

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
Arlanza Elementary School	33-66977-6031512	May 10, 2020	

Purpose and Description

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

Schoolwide Program

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

All of Arlanza Elementary School's site goals fall under each of the three Alvord Unified School District LCAP goals. In Goal 1 - Conditions of Learning - Arlanza targets student achievement in the areas of ELA/Literacy, Mathematics, and English Language Development. In Goal 2 - Pupil Outcomes - Arlanza targets parent engagement/involvement and differentiating instruction via small group instruction. In Goal 3 - Engagement - Arlanza targets chronic absenteeism, school suspension, and all stakeholder connectedness to the school.

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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).

Due to the pandemic, the last available survey information comes from the 2020-2021 school year. The California Healthy Kids Survey was administered to all 5th grade students, staff, and parents in the Spring of 2021.

In analysis of STUDENT responses, the following summary points can be made:

- 67% of 5th graders feel adults are fair most/all of the time
- 58% of students overall possess school motivation
- 67% of students feel an adult at home cares about their school work
- 41% of students have meaningful participation
- 14% of students report perpetrating violence (hit, said mean things, spread rumors, etc.)

The most challenging data indicates 35% of student have been teased about body image; this amounts to roughly one in 3 students. Actions to remediate this challenge can be found in Goal 3 of the SPSA.

Classroom Observations

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

Unannounced classroom visits by administration

Guests from other schools

District and county personnel

Support staff (RSP, BIAs, special education aid occupational therapists, Wylie counselor, Counselor)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Arlanza teachers (TK-5) administer the following state and local assessments: Preschool Early Literacy Indicators (PELI, TK only), i-Ready Reading and Math Diagnostics (K-5), Basic Phonics Skills Test-II and IV (BPST-IV, 1-5), Running Records (1-5), English Language Proficiency Assessments for California (ELPAC, TK-5), and the summative California Assessment of Student Performance and Progress in English Language Arts and Math (CAASPP, 3-5).

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

Data from PELI (TK only), i-Ready (K-5), BPST-IV (1-5), CFAs, and Running Records are used to modify instruction and improve student achievement. Results from the iReady Reading and Math Diagnostic are used to set long-term goals for student achievement and determine when extensive intervention may be warranted. The process of analyzing multiple measures assists teachers in determining specific areas in which students need targeted support so teachers can then plan instruction, differentiation and intervention that will positively impact student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at Arlanza, both certificated and classified, meet the requirements for highly qualified staff according to ESEA legislation.

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

All teachers are fully credentialed and no teacher is mis-assigned. All teachers at Arlanza received overview training of the district's recently-adopted ELA curriculum, Wonders, which is used as a resource in teaching ELA standards within the Reading Workshop framework. Additionally, Arlanza teachers and instructional support staff are receiving ongoing professional development focused on the implementation of Teachers College Reading and Writing Project (TCRWP) units of study in reading (K-5), writing (K-5) and phonics (K-2). Teachers are also participating in research and investigation of mathematical practices, including Cognitively Guided Instruction, Number Talks, and fact fluency.

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

Staff development at Arlanza is planned thoughtfully and carefully around the needs of teachers. Topics include data analysis, first best instruction, content-specific concepts/skills/strategies, balanced literacy components, Number Talks, Standards for Mathematical Practice (SMP), ELA/ELD and Math Frameworks, Common Core State Standards, and collaboration. During grade level collaboration and staff development times focused on data analysis, teachers use qualitative class and grade level data to identify trends within student achievement. With this information and knowledge of Common Core standards, grade level teams identify research-based instructional strategies that will target individual students as well as grade level areas of need. Grade level teams design and deliver first best instruction lessons for Common Core State Standards, determining the instructional and engagement strategies to use during instruction. Professional development is provided by the Instructional Coach, paid consultants, and school administration.

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

The Instructional Coach and administration can assist teachers with improving instructional and management practices in all content areas. Additionally, Arlanza has a full time Literacy Teacher who supports all teachers in foundational skills instruction and reading comprehension, both directly with students and as a support to teachers' instruction. Arlanza will be pursuing the addition of an Early Numeracy Teacher during the 2021-2022 school year and beyond to support the increased focus on learning loss as a result of the pandemic.

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

Teachers meet weekly in grade level teams during Early Release Tuesdays. During these collaborations, teachers study the CCSS and the ELA/ELD Framework, Math Framework, and/or Math Progressions document; review student data to develop goals for student achievement on priority Common Core Standards; agree on research-based instructional strategies to facilitate instruction of CCSS; and identify "at-risk" students to plan immediate interventions through strategic grouping of students during Independent Daily Reading (IDR), Independent Daily Writing (IDW), and/or math block. In addition, teachers cognitively plan lessons, study the ELA/ELD Framework, and determine research-based strategies to meet the needs of EL students.

Teaching and Learning

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

Curriculum and materials aligned to the Common Core State Standards (CCSS) are used for core instruction and intervention. All units of study follow Common Core State Standards. Collaboration days are structured to provide time to cognitively plan among grade level teams, Instructional Coach, and administration. The Instructional Coach collaborates with and interactively coaches teachers in the instruction of CCSS standards for ELA and Mathematics.

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

In accordance with the state framework, a minimum of 30 minutes of Language Arts instruction for Transitional Kindergarten and Kindergarten, 2 hours for grades 1-3, and 2.5 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in TK and K and 1 hour in grades 1-5, exceeding state framework recommendations.

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

Arlanza teachers follow the Common Core Standards for English Language Arts/Literacy and Mathematics. Intervention for at-risk learners is provided through universal access, Independent Daily Reading (IDR) or Independent Daily Writing (IDW) or Independent Daily Math (IDM) during the instructional day. Additionally, At-Risk Long-Term English Learners (At-Risk L-TELEs) in grades 3-5 have been identified and offered extended learning opportunities that focus specifically on targeted language acquisition instruction and practice in reading, writing, listening, and speaking.

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

All Arlanza teachers and students have full access to standards-based core curriculum materials.

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

Arlanza follows the California ELA/ELD Framework and CCSS as adopted by the California State Board of Education in Reading/Language Arts, Mathematics, Science and Social Studies. These standards direct District and school goals, objectives, and expected learning outcomes toward mastery. In accordance with the directive by district administration, Common Core standards are the focus of instruction with core adopted materials used as the vehicle to reach mastery.

Arlanza students are given complete access to all grade-specific, standards-based, appropriately-aligned and district-adopted materials, including all textbooks. Each student is provided with his/her own textbook for the core content subjects. Teachers use district-adopted and approved supplemental resources to assist student mastery toward the standards. Teachers have access to foundational skills instructional and student materials. Writing instruction is aligned to Common Core Standards. As a result of Williams' lawsuit compliance and through curriculum inventory surveys, it has been established that all staff have Teacher's Editions, materials to differentiate instruction, and other resources that are needed to fully implement the Reading Language Arts, Mathematics, Social Studies, and Science programs.

Opportunity and Equal Educational Access

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

All teachers provide targeted, specific intervention for at-risk students during the instructional day. Designated English Language Development (D-ELD) is provided to EL students at their proficiency level 30 minutes daily. Intervention and enrichment are offered to students during the instructional day during Independent Daily Reading (IDR), Independent Daily Writing (IDW), and math block. Students identified as long-term English learners (L-TEs) are invited to participate in extended learning opportunities after school, which are designed to increase students' English language proficiency across reading, writing, listening, and speaking. Teachers work with individuals or small groups of students to explicitly instruct on targeted skills as revealed on formative assessments such as DIBELS, Running Records, BPST-IV, formative assessments, and teacher observation.

Evidence-based educational practices to raise student achievement

Arlanza provides multiple learning opportunities for students that are not meeting identified standards. Teachers differentiate instruction, provide small group instruction during IDR/IDW/math block and work with individual, underperforming students to provide grade level or developmentally appropriate instruction as necessary. Within the regular program, teachers differentiate and develop strategies to address the specific needs of each student according to the Common Core State Standards, English Language Proficiency Assessment for California (ELPAC), PELI, DIBELS, running records, informal observations and checklists, CAASPP, teacher/grade level developed common assessments, and other local assessments. Teachers are afforded time in grade level meetings for review of student data and ongoing dialogue of best practices.

Other services provided by the regular program to assist underperforming students include:

- Language Assessment Center (LAC) - interpretation, translations and initial testing for placement
- Resource Specialist Program (RSP) - assist Special Education students to meet IEP goals
- Speech and Language Pathologist (SLP) - serves Special Education students with speech/language needs
- Student Success Team (SST) - systematic intervention process based on strengths and develops and action plan for an individual student; teacher, administrators, instructional coach, Counselor, Psychologist, and any other personnel involved with students meets to address the individual academic and behavioral needs of students to determine Tier III interventions
- Health Center - provides a nurse on call and a part time health assistant at the site
- Instructional Support Services - identification of essential standards, curriculum support and staff development priorities
- Library Assistant - assists students in locating and checking out library materials
- Psychologist - supports and tests students for qualification in Special Education
- Counselor - supports and resources students and parents for social/emotional needs that, when met, will support student academic achievement
- Materials Center - insures that each teacher has the core curriculum components needed for instruction

We have established a data calendar to review data (attendance, behavior, academics) in order to monitor all students' needs. A pyramid of interventions has been developed to assist all students in achieving academic, behavior, and social-emotional outcomes.

Stakeholders have agreed to the following theory of action to guide our practices:

As we continue to change the Arlanza narrative,
we will foster a community of practice,
commit to honest communication,
and be vulnerable in interactions with others.

If we work to establish the core value of integrity;
If we work to develop a culture of clear and honest communication;
If we are willing to be vulnerable; and
If we focus on the needs of others,
Then we will build a true community that meets the needs of all through and MTSS Framework.

Parental Engagement

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

Arlanza is fortunate to employ the services of a full-time Community Worker. The Community Worker assists with recruitment of members for SSC and ELAC and helps train parent leaders for those committees. For the 2020-2021 school year, the Community Worker will schedule classes and workshops for parents through Arlanza's Parent University Program. The following resources are available to all parents:

- RtI/SST process
- 504 plans
- behavior contracts
- phone calls/home visits
- parent workshops
- parent involvement/family nights
- elementary school counselor

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)

Parents and the community are very involved at Arlanza. Parents are involved through three specific groups: School Site Council (SSC), Parent Engagement, and the English Learners' Advisory Committee (ELAC). School Site Council is a decision-making body that helps in the planning, implementation and evaluation of consolidated applications. The School Site Council works hard to make important decisions that affect student achievement. Parent Engagement is comprised of parent and staff members, and is organizing and articulating goals for the school. ELAC is an advisory council; they are presented with information regarding the consolidated application and are able to give input so that ELs at Arlanza can continue to achieve.

