grade 2	66	45	51
Grade 3	67	64	49
Grade 4	54	68	63
Grade 5	77	63	70
Grade 6	72	77	64
Grade 8	1		
<b>Total Enrollment</b>	437	443	429

### Conclusions based on this data:

1. Based on this data, our Asian population has increased by 4 students. Our Hispanic population decreased by 9 students.
2. Our African-American population decreased by 3 students along with our White students dropping by 8 students.
3. Based on the data, our student enrollment continues to decline, From last year we declined by 14 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	43	38	37	9.8%	8.6%	8.6%
Fluent English Proficient (FEP)	23	38	28	5.3%	8.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	17	2	0.0%	39.5%	5.3%

### Conclusions based on this data:

1. The number of English Learners had been decreasing each year, however in the past year we gained 2 students.
2. Our number of Fluent English Proficient students are also decreasing.



# 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	53	64	48	51	64	48	51	64	48	96.2	100	100.0
Grade 4	69	57	63	67	53	62	67	53	62	97.1	93	98.4
Grade 5	69	72	66	66	72	65	66	72	65	95.7	100	98.5
Grade 6	72	74	67	70	71	66	70	71	66	97.2	95.9	98.5
All Grades	263	267	244	254	260	241	254	260	241	96.6	97.4	98.8

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	2432	2441	2380	19.61	31.25	8.33	35.29	25.00	20.83	23.53	23.44	35.42	21.57	20.31	35.42
Grade 4	2462	2482	2438	19.40	26.42	17.74	25.37	30.19	19.35	29.85	24.53	25.81	25.37	18.87	37.10
Grade 5	2508	2499	2482	15.15	16.67	16.92	40.91	41.67	29.23	25.76	19.44	15.38	18.18	22.22	38.46
Grade 6	2554	2545	2505	21.43	19.72	10.61	38.57	38.03	28.79	31.43	26.76	34.85	8.57	15.49	25.76
All Grades	N/A	N/A	N/A	18.90	23.08	13.69	35.04	34.23	24.90	27.95	23.46	27.39	18.11	19.23	34.02

### 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	27.45	37.50	10.64	52.94	45.31	57.45	19.61	17.19	31.91
Grade 4	17.91	33.96	14.52	61.19	47.17	66.13	20.90	18.87	19.35
Grade 5	21.21	22.22	16.92	57.58	50.00	56.92	21.21	27.78	26.15
Grade 6	31.43	28.17	4.55	42.86	46.48	71.21	25.71	25.35	24.24
All Grades	24.41	30.00	11.67	53.54	47.31	63.33	22.05	22.69	25.00

### 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	17.65	23.44	6.38	58.82	48.44	63.83	23.53	28.13	29.79
Grade 4	10.45	20.75	12.90	62.69	62.26	53.23	26.87	16.98	33.87
Grade 5	30.30	23.61	6.15	53.03	55.56	61.54	16.67	20.83	32.31
Grade 6	34.29	28.17	10.61	51.43	53.52	60.61	14.29	18.31	28.79
All Grades	23.62	24.23	9.17	56.30	54.62	59.58	20.08	21.15	31.25

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	17.65	28.13	2.13	70.59	56.25	87.23	11.76	15.63	10.64
Grade 4	19.40	15.09	3.23	71.64	64.15	79.03	8.96	20.75	17.74
Grade 5	10.61	11.11	10.77	77.27	75.00	72.31	12.12	13.89	16.92
Grade 6	22.86	21.13	13.64	70.00	67.61	71.21	7.14	11.27	15.15
All Grades	17.72	18.85	7.92	72.44	66.15	76.67	9.84	15.00	15.42

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	23.53	25.00	12.50	52.94	48.44	56.25	23.53	26.56	31.25
Grade 4	28.36	24.53	14.52	47.76	58.49	72.58	23.88	16.98	12.90
Grade 5	21.21	25.00	13.85	59.09	51.39	61.54	19.70	23.61	24.62
Grade 6	34.29	38.03	18.18	60.00	46.48	66.67	5.71	15.49	15.15
All Grades	27.17	28.46	14.94	55.12	50.77	64.73	17.72	20.77	20.33

2019-20 Data:

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

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of 2020.
2. We will assess our students in August to determine intervention and academic needs. Our program will be designed to help all students from intense intervention to enrichment and beyond.

3. When our results from the 20/21 SBAC tests are released, we will consider that data as we assess for current levels in the fall.

# 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	52	64	48	50	64	48	50	64	48	96.2	100	100.0
Grade 4	69	57	63	67	53	62	67	53	62	97.1	93	98.4
Grade 5	68	72	66	65	72	65	65	72	65	95.6	100	98.5
Grade 6	72	74	67	70	70	66	70	70	66	97.2	94.6	98.5
All Grades	261	267	244	252	259	241	252	259	241	96.6	97	98.8

\* 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	2426.	2425.	2389.	12.00	6.25	4.17	34.00	45.31	16.67	30.00	20.31	37.50	24.00	28.13	41.67
Grade 4	2468.	2481.	2445.	14.93	20.75	8.06	37.31	35.85	22.58	31.34	20.75	41.94	16.42	22.64	27.42
Grade 5	2516.	2518.	2479.	24.62	25.00	9.23	26.15	23.61	18.46	27.69	30.56	33.85	21.54	20.83	38.46
Grade 6	2554.	2550.	2504.	34.29	34.29	13.64	22.86	18.57	15.15	27.14	24.29	45.45	15.71	22.86	25.76
All Grades	N/A	N/A	N/A	22.22	22.01	9.13	29.76	30.12	18.26	28.97	24.32	39.83	19.05	23.55	32.78

### 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.

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	26.00	29.69	8.33	44.00	39.06	41.67	30.00	31.25	50.00
Grade 4	32.84	35.85	12.90	37.31	37.74	59.68	29.85	26.42	27.42
Grade 5	38.46	40.28	12.31	36.92	34.72	50.77	24.62	25.00	36.92
Grade 6	44.29	42.86	18.18	30.00	30.00	46.97	25.71	27.14	34.85
All Grades	36.11	37.45	13.28	36.51	35.14	50.21	27.38	27.41	36.51

### 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	26.00	15.63	6.25	46.00	56.25	58.33	28.00	28.13	35.42
Grade 4	10.45	22.64	6.45	58.21	47.17	58.06	31.34	30.19	35.48
Grade 5	20.00	26.39	12.31	52.31	51.39	55.38	27.69	22.22	32.31
Grade 6	27.14	28.57	4.55	50.00	41.43	57.58	22.86	30.00	37.88
All Grades	20.63	23.55	7.47	51.98	49.03	57.26	27.38	27.41	35.27

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	28.00	17.19	6.25	50.00	60.94	68.75	22.00	21.88	25.00
Grade 4	22.39	26.42	11.29	53.73	49.06	58.06	23.88	24.53	30.65
Grade 5	21.54	19.44	1.54	52.31	54.17	70.77	26.15	26.39	27.69
Grade 6	31.43	28.57	10.61	48.57	45.71	69.70	20.00	25.71	19.70
All Grades	25.79	22.78	7.47	51.19	52.51	66.80	23.02	24.71	25.73

2019-20 Data:

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

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of '20.
2. We will assess our students in August '21 to determine student needs and implement an intervention program to meet these needs.
3. We will analyze our data from the modified SBAC testing that our students completed in May '21 in August '21.

# 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	*	*	1411.5	*	*	1414.0	*	*	1405.4	*	4	13	
1	*	*	*	*	*	*	*	*	*	*	4	4	
2	*	*	*	*	*	*	*	*	*	*	4	8	
3	*	*	*	*	*	*	*	*	*	*	*	7	
4	*	*	*	*	*	*	*	*	*	*	4	*	
5	*	*	*	*	*	*	*	*	*	*	7	4	
6	*	*	*	*	*	*	*	*	*	*	*	4	
<b>All Grades</b>											42	27	43

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	*	*	7.69	*	*	53.85	*	*	23.08		*	15.38	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	47.62	7.41	13.95	*	48.15	48.84	*	29.63	18.60	*	14.81	18.60	42	27	43

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	*	*	15.38	*	*	46.15	*	*	15.38		*	23.08	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	57.14	18.52	32.56	*	48.15	32.56	*	22.22	13.95	*	11.11	20.93	42	27	43

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	*	*	7.69	*	*	23.08	*	*	46.15		*	23.08	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	42.86	7.41	4.65	26.19	22.22	34.88	*	51.85	30.23	*	18.52	30.23	42	27	43

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	*	*	7.69	*	*	84.62		*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	57.14	18.52	27.91	30.95	66.67	60.47	*	14.81	11.63	42	27	43

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	*	*	15.38	*	*	61.54		*	23.08	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	22.22	39.53	38.10	59.26	41.86	*	18.52	18.60	42	27	43

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	*	*	7.69	*	*	84.62		*	7.69	*	*	13
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	47.62	7.41	11.63	35.71	66.67	60.47	*	25.93	27.91	42	27	43

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	*	*	38.46	*	*	38.46		*	23.08	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.48	18.52	18.60	45.24	66.67	53.49	*	14.81	27.91	42	27	43

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.

# 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
<b>429</b>	<b>43.4</b>	<b>8.6</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	8.6
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	186	43.4
Students with Disabilities	75	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian or Alaska Native		
Asian	20	4.7
Filipino	10	2.3
Hispanic	283	66.0
Two or More Races	7	1.6
Native Hawaiian or Pacific Islander	5	1.2
White	84	19.6

### Conclusions based on this data:

1. Our student population rarely fluctuates and stays fairly consistent over time. However, the number of socioeconomically disadvantaged students is increasing.







# 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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. The data supports that the area of Conditions and Climate/Suspension Rate will need support in order to improve. Student behavior expectations will be posted in areas around the campus for visual reminders.
2. Due to our district moving counties for jurisdiction, our SBAC scores have not been published. When this information is updated, we will analyze and make a plan for improvement if needed.

# School and Student Performance Data

## Academic Performance English Language Arts

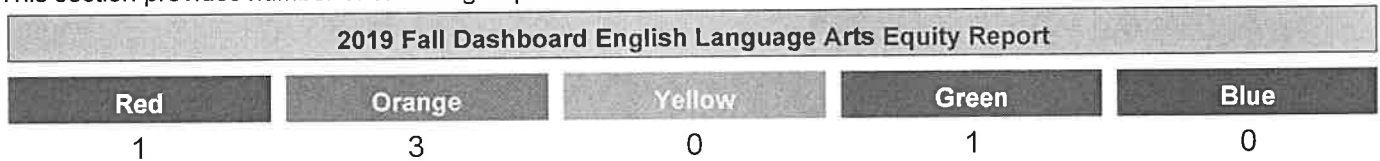
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<b>All Students</b>  Yellow 6 points above standard Maintained ++0.6 points 257	<b>English Learners</b>  Orange 35.7 points below standard Declined -14.9 points 39	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color 2.7 points above standard 11	<b>Socioeconomically Disadvantaged</b>  Orange 20.1 points below standard Maintained -0.9 points 110	<b>Students with Disabilities</b>  Red 72.8 points below standard Maintained -1.5 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 points below standard Maintained -2 points 168	 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 3	 Green 36.5 points above standard Increased ++6.2 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
101.1 points below standard Declined Significantly -67.3 points 14	0.9 points above standard Increased ++8.8 points 25	12.5 points above standard Maintained ++2.8 points 214

**Conclusions based on this data:**

1. Due to our district changing counties for jurisdiction, we do not have published scores. Our students did take a modified SBAC in May '21 and we will analyze the data when we receive results.
2. We will plan and implement an intervention/enrichment program based on our results from the SBAC and our iReady data.
3. The Hispanic population will need focused attention with intervention strategies to improve English language skills.

# School and Student Performance Data

## Academic Performance Mathematics

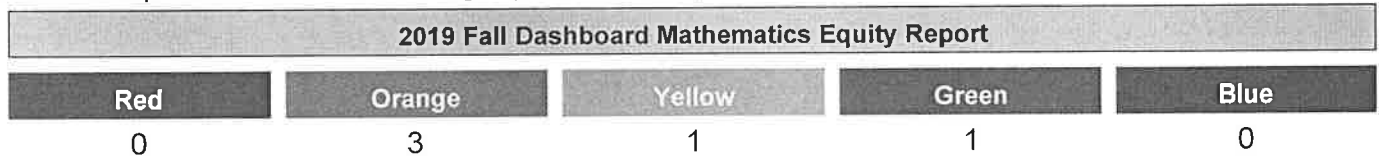
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p> Yellow</p> <p>7.2 points below standard Maintained ++1.1 points</p> <p>256</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>34.2 points below standard Declined -4.2 points</p> <p>39</p>	<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>29.7 points below standard Maintained -2.4 points</p> <p>109</p>	<p><b>Students with Disabilities</b></p> <p> Orange</p> <p>84.1 points below standard Maintained -0.4 points</p> <p>40</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 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
 Yellow 14.6 points below standard Maintained ++0.7 points 168	 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 3	 Green 14.4 points above standard Increased ++4.8 points 64

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
80.8 points below standard Declined Significantly -38.1 points 14	8 points below standard Increased ++8.5 points 25	3.5 points below standard Maintained ++1.7 points 213

**Conclusions based on this data:**

- Due to our district changing counties for jurisdiction, our SBAC scores are unavailable. We will analyze the data when we receive results from the modified SBAC test from May '21.
- We will design and implement an intervention/enrichment program based on results of state testing and iReady data.



# School and Student Performance Data

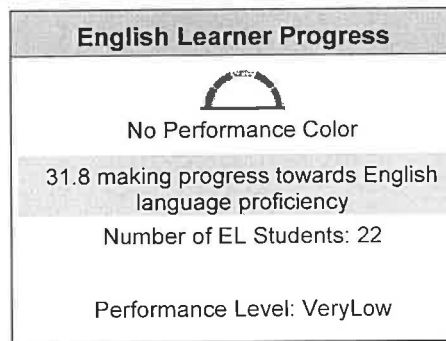
## Academic Performance English Learner Progress

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
18.1			31.8

#### Conclusions based on this data:

1. Our EL students will have intensive support for all academic areas provided by our classroom teachers and ELD Bilingual Aide. Almost all teachers have been trained in GLAD strategies and will implement best teaching strategies to ensure all students are learning.
2. Once we have current data from this year's ELPAC testing, we will analyze and implement strategies to improve scores that will promote student achievement.

# 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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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. Due to Covid-19 protocols and using an overabundance of caution, many of our students' attendance in school has not been as consistent since pre-Covid times. Parents have kept students home for longer periods of time and more often.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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



This section provides number of student groups in each color.









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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 5.2 Maintained 0 460	 Blue 2.2 Maintained -0.1 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 18.2 Increased +11.9 22	 Yellow 8.8 Maintained +0.4 194	 Green 6.5 Declined -2.4 92



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 Maintained -0.3 307	 No Performance Color 18.8 Increased +3.4 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 5.7 Maintained -0.1 106

**Conclusions based on this data:**

- This data reflects attendance records from two years ago during the pandemic. When the data is updated, we will construct goals according to the needs in each category.

# 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.

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

This section provides information about the percentage of students in kindergarten through grade 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><b>All Students</b></p>  <p>Green</p> <p>1.7</p> <p>Declined -0.4</p> <p>472</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>8.7</p> <p>Increased +2.4</p> <p>23</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>2.5</p> <p>Maintained 0</p> <p>198</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.1</p> <p>Declined -3.2</p> <p>95</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10		 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined Significantly -1 318	 No Performance Color 6.3 Increased +6.3 16	 No Performance Color Less than 11 Students - Data 5	 Orange 1.9 Increased +1 106

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.1	1.7

**Conclusions based on this data:**

1. When current data regarding suspensions is updated to more recent times, we will analyze and construct appropriate goals. As we received current information, we will adjust our protocols and school rules, if needed.
2. Behavior expectations are posted around the campus. Visual rules and protocols make it easier for students to be reminded about behavior expectations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 1

By May 2023, the percentage of 3rd to 6th grade students will improve in Writing as measured by the SBAC scores.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC CA Dashboard	Overall, the percentage of students at or near standard remained the same in the area writing.	Our student achievement in writing will improve as measured by the SBAC scores.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students, including Hispanic group

### Strategy/Activity

Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
None Specified

None Specified  
None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional development opportunities to support understanding of the Thinking Maps and Write From the Beginning for how they can be used to support all learners across the curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

### 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

Students will be taught academic vocabulary related to their district approved, grade level texts.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

00.00

### 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**

All grade levels will focus on predetermined Grade Level Academic Vocabulary through weekly lessons.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

25.00

Source(s)

LCFF

4000-4999: Books And Supplies

Paper will be used to put together grade level journals to track academic vocabulary words.

**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**

Teachers will evaluate student work samples to monitor standards and DOK level.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

00.00

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Teachers will provide Success Criteria for students to gauge their progress on assignments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
00.00	

**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**

Struggling students will attend Leveled Literacy Interventions daily in grades kindergarten through 3rd grade.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
24,442.25	Title I 1000-1999: Certificated Personnel Salaries Salaries
8,887.06	Title I 3000-3999: Employee Benefits Mandated statutes

**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**

All struggling students will receive during school intervention through a pull-out program. Our Intervention teacher will work with groups of students throughout the day to focus on skills needed as by teacher directives.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
00.00	



## 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

Students will be flexibly grouped by ability and receive intervention or enrichment during school 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)

Source(s)

## 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 teachers at Olita implemented the district adopted English Language Arts curriculum with fidelity. We implemented during the school day interventions in order to meet the needs of all students. The teachers continued to receive training with Thinking Maps and how they promoted reading comprehension and higher level thinking skills. Our most struggling readers in grades kindergarten through 3rd grade received daily intensive lessons with our Leveled Literacy Intervention.

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 majority of our implementation plans remained the same, however as we further developed our training with Thinking Maps, our teachers continued to learn effective strategies to improve student achievement. We were also able to add an extra Intervention teacher to help mitigate losses in learning from the months spent learning via Distance Learning.

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

Because State Assessments were modified in length, we will also need to look at current needs from other sources such as iReady data, as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 2

By August 2022, the Hispanic students' performance points in ELA will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our Hispanic group did not make adequate progress on the SBAC resulting in an Orange on the Dashboard.	Our Hispanic students will improve their ELA skills enough to move from Orange to Yellow on the Dashboard.
iReady	Our entire school is using iReady to diagnose reading levels and prescribing reading activities to strengthen all reading skills. Based on our Reading Diagnostic Results, 44% of our students are reading at or above grade level. 38% of our students are reading one grade level below.	Our growth goal for this upcoming year is to move 20% of students reading one grade level below will improve to reading at or above grade level.
Accelerated Reader	Students in grade 1-6 use Accelerated Reader (AR) to monitor progress on reading comprehension. All students in these grades set monthly goals with the expectation to increase their comprehension	The AR school wide goal is to have 80% of 1st-6th grade students improve their reading levels by one grade level from August 2022 to May 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	skills. Teachers keep track and turn in monthly reports to the principal that shows progress throughout each month.	

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)

Hispanic students

#### Strategy/Activity

Teachers will provide English Language Arts instruction daily using the ELA/Literacy adoption.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

00.00

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learners, but all students benefit from these visual strategies.

#### Strategy/Activity

GLAD strategies will be used in all classrooms.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

00.00

Source(s)

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

English Learners.

**Strategy/Activity**

Reclassified EL students will be identified and monitored throughout the year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

00.00

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Hispanic English Learners

**Strategy/Activity**

EL students who are Spanish speaking will receive additional ELD support through our bilingual aide five days per week.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

00.00

**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**

Teachers will continue to be trained on Write From the Beginning and continue to use Thinking Maps to support ELA standards.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
00.00	

**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**

The school will implement iReady as a means of a diagnostic and monitoring student progress, for the 21/22 school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5670.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes will be hired to teach the classes while the classroom teachers assess each student with DIBELS and DAZE assessments.
1420.00	Title I 3000-3999: Employee Benefits Mandated statutes

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Hispanic students requiring assistance and our Kindergarten through Third Grade students needing intensive intervention.

**Strategy/Activity**

The Tier 3 students (including Hispanic) will receive Leveled Literacy Intervention during the school day for thirty minutes/5 times per week.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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23,616.51	Title I 1000-1999: Certificated Personnel Salaries A certificated teacher will instruct Tier 3 students with intensive reading skills five times per week for 30 minutes each day.
8494.51	Title I 3000-3999: Employee Benefits Statutories

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

English Learners and all students, including those needing reading intervention.

**Strategy/Activity**

Students will strengthen Reading and ELA skills by working with reading interventions from Scholastic News, Spelling City and BrainPop 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)
7100.31	Title I 4000-4999: Books And Supplies Reading materials for intervention and classroom instruction. BrainPop is a computer-based program that teachers use for various subjects, including ELA. It is highly motivating and students interact with the material.

**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**

All students from 1st grade through 6th will set monthly goals for reading comprehension through the Accelerated Reader program. Students' reading levels are determined and all books on campus are leveled. Students keep an individualized reading chart based on their reading inventory. They take ownership of their rate of success and is monitored monthly by teachers and principal.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,700.00

Source(s)

Title I  
4000-4999: Books And Supplies

## 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 and activities used included all intervention classes, progress monitoring in using DIBELS and using strategies effectively from GLAD training. Our English Learners will continue to be monitored throughout the year for progress.

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 were little differences in the budgeted expenditures needed to implement the strategies and activities. Due to COVID-19, our students were on a modified schedule while on a hybrid model. Our DIBELS monitoring could not take place and therefore, the budgeted money for substitute teachers was not spent. The budget will also reflect the money that would have been spent on before school intervention classes.

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

Due to COVID-19, the SBAC testing was performed using a modified protocol. In the fall of 2021, we will need to assess our students to see where extra support will be needed.

# 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

Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 3

By August 2022, the English Learners and Socioeconomically Disadvantaged students' performance points in Math will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our English Learners and Socioeconomically Disadvantaged groups did not make adequate progress on the SBAC resulting in Orange on the Dashboard.	The expected outcome for our English Learners and Socioeconomically Disadvantaged students in the area of Math will be that they improve their skills to move from Orange to Yellow on the Dashboard.
iReady	Our entire school began using iReady as a means of diagnosing student needs and providing practice to strengthen skills. Our baseline for students at or above grade level is 41% of students. Our group of students performing one year below grade level is at 43%.	The expected outcome for all students is to move at least 20% of the "one grade below" to at or above grade level based on the Math Diagnostic Results from iReady.

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)

Socioeconomically Disadvantaged Students and all students needing extra interventions.

### Strategy/Activity

Intervention will be provided for all students needing learning strategies to improve Math skills via small group instruction during the school day.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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None Specified None Specified
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None Specified None Specified
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## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

All of our English learners and Socioeconomically Disadvantaged students that needed support with math skills were identified. Extra support was given during the school day via Zoom or in person by the classroom teachers.

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

Our budget did not change as all intervention was completed during the school day. Due to COVID-19, our extra support was offered through Zoom meetings or while they were on campus during the spring in a hybrid format provided by teachers. Students were all offered times where they could meet with the teacher online and get more focused instruction with math skills.

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

We will continue to focus on the identified students in the fall of 2021 to provide support to improve math skills. Because the SBAC was modified this year, we will need to assess every student to find the areas that will need intensive support to help all students achieve.

# 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

Chronic Absenteeism

## LEA/LCAP Goal

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 4

Our Hispanic and Socioeconomically Disadvantaged students will improve their school attendance percentage in order to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

These two student groups are both below the percentages in comparison to "All Students", so additional supports need to be identified.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic and Socioeconomically Disadvantaged students rated in the Orange on the Dashboard for Chronic Absenteeism.	Our Hispanic and Socioeconomically Disadvantaged students will improve their attendance and move from Orange to Yellow on the Dashboard.

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

Attendance letters will be sent to parents of students when school is missed 3, 5, 9, 12, and 15 days. During distance learning, our attendance procedures have been modified to reflect attendance and engagement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Chronic absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year. Parents will attend a meeting with the principal to review the Attendance Contract/discuss ways the school can provide support in getting the child to school/review repercussions of continued absences.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Student Attendance Review Team meetings will occur for families with Chronic Absenteeism.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Our attendance has not been as consistent since Covid-19. We have had several families choosing to stay home out of an abundance of caution.

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

All of the strategies were implemented through May 2021. There was no change to the budget expenditures as all activities did not cost anything to implement.

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

We will continue to implement the activities and monitor attendance through monthly percentages. We will continue to follow attendance protocols and monitor for chronic absenteeism.

# 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

Suspension Rate

## LEA/LCAP Goal

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 5

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.	Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

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

A school-wide discipline plan will be shared with all teachers, noon duty aides, parents and students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

All students will be taught behavioral expectations in and out of the classroom. Students will be given examples of appropriate behavior and consequences for behavior that is not desirable.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Teachers will continue to teach the monthly Character Education themes (Digital Citizenship, Respect, Making Good Choices, Gratitude, Kindness, Goal Setting, Honesty, Self-Control, Responsibility, and Friendship. Students complete activities tied to the monthly theme.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Student Council members will produce a fun, engaging video to be shown to all students at the beginning of next year to promote school expectations.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

Our strategies and activities focused on everything from student recognition and rewards for good behavior to explicit rules to follow throughout the day. We worked every day to set behavior expectations and support all students to make good choices.

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 expenses needed at this point to promote better behavior.

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

We will review our suspension rate and determine if any changes need to be made to our strategies.



# 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 6

## 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 5

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

### 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

**Proposed Expenditures for this Strategy/Activity**

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

**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

**Proposed Expenditures for this Strategy/Activity**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## 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.

# 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 2

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Teachers will implement GLAD strategies.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

LTELs will be identified and achievement data will be reviewed for possible Alternative Reclassification. LTELs will continue to receive interventions to build English skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

Teachers will provide ELD instruction through embedded ELA/Literacy instruction every day using the new adoption.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

EL students scoring Standard Not Met in ELA will receive strategic interventions.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# 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	\$39,179
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85,355.64

## 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	\$79,660.64

Subtotal of additional federal funds included for this school: \$79,660.64

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$5,695.00

Subtotal of state or local funds included for this school: \$5,695.00

Total of federal, state, and/or local funds for this school: \$85,355.64

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	5,695.00
Title I	79,660.64

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,728.76
3000-3999: Employee Benefits	18,801.57
4000-4999: Books And Supplies	12,825.31

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	5,670.00
4000-4999: Books And Supplies	LCFF	25.00
1000-1999: Certificated Personnel Salaries	Title I	48,058.76
3000-3999: Employee Benefits	Title I	18,801.57
4000-4999: Books And Supplies	Title I	12,800.31

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2

33,354.31
52,001.33



# 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
Kellie Adams	X Parent or Community Member
Maria Fabela	X Parent or Community Member
Hannah Kim	X Parent or Community Member
Calee Marco	X Parent or Community Member
Naomi Rex	X Parent or Community Member
Katie Allsman	X Classroom Teacher
Katie Allsman	X Classroom Teacher
Karen Chavez	X Classroom Teacher
Aly Saieva	X Classroom Teacher
Krista Van Hoogmoed	X 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**

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.

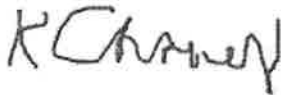
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:



Principal, Krista Van Hoogmoed on April 20, 2022



SSC Chairperson, Karen Chavez on April 20, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto: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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**



# 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
Rancho-Starbuck Intermediate School	30647666020218	April 7, 2022	May 2, 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  
To outline actions to meet the needs of students based on analysis of data.

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.

Rancho-Starbuck does not receive Title I funding.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Teachers, support staff, and parents spend time providing input on the needs of Rancho-Starbuck Intermediate School. An LCAP parent survey in the spring of 2022 generated responses and provided input into action steps for Rancho-Starbuck. The Rancho staff is pleased with the results of the parent survey. Out of 33 questions, twenty-three of those resulted in answers with above 90% of parents responding agree or strongly agree. Of the remaining 10 questions, the answer 'Don't Know' was the reason for a score less than 90%. The pandemic year had an effect on answers in those categories resulting in parents not having evidence that could help them answer the questions. We are very pleased to see the high percentages in many categories. For those questions under 90% that are relevant to this year's circumstances, there are several items to note. 24.7% of respondents did not know if students had the opportunity to work above grade level. 5.3% of parents disagree that students are provided an appropriate level of challenging coursework. 10% of parents did not know if the school provides intervention and academic support. 9.4% of parents did not feel that they receive timely feedback on assignments/homework. Again, some of those responses are a result of this unusual year with a brand new principal.

Along with the parent survey, the staff also responded. Out of 33 questions, 7 have a 100% response of agree or strongly agree. Of the other 26 questions, only 6 were below 90%. Four questions under 90% were directly related to EL students due to staff not knowing or understanding services, assessments, and supports in their entirety. The other two question under 90% agreement related to discipline being enforced consistently among all students and the school not being kept clean. Over 95% of respondents also feel the principal treats people with respect, works collaboratively to solve problems, communicates clearly, assists with resolutions with parent/student concerns, follows through, maintains visibility and accessibility, and provides adequate and timely information to students and parents. The staff results showed an overwhelming positive response in agreement with the current direction of Rancho-Starbuck. The data from these surveys will help direct the path for Rancho-Starbuck for the 2022-2023 school year.

## Classroom Observations

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

Frequent observations by the site administrators take place at Rancho-Starbuck. Informal observations take place throughout the school year. Formal observations of probationary teachers takes place twice a year. Each probationary teacher has multiple informal observations and two formal evaluations each year. Tenured teachers have two formal observations every third year after

ten years. Each teacher has feedback regarding lessons taught and there is regular communication between the administration and the teaching staff. Staff members have the opportunity to observe other teachers in their field and they are encouraged to do so. Informal walk throughs by the site administrators confirm the excellent job being done in the classroom by the teachers at Rancho-Starbuck.

### **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)

Local benchmarks that include IAB and iReady diagnostic tests along with state data are used to assess and monitor student progress. Data is continually disaggregated and reviewed.

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

Data is used to place students in intervention classes and special programs as well as progress monitor all students.

### **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Rancho are highly qualified.

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

Teachers are trained on all adopted materials used on campus.

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

Through department work, teachers review materials, determine curriculum pacing, and align assessment to measure growth related and aligned to standards.

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

Instructional coaches that assist teachers in strategies for instruction are in place to offer on-going assistance to teachers.

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

Rancho-Starbuck is a Professional Learning Community that allows teacher time within the school day for planning and collaboration.

## Teaching and Learning

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

All curriculum is aligned to state standards. Pacing and planning is done with standards in mind at all times.

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

Rancho-Starbuck is within the allotted time for instructional minutes.

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

The Rancho-Starbuck master schedule has been planned to allow for the maximum of intervention time throughout the school day that we call our Flex program.

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

All materials are available to students.

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

Rancho-Starbuck uses state adopted and aligned materials. Each student has access to these materials.

## Opportunity and Equal Educational Access

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

EL aide services, Special Ed Services, 504 plans, and interventions before and after school all help students succeed Math intervention and reading intervention courses are provided.

Evidence-based educational practices to raise student achievement

Explicit Direction Instruction, Thinking Maps, Writing across content areas, Targeted Intervention, comprehensive elective courses and specialized programs for English Learners all are research based strategies used for student achievement. Additional strategies are detailed in the plan.

## Parental Engagement

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

Rancho-Starbuck has a multitude of interventions for at-risk students including but not limited to school counseling services, before and after school interventions, interventions during the school day and special classes for at-risk students.

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)

School Site Council and DELAC evaluates the Con APP programs; however, Rancho Starbuck is not a Title I school.

## Funding

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

Computer-based program for ELD students is funded through Title III

Fiscal support (EPC)

Fiscal support is provided for programs on campus through District support and through site budget.

## 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

All stakeholders are involved in the process of creating the Single School Plan. LCAP surveys for parents, students and teachers place a priority on needed areas based on survey results. The administrative team and the staff together analyze student data. During meetings, departments create priority areas. Information from input, data, and discussions drive the SPSA process. Once

the plan is drafted, the SPSA is shared with stakeholder groups for final input. Final adjustments are made by the Principal and the Leadership team to close the process. The plan is then presented to the School Site Council for official approval. After input from the School Site Council, the plan is presented to the Board of Trustees.

## Resource Inequities

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

None are noted.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.12%	%	1	1	
African American	1.74%	1.61%	1.5%	13	13	12
Asian	4.02%	3.85%	3.8%	30	31	31
Filipino	0.94%	0.5%	1.0%	7	4	8
Hispanic/Latino	66.49%	69.19%	70.4%	496	557	575
Pacific Islander	0.4%	0.12%	0.2%	3	1	2
White	24.8%	22.36%	22.2%	185	180	181
Multiple/No Response	0.94%	0.99%	0.4%	7	8	3
<b>Total Enrollment</b>				746	805	817

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	374	413	405
Grade 8	372	392	412
<b>Total Enrollment</b>	746	805	817

### Conclusions based on this data:

1. As a school community, Rancho-Starbuck needs to be aware of the cultural needs of our Hispanic population and other minority students. Rancho-Starbuck will need to address cultural competency to better serve our student population.