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

The instructional program at Arlanza is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, district funds also support the instructional program. This year AUSD supported our school with a full-time literacy teacher to work with at-risk readers, and music instructors at various grade levels. The district also supported the principal with administrative help by funding and filling an assistant principal position part-time.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through monthly meetings, leadership, SSC, and ELAC review data and provide input on actions related to goals.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.38%	0.76%	0.41%	2	4	2
African American	1.15%	1.34%	0.81%	6	7	4
Asian	%	%	0.61%			3
Filipino	0.19%	0.38%	0.41%	1	2	2
Hispanic/Latino	95.59%	94.26%	95.13%	498	493	469
Pacific Islander	0.19%	0.19%	0.41%	1	1	2
White	2.30%	2.49%	2.03%	12	13	10
Multiple/No Response	%	0.19%	0.2%		1	0
Total Enrollment				521	523	493

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	114	94	83
Grade 1	76	89	73
Grade 2	83	83	93
Grade3	78	82	85
Grade 4	95	78	83
Grade 5	75	97	76
Total Enrollment	521	523	493

Conclusions based on this data:

1. Overall enrollment has decreased by 28 students in 3 years. This trend mirrors the district's trend in decreasing enrollment.
2. Third grade has maintained the most consistent enrollment.
3. The majority of students enrolled belong to the Hispanic/Latino subgroup.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	386	380	287	74.1%	72.7%	58.2%
Fluent English Proficient (FEP)	16	16	85	3.1%	3.1%	17.2%
Reclassified Fluent English Proficient (RFEP)	34	14	90	8.1%	3.6%	23.7%

Conclusions based on this data:

1. The reclassification rate of English Learners reached an all-time high in 2019-2020, with nearly 24% of all English Learners (K-5) identified as R-FEP.
2. The English Learner population is decreasing each year, in part due to reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	76	87	95	75	86	95	75	86	96.9	98.7	98.9
Grade 4	73	94	81	70	92	77	70	92	77	95.9	97.9	95.1
Grade 5	110	79	99	107	79	97	107	79	97	97.3	100	98
All Grades	281	249	267	272	246	260	272	246	260	96.8	98.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2378.	2392.	8.42	9.33	9.30	21.05	18.67	19.77	17.89	25.33	26.74	52.63	46.67	44.19
Grade 4	2425.	2433.	2447.	8.57	7.61	18.18	15.71	25.00	22.08	32.86	28.26	22.08	42.86	39.13	37.66
Grade 5	2443.	2471.	2463.	7.48	8.86	11.34	17.76	25.32	18.56	28.04	26.58	31.96	46.73	39.24	38.14
All Grades	N/A	N/A	N/A	8.09	8.54	12.69	18.38	23.17	20.00	25.74	26.83	27.31	47.79	41.46	40.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.58	8.00	11.63	35.79	37.33	55.81	52.63	54.67	32.56
Grade 4	11.43	8.70	16.00	42.86	57.61	46.67	45.71	33.70	37.33
Grade 5	10.28	13.92	15.46	45.79	53.16	50.52	43.93	32.91	34.02
All Grades	11.03	10.16	14.34	41.54	50.00	51.16	47.43	39.84	34.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	9.33	9.30	33.68	38.67	43.02	55.79	52.00	47.67
Grade 4	5.71	6.52	13.33	52.86	52.17	60.00	41.43	41.30	26.67
Grade 5	10.28	18.99	12.37	43.93	45.57	52.58	45.79	35.44	35.05
All Grades	9.19	11.38	11.63	42.65	45.93	51.55	48.16	42.68	36.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.47	17.33	10.47	54.74	58.67	67.44	35.79	24.00	22.09
Grade 4	7.14	13.04	19.74	60.00	67.39	67.11	32.86	19.57	13.16
Grade 5	6.54	12.66	4.12	61.68	62.03	65.98	31.78	25.32	29.90
All Grades	7.72	14.23	10.81	58.82	63.01	66.80	33.46	22.76	22.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.68	14.67	8.14	50.53	50.67	54.65	35.79	34.67	37.21
Grade 4	12.86	10.87	16.00	52.86	64.13	62.67	34.29	25.00	21.33
Grade 5	11.21	16.46	13.40	44.86	37.97	46.39	43.93	45.57	40.21
All Grades	12.50	13.82	12.40	48.90	51.63	53.88	38.60	34.55	33.72

Conclusions based on this data:

1. The percentage of students meeting and/or exceeding standard in ELA/Literacy has steadily increased over the last 3 years.
2. Across all four claims, the percentage of students scoring "below standard" has decreased steadily over the last 3 years.
3. Writing is Arlanza's weakest ELA claim, with 57.31% of students above/at/near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	76	87	95	76	87	95	76	87	96.9	100	100
Grade 4	73	94	81	73	93	78	73	93	78	100	98.9	96.3
Grade 5	110	79	99	106	79	98	106	79	98	96.4	100	99
All Grades	281	249	267	274	248	263	274	248	263	97.5	99.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2375.	2385.	5.26	5.26	3.45	16.84	13.16	24.14	25.26	30.26	25.29	52.63	51.32	47.13
Grade 4	2429.	2424.	2432.	4.11	5.38	6.41	15.07	15.05	16.67	41.10	38.71	38.46	39.73	40.86	38.46
Grade 5	2444.	2462.	2444.	3.77	5.06	4.08	15.09	18.99	10.20	22.64	25.32	25.51	58.49	50.63	60.20
All Grades	N/A	N/A	N/A	4.38	5.24	4.56	15.69	15.73	16.73	28.47	31.85	29.28	51.46	47.18	49.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	9.21	9.20	26.32	30.26	36.78	63.16	60.53	54.02
Grade 4	13.70	9.68	8.97	26.03	26.88	30.77	60.27	63.44	60.26
Grade 5	9.43	13.92	4.08	24.53	29.11	27.55	66.04	56.96	68.37
All Grades	10.95	10.89	7.22	25.55	28.63	31.56	63.50	60.48	61.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.74	10.53	8.05	36.84	31.58	48.28	48.42	57.89	43.68
Grade 4	10.96	11.83	11.54	43.84	36.56	51.28	45.21	51.61	37.18
Grade 5	5.66	7.59	5.10	31.13	34.18	33.67	63.21	58.23	61.22
All Grades	10.22	10.08	7.98	36.50	34.27	43.73	53.28	55.65	48.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.37	11.84	10.34	50.53	44.74	51.72	42.11	43.42	37.93
Grade 4	6.85	9.68	11.54	38.36	43.01	46.15	54.79	47.31	42.31
Grade 5	4.72	6.33	5.10	40.57	48.10	39.80	54.72	45.57	55.10
All Grades	6.20	9.27	8.75	43.43	45.16	45.63	50.36	45.56	45.63

Conclusions based on this data:

1. The percentage of students not meeting standard has decreased 9.82% over the last 3 years.
2. 54.43% of students are above and/or at/near in the Communicating Reasoning claim.
3. Concepts and Procedures is Arlanza's weakest with 39.52% scoring above/at/near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1426.3	1407.2	1436.6	1422.9	1402.1	1370.4	84	64
Grade 1	1459.6	1438.7	1463.3	1450.9	1455.3	1426.1	58	49
Grade 2	1484.9	1463.5	1480.8	1460.7	1488.5	1465.6	62	48
Grade 3	1492.1	1494.7	1480.6	1495.7	1502.9	1493.0	59	51
Grade 4	1518.4	1524.5	1509.8	1521.0	1526.6	1527.5	68	50
Grade 5	1530.3	1535.8	1524.8	1532.7	1535.3	1538.4	43	56
All Grades							374	318

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	1.56	29.76	43.75	27.38	34.38	*	20.31	84	64
1	36.21	2.04	32.76	24.49	*	61.22	*	12.24	58	49
2	38.71	6.25	40.32	39.58	19.35	39.58	*	14.58	62	48
3	*	11.76	37.29	52.94	30.51	29.41	18.64	5.88	59	51
4	26.47	36.00	48.53	38.00	20.59	14.00	*	12.00	68	50
5	44.19	26.79	39.53	50.00	*	17.86	*	5.36	43	56
All Grades	31.55	13.84	37.70	41.82	22.19	32.39	8.56	11.95	374	318

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.29	12.50	35.71	43.75	13.10	26.56	*	17.19	84	64
1	46.55	10.20	32.76	32.65	*	48.98	*	8.16	58	49
2	58.06	20.83	27.42	47.92	*	14.58	*	16.67	62	48
3	25.42	35.29	42.37	39.22	22.03	19.61	*	5.88	59	51
4	47.06	50.00	41.18	34.00	*	4.00	*	12.00	68	50
5	62.79	51.79	27.91	33.93	*	10.71		3.57	43	56
All Grades	45.45	29.87	35.03	38.68	13.10	20.75	6.42	10.69	374	318

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.81	0.00	16.67	20.31	45.24	56.25	14.29	23.44	84	64
1	27.59	0.00	20.69	10.20	27.59	51.02	24.14	38.78	58	49
2	30.65	2.08	32.26	29.17	27.42	45.83	*	22.92	62	48
3	*	3.92	22.03	27.45	38.98	50.98	28.81	17.65	59	51
4	16.18	18.00	45.59	36.00	25.00	30.00	*	16.00	68	50
5	25.58	7.14	39.53	21.43	25.58	58.93	*	12.50	43	56
All Grades	22.19	5.03	28.61	23.90	32.62	49.37	16.58	21.70	374	318

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	4.69	38.10	79.69	*	15.63	84	64
1	55.17	26.53	32.76	61.22	*	12.24	58	49
2	64.52	22.92	35.48	66.67		10.42	62	48
3	37.29	15.69	44.07	70.59	18.64	13.73	59	51
4	38.24	46.00	55.88	42.00	*	12.00	68	50
5	55.81	12.50	39.53	83.93	*	3.57	43	56
All Grades	51.34	20.44	41.18	68.24	7.49	11.32	374	318

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.52	23.44	50.00	56.25	15.48	20.31	84	64
1	46.55	8.16	44.83	73.47	*	18.37	58	49
2	58.06	12.50	37.10	66.67	*	20.83	62	48
3	30.51	56.86	57.63	37.25	*	5.88	59	51
4	58.82	62.00	38.24	28.00	*	10.00	68	50
5	65.12	73.21	32.56	23.21	*	3.57	43	56
All Grades	47.59	39.62	44.12	47.17	8.29	13.21	374	318

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.48	0.00	67.86	78.13	16.67	21.88	84	64
1	36.21	4.08	34.48	53.06	29.31	42.86	58	49
2	35.48	8.33	46.77	64.58	17.74	27.08	62	48
3	*	0.00	47.46	76.47	40.68	23.53	59	51
4	*	14.00	66.18	64.00	22.06	22.00	68	50
5	32.56	8.93	51.16	75.00	*	16.07	43	56
All Grades	22.73	5.66	53.74	69.18	23.53	25.16	374	318

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	28.13	35.71	45.31	14.29	26.56	84	64
1	22.41	2.04	56.90	71.43	20.69	26.53	58	49
2	33.87	2.08	59.68	77.08	*	20.83	62	48
3	28.81	7.84	55.93	78.43	*	13.73	59	51
4	52.94	22.00	42.65	66.00	*	12.00	68	50
5	39.53	17.86	55.81	76.79	*	5.36	43	56
All Grades	39.04	14.15	49.73	68.24	11.23	17.61	374	318

Conclusions based on this data:

1. 3-5th grade students' overall mean scale scores increased from 17-18 to 18-19.
2. Over 55% of all English Learners are a level 3 or 4 on the ELPAC overall in 18-19.
3. The reading domain is Arlanza's weakest domain with 5.66% of all students scoring well-developed in 18-19. This is largely due to the high percentage of English Learners reclassifying and no longer being included in ELPAC testing.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
523	95.8	72.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	380	72.7
Homeless	22	4.2
Socioeconomically Disadvantaged	501	95.8
Students with Disabilities	41	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian	4	0.8
Filipino	2	0.4
Hispanic	493	94.3
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	13	2.5





Conclusions based on this data:

1. SES student subgroup is at 95.8%.
2. Hispanic/Latino subgroup is at 94.3%.
3. Homeless student subgroup is at 4.2%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The suspension rate improved in 18-19, changing the indicator from yellow to green.
2. The mathematics indicator points to a needed area of improvement.
3. The chronic absenteeism indicator points to a needed area of improvement.

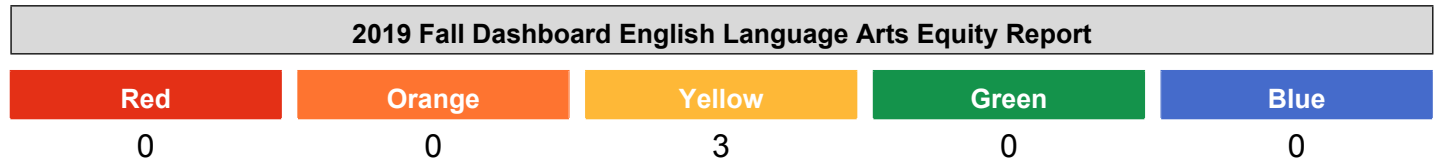
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 33.3 points below standard Increased ++6.3 points 244	 Yellow 33.9 points below standard Increased ++4.1 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 70.1 points below standard Increased ++8.1 points 16	 Yellow 34.1 points below standard Increased ++6.7 points 236	 No Performance Color 109.3 points below standard Maintained -1.6 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 35.6 points below standard Increased ++5.1 points 229	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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 63.9 points below standard Declined -8.8 points 144	Reclassified English Learners 49.2 points above standard Declined -7.3 points 52	English Only 31 points below standard Increased Significantly ++15.1 points 48
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Conclusions based on this data:

- The dashboard indicates Arlanza's status as yellow and increased, but does not tell adequately the tremendous growth students are making in ELA/Literacy.

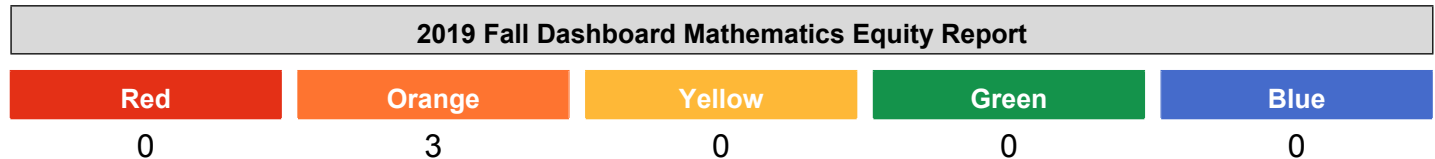
School and Student Performance Data

Academic Performance Mathematics







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










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		
All Students  Orange 61.9 points below standard Maintained -2.2 points 244	English Learners  Orange 63.1 points below standard Declined -4.1 points 196	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 96 points below standard Declined -11.9 points 16	Socioeconomically Disadvantaged  Orange 63.6 points below standard Declined -3.2 points 236	Students with Disabilities  No Performance Color 127.7 points below standard Maintained ++2.4 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 63.5 points below standard Maintained -1.6 points 229	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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 83.5 points below standard Declined -11.9 points 144	Reclassified English Learners 6.4 points below standard Declined Significantly -17.3 points 52	English Only 57.1 points below standard Increased ++5.5 points 48
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Conclusions based on this data:

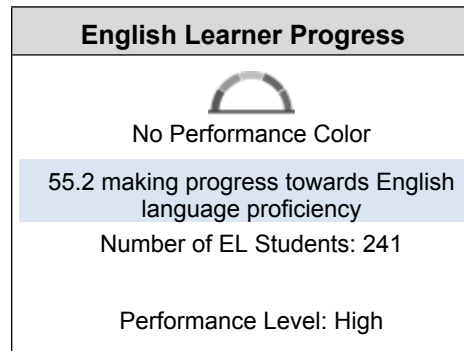
1. An overall slight decline in Mathematics performance indicates a focused effort on math is required site wide.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
18.2	26.5	2.9	52.2

Conclusions based on this data:

1. Arlanza's English Learner Progress rate is HIGH at 55.2%.
2. 44 ELs decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.2 Increased +1.1 569	English Learners  Orange 9.1 Increased +1.3 405	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  Red 23.5 Increased +7.3 34	Socioeconomically Disadvantaged  Orange 11 Increased +0.6 544	Students with Disabilities  Orange 9.7 Increased +1.5 62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 11.6 Increased +1.4 536	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 0 Declined -20 13

Conclusions based on this data:

1. The overall absenteeism rate is unacceptable at 11.2%.
2. Students identified as homeless have a very challenging chronic absenteeism rate at 23.5%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

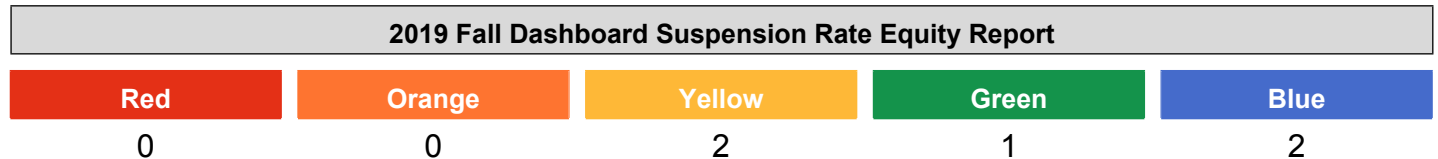
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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  Green 1 Declined -0.5 596	English Learners  Yellow 0.7 Increased +0.5 418	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  Blue 0 Declined -5.3 37	Socioeconomically Disadvantaged  Green 0.9 Declined -0.7 560	Students with Disabilities  Blue 0 Maintained 0 66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 9	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  No Performance Color Less than 11 Students - Data 1	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Yellow 1.1 Maintained -0.2 559	Two or More Races  No Performance Color Less than 11 Students - Data 4	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  No Performance Color 0 Maintained 0 15

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1

Conclusions based on this data:

1. Our suspension rate decreased overall, and our discipline procedures are fair.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Arlanza aspires to improve student achievement in the areas of: English Language Arts/Literacy, Mathematics, and English Language Development (ELD).

Identified Need(s)

In English Language Arts, areas of need include: continued professional development and refinement of Readers and Writers Workshop to support in the areas of reading, writing, and phonics content and pedagogy. There is also a need in the refinement of intervention via-small group instruction. In addition, Analyzing data to support instruction is needed through the implementation of instructional rounds to analyze iReady and BPST data to set student academic goals that improve student achievement.

In Mathematics, areas of need include: continued professional development and instructional planning in mathematics content and pedagogy, including the use of the District Coherent Guide for Mathematics as a support for Math. In addition, there is a need for an Early Numeracy Teacher to support students through small targeted pull-out grouping. There is a need to foster inclusion of site-wide routings and procedures that foster number sense, math fluency, the use of manipulatives and tools, and use the Standard for Mathematical Practice (SMP).