# 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	31	33	33	4.2%	4.1%	4.0%
Fluent English Proficient (FEP)	115	140	131	15.4%	17.4%	16.0%
Reclassified Fluent English Proficient (RFEP)	2	12	14	9.1%	38.7%	42.4%

### Conclusions based on this data:

1. While our English Learner population is small, we will need to continue to monitor the growth of both our English Learners and our Reclassified (RFEP) students.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 7	384	377	402	380	370	378	380	370	378	99	98.1	94.0
Grade 8	366	367	409	358	361	383	358	361	380	97.8	98.4	93.6
All Grades	750	744	811	738	731	761	738	731	758	98.4	98.3	93.8

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 7	2576.	2572.	2556.	23.68	24.05	16.14	39.21	37.30	39.95	21.05	21.89	24.87	16.05	16.76	19.05
Grade 8	2602.	2584.	2571.	24.86	24.10	13.68	43.30	35.18	41.32	20.39	20.22	26.05	11.45	20.50	18.95
All Grades	N/A	N/A	N/A	24.25	24.08	14.91	41.19	36.25	40.63	20.73	21.07	25.46	13.82	18.60	19.00

### 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 7	33.16	29.19	21.69	47.11	49.73	61.90	19.74	21.08	16.40
Grade 8	38.27	33.80	21.05	41.62	41.00	62.11	20.11	25.21	16.84
All Grades	35.64	31.46	21.37	44.44	45.42	62.01	19.92	23.12	16.62

### 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 7	32.63	34.86	17.72	51.32	49.19	61.64	16.05	15.95	20.63
Grade 8	38.27	30.19	16.62	48.04	50.69	57.78	13.69	19.11	25.59
All Grades	35.37	32.56	17.17	49.73	49.93	59.71	14.91	17.51	23.12

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 7	16.58	18.65	14.02	68.95	66.76	75.93	14.47	14.59	10.05
Grade 8	25.70	20.78	17.37	63.13	63.43	75.26	11.17	15.79	7.37
All Grades	21.00	19.70	15.70	66.12	65.12	75.59	12.87	15.18	8.71

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 7	42.11	35.14	23.81	45.79	51.08	65.08	12.11	13.78	11.11
Grade 8	43.30	37.40	22.89	44.69	42.38	67.37	12.01	20.22	9.74
All Grades	42.68	36.25	23.35	45.26	46.79	66.23	12.06	16.96	10.42

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. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, the Reading claim had the highest percentage of students below standard in both 7th and 8th grade. 8th grade dipped slightly below 7th grade in the percentage of students above or near standard, this will be an area of focus.
2. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, Listening had 85.2% of students scoring above or at or near standard. That is the highest scoring claim area and one we focused on which helped us conclude our strategies worked.
3. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, overall in the ELA claim areas, we continued to see strength in the claim areas of Research/Inquiry and Listening and Speaking with the highest percentage of students in the above or near standard band. Based on this data we continued practices in place in these areas.

# 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 7	384	377	402	380	370	378	380	370	378	99	98.1	94.0
Grade 8	366	368	409	359	365	379	359	365	379	98.1	99.2	92.7
All Grades	750	745	811	739	735	757	739	735	757	98.5	98.7	93.3

\* 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 7	2561.	2577.	2525.	25.53	29.46	13.23	23.16	25.14	18.78	28.42	27.84	35.98	22.89	17.57	32.01
Grade 8	2600.	2580.	2534.	35.10	27.12	14.25	23.40	24.11	18.73	21.17	23.29	30.34	20.33	25.48	36.68
All Grades	N/A	N/A	N/A	30.18	28.30	13.74	23.27	24.63	18.76	24.90	25.58	33.16	21.65	21.50	34.35

### 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 7	36.32	40.00	15.08	33.16	35.41	56.88	30.53	24.59	28.04
Grade 8	47.35	40.27	15.87	29.53	32.33	50.79	23.12	27.40	33.33
All Grades	41.68	40.14	15.48	31.39	33.88	53.84	26.93	25.99	30.69

### 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 7	22.89	25.68	14.29	51.32	50.00	53.44	25.79	24.32	32.28
Grade 8	33.15	25.75	12.93	46.80	44.93	59.37	20.06	29.32	27.70
All Grades	27.88	25.71	13.61	49.12	47.48	56.41	23.00	26.80	29.99

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 7	27.37	25.95	13.49	53.95	57.03	67.46	18.68	17.03	19.05
Grade 8	30.36	24.66	10.29	57.10	54.79	70.18	12.53	20.55	19.53
All Grades	28.82	25.31	11.89	55.48	55.92	68.82	15.70	18.78	19.29

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. This year we lacked traditional data sources to form conclusions. Data will again be reviewed after release of SBAC data for 2022.

# 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
7	1566.4	*	1527.9	1543.1	*	1522.7	1589.4	*	1532.6	14	9	17
8	*	1552.8	1571.0	*	1554.5	1566.1	*	1550.8	1575.3	*	11	16
All Grades										20	20	33

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
7	*	*	23.53	*	*	23.53	*	*	41.18		*	11.76	14	*	17
8	*	45.45	31.25	*	18.18	50.00		27.27	18.75	*	9.09	0.00	*	11	16
All Grades	*	45.00	27.27	*	20.00	36.36	*	30.00	30.30	*	5.00	6.06	20	20	33

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
7	*	*	29.41	*	*	47.06	*	*	11.76		*	11.76	14	*	17
8	*	45.45	43.75	*	36.36	43.75		0.00	12.50	*	18.18	0.00	*	11	16
All Grades	*	55.00	36.36	*	35.00	45.45	*	0.00	12.12	*	10.00	6.06	20	20	33

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
7	*	*	11.76	*	*	17.65	*	*	47.06	*	*	23.53	14	*	17
8	*	18.18	25.00	*	27.27	37.50	*	36.36	31.25	*	18.18	6.25	*	11	16
All Grades	*	15.00	18.18	*	35.00	27.27	*	30.00	39.39	*	20.00	15.15	20	20	33

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	
7	*	*	5.88	*	*	70.59		*	23.53	14	*	17	
8	*	18.18	31.25	*	72.73	68.75	*	9.09	0.00	*	11	16	
All Grades	*	15.00	18.18	65.00	80.00	69.70	*	5.00	12.12	20	20	33	

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	
7	*	*	76.47	*	*	11.76		*	11.76	14	*	17	
8	*	54.55	75.00	*	27.27	18.75	*	18.18	6.25	*	11	16	
All Grades	60.00	65.00	75.76	*	25.00	15.15	*	10.00	9.09	20	20	33	

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
7	*	*	11.76	*	*	35.29	*	*	52.94	14	*	17
8	*	27.27	50.00	*	18.18	31.25	*	54.55	18.75	*	11	16
All Grades	55.00	25.00	30.30	*	25.00	33.33	*	50.00	36.36	20	20	33

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
7	*	*	5.88	*	*	88.24		*	5.88	14	*	17
8	*	0.00	6.25	*	90.91	93.75	*	9.09	0.00	*	11	16
All Grades	*	0.00	6.06	*	95.00	90.91	*	5.00	3.03	20	20	33

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. Traditional data sources were not available and data will be again reviewed for 2022 when data is available.

# 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
<b>817</b>	<b>34.1</b>	<b>4.0</b>	<b>0.4</b>
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	33	4.0
Foster Youth	3	0.4
Homeless	17	2.1
Socioeconomically Disadvantaged	279	34.1
Students with Disabilities	88	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.5
American Indian or Alaska Native		
Asian	31	3.8
Filipino	8	1.0
Hispanic	575	70.4
Two or More Races	3	0.4
Native Hawaiian or Pacific Islander	2	0.2
White	181	22.2

### Conclusions based on this data:

1. Because of the unavailability of traditional data, it is difficult to draw accurate conclusions. Data will be reviewed once data is available in 2022.









# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Based on 2019 data, student groups in orange in ELA were English Learners and Students with Disabilities. Targeted interventions were addressed to help those student groups grow. Hispanic students and SED students were in the green level and white students are in the blue level in ELA. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, RFEP students, needed to be a focus in ELA as they are 40.2 points below level 3. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
3. Based on 2019 data, Students with Disabilities were in the red performance area for Math. RFEP students who scored 78.3 points below level 3 in Math needed to be a focus. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

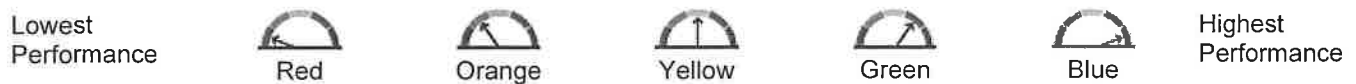
# School and Student Performance Data

## 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><b>All Students</b></p>  Green 21 points above standard Declined -10.3 points 717	<p><b>English Learners</b></p>  Orange 46.9 points below standard Declined -7.5 points 78	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 4.3 points below standard Declined Significantly -31.7 points 23	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 10.9 points below standard Declined -11.2 points 271	<p><b>Students with Disabilities</b></p>  Orange 91.9 points below standard Increased ++5.8 points 84

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 13.7 points below standard Declined Significantly -65.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 87.6 points above standard Increased Significantly +28.5 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.2 points above standard Declined -12.8 points 475	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 44.7 points above standard Declined -7.9 points 179

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
103.6 points below standard Declined Significantly -30.9 points 16	32.3 points below standard Maintained -1.8 points 62	27.8 points above standard Declined -9.1 points 581

**Conclusions based on this data:**

- Based on 2019 data, Rancho-Starbuck English Language Learners are making progress in language acquisition but are not showing progress in developing skills in claim areas of Language Arts. School wide focus will need to be explored to help students in this group with data showing English Learners 39.9% below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, Students with Disabilities are performing at the lowest level in the orange performance level. Strategies will need to be explored to help students grow. Current data shows Students with Disabilities 77.5 points below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, SED and Hispanic subgroups score in the green level and White students in the blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Performance Mathematics

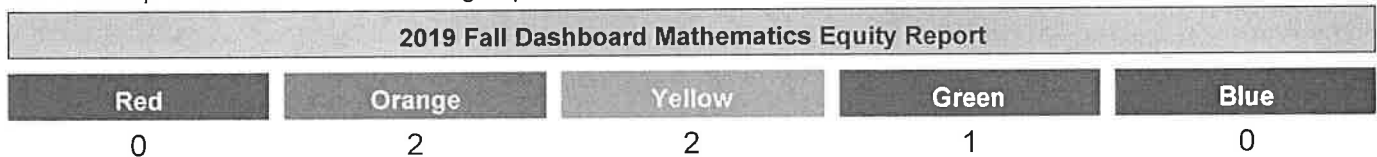
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p> Green</p> <p>5.2 points above standard</p> <p>Maintained -1.1 points</p> <p>718</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>56 points below standard</p> <p>Increased ++10.4 points</p> <p>78</p>	<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p> No Performance Color</p> <p>33.1 points below standard</p> <p>Declined Significantly -51 points</p> <p>23</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>27.5 points below standard</p> <p>Maintained ++2.2 points</p> <p>272</p>	<p><b>Students with Disabilities</b></p> <p> Orange</p> <p>116.6 points below standard</p> <p>Increased Significantly ++11.2 points</p> <p>84</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 59.9 points below standard Declined Significantly -71.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 102.1 points above standard Increased Significantly +19.2 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.5 points below standard Maintained -1.7 points 476	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 34.4 points above standard Maintained -1.7 points 179

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
134 points below standard Declined Significantly -28.2 points 16	36.1 points below standard Increased Significantly +19.7 points 62	10.7 points above standard Maintained -0.6 points 582

**Conclusions based on this data:**

1. Data from 2019, showed that in almost all categories, Math subgroups increased. Only Asians and Two or More Races declined to grow. Both of those groups had less than 20 students each. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. A Math focus will be on our Students with Disability subgroup who perform in the red performance level should remain a focus. They are 131.6 points below standard based on 2019 data. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

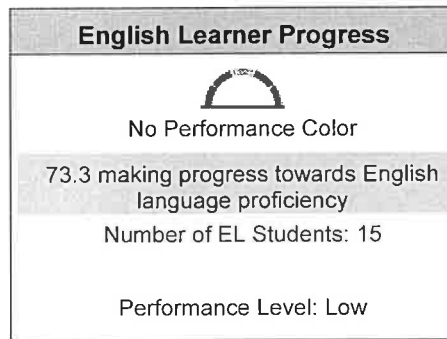
## Academic Performance English Learner Progress

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
	26.6	6.6	66.6

#### Conclusions based on this data:

1. Data from 2019 showed that English Language Learners need support in transferring language skills to Language Arts curriculum. District wide, including Rancho-Starbuck, EL students need support in this area. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# 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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
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. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.2 Maintained +0.3 768	 No Performance Color 13.9 Declined -4 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 11.5 Increased +7.7 26	 Green 6.1 Declined -0.7 296	 Green 7.6 Declined -6.5 92

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Maintained 0 515	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 3.8 Increased +0.6 186

**Conclusions based on this data:**

1. According to the data from 2019, Rancho-Starbuck's absent rate declined by 1.2%. Overall we are pleased to be in the green level. 3.9% of students were chronically absent. White subgroup was in blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. In 2019, Students with Disabilities was the only subgroup in the orange; thus, Rancho-Starbuck will place an emphasis on making sure we encourage attendance of our Students with Disabilities. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# 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.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>6</p> <p>Increased +0.7</p> <p>781</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.9</p> <p>Increased +0.8</p> <p>38</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>3.8</p> <p>Maintained +0.1</p> <p>26</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>8.4</p> <p>Increased +0.7</p> <p>298</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>11.7</p> <p>Declined -2.2</p> <p>94</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 14.3 Increased +7.6 14	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 31	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.9 Declined -0.6 523	 No Performance Color 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data 3	 Orange 6.3 Increased +2.8 189

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	5.3	6

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged, Hispanic and White students comprised the group in the orange level on the suspension report in 2019. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, Students with Disabilities were in the red level. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# 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

ELA/Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement in ELA and math as demonstrated by multiple measures of analysis through Collaboration, Communication, Critical Thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 1

By May 2023, all students in the English Learner student group will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

English Language Learners continue to be outperformed by their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/math Dashboard SBAC Data	Students in the English Learner student group perform significantly lower than their peers. In ELA and Math there is a 50% gap. Only 8th grade ELA showed a slight increase.	All English Language Learner students will move by a scale score of 10 toward level 3 in ELA and Math.
iReady Diagnostic Tests	2021 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support (LTEL monitoring).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for strategic committees to collaborate
	Site Formula Funds 3000-3999: Employee Benefits Extra hours for strategic committees to collaborate

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Flex time will be used to provide additional instruction for English Learners as part of MTSS (Multi-Tiered System of Supports).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500.00	Donations 4000-4999: Books And Supplies Materials for learning oportunities

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
28,000.00	District Funded 1000-1999: Certificated Personnel Salaries ELD support class using Read 180
4,362.00	District Funded 3000-3999: Employee Benefits ELD support class using Read 180

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

English Learners

##### Strategy/Activity

Additional instructional time will be offered through extended learning for English Learners.

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	District Funded 1000-1999: Certificated Personnel Salaries Extended Learning School
600.00	District Funded 3000-3999: Employee Benefits Extended School intervention hours

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

English Learners

##### Strategy/Activity

English Learner subgroup will be a focus in the classroom with an emphasis on instructional strategies that include thinking maps, G.A.T.E. differentiation strategies, and writing program implementation.

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for support training and collaboration opportunities for departments.
400.00	Site Formula Funds 3000-3999: Employee Benefits Extra hours for support training and collaboration opportunities for departments.

## 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.

Flex time was used to increase support offered to ELD students. READ 180 continues to support ELL students in an ELD class setting in addition to school-wide initiatives that focus on high yield strategies.

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

Professional learning and collaboration has been a challenge with sub shortages and variables beyond our control due to the pandemic. We are slowly resuming to normal activities in light of all that has occurred since Spring of 2020.

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.

The goals will change based on analysis of multiple measures.

# 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

ELA/Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 2

By May 2023, all students in the Students with Disabilities subgroup will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

Students with Disabilities continue to be outperformed by their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/math Dashboard SBAC Data	Students with Disabilities were 42% below peers in 7th grade Math and 52% behind their peers in 8th grade Math.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in Math.
ELA/math Dashboard SBAC Data	Students with Disabilities placed 41% lower than their peers in 7th grade ELA and 50% lower than 8th grade peers in ELA.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in ELA.
iReady Diagnostic Tests	2021-2022 results on iReady diagnostic assessments	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

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)

## Students with Disabilities

### Strategy/Activity

Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis
	Site Formula Funds 3000-3999: Employee Benefits Expenditure for leadership team to attend SBAC data conference for IAB use and SBAC summative analysis

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Site Formula Funds 4000-4999: Books And Supplies student rewards

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity



Instructional strategies that include thinking maps, G.A.T.E. differentiation strategies, and writing program implementation will be utilized in classrooms to address the needs of differently-abled students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development for teachers
400.00	Site Formula Funds 3000-3999: Employee Benefits Professional development for teachers

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities

**Strategy/Activity**

Special education teachers will take part in professional learning communities to calibrate, collaborate, and pace in accordance with student need and instructional planning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development of site teacher leaders in best practices for Students with Disabilities.
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development of site teacher leaders in best practices for Students with Disabilities.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities

### Strategy/Activity

All special education staff will continue to meet with their general education peers to provide appropriate scaffolds and access to grade-level curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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.

Flex time was used to increase support offered to Students with Disabilities. Students receive targeted intervention based on data retrieved by content-area teachers.

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

Professional learning and collaboration has been a challenge with sub shortages and variables beyond our control due to the pandemic. We are slowly resuming to normal activities in light of all that has occurred since Spring of 2020.

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.

The goals will change based on analysis of multiple measures.

# 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

School Climate and Culture

## LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environment: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued and respected. We foster culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 3

It is the goal of Rancho-Starbuck to increase student engagement by continuing to create a positive, safe and nurturing school culture.

## Identified Need

Based on student observation and analysis of multiple measures, students are in need of a variety of social and emotional supports that promote intrinsic motivation, student celebrations, and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results		
Parent survey results		

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

A focus on positive student recognition through Trojan Triumph Positive Referrals, Starbuck rewards, Student of the Month recognition, the Rancho-Starbuck website, Social Media, REACH assemblies, PA announcements, and phone messages to promote positive behavior, positive character, and strong work ethic.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Prizes and rewards

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Counselor intern program provides social-emotional support to students on a consistent basis.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

84000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.