In English Language Development (ELD), areas of need include: professional development and instructional planning on strategies and routines within Designated ELD (D-ELD) and integrated ELD (I-ELD) across all content-area instruction. There is also a need to provide professional development that includes SADAIE, GLAD, or collaborative structures that support speaking and listening skills that lead to improved reading and writing skills. In addition, there is a need to provide professional development in the Wonderworks curriculum and instruction to be used during the designated instructional period.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts State Measure: CAASPP - N/A Local Measure: iReady Diagnostic - Overall Placement (K-5) Local Measure: iReady Diagnostic - Lexile Measure (K-5)	2021-2022 Baseline Data State Measure: CAASPP - N/A Local Measure: iReady Diagnostic - Overall Placement Diagnostic #1 - Beginning of Year (BOY) K: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD	2021-2022 Outcome Data State Measure: As indicated by Spring 2021 CAASPP - N/A Local Measure: As indicated by the iReady Diagnostic - Overall Placement Diagnostic #3 - EOY of Year (EOY), all grades, K-5, will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>2: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>3: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>4: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>5: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>Local Measure: iReady Diagnostic - Lexile Measure Diagnostic #1 - Beginning of Year (BOY) Grade Level Average</p> <p>K: TBD</p> <p>1: TBD</p> <p>2: TBD</p> <p>3: TBD</p> <p>4: TBD</p> <p>5: TBD</p>	<p>increase the percentage of students placing in Tier 1 by at least 5% from BOY to EOY. Similarly, all grades will decrease the percentage of students placing in Tier 2 or Tier 3 by at least 5% from BOY to EOY:</p> <p>K: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>1: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>2: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>3: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>4: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>5: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>Local Measure:</p> <p>As indicated by the iReady Diagnostic - Lexile Measure Diagnostic #3 - End of Year (EOY), all grades, K-5, will increase their average grade level lexile score by at least 100 lexiles from BOY to EOY:</p> <p>K: TBD</p> <p>1: TBD</p> <p>2: TBD</p> <p>3: TBD</p> <p>4: TBD</p> <p>5: TBD</p>
<p>Mathematics</p> <p>State Measure: CAASPP - N/A</p> <p>Local Measure: iReady Diagnostic - Overall Placement (K-5)</p>	<p>2021-2022 Baseline Data</p> <p>State Measure: CAASPP - N/A</p> <p>Local Measure: iReady Diagnostic - Overall Placement Diagnostic #1 - Beginning of Year (BOY)</p> <p>K: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>1: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p> <p>2: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD</p>	<p>2021-2022 Outcome Data</p> <p>State Measure:</p> <p>As indicated by Spring 2021 CAASPP - N/A</p> <p>Local Measure:</p> <p>As indicated by the iReady Diagnostic - Overall Placement Diagnostic #3 - EOY of Year (EOY), all grades, K-5, will increase the percentage of students placing in Tier 1 by at least 5% from BOY to EOY.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 4: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 5: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD	Similarly, all grades will decrease the percentage of students placing in Tier 2 or Tier 3 by at least 5% from BOY to EOY: K: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 1: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 2: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 3: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 4: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD 5: Tier 1 - TBD; Tier 2 - TBD; Tier 3 - TBD
English Language Learners State Measure: English Learner Progress Indicator (ELPI)	2021-2022 Baseline Data State Measure: Spring 2021 English Learner Progress Indicator (ELPI) As measured by ELPAC, TBD% of all English Learners made adequate progress towards English language proficiency	55% or greater of English learners will make adequate progress towards English proficiency as measured by the 2021-2022 English Learner Progress Indicator (ELPI).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Articulations

ELA, Math, & ELD - Administration will support teachers with planning and delivery of Common Core State Standards instruction for ELA/Literacy within the Workshop framework, Common Core State Standards instruction for Mathematics within the Cognitively Guided Instruction (CGI) framework, and English Language Development standards within and across all content-area instruction. Additional Workshop support will be offered through the Literacy Partners group to sustain the reading and writing models and K-2 phonics. Support will be provided to teachers and support staff through analysis of student achievement data, targeted professional development, instructional planning (whole class and small group), and instructional rounds with feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4560	Title I 1000-1999: Certificated Personnel Salaries 19 classroom teachers x 2 monthly articulations = 38 full-day subs @ 120.00/day
1052	Title I 3000-3999: Employee Benefits fixed costs for 38 full-day subs @ 120.00/day

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

Reclassification
Supplies to recognize and honor academic and linguistic achievements of English learners who reclassify as Fluent English Proficient (R-FEP)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	LCFF-EL 4000-4999: Books And Supplies

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

Staff Professional Development
Staff REGISTRATION for virtual professional development events and PUBLICATIONS centered on refining instructional practice across all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures
4000	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental Materials and Supplies

Additional books, supplies, materials to supplement common core instruction in all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24322	Title I 4000-4999: Books And Supplies
9949	LCFF-LI 4000-4999: Books And Supplies
6000	LCFF-EL 4000-4999: Books And Supplies

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

Library Assistant

Supplement students' and families' literacy development by providing access to rich informational and narrative text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,716

Source(s)

Title I

2000-2999: Classified Personnel Salaries
.3762 FTE (site Title I) / .6238 FTE (district-funded) = 1.0 FTE

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology

Laptops, carts, iPads, cases, laminator, poster maker, and necessary film, paper rolls, and toner to provide supplemental digital teaching and learning experiences (virtual tours, video streaming, etc.) and create supplemental instructional materials for teaching and learning (instructional posters, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

75,000

Source(s)

Title I

4000-4999: Books And Supplies

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

Copier Leases

Supplemental copiers for the preparation of teaching and learning materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8499	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL Facilitator Stipend
EL facilitator to monitor, document, and support development of English proficiency with 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)
3441	LCFF-EL 1000-1999: Certificated Personnel Salaries ELF Stipend
814	LCFF-EL 3000-3999: Employee Benefits fixed costs for ELF stipend

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

Leadership
Additional hours and substitute release time for leadership to analyze student data, SPSA goals, and contribute to 2021-2022 plans for continuing to improve student outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1898

Title I
1000-1999: Certificated Personnel Salaries
additional hours @ 7 teachers x 7 hours each =
49 hours; 6 teachers x 1 full-day sub = 7 subs
@ 120.00/day

449

Title I
3000-3999: Employee Benefits
fixed costs for additional hours @ 7 teachers x 7
hours each = 49 hours; 6 teachers x 1 full-day
sub = 7 subs @ 120.00/day

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

Library Books

Classroom and school library books to expand book collection to include digital and hard copy titles that are high student-interest and culturally relevant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I
4000-4999: Books And Supplies
digital and hard copy book titles

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide an Instructional Coach that will provide support to teachers in the areas of ELA, Math, and ELD. The Instructional Coach will also develop and provide Professional Development that is aligned to the school's instructional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
NTE 100 hours @ \$48.05/hour

Title I
3000-3999: Employee Benefits
fixed costs for 486 hours @ \$48.05/hour

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

At-risk students

Strategy/Activity

Community Worker

Additional hours for community worker to provide support to at-risk students and families as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

Title I
2000-2999: Classified Personnel Salaries
NTE 60 hours

842

Title I
3000-3999: Employee Benefits
fixed costs on NTE 60 hours

Annual Review

SPSA Year Reviewed: 2020-21

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.

Will be reviewed during the 2021-2022 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.

Will be reviewed during the 2021-2022 school year.

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

Will be reviewed during the 2021-2022 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.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Arlanza aspires to improve student achievement by increasing student and parent access to academic support and information, including institutions of higher learning and careers and to prepare students with the necessary skills for success in college and/or career.

Identified Need(s)

Arlanza will increase student outcomes and student readiness for college and career through the fostering of a college and career culture (including college/career week), refining student access to responsive intervention, and continuing parent education and support opportunities through after school workshops, Parent University, conferences, and classes. Another need was to offer parents workshops in classroom instructional practices such as Readers and Writers Workshop, Early Math Literacy, and Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of live parent training offerings	During the 2020-2021 school year, Arlanza offered 6 major parent trainings	During the 2021-2022 school year, Arlanza will host a minimum of 12 parent trainings on various parent-selected topics.
Number of asynchronous parent training offerings	Prior to this school year, asynchronous parent trainings were not offered.	By June 2022, Arlanza will make available a minimum of 6 asynchronous parent training opportunities that will be listed in a virtual viewing library accessible in our school website by all parents and community members.

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

CABE Conference

Parents and support staff will attend the 2021 Annual CAFE conference to learn of additional ways to support English learners in the classroom and at home.

Proposed Expenditures for this Strategy/Activity

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

LCFF-EL
5000-5999: Services And Other Operating Expenditures

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

Parent Workshops, Trainings, Events
Additional hours to research, plan, and present workshops and trainings to parents on topics related to academics, social/emotional health, nutrition, college and career readiness, etc.
Childcare to support parent attendance and 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)

6900

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
NTE 115 hours

1592

Title I
3000-3999: Employee Benefits
fixed costs on NTE 115 hours

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

Half-Time Liaison

Additional hours for certificated teachers to provide support to the Expanded Learning program with coaching in the areas of academics, homework support, classroom management, and facilities use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3240	Title I 1000-1999: Certificated Personnel Salaries NTE 54 hours
748	Title I 3000-3999: Employee Benefits fixed costs on NTE 54 hours

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

College and Career Week

Host a school wide college and career week filled with activities and guest speakers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
350	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-risk students

Strategy/Activity

Flexible Student Grouping

Utilize Google Docs to create and maintain record of student groupings for reading and/or math small group interventive 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Purchase translation technology to replace outdated "Talk and Listen" kits; translation kits will ensure parents' accessibility to on-campus events through primary language 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)

4740

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a Parent University Course, consisting of a minimum of 8 classes, for parents to support in various community needs, engaging lessons regarding school instruction their children receive, and information about school 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)

350

Annual Review

SPSA Year Reviewed: 2020-21

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.

Will be reviewed during the 2021-2022 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.

Will be reviewed during the 2021-2022 school year.

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

Will be reviewed during the 2021-2022 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.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Arlanza aspires to increase student engagement by actively promoting positive student behaviors, encouraging school attendance, and creating a positive perception from students, parents, and staff regarding school climate and connectedness.

Identified Need(s)

Arlanza witnessed an improvement in attendance due to the implementation of an Attendance Team. The team focused on students who were chronically absent and targeted phone calls, counseling services, and home visits to improve student attendance. There is a high need and desire to maintain this team in tact for the 2021-2022 school year to continue the support in improving attendance.

Arlanza current suspension baseline data is zero (0). We would like to keep this suspension rate by rebooting a PBIS framework that ties into the MTSS model to encourage positive behavioral norms. Arlanza would like to use the current progressive discipline policy as a catapult to creating a more positive school environment and rather than punishing students, providing interventions for pair harm through restorative justice practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - California Dashboard (Not updated for 2020-2021)	2018-2019 California Dashboard indicates 11.2% of students are identified as Chronically Absent. This is a 1.0% increase (up from 10.2%) from the 2017-2018 school year.	Fall 2021 California Dashboard will indicate a decline of at least 2.0% in the overall percentage of students identified as chronically absent - 9.2% or less overall.
Suspension - California Dashboard (Not updated for 2020-2021)	2018-2019 California Dashboard indicates 1.0% of students were suspend during the school year. This is a 0.6% decrease(down from 1.6%) from the 2017-2018 school year.	Fall 2021 California Dashboard will indicate at least a maintained status of low (green) at a 1.0% suspension rate or lower.
California CalSCHLS Survey for STUDENTS California CalSCHLS Survey for STAFF	Spring 2021 California CalSCHLS Survey for STUDENTS (87 respondents) indicates 75% of students feel connected to school most or all of the time.	By Spring 2022, California CalSCHLS Survey for STUDENTS will indicate 85% or more of students feel connected to school most or all of the time.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California CalSCHLS Survey for PARENTS	<p>Spring 2021 California CalSCHLS Survey for STAFF (22 respondents) indicates 48% of staff agree or strongly agree Arlanza is a supportive and inviting place to work.</p> <p>Spring 2021 California CalSCHLS Survey for PARENTS indicates 43% of parents feel welcome to participate at the school.</p>	<p>By Spring 2022, California CalSCHLS Survey for STAFF will have responses from ALL staff. Additionally, the survey will indicate 75% of staff agree or strongly agree Arlanza is a supportive and inviting place to work.</p> <p>By Spring 2022, California CalSCHLS Survey for PARENTS will indicate 75% of parents feel welcome to participate at the school.</p>

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

Interpretation

Support parent involvement by providing primary language support via interpretation kits and additional hours for interpretation at parent-teacher conferences, meetings, workshops, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF-EL 2000-2999: Classified Personnel Salaries NTE 120 hours
1010	LCFF-EL 3000-3999: Employee Benefits fixed costs on NTE 120 hours

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

School Connectedness

Implement HOUSES across campus for all students and staff; 4 Houses - Ambitious, Amicus, Fidelis, Fortem - will meet at least monthly during assemblies to foster a sense of community and shared responsibility.

Proposed Expenditures for this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

350.00

LCFF-LI

4000-4999: Books And Supplies

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

Attendance

Incentives for improved/good attendance: brag tags, certificates, popsicles, popcorn, pencils, principals' store, HERO targeted treasure box

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Attendance

4000-4999: Books And Supplies
incentives

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

Red Ribbon Week Activities to promote a safe and drug-free school environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

700.00

Source(s)

LCFF-LI
4000-4999: Books And Supplies

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

School Connectedness:

Improve the campus aesthetic and increase college-going and character education climate by adding messaging and symbolism through the addition of college flags, banners, signs, murals, artists to develop new murals etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

Will be reviewed during the 2021-2022 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.

Will be reviewed during the 2021-2022 school year.

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

Will be reviewed during the 2021-2022 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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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(s)

Identified Need(s)

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

High School Graduation and College Readiness

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,822.00

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	\$172,668.00

Subtotal of additional federal funds included for this school: \$172,668.00

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 (\$)
	\$350.00
Attendance	\$1,500.00
LCFF-EL	\$20,305.00
LCFF-LI	\$14,999.00

Subtotal of state or local funds included for this school: \$37,154.00

Total of federal, state, and/or local funds for this school: \$209,822.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	20,305.00	0.00
LCFF-LI	14,999.00	0.00
Title I	187,436.00	14,768.00

Expenditures by Funding Source

Funding Source	Amount
	350.00
Attendance	1,500.00
LCFF-EL	20,305.00
LCFF-LI	14,999.00
Title I	172,668.00

Expenditures by Budget Reference

Budget Reference	Amount
	350.00
1000-1999: Certificated Personnel Salaries	20,039.00
2000-2999: Classified Personnel Salaries	31,216.00
3000-3999: Employee Benefits	6,507.00
4000-4999: Books And Supplies	136,211.00
5000-5999: Services And Other Operating Expenditures	9,499.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		350.00
4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,441.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,000.00
3000-3999: Employee Benefits	LCFF-EL	1,824.00
4000-4999: Books And Supplies	LCFF-EL	11,040.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-LI	14,999.00
1000-1999: Certificated Personnel Salaries	Title I	16,598.00
2000-2999: Classified Personnel Salaries	Title I	28,216.00
3000-3999: Employee Benefits	Title I	4,683.00
4000-4999: Books And Supplies	Title I	108,672.00
5000-5999: Services And Other Operating Expenditures	Title I	8,499.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	180,342.00
Goal 2	18,920.00
Goal 3	10,560.00

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
- N/A Secondary Students

Name of Members	Role
Melvin Cortez, Ed.D.	Principal
Rebbecca Cook	Classroom Teacher
Cynthia Gonzalez	Classroom Teacher
Andrea Trevino	Classroom Teacher
Noreen Neal	Other School Staff
Monica Cardenas	Parent or Community Member
Gerardo Casillas	Parent or Community Member
Erica Cruz	Parent or Community Member
Yolanda Guerra	Parent or Community Member
Laura Soriano	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
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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 May 10, 2021.

Attested:

	Principal, Melvin Cortez, Ed.D. (Interim) on 5/10/2021
	SSC Chairperson, Rebbecca Cook on 5/10/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

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
Collett Elementary School	33669776031520	October 28, 2020	November 19, 2020

Purpose and Description

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

Schoolwide Program

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

Collett's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local program includes: reviewing and analyzing accurate data, receiving input from all parties that are vested in the plan including input from members of the community, creating strategic goals based on data, formulating strategies to achieve goals and allocating monies on expenditures that support the goals and improve overall student achievement and well being.

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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).

Collett plans to conduct Parent, Student, and Teacher surveys during the 2020-2021 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.

The Principal and Assistant Principal made scheduled and unscheduled classroom visits on a weekly basis, that in the entirety of a month covered all classrooms on site. Posted daily schedules, targeted objectives, student engagement, and academic instruction based on CCCSS have been observed on these visits.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Data from DIBELS, Common Formative Assessments, SBAC and ELPAC are used to assess site strengths and areas in need of improvement. This information is used to guide staff development and instructional needs. Based on data, instructional strategies may be adjusted or changed to increase student achievement and some students may be targeted for additional research based interventions. Additionally, teachers work together to develop, utilize and analyze common assessments to ensure learning is occurring and to make instructional adjustments as needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction
DIBELS, SBAC, IAB's, Common Formative assessment, ELPAC, and teacher created assessment results are entered into the EADMS system and accessible for review by all teachers. At the site level, grade level meetings allow for discussion of assessment results to guide instruction and share instructional strategies in order to better meet students' needs. Grade levels are working together to develop Common Assessments. This information is shared with SSC to assist in evaluating programs and updating the SPSA to better meet the academic needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet the requirements for highly qualified staff.

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

All Collett teachers are fully credentialed and no teachers are mis-assigned. All teachers have attended CCCSS training and AVID training.

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

On-going site staff development is based on current data and is aligned to the implementation of California Common Core State Standards

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

The Instructional Coach provides regular support for teachers in collaborative meetings, in one-on-one lesson studies, and by providing demonstration lessons.

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

Teachers collaborate bi-monthly during Early Release Tuesdays to discuss student progress, effective strategies for implementing the core curriculum, possible interventions for students, organization of ELD/Enrichment, cognitive planning of lessons, discussion of the needs of specific students, and to develop effective instructional plans.

Teaching and Learning

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

The teachers focus on grade level standards using the provided curriculum to support instruction. Supplementary materials are used that support grade level standards and academic growth.

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

The site has made a priority of ensuring a block of time for Language Arts during the morning (1 hour for Kinder, 2.5 hours for 1st – 3rd, 2 hours for 4-5). Teachers are expected to adhere to the time requirements for mathematics in their daily schedules as well.

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

The site follows the District's pacing guide for both Language Arts and Math. Daily schedules include specific times set aside to provide intervention for At Risk Students.

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

All students have access to the core 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

The UPO's or Units of Study have been designed by teachers from the Rigorous Curriculum Designed Program and used by all teachers. Wonders, a basal ELA program, is available to supplement the UPO's.

Opportunity and Equal Educational Access

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

Teachers identify struggling students based on data from assessments and classroom observation of progress in acquiring skills. Students struggling to meet standards are provided with additional help in the classroom. Teachers analyze student performance data to identify instructional gaps and skills that need to be re-taught. Resources from the core program and from supplemental programs are used to help students acquire the skills they are lacking. Their progress is tracked through regular assessment and monitoring.

Evidence-based educational practices to raise student achievement

As stated above, student performance and products are analyzed to identify instructional gaps and skills that need to be re-taught. Student progress is tracked through regular assessment and monitoring. Additionally, a high priority is placed on first-best instruction. The first time a concept is taught it needs to be done so with excellence and effectiveness. Staff development has focused around important instructional concepts such as maximizing student engagement, utilizing effective strategies for English Learners and at-risk students, building academic language, and utilizing effective scaffolding. Additionally, intervention blocks are made available to students providing them with more time and opportunities to learn important concepts and skills.

Parental Engagement

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

The site has a District funded “Half-Time” after school program that provides tutoring, homework help, and enrichment to over 100 students five days a week from 3:00 – 6:00 pm. and from 1:45-6:00 p.m. on minimum days.

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)

Collett involves the family and community in a number of ways. A full-time counselor is available to meet with students, parents, and small groups and also offers classroom presentations throughout the school year as well as parent trainings. Parent Trainings and Workshops are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Night and Open House are held each year to keep the parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are always invited to monthly award ceremonies, Attendance Incentive Activities, and evening events such as Kinder Camp, Reading Night, Science Night, Math Night, Movie Night, Parent Involvement week, Career Day, Vehicle Day, and Trunk or Treat Night. In addition, School Site Council, PTA, ELAC and ATP also offer parents an opportunity to become involved with the school. These advisory groups provide the site with assistance in planning, implementing, and evaluating consolidated application programs.

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards (ESSA) – The site uses categorical funds in many ways to help underperforming students meet standards. These resources are used to purchase supplementary materials that are used by classroom teachers to provide student interventions. Categorical funds are used to purchase technology that is used by underperforming students to access skills and concepts with which they need more practice and assistance. The site may also use categorical funds to pay for intervention materials. Categorical funds also pay for personnel such as the site’s Instructional Coach.

Fiscal support

Collett makes every attempt to maximize the resources provided to it in compliance with the purpose of the funding.