1680

District Funded  
3000-3999: Employee Benefits  
Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Student assemblies and activities geared at inspiration, kindness, and motivation.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures

Consulting services for development of peer to peer relationships.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All

##### Strategy/Activity

Consistency in following school wide discipline policies to promote positive classroom and school-wide behavior.

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Purchase of materials

#### 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

Parent University Nights to educate parents on important topics impacting their adolescent children.

##### Proposed Expenditures for this Strategy/Activity

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

Source(s)

Donations  
4000-4999: Books And Supplies  
Expenditures related to parent university

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

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

All

##### Strategy/Activity

Kindness campaign lesson implementation to address the social/emotional needs of students and give students a safe space to talk about positive decision-making.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

800

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Purchase of materials for SEL related materials.

**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

Olweus Bullying Prevention Program implementation to increase respectful behavior on campus and promote positive behavior.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
awards for use of Reach Record and Flex logs

**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

After-school program implementation that includes Esports, journalism, robotics, etc. to increase school connectedness.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Stipends for advisors

1000

Site Formula Funds  
4000-4999: Books And Supplies  
Program materials and needs

### 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

A Best Buddies program implementation to promote school inclusion and to foster understanding among students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Donations

## 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.

Student recognition and SEL lesson implementation was successful despite the obstacles of COVID. These were ongoing and consistently implemented throughout the entire school year.

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

Full implementation of programs and assemblies were hindered due to COVID protocols and student absences.

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 data was analyzed and student observations were made, plans were made to address the needs of students.

# 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

All Content Areas

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement in ELA and math as demonstrated by multiple measures of analysis through Collaboration, Communication, Critical Thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 4

It is the goal of Rancho-Starbuck to increase student proficiency in reading and math as indicated by iReady across all content areas.

## Identified Need

Multiple measures indicate that there a large number of students performing below grade level in both ELA and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Thinking Maps, G.A.T.E. strategies, and Write from the Beginning will continue to be used across all content areas.	Departments will commit to district-wide initiatives across content areas.	Students in 7th and 8th grade ELA will increase state test scores by 10% in both ELA and math.
iReady Diagnostic Assessments and personalized instruction	Growth data will be analyzed to determine strategic learning targets for students.	Departments will create SMARTe goals by department to create attainable and measurable goals.
		FLEX will be revamped to incorporate iReady.

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



Teachers will participate in professional development aimed at implementation of G.A.T.E. identified strategies to address the needs of diverse learners with varying levels of academic ability.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Consultant services

**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

Teachers will be provided time to collaborate in order to create activities and projects that will strengthen cross content area use of literacy and math facts.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10000

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

400

Site Formula Funds  
3000-3999: Employee Benefits

**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

Teachers will participate in department meetings that allow for adequate planning for thinking map and writing program implementation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
400	Site Formula Funds 3000-3999: Employee Benefits

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Students will be provided extended learning opportunities outside of the instructional day to promote literacy and math development and growth.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly pay

### 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

Before school tutoring (PowerStart) will be provided in all content areas two hours a week to provide instructional support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Teacher hourly pay

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Elective Students

**Strategy/Activity**

Purchase of new computers for use in the lab serving computer science, robotics, and music production students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
11381.00	Site Formula Funds 4000-4999: Books And Supplies Purchase of computers
17294.00	District Funded 4000-4999: Books And Supplies Purchase of computers

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Teachers will be provided strategic professional learning committee days to collaborate, calibrate, lesson plan, and create common formative assessments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
500	Site Formula Funds 3000-3999: Employee Benefits

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**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.

Powerstart and some professional learning took place in 21-22. Professional learning was limited due to sub shortages and COVID hinderances.

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

COVID complications prevented full implementation of teacher professional learning and collaboration. Things will return to normalcy when COVID protocols are lifted.

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 data is analyzed and student observations were made, plans were made to address the needs of students.

# 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 Behavior

## LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environment: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued and respected. We foster culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

## Goal 5

Students will be provided appropriate multi-tiered systems of support to support positive behavior, leadership qualities, and behavior modification support where needed.

## Identified Need

Based on student observation and data related to at-risk behaviors (grades, attendance, discipline), students are in need for more intensive supports and a school-wide approach to positive behavior.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Data	Discipline referrals and suspensions will be analyzed in comparison to the previous year	Rancho will incorporate other means of correction where applicable prior to suspension to improve the dashboard data.
Attendance Data	Attendance rates will be analyzed and progressed monitored throughout the year	Rancho will increase the overall attendance rate of students with use of positive behavior incentives.

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

Rancho-Starbuck will begin exploration of a school-wide implementation of positive behavior implementation supports.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Site Formula Funds 4000-4999: Books And Supplies Incentives and Signage
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Coordinator stipend

## 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

Rancho-Starbuck will explore a leadership program to be taught through homeroom to promote positive behavior school-wide.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Site Formula Funds 4000-4999: Books And Supplies Curriculum purchase

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

At-risk students

### Strategy/Activity

Implementation of a Check-in/Check-out program for Tier III students to be mentored with intensive behavior modifications.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Teacher hourly pay

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

At-risk students

#### Strategy/Activity

Staff members will take part in restorative practice trainings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

None of these strategies are in existence yet at Rancho-Starbuck but will be an area of focus in the 2022-2023 school year.

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

n/a

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.

n/a

# 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 6

## 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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,917.00

## 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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: ~~0.00~~

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 (\$)
District Funded	\$137,936.00
Donations	\$1,500.00
Parent-Teacher Association (PTA)	\$2,000.00
Site Formula Funds	\$73,481.00

Subtotal of state or local funds included for this school: \$214,917.00

Total of federal, state, and/or local funds for this school: \$214,917.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	137,936.00
Donations	1,500.00
Parent-Teacher Association (PTA)	2,000.00
Site Formula Funds	73,481.00

## Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	154,500.00
3000-3999: Employee Benefits	8,942.00
4000-4999: Books And Supplies	40,975.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	114,000.00
3000-3999: Employee Benefits	District Funded	6,642.00
4000-4999: Books And Supplies	District Funded	17,294.00
	Donations	500.00
4000-4999: Books And Supplies	Donations	1,000.00

4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	40,500.00
3000-3999: Employee Benefits	Site Formula Funds	2,300.00
4000-4999: Books And Supplies	Site Formula Funds	20,681.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,862.00
Goal 2	6,100.00
Goal 3	100,480.00
Goal 4	53,975.00
Goal 5	14,500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Jackson	X Principal
Jessica Aceituno	X Parent or Community Member
Arlene Anaya	X Parent or Community Member
Lisa Marie Velasco	X Parent or Community Member
Sarah Jensen	X Parent or Community Member
Dara Oke	X Secondary Student
Brittany Goss	X Classroom Teacher
Cara Yi	X Classroom Teacher
Jessica Galli	X Classroom Teacher
April Bullard	X Other School Staff
Emercyn Gunsalus	X Secondary Student
Camila Romero	X Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/27/2021.

Attested:

Principal, Jennifer Jackson Ed.D. on 04/07/2022

SSC Chairperson, Jessica Aceituno on 04/07/2022

# Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto: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](mailto: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](mailto: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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto: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



**Lowell Joint  
School District**

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*A Tradition of Excellence Since 1906*

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*"Home of Scholars and Champions"*



## **Notice of Materials on Display for Proposed Science Adoption**

The proposed K-8 programs for science were presented to the Board on May 2, 2022. They are Elevate Science by Savvas Learning Company for grades K-6 and Science Dimensions by Houghton Mifflin Harcourt Publishing for grades 7-8. These two programs are on the California approved list for materials, and they have been reviewed and piloted by a committee of teachers within the district. The basic textbooks will be on display at the District Office for review by any interested persons. The Lowell Joint School District Office is located at 11019 Valley Home Avenue in Whittier. The textbooks will be recommended for adoption at the Board meeting on June 13, 2022.

**Superintendent of Schools:** Jim Coombs

**Board of Trustees:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz, Anthony A. Zegarra

**Lowell Joint School District  
2022-2023  
Proposed Science Textbook List**

<b>COURSE</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>COPYRIGHT DATE</b>
Elevate Science	Grade K Kit	Savvas Learning	2020
Elevate Science	Grade 1 Kit	Savvas Learning	2020
Elevate Science	Grade 2 Kit	Savvas Learning	2020
Elevate Science	Grade 3 Kit	Savvas Learning	2020
Elevate Science	Grade 4 Kit	Savvas Learning	2020
Elevate Science	Grade 5 Kit	Savvas Learning	2020
Elevate Science	Grade 6 Kit	Savvas Learning	2020
Science Dimensions	Grade 7 Kit	Houghton Mifflin Harcourt	2020
Science Dimensions	Grade 8 Kit	Houghton Mifflin Harcourt	2020



Kurt Hauffe  
714 925 7878  
kurt@hauffecompany.com  
2713 Lowell Lane  
Santa Ana, California 92706  
CSLB Number  
612305 A B C10 C16 C20 C36 C54  
DSA Class 1 #5488

March 30, 2022

Mr. David Bennett  
Assistant Superintendent of Administrative Services  
Lowell Joint School District  
11019 Valley Home Avenue  
Wittier, California 90603

**Proposal for Meadow Green Elementary School Modernization**

Dear Mr. Bennett,

I am pleased to provide Lowell Joint School District with a proposal for DSA Inspection Services for Meadow Green Elementary School Modernization.

Inspection Services provided by Hauffe Company Inc. 32 weeks, 40 hours per week for a total of 1280 hours at \$112 per hour for a total cost of \$143,360.

The Hauffe Company Inc. Looks forward to continuing our working relationship with Lowell Joint School District.

Sincerely,



Kurt Hauffe  
President Hauffe Company Inc.

*The Best Move  
You'll Ever Make*

[www.kingofficeusa.com](http://www.kingofficeusa.com)



t 800.854.3679  
f 562.407.5092  
13535 Larwin Circle  
Santa Fe Springs, CA 90670



Member  
Commercial Relocation Network

April 11, 2022

Mr. David Bennett  
Lowell Joint School District  
11019 Valley Home Ave  
Whittier, CA 90603

David:

Thank you very much for giving **King Office Services** the opportunity to serve you on your office relocation. Please be assured of our interest, capability, and flexibility to handle this very important project.

We want you to be assured of our ability to provide all of the services you have requested. This includes our working with the property people at both origin and destination facilities.

The following are the specifications, and our proposal for the relocation:

**King Office Services to perform:**

1. Assist with color coding and numbering plans.
2. Create color coded number signs for rooms.
3. Coordinate furniture layout drawings for rooms.
4. Establish and maintain an automated schedule.
5. Conduct preplanning meetings as necessary.
6. Establish and maintain preparation goals and activities.
7. Conduct Packing and preparation seminars.
8. Furnish all personnel, supplies, and equipment for the move.
9. Provide acceptable building protection.
10. Wrapping and padding of all business machines.
11. Transportation to the new facility.
12. Placement of furniture according to your placement charts.
13. Disassembly and setup of shelving.
14. Supply all necessary boxes and carts.
15. Full supervision of the move process.

**LJSD School will:**

1. Furnish blue print chart designating the location of all areas.
2. Provide individual office placement charts, to be hung by each office, for furniture placement.
3. Tagging with **King Office Services** color-coded labels of all items to be moved.
4. Pre-packing of all loose contents and supply cabinets.
5. Servicing of all specialized equipment.
6. Disconnecting and reconnecting of the equipment.
7. Provide free and clear accesses at origin and destination buildings.

**Special Notes:**

- A. King Office Services will obtain the Certificate of Insurance.
- B. I will conduct a move orientation meeting at your convenience. Our philosophy is the more prepared your personnel are before the move, the smoother the move will go.
- C. The foreman and I will work closely with you and the move management team.

**RELOCATION AGENDA / MOVE PLAN**

**WORK TO BE PERFORMED:**

A schedule of training and organizational meetings will be established upon award of the job. Each move has specific requirements that dictate different levels and quantities of meetings. We will provide as much training that is needed to prepare your staff for the move.

**BEFORE MOVE DAY**

We will deliver all moving supplies, with a set of labels used in identifying employees work areas. Instructions on how to use our labeling system will be provided at this time.

A pre-move meeting with myself and all personnel involved in the move should be held on this day. About 30 minutes to one hour is needed for this meeting.

**Payment Terms**

**With credit approval, terms are net 15 days. Without credit approval, payment is due upon conclusion of the move. A company check is acceptable. A deposit of up to 50% is required upon award of contract.**



## INVESTMENT INFORMATION

<b>1</b>	<b>Meadow Green – Move to Temporary Site - Maybrook</b>	<b>\$7,875.00</b>
	3 Bobtail(s) and Driver(s) @ \$60.00/Hour/Truck for 10 Hour(s)	\$1,800.00
	14 Additional Men @ \$35.00/Hr./Man for 10 Hour(s)	\$4,900.00
	2 Foremen @ \$40.00/Hr./Man for 10 Hour(s)	\$800.00
	Misc Supplies / Fuel Charge	\$375.00
<b>1</b>	<b>Meadow Green– Move Back Maybrook to Meadow Green</b>	<b>\$7,875.00</b>
	3 Bobtail(s) and Driver(s) @ \$60.00/Hour/Truck for 10 Hour(s)	\$1,800.00
	14 Additional Men @ \$35.00/Hr./Man for 10 Hour(s)	\$4,900.00
	2 Foremen @ \$40.00/Hr./Man for 10 Hour(s)	\$800.00
	Misc Supplies / Fuel Charge	\$375.00
	<i>The cost to move 1 box is approximately \$3.00/box the cost to move 1 file cabinet is approximately \$20.00. These are benchmark prices only.</i>	<b>\$15,750.00</b>
<b>Total Cost – To Temp site and Back</b>		
<b>1</b>	<b>Move Project Management</b>	<b>FREE</b>
	1 Mover Project Manager @ \$65.00/Hr./Man for 14 Hour(s)	\$910.00
	<i>No Charge - Repeat Client Consideration</i>	
<b>2</b>	<b>Containers &amp; Supplies (Purchase)</b>	<b>\$3,075.00</b>
	1,500 Box - Standard Autofold(s) @ \$1.85/Each	\$2,775.00
	Box Delivery/Pickup	\$300.00
	<i>These boxes could be used for both the move out and the move back. "Renting" boxes would be more costly because of renting them twice.</i>	
<b>3</b>	<b>Crates</b>	<b>\$0.00</b>
	<i>We will offer the use of 750 crates, plus delivery and pick up for each phase at the same cost of buying the boxes. Lost equipment would need to be replaced at the current cost of the lost item. This option would need to be pre-paid in Phase one. King Office would manage all crate deliveries, Pick-ups and storage in between phases for the duration of the 6 phases. Labor charges are calculated from the time of arrival to the time of departure plus 1 total hour of travel time. Service requiring 3 hours or less is charged at a 4 hour minimum.</i>	

**Rental Equipment Return Policy: (If Applicable)**

When equipment is delivered you are required to sign for it's receipt and, when picked-up, again required to sign for the removal. You are responsible for any quantities of rental equipment **NOT** returned.

All rental equipment is provided at the quantities and period of time as noted in the terms and conditions of your proposal. Additional equipment and rental time can be purchased and will be charged at current market rates for the new time and quantities rented.

At your scheduled pick-up you are agreeing to have all equipment emptied and readied for removal. Equipment not returned at this time will be charged at the following rates: Crates-\$40.00, Crate Dolly-\$60.00, 4-wheeled Dolly- \$60.00, Wood Cart - \$250.00, Metal Cart, \$300.00. Any rental item not listed will be charged at an appropriate replacement cost obtained from our office. If additional pick-ups are necessary to retrieve remaining rental equipment, additional pick-up charges will be assessed.

Exceptions to the above price are as follows:

- All container charges are for the actual materials used.
- Original move quantity or specifications change.
- Problems or obstacles that will limit our ability to perform.
- Organizational or communication problems that may interrupt our move in progress.
- Inability to use origin and/or destination accesses. (alley way, elevator, etc.)

Thank you for entrusting this very important move with us. I guarantee you of my personal attention to all aspects of your relocation.

Sincerely,  
**King Office Services**

Nick Stentz  
Project Manager

***Note: References available upon request***

## Scope of Work

Prepared For: **Meadow Green & Jordan Elementary**  
School Prepared By: **Nick Stentz**

### Worksheet: **WS1-Office**

Item	Count
Box - Standard Autofold	1,500
File - Vertical	100

<b># Items:</b>	<b>1,600</b>
Total Volume:	8,500 Cubes
Truckloads:	Office - 14 Bobtail Load(s)
Move Duration:	Office - 10 hours
Total Man hours:	Office - 190 hours
Containers:	Box - Standard Autofold (1,500)



Project No: 21-0851-0

December 6, 2021

Lowell Joint School District  
11537 Grovedale Dr  
Whittier, CA 90604

Attention: David Bennett

Subject: Change Order Proposal to complete Inspection and Testing Services  
Jordan Elementary School 03-121043  
10654 Jordan Rd  
Whittier, CA

We have prepared this change order to request a contract modification to complete our scope on the Jordan Elementary School HVAC, Roofing, Fire Alarm & (N) Modular Buildings project. Due to additional work that will exceed RMA Group's original scope of work amount, RMA Group will need to perform the following additional work that remains on the project

### SCOPE OF WORK

Our remaining scope of work will consist of the following:

- Earthwork Monitoring and Testing**
- Structural Steel Shop and Field Welding**
- Special Inspection and Testing of Post Installed Anchors**
- Special Inspection and Testing of Reinforced Concrete**
- Special Inspection and Testing of Masonry**

We propose to perform these services on an hourly or test rate basis in accordance to the unit cost contained in the current active master agreement, for an additional estimated amount of \$22,252.00. This will increase the total contract from \$93,612.00 to \$115,864.00. In witness thereof, the parties have caused this agreement to be duly executed the day and year first above written.