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

During SSC, ELAC, ATP, Leadership, and Staff meetings, the SPSA is listed on the agenda as a discussion item. SSC, ELAC, ATP, and staff members have the opportunity to learn, discuss, and provide input about the plan. Data, budgets, expenditures, strategies, and programs are reviewed, discussed, and updated as needed based on the data and discussions.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.17%	0%	2	1	0
African American	6.86%	7.09%	9.57%	41	41	54
Asian	3.18%	2.77%	3.37%	19	16	19
Filipino	1.84%	1.9%	1.24%	11	11	7
Hispanic/Latino	76.92%	79.93%	77.48%	460	462	437
Pacific Islander	1.17%	1.04%	1.06%	7	6	6
White	8.36%	6.4%	6.21%	50	37	35
Multiple/No Response	%	%	1.06%			0
Total Enrollment				598	578	564

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	112	114	109
Grade 1	91	92	92
Grade 2	111	85	91
Grade3	90	110	79
Grade 4	88	88	102
Grade 5	106	89	91
Total Enrollment	598	578	564

Conclusions based on this data:

1. As of May 2020, the student population is at 564 students, which has continued the decline from the last two years at 578 and 564 respectively.
2. As of May 2020, within the student population, Hispanic/Latino students are the largest represented group at 77.48% of the school population. White and Asian students have declined to 6.21% and 1.06% respectively, and African American students have increased to 9.57% making them the second most significant population on campus.
3. Since most of the students are identified as Hispanic/Latino or African American, 87.2% combined, their academic achievement should be the focus when reviewing and analyzing data.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	256	213	150	42.8%	36.9%	26.6%
Fluent English Proficient (FEP)	17	21	53	2.8%	3.6%	9.4%
Reclassified Fluent English Proficient (RFEP)	20	24	49	7.1%	9.4%	23.0%

Conclusions based on this data:

1. English Learner students have declined in numbers over the past three years from 45.8% in 2016-2017 to 36.9% in 2018-2019.
2. Reclassified Fluent English Proficient students have increased each year over the past three years.
3. The data indicates that Collett has a strong English Learner Program that is garnering success in reclassification which in turn is lowering the number of students identified as English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	87	103	86	86	100	86	86	100	100	98.9	97.1
Grade 4	101	88	82	99	88	82	99	88	82	98	100	100
Grade 5	116	95	84	114	95	84	114	95	84	98.3	100	100
All Grades	303	270	269	299	269	266	299	269	266	98.7	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2389.	2411.	19.77	10.47	17.00	19.77	17.44	27.00	17.44	33.72	24.00	43.02	38.37	32.00
Grade 4	2423.	2430.	2435.	12.12	14.77	12.20	22.22	18.18	24.39	21.21	19.32	23.17	44.44	47.73	40.24
Grade 5	2468.	2453.	2476.	14.04	7.37	10.71	20.18	22.11	28.57	23.68	22.11	23.81	42.11	48.42	36.90
All Grades	N/A	N/A	N/A	15.05	10.78	13.53	20.74	19.33	26.69	21.07	24.91	23.68	43.14	44.98	36.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	12.79	17.00	36.05	53.49	53.00	47.67	33.72	30.00
Grade 4	11.11	14.77	14.63	44.44	46.59	40.24	44.44	38.64	45.12
Grade 5	15.79	7.37	17.86	47.37	49.47	47.62	36.84	43.16	34.52
All Grades	14.38	11.52	16.54	43.14	49.81	47.37	42.47	38.66	36.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	9.30	14.00	41.86	43.02	55.00	39.53	47.67	31.00
Grade 4	13.13	12.50	10.98	41.41	45.45	54.88	45.45	42.05	34.15
Grade 5	21.93	11.58	14.29	40.35	40.00	50.00	37.72	48.42	35.71
All Grades	18.06	11.15	13.16	41.14	42.75	53.38	40.80	46.10	33.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.44	12.79	12.00	61.63	62.79	72.00	20.93	24.42	16.00
Grade 4	17.17	11.36	4.88	50.51	62.50	70.73	32.32	26.14	24.39
Grade 5	14.91	7.37	8.33	54.39	61.05	66.67	30.70	31.58	25.00
All Grades	16.39	10.41	8.65	55.18	62.08	69.92	28.43	27.51	21.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	11.63	15.00	40.70	54.65	47.00	40.70	33.72	38.00
Grade 4	14.14	13.64	10.98	46.46	55.68	59.76	39.39	30.68	29.27
Grade 5	19.30	20.00	15.48	42.11	40.00	47.62	38.60	40.00	36.90
All Grades	17.39	15.24	13.91	43.14	49.81	51.13	39.46	34.94	34.96

Conclusions based on this data:

1. The percentage of students in the Standard Exceeded and Standard Met categories both increased over the previous year.
2. The strongest performances were in Listening with 73.57% scoring Above, At, or Near Standard, Reading with 66.35% scoring Above, At or Near Standard, and Research/inquiry with 65.04% scoring Above, At or Near Standard. The weakest performance was in Writing with 55.91% scoring Above, At or Near Standard.
3. Based on these scores, Writing is the most deficit of the four tested categories and requires further data analysis to determine which Targets within the category that students performed lowest.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	87	103	86	87	102	86	87	102	100	100	99
Grade 4	101	88	82	100	88	82	100	88	82	99	100	100
Grade 5	116	95	84	115	95	84	115	95	84	99.1	100	100
All Grades	303	270	269	301	270	268	301	270	268	99.3	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2399.	2409.	11.63	4.60	8.82	29.07	29.89	30.39	20.93	24.14	30.39	38.37	41.38	30.39
Grade 4	2435.	2442.	2434.	4.00	6.82	2.44	20.00	21.59	18.29	44.00	34.09	46.34	32.00	37.50	32.93
Grade 5	2464.	2454.	2467.	7.83	4.21	3.57	20.00	15.79	17.86	23.48	28.42	35.71	48.70	51.58	42.86
All Grades	N/A	N/A	N/A	7.64	5.19	5.22	22.59	22.22	22.76	29.57	28.89	36.94	40.20	43.70	35.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.74	20.69	22.55	31.40	34.48	35.29	41.86	44.83	42.16
Grade 4	14.00	19.32	10.98	38.00	35.23	41.46	48.00	45.45	47.56
Grade 5	15.65	8.42	14.29	26.96	34.74	35.71	57.39	56.84	50.00
All Grades	18.27	15.93	16.42	31.89	34.81	37.31	49.83	49.26	46.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.12	13.79	14.71	43.02	45.98	49.02	41.86	40.23	36.27
Grade 4	6.00	5.68	3.66	48.00	51.14	46.34	46.00	43.18	50.00
Grade 5	9.57	5.26	5.95	39.13	40.00	48.81	51.30	54.74	45.24
All Grades	9.97	8.15	8.58	43.19	45.56	48.13	46.84	46.30	43.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	8.05	23.53	46.51	54.02	46.08	34.88	37.93	30.39
Grade 4	11.00	11.36	10.98	46.00	45.45	48.78	43.00	43.18	40.24
Grade 5	6.96	4.21	10.71	46.09	37.89	47.62	46.96	57.89	41.67
All Grades	11.63	7.78	15.67	46.18	45.56	47.39	42.19	46.67	36.94

Conclusions based on this data:

1. The percentage of students in the Standard Exceeded and Standard Met categories continued to score within the 20-30 percentile range with students scoring 27.98% in the combined categories in the 2018-2019 school year. The Nearly Met category indicates growth within the last three years and the percentage of students scoring in the Standards Not Met category has declined over the three year period.
2. Students are progressing out of the Standards Not Met category and into the Nearly Met category, but the number of students within the two categories is 71.98% which is over 2/3 of the students. This indicates that students are not being successful in Mathematics as measured by the SBAC. Concepts and Procedures is the lowest of the three areas assessed with a 53.73% of the students scoring Above, At or Near Standards. Problem Solving and Modeling/Data Analysis was close behind with 56.71% of students scoring Above, At or Near Standard. The strongest category was Communicating Reasoning with 63.06% of students scoring Above, At or Near Standard.
3. According to the data, students can communicate their reasoning better than applying the concepts and procedures. Further analysis of the data is needed to determine strengths and weaknesses within the categories to identify targets for instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1403.2	1415.6	1414.4	1432.7	1377.2	1375.7	39	36
Grade 1	1481.5	1420.4	1481.3	1430.4	1481.0	1410.0	35	27
Grade 2	1482.8	1488.9	1483.2	1493.3	1482.0	1483.7	47	32
Grade 3	1493.2	1487.8	1489.9	1493.9	1496.2	1481.1	35	30
Grade 4	1514.8	1532.7	1520.1	1538.6	1509.0	1526.3	30	26
Grade 5	1519.4	1570.8	1509.8	1594.8	1528.6	1546.4	36	27
All Grades							222	178

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	8.33	30.77	44.44	*	41.67	*	5.56	39	36
1	48.57	7.41	42.86	33.33	*	37.04	*	22.22	35	27
2	44.68	15.63	40.43	53.13	*	28.13	*	3.13	47	32
3	*	20.00	51.43	46.67	31.43	20.00	*	13.33	35	30
4	*	38.46	43.33	38.46	*	19.23	*	3.85	30	26
5	*	55.56	58.33	37.04	*	7.41	*	0.00	36	27
All Grades	30.18	23.03	44.14	42.70	18.47	26.40	7.21	7.87	222	178

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46	22.22	28.21	44.44	*	27.78	*	5.56	39	36
1	62.86	25.93	31.43	25.93	*	29.63		18.52	35	27
2	61.70	34.38	25.53	53.13	*	9.38	*	3.13	47	32
3	*	40.00	51.43	40.00	*	10.00	*	10.00	35	30
4	53.33	61.54	*	30.77	*	7.69	*	0.00	30	26
5	44.44	88.89	47.22	11.11	*	0.00		0.00	36	27
All Grades	48.20	43.82	35.14	35.39	11.71	14.61	4.95	6.18	222	178

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	*	16.67	46.15	63.89	*	13.89	39	36
1	31.43	3.70	40.00	25.93	*	29.63	*	40.74	35	27
2	31.91	9.38	44.68	40.63	*	37.50	*	12.50	47	32
3		6.67	34.29	26.67	34.29	36.67	31.43	30.00	35	30
4	*	7.69	46.67	42.31	*	42.31	*	7.69	30	26
5	*	11.11	47.22	22.22	*	62.96	*	3.70	36	27
All Grades	18.47	7.30	38.29	28.65	25.68	46.07	17.57	17.98	222	178

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.85	11.11	35.90	80.56	*	8.33	39	36
1	71.43	40.74	*	40.74	*	18.52	35	27
2	63.83	31.25	31.91	65.63	*	3.13	47	32
3	*	13.33	65.71	60.00	*	26.67	35	30
4	50.00	30.77	46.67	61.54	*	7.69	30	26
5	44.44	25.93	55.56	74.07		0.00	36	27
All Grades	52.25	24.72	42.79	64.61	4.95	10.67	222	178

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.90	27.78	46.15	66.67	*	5.56	39	36
1	71.43	7.41	*	70.37	*	22.22	35	27
2	72.34	43.75	*	53.13	*	3.13	47	32
3	45.71	80.00	40.00	10.00	*	10.00	35	30
4	63.33	88.46	*	11.54	*	0.00	30	26
5	52.78	96.30	41.67	3.70	*	0.00	36	27
All Grades	57.21	55.62	33.78	37.64	9.01	6.74	222	178