### CLIENT

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

### RMA Group

 \_\_\_\_\_

Prisila Neri  
Title: Project Manager



**ESTIMATE WORKSHEET**

**Compaction Testing of Trench Backfill**

Item	Quantity	Unit	Unit Price	Total
Soils Engineering Technician	32	HR	\$94.50	\$3,024.00
	<b>Subtotal:</b>			<b>\$3,024.00</b>

**ESTIMATE WORKSHEET**

**Special Inspection and Testing of Reinforced Concrete Construction**

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	4	HR	\$55.00	\$220.00
ID Reinforcing or Structural Steel	4	HR	\$94.50	\$378.00
Special Inspector Concrete Batch Plant	16	HR	\$94.50	\$1,512.00
ACI Concrete Technician	20	HR	\$94.50	\$1,890.00
ASTM C39 Concrete Cyl Cured or Tested	20	EA	\$40.00	\$800.00
ASTM A370 Rebar Tension up to #8	2	EA	\$60.00	\$120.00
ASTM A370 Bend Test Rebar up to #8	2	EA	\$50.00	\$100.00
	<b>Subtotal:</b>			<b>\$5,020.00</b>

**ESTIMATE WORKSHEET**

**Special Inspection and Testing of Post Installed Anchors**

Item	Quantity	Unit	Unit Price	Total
Special Inspector Post Installed Anchors	24	HR	\$94.50	\$2,268.00
Pull   Torque Testing Technician	16	HR	\$94.50	\$1,512.00
	<b>Subtotal:</b>			<b>\$3,780.00</b>

**ESTIMATE WORKSHEET**  
**Structural Steel Shop and Field Welding**

Item	Quantity	Unit	Unit Price	Total
AWS Certified Welding Inspector- Field	40	HR	\$94.50	\$3,780.00
AWS Certified Welding Inspector- Shop	20	HR	\$94.50	\$1,890.00
<b>Subtotal:</b>				<b>\$5,670.00</b>

**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Reinforced Masonry Construction**

Item	Quantity	Unit	Unit Price	Total
Special Inspector Concrete Batch Plant	4	HR	\$94.50	\$378.00
Special Inspector Masonry	40	HR	\$94.50	\$3,780.00
ASTM C90 Masonry Block Conformance	1	SET	\$740.00	\$740.00
ASTM C1019 Grout Prism Compression	12	EA	\$50.00	\$600.00
ASTM C780 Mortar Cylinder Compression	12	EA	\$40.00	\$480.00
ASTM E519 Assemblage Comp Str 8" Block	2	EA	\$125.00	\$250.00
Pick-up and Delivery of Test Specimens	2	HR	\$55.00	\$110.00
<b>Subtotal:</b>				<b>\$6,338.00</b>

**ESTIMATE WORKSHEET**  
**Project Administration, Engineering Oversight, and Reporting**

Item	Quantity	Unit	Unit Price	Total
Project Manager - Office	4	HR	\$155.00	\$620.00
Project Engineer - Office	4	HR	\$170.00	\$680.00
Administrative	6	HR	\$60.00	\$360.00
Staff Engineer - Office	4	HR	\$135.00	\$540.00
<b>Subtotal:</b>				<b>\$2,200.00</b>

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99B0037	SOUTHERN CALIFORNIA NEWS GROUP	1,343.00	1,343.00	2100000014 5830	Advertisement
R99B0039	A-TECH CONSULTING INC	9,730.00	9,730.00	2100000011 6282	Consultant/Contractor
R99F0113	A-1 FENCE COMPANY	43,174.00	43,174.00	1400000005 6170	Land Improvements
R99F0114	DANIELS TIRE SERVICE INC.	1,224.81	1,224.81	0100000098 5631	Repairs/Vehicles
R99F0115	PDQ EQUIPMENT RENTAL	1,901.06	1,395.00	0100000091 5610	Rentals & Leases
			267.50	0100000092 5610	Rentals & Leases
			225.00	0100000093 5610	Rentals & Leases
			13.56	0100000098 5610	Rentals & Leases
R99F0116	TURF STAR, INC.	2,124.50	2,124.50	0100000108 5630	Repairs or Maintenance
R99F0117	CANNINGS HARDWARE LA HABRA	87.29	87.29	0100000098 4300	Materials and Supplies
R99F0118	GLASBY MAINTENANCE SUPPLY	1,102.08	-357.05	0185100006 4300	Materials and Supplies
			276.48	0185100007 4300	Materials and Supplies
			439.89	0185100008 4300	Materials and Supplies
			86.00	0185100022 4300	Materials and Supplies
			656.76	1851000003 4300	Materials and Supplies
R99F0119	THE HOME DEPOT PRO INSTITUTION	7,633.48	1,592.44	0100000089 4300	Materials and Supplies
			35.49	0100000090 4300	Materials and Supplies
			9.72	0100000091 4300	Materials and Supplies
			658.99	0100000092 4300	Materials and Supplies
			88.78	0100000093 4300	Materials and Supplies
			363.24	0100000094 4300	Materials and Supplies
			627.42	0100000095 4300	Materials and Supplies
			1,886.47	0100000098 4300	Materials and Supplies
			20.02	0100000105 4300	Materials and Supplies
			336.92	0100000108 4300	Materials and Supplies
			2,013.99	1400000007 4300	Materials and Supplies
R99F0120	PLUMBING WHOLESALE OUTLET	1,391.57	1,146.35	0100000089 4300	Materials and Supplies

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING-05/02/2022**

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99F0120	*** CONTINUED ***		100.99	0100000092 4300	Materials and Supplies
			144.23	0100000098 4300	Materials and Supplies
R99F0121	JAMES HARDWARE COMPANY	129.06	63.53	0100000089 4300	Materials and Supplies
			22.17	0100000093 4300	Materials and Supplies
			43.36	0100000098 4300	Materials and Supplies
R99M0161	AMERICAN EXPRESS	117.89	117.89	0190200005 4300	Materials and Supplies
R99M0162	AMERICAN EXPRESS	110.13	110.13	0156400019 4300	Materials and Supplies
R99M0163	AMERICAN EXPRESS	219.99	219.99	0156400010 4300	Materials and Supplies
R99M0164	AMERICAN EXPRESS	496.11	496.11	0100000071 4307	Holding Account
R99M0165	AMERICAN EXPRESS	304.06	304.06	0156400010 4300	Materials and Supplies
R99M0166	AMERICAN EXPRESS	319.40	319.40	0156400010 4300	Materials and Supplies
R99M0167	AMERICAN EXPRESS	969.96	969.96	0100890005 4300	Materials and Supplies
R99M0168	AMERICAN EXPRESS	93.53	93.53	0156400011 4300	Materials and Supplies
R99M0169	AMERICAN EXPRESS	4.98	4.98	0156400010 5810	Licenses/Technology
R99M0170	AMERICAN EXPRESS	583.01	583.01	0156400011 4300	Materials and Supplies
R99M0171	AMERICAN EXPRESS	32.04	32.04	0156400013 4300	Materials and Supplies
R99M0173	AMERICAN EXPRESS	376.08	376.08	0100000071 4307	Holding Account
R99M0174	AMERICAN EXPRESS	187.38	187.38	0156400019 4300	Materials and Supplies
R99M0175	AMERICAN EXPRESS	20.00	20.00	0100000009 4300	Materials and Supplies
R99M0176	AMERICAN EXPRESS	230.24	230.24	0156400029 4300	Materials and Supplies
R99M0177	AMERICAN EXPRESS	278.73	278.73	0156400030 4300	Materials and Supplies
R99M0178	AMERICAN EXPRESS	12.01	12.01	0156400022 4300	Materials and Supplies
R99M0179	AMERICAN EXPRESS	725.00	725.00	0105110049 5300	Dues and Memberships



**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING 05/02/2022**

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0180	AMERICAN EXPRESS	28.60	28.60	0105110043 4300	Materials and Supplies
R99M0181	AMERICAN EXPRESS	226.47	226.47	0156400007 4300	Materials and Supplies
R99M0182	AMERICAN EXPRESS	5.00	5.00	0156400016 5810	Licenses/Technology
R99M0183	AMERICAN EXPRESS	114.58	114.58	0156400016 4300	Materials and Supplies
R99M0184	AMERICAN EXPRESS	26.86	26.86	0156400010 4300	Materials and Supplies
R99M0185	AMERICAN EXPRESS	122.29	122.29	0156400020 4300	Materials and Supplies
R99M0186	AMERICAN EXPRESS	443.62	443.62	0156400011 4300	Materials and Supplies
R99M0187	AMERICAN EXPRESS	274.77	274.77	0109110014 4300	Materials and Supplies
R99M0188	AMERICAN EXPRESS	35.84	35.84	0109110014 4300	Materials and Supplies
R99M0189	AMERICAN EXPRESS	88.09	88.09	0156400020 4300	Materials and Supplies
R99M0190	AMERICAN EXPRESS	55.11	55.11	0156400020 4300	Materials and Supplies
R99M0191	AMERICAN EXPRESS	26.00	26.00	0156400011 4300	Materials and Supplies
R99M0192	AMERICAN EXPRESS	169.00	169.00	0156400005 5200	Travel and Conferences
R99M0193	AMERICAN EXPRESS	234.56	234.56	0156400033 4300	Materials and Supplies
R99M0194	AMERICAN EXPRESS	338.00	338.00	0156400005 5200	Travel and Conferences
R99M0195	AMERICAN EXPRESS	121.01	60.02	0156400011 4300	Materials and Supplies
R99M0196	AMERICAN EXPRESS	122.15	122.15	0156400011 4300	Materials and Supplies
R99M0197	AMERICAN EXPRESS	222.16	222.16	0156400011 4300	Materials and Supplies
R99M0198	AMERICAN EXPRESS	285.41	285.41	0156400011 4300	Materials and Supplies
R99M0199	AMERICAN EXPRESS	61.74	61.74	0156400018 4300	Materials and Supplies
R99M0200	AMERICAN EXPRESS	362.72	362.72	0156400012 4300	Materials and Supplies
R99M0201	AMERICAN EXPRESS	2,615.00	2,615.00	0105110036 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0202	AMERICAN EXPRESS	106.66	106.66	0100000075 4300	Materials and Supplies
R99M0203	AMERICAN EXPRESS	13,225.00	2,645.00 2,645.00 2,645.00 2,645.00 2,645.00	0132130005 4400 0132130006 4400 0132130007 4400 0132130008 4400 0132130009 4400	Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment
R99M0204	AMERICAN EXPRESS	97.61	97.61	0156400009 4300	Materials and Supplies
R99M0205	AMERICAN EXPRESS	135.32	135.32	0156400012 4300	Materials and Supplies
R99M0206	AMERICAN EXPRESS	19.11	19.11	0156400009 4300	Materials and Supplies
R99M0207	THERAPY SHOPPE	24.79	24.79	0156400012 4300	Materials and Supplies
R99M0208	AMERICAN EXPRESS	49.60	49.60	0109110014 4300	Materials and Supplies
R99M0209	AMERICAN EXPRESS	132.85	132.85	0156400012 4300	Materials and Supplies
R99M0210	AMERICAN EXPRESS	72.54	72.54	0156400012 4300	Materials and Supplies
R99M0211	AMERICAN EXPRESS	396.80	170.83 225.97	0105110042 4300 0105110043 4300	Materials and Supplies Materials and Supplies
R99M0213	AMERICAN EXPRESS	100.55	100.55	0100540008 4300	Materials and Supplies
R99M0214	AMERICAN EXPRESS	72.72	72.72	0100540008 4300	Materials and Supplies
R99R0331	SCSBOA-SOUTHERN CALIFORNIA SCH	200.00	200.00	0105110041 4300	Materials and Supplies
R99R0332	FLAGHOUSE	1,041.56	1,041.56	0165010003 4300	Materials and Supplies
R99R0333	SUPER DUPER PUBLICATIONS	502.74	502.74	0165000029 4300	Materials and Supplies
R99R0334	DATA IMPRESSIONS	1,677.08	1,211.49 465.59	010840007 4300 0108880034 4300	Materials and Supplies Materials and Supplies
R99R0335	J.W.PEPPER & SON INC.	55.29	55.29	0105110036 4300	Materials and Supplies
R99R0336	IMPERIAL BAND INSTRUMENTS	3,832.50	3,832.50	0105110036 4300	Materials and Supplies

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING 05/02/2022**

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0337	LASER PLUS IMAGING	567.75	567.75	0100000098 4300	Materials and Supplies
R99R0338	DASH MEDICAL GLOVES	578.48	578.48	0156400033 4300	Materials and Supplies
R99R0339	TRINIDAD, GINA	1,744.34	1,744.34	0105110043 4300	Materials and Supplies
R99R0340	TRINIDAD, GINA	891.33	891.33	0105110043 4300	Materials and Supplies
R99R0341	IMPERIAL BAND INSTRUMENTS	143.34	143.34	0105110036 4300	Materials and Supplies
R99R0342	BREAKOUT INC.	99.00	99.00	0100590006 5810	Licenses/Technology
R99R0343	BEARCOM	270.00	270.00	0100590006 4300	Materials and Supplies
R99R0345	PAUL LUNA / LUNA INK	6,000.00	6,000.00	0100000065 5800	Prof/ConsultingServ&Oper Exp
R99R0346	ORANGE COUNTY SANITATION DEPAR	955.88	955.88	010000286 5530	Water
R99R0347	GARDENA VALLEY PRINTING	327.00	327.00	0109110014 4300	Materials and Supplies
R99R0348	PRO-ED	116.87	116.87	0165000029 4300	Materials and Supplies
R99R0349	NIGRO & NIGRO	7,500.00	7,500.00	4000000016 5821	Audit
R99R0350	IPRINT TECHNOLOGIES	76.07	76.07	0156400008 4300	Materials and Supplies
R99R0351	DOORBLOK.COM	67.59	67.59	0100590006 4300	Materials and Supplies
R99R0352	IPRINT TECHNOLOGIES	105.84	105.84	0156400009 4300	Materials and Supplies
R99R0353	LA HABRA COUNCIL PTA	35.00	35.00	0100000065 5200	Travel and Conferences
R99R0354	ACSA REGION 17	40.00	40.00	0100000068 5200	Travel and Conferences
R99R0355	IMPERIAL BAND INSTRUMENTS	54.24	14.24	0105110041 4300	Materials and Supplies
			40.00	0105110041 5630	Repairs or Maintenance
R99R0356	LA HABRA ROTARY CLUB	295.00	220.00	0100000065 5200	Travel and Conferences
			75.00	0100000317 5200	Travel and Conferences
R99R0357	ORANGE COUNTY SCHOOL BOARD ASS	55.00	55.00	0100000065 5200	Travel and Conferences
R99R0358	AMERICAN EXPRESS	778.77	778.77	0100810003 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0359	WESTONE AUDIO	109.70	109.70	0165010004 4300	Materials and Supplies
R99R0360	ACTIVE EDUCATION	7,250.00	7,250.00	0130100031 5810	Licenses/Technology
R99R0361	DATA IMPRESSIONS	15,347.77	15,347.77	0130100044 4300	Materials and Supplies
R99R0362	EMERGENCYKITS.COM	3,567.03	3,567.03	0100510007 4300	Materials and Supplies
R99R0363	GOVCONNECTION INC.	2,435.76	2,435.76	0100810003 4300	Materials and Supplies
R99R0366	GOVCONNECTION INC.	225.11	225.11	0100810003 4300	Materials and Supplies
R99R0367	IPRINT TECHNOLOGIES	70.56	70.56	0156400031 4300	Materials and Supplies
R99R0368	NATIONAL SCHOOL BOARDS ASSOCIA	350.00	350.00	0100000065 5200	Travel and Conferences
R99R0369	OZO EDU INC.	19,778.88	3,296.48	0132130002 4400	Non Capitalized Equipment
			3,296.48	0132130005 4400	Non Capitalized Equipment
			3,296.48	0132130006 4400	Non Capitalized Equipment
			3,296.48	0132130007 4400	Non Capitalized Equipment
			3,296.48	0132130008 4400	Non Capitalized Equipment
			3,296.48	0132130009 4400	Non Capitalized Equipment
R99R0370	SCHOLASTIC MAGAZINES	125.55	125.55	0156400012 4300	Materials and Supplies
R99R0371	GARDENA VALLEY PRINTING	349.55	349.55	0105110044 4300	Materials and Supplies
R99R0372	ENVELOPES TOMORROW	181.91	181.91	0105110044 4300	Materials and Supplies
R99R0373	MONOPRICE INC.	30.15	30.15	010086 4300	Materials and Supplies
R99R0374	SCHOOL SERVICES OF CALIFORNIA	260.00	260.00	1353100052 5200	Travel and Conferences
R99R0375	LOS ANGELES COUNTY REGISTRAR/R	75.00	75.00	2100000011 6252	Other Soft Costs
R99R0376	RMH DANCE & PRODUCTIONS	7,070.00	7,070.00	0100510007 4300	Materials and Supplies
R99R0378	WESTONE AUDIO	109.70	109.70	0165010004 4300	Materials and Supplies
R99R0379	SANCHEZ, EFRAIN	250.00	250.00	0100540008 5800	Prof/Consulting/Serv&Oper Exp
R99S0008	ADMINISTRATIVE SERV. CO-OP	8,135.00	8,135.00	0100000316 5811	Transportation/Spec Ed

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT**

FROM 03/01/2022 TO 03/31/2022

BOARD OF TRUSTEES MEETING 05/02/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99T0052	VIG SOLUTIONS	4,581.28	4,581.28	0158700001 4300	Materials and Supplies
R99T0053	APPLE INC.	362.72	362.72	0100890005 4300	Materials and Supplies
R99T0054	CDW GOVERNMENT INC.	267.88	267.88	0100580003 4300	Materials and Supplies
R99T0055	GOVCONNECTION INC.	239.46	119.73	0100880004 4300	Materials and Supplies
			119.73	0130100044 5810	Licenses/Technology
R99T0056	DELL MARKETING L.P.	273,383.13	241,313.13	0108120010 4300	Materials and Supplies
			32,070.00	0108120010 5810	Licenses/Technology
R99T0057	LACOE	6,510.00	6,510.00	0100000384 5840	Technology Related Service
R99T0058	DELL MARKETING L.P.	1,417.66	1,417.66	0108880020 4400	Non Capitalized Equipment
R99T0059	CALIFORNIA IT IN EDUCATION	120.00	120.00	0108880020 5300	Dues and Memberships
R99T0060	AMERICAN EXPRESS	12.31	12.31	0156400012 4300	Materials and Supplies
R99X0022	J.W.PEPPER & SON INC.	1,500.00	1,000.00	0105110036 4300	Materials and Supplies
			500.00	0105110045 4300	Materials and Supplies
R99Z0010	BROTHERS AUTOMOTIVE INC	5,000.00	5,000.00	0100000098 5631	Repairs/Vehicles
	<b>Fund 01 Total:</b>	<b>417,707.95</b>			
	<b>Fund 13 Total:</b>	<b>260.00</b>			
	<b>Fund 14 Total:</b>	<b>45,187.99</b>			
	<b>Fund 18 Total:</b>	<b>656.76</b>			
	<b>Fund 21 Total:</b>	<b>11,148.00</b>			
	<b>Fund 40 Total:</b>	<b>7,500.00</b>			
	<b>Total Amount of Purchase Orders:</b>	<b>482,460.70</b>			

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001064	V9900082 GREENFIELD LEARNING INC.	10844	OH	03/01/2022		MW	IS	7,280.00
99	00001065	U9900003 MCI A VERIZON COMPANY	409072030	OH	03/01/2022		MW	IS	12.38
99	00001066	U9900009 VERIZON WIRELESS-LA	9899711208	OH	03/01/2022		MW	IS	607.79
99	00001067	F9900069 WALTERS WHOLESale ELECTRIC	119412986.01	OH	03/01/2022		MW	IS	5,980.66
99	00001068	V9900085 HOWARD TECHNOLOGY SOLUTION	20%	OH	03/01/2022		MW	IS	3,857.65
99	00001069	N9900005 EMS LINQ INC	C-7914	OH	03/02/2022		MW	IS	1,175.00
99	00001070	N9900006 FORM PLASTICS COMPANY	118849,8862,9247	OH	03/02/2022		MW	IS	3,189.21
99	00001071	N9900007 GOLD STAR FOODS	JAN2022	OH	03/02/2022		MW	IS	32,602.73
99	00001072	V9903264 DIANA GONZALEZ	MILEAGE2/22-2/25	OH	03/03/2022		MW	IS	30.42
99	00001073	I9900007 LEES, DEBRA	027	OH	03/03/2022		MW	IS	1,400.00
99	00001074	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001075	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001076	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001077	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001078	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001079	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001080	V9999999 CALIFORNIA DEPARTMENT OF TAX A	SP-5925	OH	03/04/2022		MW	IS	1,808.87
99	00001081	V9900008 ADMINISTRATIVE SERV. CO-OP	13335	OH	03/07/2022		MW	IS	9,984.22
99	00001082	V9900016 ARAMARK	24302841	OH	03/07/2022		MW	IS	73.82
99	00001083	E9900024 BARBARA AGUILAR	SUPPLIES-FLEX	OH	03/07/2022		MW	IS	71.14
99	00001084	V9900025 BLICK ART MATERIALS	8117514	OH	03/07/2022		MW	IS	664.83
99	00001085	V9900029 BULKBOOK STORE	105124	OH	03/07/2022		MW	IS	635.97
99	00001086	U9900001 CITY OF LA HABRA WATER DEPARTM	0102020122	OH	03/07/2022		MW	IS	1,736.21
99	00001087	V9903335 CONSTANT CONTACT INC.	O5SOWEBBB6122	OH	03/07/2022		MW	IS	378.00
99	00001088	E9903244 CRISTIAN BOGDAN	MILEAGE-FEB	OH	03/07/2022		MW	IS	53.25
99	00001089	V9900056 DELTA DENTAL OF CALIFORNIA	BE004835718	OH	03/07/2022		MW	IS	1,780.89
99	00001090	V9903272 GARDENA VALLEY PRINTING	30565	OH	03/07/2022		MW	IS	327.00
99	00001091	V9900088 IMPERIAL BAND INSTRUMENTS	66633	OH	03/07/2022		MW	IS	3,832.50
99	00001092	V9900088 IMPERIAL BAND INSTRUMENTS	66752	OH	03/07/2022		MW	IS	143.34
99	00001093	V9900092 INTERQUEST DETECTION	145-0222	OH	03/07/2022		MW	IS	215.00
99	00001094	V9903303 iPRINT TECHNOLOGIES	869827	OH	03/07/2022		MW	IS	115.84
99	00001095	V9903303 iPRINT TECHNOLOGIES	867317	OH	03/07/2022		MW	IS	175.33
99	00001096	V9900094 J.W.PEPPER & SON INC.	364085592	OH	03/07/2022		MW	IS	159.32
99	00001097	E9900084 JIM COOMBS	OCDE-HR 2/27/22	OH	03/07/2022		MW	IS	110.28

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001098	JOHN ZAPPULLA	MILEAGE-FEB	OH	03/07/2022		MW	IS	53.32
99	00001099	LAKESHORE LEARNING MATERIALS	637600021722	OH	03/07/2022		MW	IS	141.50
99	00001100	Laser Plus Imaging	138998	OH	03/07/2022		MW	IS	567.75
99	00001101	LEARNING A-Z	4816077	OH	03/07/2022		MW	IS	615.60
99	00001102	LOPEZ, ALEJANDRO	RS-FEB 2022	OH	03/07/2022		MW	IS	357.14
99	00001103	LRP PUBLICATIONS	4534011	OH	03/07/2022		MW	IS	843.50
99	00001104	MIJARES, EDWARD	RS-FEB2022	OH	03/07/2022		MW	IS	857.14
99	00001105	MOBILE DEFENDERS LLC	11158	OH	03/07/2022		MW	IS	1,192.35
99	00001106	NCS PEARSON INC.	16317860	OH	03/07/2022		MW	IS	380.00
99	00001107	NCS PEARSON INC.	17647460	OH	03/07/2022		MW	IS	671.42
99	00001108	NCS PEARSON INC.	17519784	OH	03/07/2022		MW	IS	486.99
99	00001109	NCS PEARSON INC.	94R13116	OH	03/07/2022		MW	IS	581.85
99	00001110	OCDE	60128	OH	03/07/2022		MW	IS	955.88
99	00001111	ORANGE COUNTY SANITATION DEPAR	PIKTOCHART SUBOH	OH	03/07/2022		MW	IS	199.95
99	00001112	SHERYL MCDONALD	5135577665	OH	03/07/2022		MW	IS	5,516.11
99	00001113	SONOVA USA INC.	0820012122	OH	03/07/2022		MW	IS	4,214.52
99	00001114	SOUTHERN CALIFORNIA EDISON	0124022322	OH	03/07/2022		MW	IS	583.60
99	00001115	SOUTHERN CALIFORNIA GAS CO	181003129091	OH	03/07/2022		MW	IS	6,956.45
99	00001116	SUBURBAN WATER SYSTEMS	0121022022	OH	03/07/2022		MW	IS	119.40
99	00001117	T-MOBILE	R99R0301-022822	OH	03/07/2022		MW	IS	3,007.97
99	00001118	TRINIDAD, GINA	556150	OH	03/07/2022		MW	IS	90.33
99	00001119	VEX ROBOTICS	13336	OH	03/07/2022		MW	IS	5,000.00
99	00001120	ADMINISTRATIVE SERV. CO-OP	2043883	OH	03/07/2022		MW	IS	539.96
99	00001121	HAULAWAY STORAGE CONTAINERS	43464	OH	03/08/2022		MW	IS	2,968.15
99	00001122	F.M. THOMAS AIR CONDITIONING	REIMB-012622	OH	03/08/2022		MW	IS	56.39
99	00001123	HEATHER PFAFF	208129488153	OH	03/08/2022		MW	IS	1,574.58
99	00001124	NO EXCUSES UNIVERSITY	0742/0743	OH	03/08/2022		MW	IS	6,000.00
99	00001125	PAUL LUNA / LUNA INK	S21-0216180	OH	03/08/2022		MW	IS	380.17
99	00001126	SCHOOL DATEBOOKS	W120018-IN	OH	03/08/2022		MW	IS	600.00
99	00001127	SCHOOL SERVICES OF CALIFORNIA	208129488153	OH	03/08/2022		MW	IS	80.08
99	00001128	SCHOOL SPECIALTY	R99R0018-1/31/22	OH	03/08/2022		MW	IS	547.44
99	00001129	SOUTHWEST SCHOOL SUPPLY	106236	OH	03/08/2022		MW	IS	14,824.32
99	00001130	SPHERO	INV0062377	OH	03/08/2022		MW	IS	650.00
99	00001131	THINKING MAPS	R99R0301	OH	03/08/2022		MW	IS	3,449.25
99	00001131	TRINIDAD, GINA		OH	03/08/2022		MW	IS	

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001132	WILLIAM V.MACGILL & CO.	IN0785609	OH	03/08/2022		MW	IS	1,814.07
99	00001133	WPS	WPS-425911	OH	03/08/2022		MW	IS	848.97
99	00001134	YUMI YAMAMOTO	JAN2022LIBR	OH	03/08/2022		MW	IS	39.22
99	00001135	A-TECH CONSULTING INC	220265	OH	03/08/2022		MW	IS	1,052.00
99	00001136	APPLIED BEST PRACTICES	26819	OH	03/08/2022		MW	RV	2,498.00
99	00001137	ERICKSON-HALL CONSTRUCTION	PAY APP #10	OH	03/08/2022		MW	IS	285,781.13
99	00001138	HAUFFE COMPANY	426	OH	03/08/2022		MW	IS	14,112.00
99	00001139	SOUTHERN CALIFORNIA NEWS GROUP	N9286577	OH	03/08/2022		MW	IS	1,343.00
99	00001140	HANCOCK PARK & DELONG INC	5768	OH	03/08/2022		MW	IS	175.00
99	00001141	ADMINISTRATIVE SERV. CO-OP	10561	OH	03/09/2022		MW	IS	8,133.40
99	00001142	LEADER SERVICES	CDS5785	OH	03/09/2022		MW	IS	687.95
99	00001143	SOUTHERN CALIFORNIA EDISON	0201022822	OH	03/09/2022		MW	IS	4,015.48
99	00001144	THE LIBRARY STORE INC.	558751	OH	03/09/2022		MW	IS	106.12
99	00001145	A-1 FENCE COMPANY	20421	OH	03/09/2022		MW	IS	43,174.00
99	00001146	RMA GROUP	78741	OH	03/09/2022		MW	IS	2,490.00
99	00001147	DIANA GONZALEZ	MILEAGE2/28-3/4	OH	03/10/2022		MW	IS	22.82
99	00001148	FRONTIER	0302040122	OH	03/10/2022		MW	IS	71.36
99	00001149	SOUTHERN CALIFORNIA EDISON	0131030222	OH	03/10/2022		MW	IS	3,928.41
99	00001150	SUBURBAN WATER SYSTEMS	180031996460	OH	03/10/2022		MW	IS	2,167.87
99	00001151	BUG FLIP	FEB2022	OH	03/10/2022		MW	IS	180.00
99	00001152	Continental Sales	FEB2022	OH	03/10/2022		MW	IS	3,550.13
99	00001153	DRIFTWOOD DAIRY	FEB2022	OH	03/10/2022		MW	IS	12,023.78
99	00001154	FORM PLASTICS COMPANY	IV-119235	OH	03/10/2022		MW	IS	440.40
99	00001155	GOLD STAR FOODS	FEB2022	OH	03/10/2022		MW	IS	27,253.32
99	00001156	LADY BUGS ENVIRONMENTAL TERMIT	145791	OH	03/10/2022		MW	IS	55.00
99	00001157	P & R PAPER SUPPLY COMPANY	FEB2022	OH	03/10/2022		MW	IS	5,457.08
99	00001158	ACSA REGION 17	EVERY STUDENT	OH	03/11/2022		MW	IS	40.00
99	00001159	VOID.CONTI Void - Continued Stub	CONTINUE	OH	03/11/2022		VM	VD	0.00
99	00001160	AMERICAN EXPRESS	ZOOM-FEB	OH	03/11/2022		MW	IS	4,828.34
99	00001161	CALIFORNIA DEPT. OF TAX & FEE	014-062107 B	OH	03/11/2022		MW	IS	16.74
99	00001162	CALIFORNIA DEPT. OF TAX & FEE	014-062107 REINS	OH	03/11/2022		MW	IS	100.00
99	00001163	CALIFORNIA DEPT. OF TAX & FEE	014-062107 A	OH	03/11/2022		MW	IS	16.90
99	00001164	CALIFORNIA DEPT. OF TAX & FEE	014-062107 B	OH	03/11/2022		MW	IS	167.40
99	00001165	QUADIENT LEASING USA INC.	627.67	OH	03/11/2022		MW	IS	627.67



**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001166	SCSBOA-SOUTHERN CALIFORNIA SCH	9066-R99R0331	OH	03/11/2022		MW	IS	800.00
99	00001167	STUDIES WEEKLY	431609	OH	03/11/2022		MW	IS	118.19
99	00001168	LA HABRA ROTARY FOUNDATION	031022	OH	03/14/2022		MW	RV	35.00
99	00001169	GALLAGHER PEDIATRIC THERAP	9597	OH	03/15/2022		MW	IS	1,294.06
99	00001170	IMPERIAL BAND INSTRUMENTS	66830	OH	03/15/2022		MW	IS	54.24
99	00001171	INTRADO INTERACTIVE SERVICE	250787	OH	03/15/2022		MW	IS	2,729.65
99	00001172	iPRINT TECHNOLOGIES	872825	OH	03/15/2022		MW	IS	181.93
99	00001173	LA HABRA ROTARY CLUB	2376	OH	03/15/2022		MW	IS	295.00
99	00001174	NCS PEARSON INC.	17672508	OH	03/15/2022		MW	IS	452.97
99	00001175	OCDE	94RI3218	OH	03/15/2022		MW	IS	53.60
99	00001176	ORANGE COUNTY SCHOOL BOARD ASS	031122	OH	03/15/2022		MW	IS	55.00
99	00001177	PEREZ, JOSE	POS4099223	OH	03/15/2022		MW	IS	89.71
99	00001178	SOUTHERN CALIFORNIA PIZZA	FEB2022	OH	03/15/2022		MW	IS	15,046.60
99	00001179	ALLIANCE OF SCHOOLS FOR COOPER	6115WC	OH	03/16/2022		MW	IS	82,031.00
99	00001180	SOUTHERN CALIFORNIA GAS CO	0131030222	OH	03/16/2022		MW	IS	854.81
99	00001181	ADVANCED CHEMICAL TRANSPORT	379938	OH	03/17/2022		MW	IS	3,204.93
99	00001182	AERIES SOFTWARE	CONF-21878	OH	03/17/2022		MW	IS	199.00
99	00001183	ARIANA CAZARES	AARDVARK-ART	OH	03/17/2022		MW	IS	368.39
99	00001184	BEARCOM	5342783	OH	03/17/2022		MW	IS	267.86
99	00001185	BLICK ART MATERIALS	8144769	OH	03/17/2022		MW	IS	96.43
99	00001186	BREAKOUT INC.	37647	OH	03/17/2022		MW	IS	99.00
99	00001187	BUREAU OF EDUCATION & RESEARCH	5076603	OH	03/17/2022		MW	IS	279.00
99	00001188	CDW GOVERNMENT INC.	S398430	OH	03/17/2022		MW	IS	107.30
99	00001189	DANIELS TIRE SERVICE INC.	140104026	OH	03/17/2022		MW	IS	1,224.81
99	00001190	DASH MEDICAL GLOVES	INV1257620	OH	03/17/2022		MW	IS	578.48
99	00001191	DIANA GONZALEZ	MILEAGES/7-3/11	OH	03/17/2022		MW	RV	15.21
99	00001192	DIXIE LORD	IREADY SUPPLIES	OH	03/17/2022		MW	IS	168.04
99	00001193	EMCOR SERVICES	910012707	OH	03/17/2022		MW	IS	467.00
99	00001194	FLAGHOUSE	V024662300019	OH	03/17/2022		MW	IS	1,041.56
99	00001195	GROUND CONTROL SYSTEMS	INV14424	OH	03/17/2022		MW	IS	2,309.58
99	00001196	HOLLY BRANDER	CONF 2/25-2/26	OH	03/17/2022		MW	IS	152.12
99	00001197	JIM COOMBS	VOICE	OH	03/17/2022		MW	IS	224.18
99	00001198	PDQ EQUIPMENT RENTAL	F84852	OH	03/17/2022		MW	IS	1,901.06
99	00001199	SANDRA JAN	CERT MAIL-2/25	OH	03/17/2022		MW	IS	22.14