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.10	88.89	*	11.11	39	36
1	42.86	18.52	48.57	40.74	*	40.74	35	27
2	44.68	9.38	42.55	75.00	*	15.63	47	32
3		10.00	65.71	53.33	34.29	36.67	35	30
4	*	7.69	66.67	76.92	*	15.38	30	26
5	*	18.52	63.89	74.07	*	7.41	36	27
All Grades	22.52	10.11	57.66	69.10	19.82	20.79	222	178

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	30.56	46.15	33.33	*	36.11	39	36
1	*	7.41	65.71	59.26	*	33.33	35	27
2	23.40	3.13	68.09	84.38	*	12.50	47	32
3	*	6.67	62.86	80.00	*	13.33	35	30
4	*	19.23	63.33	69.23	*	11.54	30	26
5	41.67	14.81	52.78	81.48	*	3.70	36	27
All Grades	25.23	14.04	59.91	66.85	14.86	19.10	222	178

Conclusions based on this data:

1. According to the data, 65.7% of all English learners in grades K-5 scored at a level 3 or 4 in Overall Language Student achievement on the ELPAC indicates Oral Language is stronger than Written Language with 79.2% of all students scoring a level 3 or 4 in Oral Language compared to 36% of all students scoring a level 3 or 4 in Written Language.
2. Broken down into Domains, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 10.11% of all students scoring Well Developed, 69.1% of all students scoring Somewhat/Moderately Developed, and 20.79% of all students scoring at the Beginning level.
3. Based on given data, the Reading Domain has a large quantity of students scoring in the Somewhat/Moderately Developed category. Focus should be placed on this group with first best instruction and targeted interventions in order to move them to the Well Developed category.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
578	86.2	36.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	213	36.9
Foster Youth	2	0.3
Homeless	9	1.6
Socioeconomically Disadvantaged	498	86.2
Students with Disabilities	55	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	7.1
American Indian	1	0.2
Asian	16	2.8
Filipino	11	1.9
Hispanic	462	79.9
Two or More Races	4	0.7
Pacific Islander	6	1.0
White	37	6.4





Conclusions based on this data:

1. A large portion, 89.8% of the 598 students at Collett are Socioeconomically Disadvantaged. 42.8% of the Student population are English Learners and 0.8% are Foster Youth. The Academic Performance and Academic Engagement of all students, with the exception of the English Learner category that was not measured by the Dashboard, placed in the Orange category. Conditions and climate fell within the Yellow section of the Dashboard gauge.
2. No indication on the proximity of the other levels is given so it cannot be determined from the given data what is needed to progress to the next level of the Dashboard measurement.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Overall Performance places English Language Arts, Mathematics, and Chronic Absenteeism within the Orange section of the gauge. The Suspension Rate measured in the Yellow section of the gauge, while English Learner Progress, College/Career and Graduation Rate were not measured on the Dashboard.
2. The Orange level of Chronic Absenteeism is most likely correlated to the Orange levels in English Language Arts and Mathematics, since the students who are chronically absent are not receiving the necessary instruction to score within the Above Standard or Standard Met levels on the SBAC.
3. Focus on raising the Dashboard level of Chronic Absenteeism to the Yellow level or higher would most likely generate an increase of student performance in English Language Arts and Math as measured by the SBAC assessment.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
27 points below standard		30.9 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++12.6 points		Increased ++11.9 points			
262		118		2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Red	
Less than 11 Students - Data Not Displayed for Privacy		31.4 points below standard		87.2 points below standard	
		Increased ++12.9 points		Maintained -1.1 points	
6		232		31	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.4 points below standard Increased Significantly ++24.1 points 18	 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 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.1 points below standard Increased ++12.6 points 205	 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 4	 No Performance Color 15.7 points below standard Increased Significantly ++22.6 points 17

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
62.7 points below standard Increased ++10.3 points 79	33.5 points above standard Declined -4.3 points 39	25 points below standard Increased ++11.3 points 142

Conclusions based on this data:

- When the English Language Arts Performance data is disaggregated into Student Groups, the Dashboard rating for All Students showed a slight decline and measured in the Orange range. Socioeconomically Disadvantaged maintained scores and measured in the Orange range. English Learners showed an increase and measured in the Yellow range. Although Students with Disabilities was not measured on the dashboard, the data still shows the students maintained their levels. Focus on the Socioeconomically Disadvantaged group of students is needed to increase performance in English Language Arts.
- When the same data is disaggregated into Race/Ethnicity, only the Hispanic group received a performance rating, which showed that students maintained and measured at an Orange level. Although the other Race/Ethnicity groups were not measured on the Dashboard, the data shows that White students maintained while the African American students declined significantly. Although the African American population did not receive a rating on the Dashboard, the decline of that group's scores is significant enough to become a focus in raising English Language Performance.
- The comparison data for English Learners divulges that Current English Learners Maintained, while Reclassified English Learners and English Only students declined. The Current English Learners have maintained their scores, but are still a focus group that requires extra support. The fact that Reclassified English Learners and English Only student groups declined may indicate a false sense of proficiency based on language that needs to be addressed.

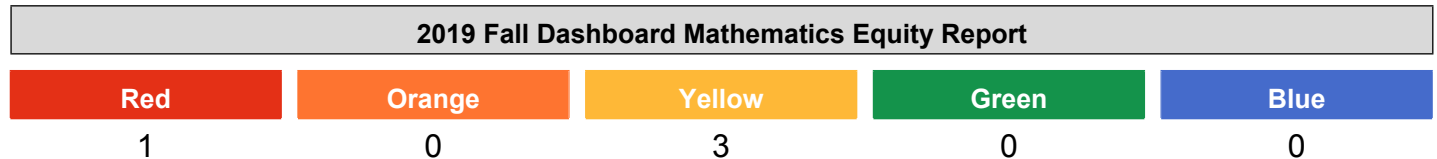
School and Student Performance Data

Academic Performance Mathematics







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











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		
All Students  Yellow 41.4 points below standard Increased ++5.5 points 262	English Learners  Yellow 42.1 points below standard Increased ++7.1 points 118	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Yellow 43.7 points below standard Increased ++5.4 points 232	Students with Disabilities  Red 101.5 points below standard Declined -11.6 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 66.2 points below standard Increased Significantly ++23.6 points 18	 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 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.2 points below standard Increased ++4 points 205	 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 4	 No Performance Color 25.9 points below standard Increased ++13.4 points 17

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
65.5 points below standard Maintained ++1.5 points 79	5.4 points above standard Increased ++7.3 points 39	41.3 points below standard Increased ++3.7 points 142

Conclusions based on this data:

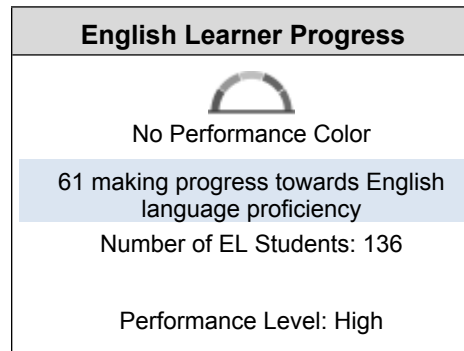
- When the Mathematics Performance data is disaggregated into Student Groups, the Dashboard rating for All Students declined, while English Learners and Socioeconomically Disadvantaged, and Students with Disabilities maintained their levels. All three groups rated in the Orange category of the Dashboard.
- When the same data is disaggregated into Race/Ethnicity, only the Hispanic group received a performance rating, which showed that students increased and measured at a Yellow level. Although the other Race/Ethnicity groups were not measured on the Dashboard, the data shows that White students declined, but were less points below standard than the Hispanic group. The African American group declined significantly and scored well below the Hispanic students which makes the African American group one of the focus groups to increase Mathematic proficiency.
- The comparison data for English Learners divulges that Current English Learners Maintained, while Reclassified English Learners and English Only students declined. The Current English Learners have maintained their scores, but are still a focus group that requires extra support, The fact that Reclassified English Learners declined 23.8 points to fall 1.9 points below standard and English Only student groups declined 5.7% to fall to 46.8 points below standard may indicate a false sense of proficiency based on language that needs to be addressed.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
14.7	24.2	3.6	57.3

Conclusions based on this data:

1. Based on the data presented, 74.3% of students scored at a Level 4 Well Developed and Level 3 Moderately Developed.
2. 44.1% are Moderately Developed and scoring at a Level 3. Targeting this group of students could increase the number of students in the Well Developed category with scores at a Level 4.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. There is no data for his section; therefore no conclusions can be made.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 9.9 Declined -2.3 614	English Learners  Green 4.1 Declined -2.9 221	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Yellow 10.8 Declined -1.9 530	Students with Disabilities  Orange 8.5 Increased +2 71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Yellow 19.1 Declined -3.6 47	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 0 Declined -5.3 16	Filipino  No Performance Color 0 Declined -8.3 11
Hispanic  Green 9.2 Declined Significantly -3.2 489	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Orange 15.4 Increased +7.5 39

Conclusions based on this data:

1. Chronic absenteeism has increased for all students placing Collett in the Orange section of the Dashboard with 12.2% of all students being chronically absent. Of the groups that were measured, the increase in students absenteeism came mainly from the Socioeconomically Disadvantaged category with an increase of 0.7% and an Orange rating on the Dashboard.
2. Of the Race/Ethnicity groups that were measured on the Dashboard, African Americans increased chronic absenteeism 4.5% to a level of 22.7% chronic absenteeism and placed in the Red category. Hispanics increased chronic absenteeism by 0.8% and placed in the Orange category on the Dashboard.
3. Based on this data, attention needs to be given to the African American population to determine why such an increase occurred and what can be done to lower the percentage of students who are chronically absent within that group.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. There is no data for his section; therefore no conclusions can be made.