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001200	E9900189	SHERYL MCDONALD	OFFICE SUPPLIES	OH	03/17/2022		MW	IS	130.73
99 00001201	U9900010	WARE DISPOSAL	936554	OH	03/17/2022		MW	IS	2,266.90
99 00001202	E9900214	WHITNEY TAKACS	STAFF MEETING	OH	03/17/2022		MW	IS	34.78
99 00001203	B9990013	HAUFFE COMPANY	427	OH	03/17/2022		MW	IS	12,768.00
99 00001204	V9900020	ATKINSON ANDELSON LOYA RUUD &	645577	OH	03/18/2022		MW	IS	15,155.00
99 00001205	V9900112	LOGMEIN COMMUNICATIONS INC.	IN7101018342	OH	03/18/2022		MW	IS	13,377.36
99 00001206	U9900008	T-MOBILE	0204030322	OH	03/18/2022		MW	IS	750.00
99 00001207	V9900200	UNUM LIFE INSURANCE COMPANY	BL0160188-APRJU	OH	03/18/2022		MW	IS	542.73
99 00001208	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	030122VSR	OH	03/22/2022		MW	IS	39,582.46
99 00001209	V9900131	NIGRO & NIGRO	15959	OH	03/22/2022		MW	IS	500.00
99 00001210	E9900012	AMY MCTEGGART	2/26 CONF REIM	OH	03/23/2022		MW	IS	81.70
99 00001211	V9903291	JEANETTE TREVINO	030322 REIMB	OH	03/23/2022		MW	IS	27.10
99 00001212	V9903279	LOPEZ, ALEJANDRO	MARCH 2022	OH	03/23/2022		MW	IS	357.14
99 00001213	V9900148	QUADIENT FINANCE USA, INC.	7900011001393175	OH	03/23/2022		MW	IS	2,001.06
99 00001214	E9900162	RACHEL GUERRERO	CONF REIMB-2/26	OH	03/23/2022		MW	IS	148.79
99 00001215	V9900172	SCHOOL SERVICES OF CALIFORNIA	0132964-IN	OH	03/23/2022		MW	IS	340.00
99 00001216	I9900002	BYRON FERGUSON DBA ALL AMERICA	RS-MARCH 2022	OH	03/25/2022		MW	IS	825.00
99 00001217	F9900031	F.M. THOMAS AIR CONDITIONING	43545	OH	03/25/2022		MW	IS	4,284.00
99 00001218	V9900180	SPARKLETT'S	15734879031322	OH	03/25/2022		MW	IS	217.67
99 00001219	B9990004	APPLIED BEST PRACTICES	26819- A	OH	03/25/2022		MW	IS	1,498.00
99 00001220	E9900192	STEPHANIE BARBER	WKSHOP-REYNO	OH	03/28/2022		MW	IS	293.13
99 00001221	R9900001	BRENT ALLSMAN	MEDICAL-APRIL	OH	03/30/2022		MW	IS	557.02
99 00001222	R9903247	CAROLYN KANE	MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56
99 00001223	R9900003	CLAUDIA SCHALCHLIN	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001224	R9900004	DAWN AANDAH	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001225	V9903264	DIANA GONZALEZ	MILEAGE3/15,3/17	OH	03/30/2022		MW	IS	35.92
99 00001226	R9900014	EDDY VEGA	MEDICAL-APRIL	OH	03/30/2022		MW	IS	557.02
99 00001227	R9900006	EMILY WAKEFIELD	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001228	R9900007	GAYLE ROGERS	MEDICAL-APRIL	OH	03/30/2022		MW	IS	232.94
99 00001229	R9903248	JULIE ROTH	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001230	R9900013	MARGARET DUMADAG	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001231	R9900009	NANCY WHITE	MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56
99 00001232	V9903361	NATIONAL SCHOOL BOARDS ASSOCIA	MAGNA-JIM	OH	03/30/2022		MW	IS	350.00
99 00001233	R9900010	PENNY MAYERCHECK	MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001234	R9900011	RONALD RANDOLPH	MEDICAL-APRIL	OH	03/30/2022		MW	IS	614.88
99 00001235	R9900012	SHELLEY MARKER	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001236	R9900002	BRUCE PATTILLO	MEDICAL-APRIL	OH	03/30/2022		MW	IS	557.02
99 00001237	V9903264	DIANA GONZALEZ	MILEAGE 3/7,3/11	OH	03/31/2022		MW	IS	15.21

**Issued:** 790,349.88  
**Reversed:** 2,548.21  
**99 Bank Total:** 792,898.09

**Grand Total:** 792,898.09

LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2021-2022 #10

May 2, 2022

I. CERTIFICATED EMPLOYEES

A. CERTIFICATED SALARIES

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Kaitlyn Campbell	08/12/2019	05/29/2020	EP	Class 5 / Step 10 Correction of EER 2019-2020 #2 (.50 FTE)
Kaitlyn Campbell	08/16/2021	06/30/2022	EP	Class 5 / Step 11 Correction of EER 2020-2021 #11 (.50 FTE)

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Morrison	03/01/2022	04/29/2022	MG	FMLA (AB375) Medical Leave Correction of EER 2021-2022 #8
Praefke, Amie	04/29/2022	06/03/2022	MG	FMLA (AB375) Medical Leave

C. EXTRA DUTY PAY/STIPENDS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENTS
Coleman, Rachel	06/06/2022	07/01/2022	OL	Extended School Year Lead Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Bolanos, Jocelyn	06/20/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Galang, Bianca	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Russell, Annie	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Arreguin, Barbara	06/06/2022	07/01/2022	OL	Extended School Year Substitute Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Jan, Sarah	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
CdeBaca, Denise	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Haworth, Gracia	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Rivera, Yovanna	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Davila, Alexandria	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Valdez, Michelle	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Rodriguez, Mayra	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.

Bernhard, Carol	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Morrison, Deanna	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Gabhour, Kylee	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Van der Lee, Michelle	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Fonti, Allison	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Mangold, Christian	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Mangold, Leslie	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Lee, Sylvia	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Montoya, Maya	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Peloquin, Kerri	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Diaz, Yolanda	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Oke, Melissa	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Aguilar, Barbara	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Miller, Cameron	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Ospital, Jeff	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Anderson, Ryan	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Van Diest, Scott	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Ryan, Tara	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Langer, Garrick	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Solis, Ashley	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Garduno, Adam	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Brooks, Edward	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Lopez, Alejandro	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
McNeff, Michelle	06/09/2022	07/07/2022	RS	Substitute Teacher - Summer School Teacher at a rate of \$282.03 per day.

D. RETIREMENT

NAME	EFFECTIVE DATE	SITE	COMMENT
Nichols, Jean	06/04/2022	EP	Retirement Option Medical TBD
Crabtree, Gayle	06/04/2022	MG	Retirement Option Medical TBD
Allsman, Kathryn	06/04/2022	OL	Retirement Option Medical TBD

E. RESIGNATION

NAME	EFFECTIVE DATE	SITE	COMMENT
Mendoza, Jasmine	05/10/2022	RS	School Psychologist. Resignation

\* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$35.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties and Intervention

\*\*It is further recommended that the individuals listed in Certificated Salaries for 2021-2022 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFE Supplemental Grant Funds.

\*\*It is further recommended that individuals listed in Certificated Salaries for 2021-2022 serve as home school teachers, if needed, for the 2021-2022 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2021-2022 school year.

Employment of substitutes effective 08/16/2021 for the 2021-2022 school year @ 200 per day and \$100.00 per half day rate and \$35.00 per hour\* (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties, and \$250.00 long term sub rate.

F. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Haworth, Acacia	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Montemayor Kathleen	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Fiscus, Riley	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Larsen, Danica	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Vega, Sandra	06/06/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Gonzalez, Leslie	06/06/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Bulter, Nicole	04/29/2022	06/03/2022	DO	To be paid at a daily rate of \$200 for Virtual Academy teacher
Jacobsen, Brennan	03/01/2022	04/29/2022	DO	To be paid at a daily rate of \$200 for 6 <sup>th</sup> grade Meadow Green Teacher Correction of EER 2021-2022 #8

G. CERTIFICATED JOB DESCRIPTIONS

Addition:

- TEACHER ON SPECIAL ASSIGNMENT: Multi-Tiered System of Support (MTSS)

II. CLASSIFIED EMPLOYEES May 2, 2022

H. MONTHLY – GENERAL FUND

I. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Arcega, Aida	08/09/2022		R23/S5	MA	Step Increase-Office Manager
Ayers, Becca	08/13/2022		R14/S4	OL	Step Increase-Instructional Aide
Becerril, Nancy	04/01/2022		R16/S1	DO	Clerk/Substitute
Becerril, Nancy	04/01/2022		R14/S1	DO	Instructional Aid/Substitute
Brown, Matt	04/11/2022		R21/S5	JO	Day Custodian transfer from EP to JO
Bullard, April	04/16/2022		R16/S5	RS	Clerk/FMLA
9900000161	03/16/2022		R18/S5	RS	Night Custodian/Leave
Chinarian, Jeri	04/28/2022		R05/S8	DO	Consultant for Fiscal
Del-Cano, Chrystal	04/11/2022		R21/S6	EP	Day Custodian transfer from JO to EP
Duran, Julie	04/20/2022		R16/S1	DO	Clerk/Substitute
Duran, Julie	04/20/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Maria Gonzalez	05/01/2022		R14/S3	OL	Return from LOA-Bilingual Aide
Goodenow, Arlene	05/01/2022		R7/S5	NS	Step Increase-Cafeteria Worker
Kaopuiki, Ginger	04/11/2022		NDA/01/01	JO	Noon Duty Aide/FMLA Cancelled
Kennedy, Joelle	08/15/2022		R16/S5	OL	Step Increase-Instructional Aide
Laporte, Mallory	06/03/2022		NDA/01/01	EP	Resignation-Noon Duty Aide
Lopez, Maricela	04/22/2022		R23/S1	DO	Fiscal Clerk/Substitute
Lugo, Paul	04/19/2022		R18/S6	JO	Step Increase-Night Custodian
Montanez, Laurie	05/01/2022		R15/S4	OL	Step Increase-Instructional Aide
Rickenbacker, Kim	04/16/2022		R16/S5	EP	Step Increase-Clerk Typist
Swishhelm, Lisa	05/01/2022		R7/S5	NS	Step Increase-Cafeteria Worker
Talley Ludd, Angela	06/03/2022		R14/S5	NS	Resignation-Cafeteria Worker
Vazquez, Maricela	08/12/2022		R14/S6	OL	Step Increase-Instructional Aide

A. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Preschool Instructional Assistant
- Preschool Teacher
- Early Learning Instructional Aide
- Fiscal Clerk-Special Programs
- Office Manager-Special Programs

## **LOWELL JOINT SCHOOL DISTRICT**

### **TEACHER ON SPECIAL ASSIGNMENT: Multi-Tiered System of Support (MTSS)**

#### **Definition**

Under the direction of the Assistant Superintendent of Educational Services, the Teacher on Special Assignment – MTSS will assist in the implementation of District wide initiatives and programs, including: 21<sup>st</sup> Century teaching skills, curriculum development, the integration of STEAM Education, and analyzing district needs based on data to develop supports for teachers in the classroom. The role of the MTSS TOSA is a support position designed to increase the capacity of teachers to incorporate instructional strategies from districtwide initiatives. This includes developing curriculum, coaching teachers in the classroom, and performing other related duties as assigned.

#### **Essential Functions**

The duties listed below are intended only as illustrations of the various types of work that might be performed. The omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position.

1. Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of 21<sup>st</sup> century such as, STEAM in the classroom.
2. Design, implement, and support learning opportunities for ALL subgroups including English Learners and at-risk students.
3. Design, organize, schedule, and present professional development programs, curriculum, and instruction projects and assistance for Transitional Kindergarten through eighth grade teachers in the use of strategies to support ALL subgroups including English Learners and at-risk students.
4. Conduct demonstration lessons and assist with curriculum design.
5. Assist teachers through peer coaching, classroom observations, peer feedback, data analysis, lesson design, and co-planning lessons in various areas: STEAM, GATE/Horizons, and subject specific content (ELA, Math, Writing).
6. Help provide coordination and support for the Horizons /GATE/High Achiever Program.
7. Provide assistance in the design, function, and implementation of STEAM Innovation Labs at each school.
8. Attend professional development workshops to align practice with the District vision for 21<sup>st</sup> Century learning.
9. Assist students and staff with the application of technology and 21<sup>st</sup> Century learning skills.
10. Analyzes and uses data to identify program needs and to evaluate, improve, and report on program effectiveness.
11. Work with other staff in coordinating various program offerings connected to the ELOP and Early Learning opportunities.



## **QUALIFICATION GUIDELINES**

### **Knowledge of:**

Instructional technology as it relates to 21<sup>st</sup> Century learning skills and objectives; principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults; educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology and best practices in the classroom; and the use of data analysis to facilitate in accelerating the achievement of ALL students and subgroups.

### **Ability to:**

Assist District leadership in planning and organizing the implementation of various programs: STEAM Activities and Coding; support and assist with the coordination of the Horizons (GATE/High Achiever Program), communicate effectively, both orally and in writing; use the Google Platform to prepare supplemental materials, establish and maintain effective working relationships; help analyze problems and issues and develop appropriate solutions; understand and carry out directions with minimal supervision; manage multiple tasks; and utilize technology as a means for various types of communication and record keeping.

### **Education/Training/Experience:**

1. Minimum of five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required.
2. Minimum of a Bachelor's degree required. Master's degree or other advanced degree preferred.
3. Training/experience in the various districtwide initiatives (Project GLAD, STEAM, Thinking Maps, Write from the Beginning, EDI, etc.), and the use of instructional technology as it relates to the classroom setting.
4. Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning.

### **Licenses/Certificates/Special Requirements:**

1. Valid California Teaching credential with English Learner authorization or equivalent. Administrative Services credential desirable.
2. Compliance with No Child Left Behind (NCLB).
3. Appearance, grooming, and personality which establish a desirable example for parents, staff, and students.

**Salary Range:** Appropriate placement on the Certificated Salary Schedule.

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described below are representative of those that must be met by employees to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Physical Demands**

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects typically weighing up to 25 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

### **Mental Demands**

While performing the duties of this position, the employee may be regularly be required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadline; and interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

## **WORK ENVIORNMENT**

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee may work in the classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

Board Approved: \_\_\_\_\_



## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT - PRESCHOOL

Classified Salary Schedule  
Range 15

#### **JOB SUMMARY:**

Under supervision, assists in the care, supervision and learning activities in the classroom and on the playground of preschool-aged students, and performs related duties as assigned.

#### **DISTINGUISHING CHARACTERISTICS:**

This classification is distinguished from other Instructional Assistant classifications in that the primary responsibility is working with students in State preschool program.

#### **ESSENTIAL FUNCTIONS:**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.*

- Assist teachers in a learning environment designed to develop the physical, cognitive, emotional, creative and social skills of preschool-aged students.
- Assist in the preparation of a variety of instructional materials and learning aids designed for learning of Preschool students.
- Supervise small groups or individual students under the directions of the Preschool Teacher; monitor students on the playground.
- Demonstrate standards of behavior and utilize a positive approach while working with children.
- Assist with snacks and other meals as appropriate; set up plates and meals; clean serving area after meals; assist students with cleanliness, brushing teeth and toileting as needed.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light housekeeping duties, including cleaning the classroom after students leave and preparing for the next day.
- May set up and operate simple audio-visual equipment, assisting students to learn through the use of computers and other teaching aids.
- Assist in administering routine first aid to students as needed; assist in toileting, administering medication and medical procedures in accordance with specific medical instructions as assigned
- Participate in meetings and in-service training programs as assigned.
- Assist teacher with classroom preparation and materials, maintaining a clean and safe learning environment.
- Routinely squat, crouch, sit on small chairs, and hard surfaces with students.
- Perform other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- Basic concepts used in Early Childhood Education.
- Basic child psychology and development,
- Program policies, practices and procedures.
- Safe classroom and playground practices.
- Health and safety precautions and procedures
- Basic first aid procedures and health and safety regulations.
- Interpersonal relations skills using tact, patience and courtesy.

##### **Ability to:**

- Appropriately manage student behavior and guide students toward acceptable social behavior.
- Implement learning activities for children while maintaining a healthy and safe environment.

- Monitor and assist students.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Demonstrate understanding, patient and receptive attitude toward students and staff.
- Work confidentially with discretion and independently with little supervision.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform routine clerical duties.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Licenses/Experience:**

Graduation from high school or its equivalent. Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

**Physical Demands:**

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, squatting, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

**WORK PERIOD:**

10 months per year, 5 days per week, up to 3.75 hours/day



## LOWELL JOINT SCHOOL DISTRICT

### PRESCHOOL TEACHER

#### **JOB SUMMARY:**

Under the direction of an assigned supervisor, participate with teachers and other staff in the development, implementation, evaluation and maintenance of a quality State Preschool Program; provide a safe and nurturing environment for the growth and development of children cared for in the Preschool; involve parents and families in student activities.

#### **DISTINGUISHING CHARACTERISTICS:**

This classification is distinguished from other teaching classifications in that the primary responsibility is working with students in the State preschool program.

#### **ESSENTIAL FUNCTIONS:**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.*

- Participate with teachers and other staff in the development, implementation, evaluation and maintenance of a quality State Preschool Program; evaluate program goals, objectives and curriculum; provide a safe and nurturing environment for the growth and development of children cared for in the Preschool.
- Develop and submit lesson plans in accordance with established policies and format; plan and provide instruction and activities to children indoors and outdoors; lead and supervise various activities; take attendance.
- Provide an environment to develop maximum physical, emotional and cognitive development of children; test and evaluate children's progress.
- Involve parents and families in student activities; participate in parent conferences as assigned; provide information and referral services as needed; explain policies, procedures, rules and regulations as needed.
- Provide work direction and guidance to assistants, volunteers and others as required; notify staff of information pertinent to the needs of individual students.
- Model standards of behavior and use a positive approach while working with children, staff and parents; model family-style meals with students.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light housekeeping duties; consider the use of materials and equipment appropriate for preschool-aged children.
- Maintain and prepare a variety of records and reports; update and organize cum folders and records; conduct and record complex student observations and skill assessments.
- Prepare calendar of events; prepare related schedules and materials for parents.
- Administer routine first aid to students as needed; administer medication and medical procedures in accordance with specific medical instructions.
- Operate a variety of audio-visual, office and instructional equipment; operate kitchen equipment and utensils.
- Perform duties required by Preschool Exemplary Program performance standards and assure compliance with current regulations, licensing and requirements.
- Assist with setting up and cleaning up breakfast, snack and lunch materials; assist students with cleanliness, brushing teeth and toileting as needed.
- Routinely squat, crouch, sit on small chairs, and hard surfaces/floors with students.
- Participate in in-services and training sessions as assigned; attend staff and other meetings as assigned.
- Perform related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- Current concepts used in Early Childhood Education.
- Program policies, practices and philosophy.
- Parent involvement techniques.

- Basic child psychology and development. Lesson planning formats and policies.
- Health, safety and nutrition requirements of children. Appropriate safety precautions and procedures.
- Methods of observing, evaluating and recording child behavior. Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

**Ability to:**

- Plan, develop and implement educational experiences for children cared for in the State Preschool program.
- Develop and maintain effective relationships with children.
- Maintain records and prepare reports.
- Interact with children and adults in an effective manner.
- Implement learning activities for children.
- Maintain a healthy and safe environment.
- Plan and organize work.
- Meet schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Train and provide work direction and guidance to others.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working
- Lift and move items weighing up to 50 pounds.

**Education/Training/Licenses/Experience:**

A permit issued by the Commission on Teacher Credentialing authorizing service in the care, development and instruction of children in a child care and development program. This can be either of the following permits:

- Regular Children’s Center Instructional Permit
- Limited Children’s Center Instructional Permit
- Emergency Children’s Center Instructional Permit
- Child Development Master Teacher Permit
- Child Development Teacher Permit
- Child Development Associate Teacher Permit

OR

A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics, and 12 units in ECE and/or CD or two years of experience in early childhood education or a child care and development program.

One year working with children in an instructional capacity. First Aid and CPR certificates.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

**Physical Demands:**

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, squatting, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

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## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT EARLY LEARNING

Classified Salary Schedule  
Range 14

#### **JOB SUMMARY:**

Under direction of the classroom teacher, and the supervision of school principal or designee, serves as an assistant in the provision of instructional and paraprofessional support for students including intensified learning experiences, ingress and egress on campus, and performs other related routine clerical and non-instructional duties as required.

#### **ESSENTIAL FUNCTIONS:**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar; related, or a logical assignment to the classification.*

- Assists in providing intensified learning experiences for individual students in identified academic areas.
- Performs support to teachers with the presentation of learning materials through tutoring individual or small groups of students in a classroom environment.
- Assists the teacher in a virtual or in person setting by monitoring student activity online and redirecting wayward students, providing small group instruction as directed by the teacher.
- Attends in-service training as directed.
- Supervises students on school grounds.
- Organizes materials and supplies for student activities.
- Maintains open communication, monitors progress, collects student data and reports to principal and classroom teachers.
- Observes student behavior and interaction with the learning process for reporting to the teacher.
- Provides positive feedback and tips to reinforce student learning.
- Ensures that student safety rules are obeyed.
- Reports unauthorized activities and unauthorized persons on school grounds and unsafe conditions to the appropriate site administrator.
- Assists in supervision of students, both at play and during ingress and egress at the school campus.
- Functions as an appropriate role model for students, providing proper examples, emotional support and a friendly attitude and general guidance.
- Routinely squat, crouch, sit on small chairs, and hard surfaces with students.
- Adhere to the appropriate code of ethics and student confidentiality.
- Outdoor supervision during recess and lunch.
- Performs other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- Basic methods of instruction, including arithmetic, grammar, spelling, language and reading.
- General classroom procedures, rules of conduct and appropriate student guidance; safe practices in classroom and playground activities.
- Instructional principles of administering, scoring and interpreting examinations.
- Operation of standard office and classroom equipment.
- Interpersonal skills, using tact, patience, and courtesy.
- Effective written and oral communication skills.

##### **Ability to:**

- Provide instruction, supervise and discipline students according to approved policies and procedures.
- Communicate clearly and concisely, both orally and in writing.
- Work confidentially with discretion and independently with little supervision.
- Operate a variety of standard office and classroom equipment.



**Ability to (continued):**

- Participate in student activities.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Maintain confidentiality of records and information.
- Implement and give oral direction and deal with problems firmly and fairly as soon as they arise.
- Perform clerical duties; establish and maintain effective record keeping procedures.
- Establish and maintain cooperative and effective working relationships with students, staff and parents.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Experience:**

Completion of high school or General Education Diploma (GED). Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test. Volunteer or paid experience working with children is preferred.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

**Physical Demands:**

Physical demands of this position include walking, walking briskly, sitting and/or standing for extended periods of time. Frequent to occasional bending at the waist is required. Employees may reach overhead as well as above the shoulders and horizontally. Ability to squat, sit on hard floors, crouch and sit in small chairs with students for a prolonged length of time.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, students, and parents.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. There is frequent contact with staff. The noise level is moderate.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

**WORK PERIOD:**

10 months per year, 5 days per week, up to 3.75 hours/day

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Instructional Assistant-Early Learning

Board Approved: November 2, 2020  
Revised: May 2, 2022



# LOWELL JOINT SCHOOL DISTRICT

## FISCAL CLERK- SPECIAL PROGRAMS

Classified Salary Schedule  
Range 23

### **JOB SUMMARY:**

Under general supervision of the Early Learning Coordinator and Expanded Learning Coordinator, performs complex accounting clerical work in keeping and reviewing District programs, financial, statistical, and payroll records.

### **ESSENTIAL FUNCTIONS:**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.*

- Performs the accounting department functions of payroll, accounts payable and receivable and purchasing for special programs.
- Compiles and prepares monthly, quarterly, and/or annual reports using various software programs. Monitors exception reports, makes necessary corrections and submits updates to appropriate personnel or departments.
- Distributes monthly budget printouts to administrators, responds to and resolves questions and problems regarding content.
- Maintains general ledger for special program funds; monitors accounts receivable, issues invoices and receipts as necessary and records payments; inputs budget revisions in financial system if needed.
- Maintains journals and ledgers of income, expenditures and encumbrances for various special programs funds; posts and balances ledgers, maintains records and prepares reports of cash receipts/disbursements.
- Screens financial/payroll documents for accuracy and adherence to legal/procedural requirements, and reconciles errors; prepares transmittal documents for warrant payments; prepares and submits various financial/payroll reports as required.
- Compiles data from vendor invoices and supporting documents to verify accuracy of bill data and to insure receipt of items ordered.
- Maintains records of department funds purchases, issues checks and reconciles bank statements for the department.
- Enters, balances, and deposits monies received by the District. Issues checks to deposit monies in county treasury, if not initially directly deposited. Reconciles incoming bank statements against monies deposited and checks issued.
- Compiles payroll data from timesheets and other records; prepares necessary documents to make payroll status changes; compiles and transcribes to work sheets data such as hours worked, rate of pay, various payroll taxes and miscellaneous deductions; posts and maintains all pertinent payroll/benefit records; inputs employee revisions in Human Resources System.
- Coordinates payroll function with the County Department of Education; works closely with personnel department to coordinate proper employee compensation and receives directions as the interpretation of various regulations, policies and laws related to the payment of employee wages/benefits.
- Maintain student records in computer tracking systems (e.g. attendance and tuition contracts, tuition payments, late notices, county/state data, etc.) for the purpose of accurate record keeping to ensure compliance with regulatory mandates and district policies and practices.

- Tracks tuition accounts for all families - including sending out monthly billing statement, collecting monthly tuition, and following up on unpaid, late and past due accounts.
- Completes monthly attendance and fiscal reporting forms required for local, state and federal programs.
- Work with third party subsidy programs, such as CHS and OCDE, to ensure monthly paperwork is submitted and monthly tuition is received for qualified families.
- Work with third party vendors who provide district with before and/or after school programs regarding contracts, insurance, payment for services, etc.
- Ability to read and understand local, state, and federal program guidelines and implement them.
- Performs other related duties as assigned.

## **QUALIFICATION GUIDELINES:**

### **Knowledge of:**

- Financial recordkeeping procedures; good fiscal practices and procedures.
- Interpreting data and processing reports.
- General knowledge of modern office equipment and computer programs such as excel.
- Oral and written communication skills and interpersonal skills using tact, patience and courtesy.

### **Ability to:**

- Perform a variety of clerical and record keeping work of above average difficulty requiring the exercise of judgment and knowledge of subject matter.
- Operate standard office machines including a computer using word processing, spreadsheet, and database software applications.
- Lift and carry objects weighing up to 50 pounds.
- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents, and the public.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and timelines.
- Establish and maintain cooperative and effective working relationships with others.

### **Education/Training/Experience:**

High school diploma or its equivalent. Three years of advanced financial recordkeeping, accounting or budgeting experience is required. Successful completion of upper level courses in accounting or related subjects is desirable; knowledge of financial record keeping, accounting principles, and computer based budgeting systems. Bilingual in Spanish is preferred.

## **PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

**Physical Demands:**

Ability to sit for extended periods of time. Walking, standing, bending, and reaching at below and above shoulder level. Lifting, pulling or pushing objects generally not exceeding twenty pounds may also be required. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary. Talk or hear, in person and by telephone. Specific vision abilities including close vision, depth perception and the ability to focus are required. Lifting, pushing, pulling or carrying objects typically weighing up to 50 pounds may be required.

**Mental Demands:**

Employees must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact cooperatively with District staff, students, and parents.

**Work Environment:**

While performing the duties of this position, employees are subject to constant interruption and are in direct contact with parents, the public, and employees. Negative interactions resulting from these contacts can result in stressful situations. These positions may work without direct and/or constant supervision. Employees work under typical office conditions and the noise level is usually quiet or moderately quiet.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

**WORK PERIOD:**

12 months per year, 5 days per week, 8 hours per day

**Fiscal Services Clerk- Special Programs**

Board Approved: January 12, 1981, November 3, 2014

Revised: February 1988, October 2007, October 2014

Reviewed: August 1984; September 1993

Revised: May 4, 2022



## LOWELL JOINT SCHOOL DISTRICT

### UPDATED LENGTH OF WORK YEAR: SCHOOL OFFICE MANAGER- SPECIAL PROGRAMS

Classified Salary Schedule  
Range 23

#### JOB SUMMARY:

Under general supervision of the Early Learning Coordinator and Expanded Learning Coordinator, serving as secretary and support for special programs, including onsite support during summer programs; performs a variety of clerical and secretarial functions; assists staff; and performs related duties as required.

#### ESSENTIAL FUNCTIONS:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.*

- Serves as secretary to Coordinators and provides the secretarial/clerical work of special programs.
- Receives visitors, answers the telephone and responds accordingly; explains policies, rules, laws, and regulations to students, staff, and parents.
- Makes appointments, organizes group meetings and transmits confidential information. Composes and types reports, letters, memorandums, schedules and other materials.
- Establishes and maintains confidential and complex files (i.e. guidance, cumulative records, correspondence, etc.).
- Maintains records of supplies, materials, repairs, etc.
- Provides information regarding program matters in person, through email, and by telephone.
- Administers first aid and contacts appropriate emergency assistance as necessary and administers medication according to physician's instructions, district training, and in accordance with the Education Code when on site.
- Enrolls and unenrolls students from special programs.
- Maintains schedule(s) for use of school facilities; and extracurricular activities.
- Receives, sorts, and routes mail.
- Maintains student records as needed.
- Maintains classified and certificated attendance records.
- Supervises student help.
- Compiles attendance data.
- Supports the completion and filing of necessary reports for state and federal programs.
- Implements direction of Coordinators for child safety and security.
- Oversees the registration, enrollment, and eligibility process for Early Learning and Expanded Learning programs including ensuring participants have met required state and federal regulations.
- Maintains current and accurate records of children enrolled in the program(s) including immunizations, income (if applicable), emergency and medical records and other information.
- Maintains student records in computer tracking systems (e.g. attendance and tuition contracts, tuition payments, late notices, county/state data, etc.) for the purpose of accurate record keeping to ensure compliance with regulatory mandates and district practices or policies.
- Responds to a variety of inquiries from parents and staff (for example, enrollment status, messages, correspondences) for the purpose of providing information to ensure inquiries are addressed or directed appropriately.
- Prepares and maintains a variety of records and reports related to department and reporting requirements.
- Assists Coordinators with state and federal reporting requirements.
- Assists in organizing trainings, meetings, and parent workshops by scheduling locations and ensuring materials and documents are available.

- Refers families to available community resources.
- Organizes staffing, coverage, and absence reporting and substitutes.
- Performs other related duties as assigned.

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## **QUALIFICATION GUIDELINES:**

### Knowledge of:

- Office administration of practices and procedures, including filing systems, telephone techniques and etiquette.
- First aid practices and health and safety regulations.
- Record keeping and methods of collecting and organizing data and information.
- Principles of business letter and report writing including correct English usage, grammar, spelling, and proofreading.
- Oral and written communication skills and interpersonal skills using tact, patience and courtesy.
- General knowledge of modern office equipment and computer programs.
- Bilingual in such languages as Spanish/Korean are preferred.

### Ability to:

- Pass a typing test at 50 words per minute.
- Operate standard office machines including a computer using presentation, word processing, spreadsheet, and database software applications.
- Compose correspondence accurately and independently.
- Understand, interpret, explain, and apply federal, state, and local laws as well as school and District policies and procedures.
- Communicates clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Administer basic first aid to ill or injured students.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and timelines.
- Establish and maintain cooperative and effective working relationships with others.

## **Education/Training/Experience:**

- High school diploma or its equivalent supplemented by course work in clerical and secretarial practices; minimum of two years clerical and secretarial experience involving meeting the public. Computer experience required including use of word processing, spreadsheet, and database management programs. Ability to type 50 words per minute required.
- Possession of a valid Red Cross First Aid Certificate preferred.

## **PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

### Physical Demands:

Ability to sit for extended periods of time. Walking, standing, bending, and reaching at below and above shoulder level. Lifting, pulling or pushing objects generally not exceeding twenty pounds may also be required. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary. Talk or hear, in person and by telephone. The ability to learn and administer first aid is required at the school site.

### Mental Demands:

Employees must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact cooperatively with District staff, students, and parents.

### Work Environment:

While performing the duties of this position, employees are subject to constant interruptions and are in direct contact with the public, students and employees. Negative interactions resulting from these contacts can result in stressful situations. Employees work under typical office conditions and the noise level is usually quiet or moderately quiet, however, a school site office may be somewhat louder. Possible exposure to blood-borne pathogens, body fluids and communicable disease.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

**UPDATED WORK PERIOD:**

**10.5-12 months per year, depending upon interest, experience, and needs of the district.**  
5 days per week, 8 hours per day

**School Office Manager- Special Programs**

Board Approved: April 1969; October 6, 2014

Revised: August 2014

Reviewed: September 1993; August 2014

Revised: May 4, 2022

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