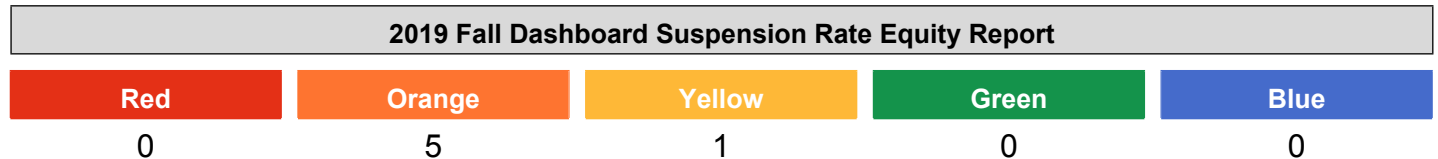
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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  Orange 1.6 Increased +0.5 640	English Learners  Orange 1.3 Increased +1.3 227	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color 0 Declined -4.3 15	Socioeconomically Disadvantaged  Orange 1.6 Increased +0.5 547	Students with Disabilities  Orange 2.7 Increased +1.5 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 3.9 Declined -2.1 51	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 0 Maintained 0 17	Filipino  No Performance Color 0 Maintained 0 11
Hispanic  Orange 1.2 Increased +0.6 505	Two or More Races  No Performance Color Less than 11 Students - Data 9	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Orange 5 Increased +3.1 40

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	1.6

Conclusions based on this data:

1. An overall increase in suspensions occurred in the 2018-2019 school year for most identified Student Groups and Race/Ethnicity Groups.
2. According to the data, African American students are suspended at a higher percentage rate of their total population at Collett than other groups. More information is required in order to determine why this group is being suspended at a higher rate and what can be done to lower the suspension rate for this group.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Students will increase their proficiency towards grade level standards in English Language Arts by improving 5%, from 40% meeting or exceeding standards to 45%, as measured by Spring 2022 CAASPP ELA summative assessment results.

Students will increase their proficiency towards or above grade level standards in Reading using the following 5-tiered system as measured by the iReady Diagnostic Assessment:

- Students three or more grade levels below: increase 5%
- Students two grade levels below: increase 3.5%
- Students one grade level below: increase 3%
- Students on/at grade level: increase 2.5%
- Students above grade level: increase 2%

Students will increase their proficiency towards grade level standards in Mathematics by improving 4%, from 28% meeting or exceeding standards to 34%, as measured by Spring 2022 CAASPP Math summative results.

Students will increase their proficiency towards or above grade level standards in Math using the following 5-tiered system as measured by the iReady Diagnostic Assessment:

- Students three or more grade levels below: increase 5%
- Students two grade levels below: increase 3.5%
- Students one grade level below: increase 3%
- Students on/at grade level: increase 2.5%
- Students above grade level: increase 2%

10 of the 154 English Learners enrolled at Collet during the 2021-2022 school year will be reclassified as English Proficient by June 2022.

SSC informed that all services will resume once COVID-19 State directives are lifted or reduced. Distance learning services will continue to be offered during state and locally directed school closure.

Identified Need(s)

According to the data Collett's Reclassified English Learners and English Only students' scores have declined in both ELA and Math, which requires a review of the support these students are receiving. Areas in greatest need of improvement based on the available SBAC data are: Writing in ELA, Concepts and Procedures in Math. The greatest area of need for English Language Learners is

reading according to the available ELPAC data. This is the first implementation of the iReady Diagnostic Assessment at Collett therefore, no prior data is available from previous years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The following indicators have been used to set these goals:</p> <p>CAASPP summative assessment for ELA CAASPP summative assessment for Math ELPAC Assessment/Reclassification criteria iReady Diagnostic Assessment-Reading and Math</p>	<p>ELA Baseline: Based on CAASPP data from the ELA SBAC assessment from the Spring of 2019, 40% of students performed at meeting or exceeding standards. 24% performed are near meeting standard and 36% did not meet standard.</p> <p>Math Baseline: Based on CAASPP data from the Math SBAC assessment from the Spring of 2019, 28% of students performed at meeting or exceeding standards. 37% performed are near meeting standard and 35% did not meet standard.</p> <p>EL Baseline: Based on reclassification data from the 2019-2020 school year, 19 of 144 EL students were reclassified, or 13%. 3 of 154 EL students were reclassified during the 2020-2021.</p> <p>Please note that due to COVID-19 there is no CAASPP data available for 2019-20 or 2020-2021 school year.</p>	<p>ELA/Reading Goals: There will be an increase in the percentage of students who score in the Standard Exceeded and Standard Met categories of the CAASPP summative assessment in both ELA and Math. Students in all 5 tiers will show improvement on the iReady Diagnostic Test by the third administration. We will continue to monitor all students academic achievement data and target those students identified as at-risk to determine next steps for instruction and or intervention. We will administer and collect iReady data 3 times per year to monitor their progress towards literacy. Students identified as at-risk in grades K-5 will be provided targeted intervention by the Literacy Specialist. These goals will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing beginning, middle and end of year iReady data from 2021-2022. Grade level achievement data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated growth on the iReady diagnostic test when comparing beginning of year and end of year iReady data from 2021-2022. In addition, student achievement on the 2021-22 CAASPP summative assessment for ELA for grades</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>3 -5, will be evaluated to determine if the goal was met.</p> <p>Math Goals: We will monitor all students academic achievement using the I-Ready Math Diagnostic tool which will be administered to all students in grades 1 - 5, three times throughout the year. We used the beginning of year assessment to determine a baseline. We will use the mid-year assessment to check progress and the end-of-year assessment to evaluate if students in all 5 tiers showed improvement on the iReady Diagnostic Test by the third administration. Student achievement on the 2021-22 CAASPP Math for grades 3 -5, will be evaluated to determine if the goal was met.</p> <p>EL Goal: To monitor the success of this goal we will work with our EL Facilitator and staff to use ELPAC data, grades and CAASPP data to determine if additional students are to be reclassified during the 2021-22 school year. Our next round of reclassification occurs in January after first semester ends. We will use first semester grades and COVID-19 criteria (if applicable) to see if more students qualify for reclassification.</p>

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

Support for teachers and paraprofessionals with the implementation of the CCCSS and assist with utilizing supplemental materials to increase student achievement in ELA, Math and ELD. Support may include: co-teaching of lessons, walkthroughs, cognitive planning, 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)

99,125.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Instructional Coach

35,944.00

Title I
3000-3999: Employee Benefits
Instructional Coach

300.00

Title I
4000-4999: Books And Supplies
Materials and supplies to facilitate Instructional Coach's mentoring

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 supplemental literature and informational articles to support ELA CCCSS in classrooms grades TK-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF-LI

5000-5999: Services And Other Operating Expenditures
10 A to Z Reading Program site licenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL facilitator to collect data, monitor reclassified EL students, prepare and submit documentation for EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3441.00

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
EL facilitator

1684.00

LCFF-EL
3000-3999: Employee Benefits
EL Facilitator

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide materials to support the instructional process and provide supplemental materials that supports student achievement of the CCSSS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1270.00

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Duplo maintenance contract

1475.00

Title I
5000-5999: Services And Other Operating Expenditures

	Minolta copier maintenance contract special projects lease
4387.00	Title I 5000-5999: Services And Other Operating Expenditures Minolta copiers maintenance contracts
	LCFF-LI 4000-4999: Books And Supplies Headphones for students
	Title I 5000-5999: Services And Other Operating Expenditures Ink cartridges for classroom printers
1270.00	Title I 5000-5999: Services And Other Operating Expenditures Complete Business Systems maintenance contract
896.67	Title I 4000-4999: Books And Supplies Materials to support implementation of CCSS
2400.00	LCFF-LI 4000-4999: Books And Supplies Supplies for students
	LCFF-EL 4000-4999: Books And Supplies Headphones for EL students
	Title I 4000-4999: Books And Supplies Whiteboards and Dry Erase Markers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide designated times for teachers and administration to discuss student data 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)

300.00

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Substitutes to provide release time for teachers
to participate in Data Chats with administration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Release days for teachers to administer ELPAC testing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
ELPAC assessments

1000.00

LCFF-EL
2000-2999: Classified Personnel Salaries
ELPAC assessments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development opportunities through grade level release days to analyze data and plan for all students in an effort to enhance student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1 grade level release day

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Provide professional development opportunities through release days for Special Education Autism teachers to analyze data and plan for Special Education students based on IEP goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1 release day for the Special Education Autism teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a full release day for the leadership team to analyze data and plan school wide activities and strategies to increase student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1050.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Leadership release day

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide targeted intervention for identified students in the area of reading. Provide support for teachers in the area of reading intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
99,653.00	Title I 1000-1999: Certificated Personnel Salaries Elementary Literacy Teacher
35,625.00	Title I 3000-3999: Employee Benefits Employee Benefits for Elementary Literacy Teacher

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental materials to support student achievement of the CCSSS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	Title I 4000-4999: Books And Supplies Orientation days and Kinder Camp Supplies
6484.00	LCFF-LI 4000-4999: Books And Supplies Support materials for the CCSS
	LCFF-LI 4000-4999: Books And Supplies 7 iPads to support student access to CCSS in ELA and Math
	LCFF-LI 4000-4999: Books And Supplies 7 OSMOs for iPads to support student access to CCSS in ELA and Math
1216.00	Title I 4000-4999: Books And Supplies Niki folders TK-3

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide an additional assessment through Reading Counts program, provide an incentive for students to read by accumulating points, and provide a alternative way for teachers to assess students' comprehension abilities above and below as well as within their grade 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)

3000.00

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Reading Counts licenses purchased for every student on campus.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Kindergarten- Third Grade Students

Strategy/Activity

Provide supplemental informational reading aligned with the CCCSS to improve student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Scholastic News Magazine will be provided weekly

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

AVID Note Taking strategies in the subjects of English Language Arts and Mathematics will continue to be evident in 100% of classrooms throughout the 2021-2022 school year.

The AVID WICOR instructional strategy of writing will be evident in English Language Arts in 100% of classrooms by May 2022.

Identified Need(s)

Based on available data, Collett's students have less than 50% of their students demonstrating they are capable of meeting CCSSS as measured by the CAASPP summative assessment. Organization of information, note taking in ELA and Math and writing are vital skills for students to be College and Career Ready and meet the rigors of CCSSS and needs to be a focus of instruction to propagate student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations done by Administrative Personnel will measure the usage of the AVID note taking strategy. Writing samples, including note taking examples, quick writes and learning logs from each classroom will be uploaded to a shared Google Drive.	All staff has attended AVID training and knows the note taking procedure for their grade level. 100% of classrooms at Collett utilized AVID note taking strategies during the 200-2021 school year. All staff has attended the AVID write path training and is familiar with the aspects of WICOR.	100% of classrooms, will exhibit the usage of AVID Note Taking Strategies. 100% of classrooms will demonstrate the use of writing to learn as a strategy through samples of AVID note taking, quick writes and learning logs.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental materials and supplies necessary to implement AVID strategies throughout all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2597.05

Source(s)

AVID
4000-4999: Books And Supplies
Supplemental Materials for AVID Curriculum

1402.95

AVID
4000-4999: Books And Supplies
Student year planners for implementing
organizational strategies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

5th grade students

Strategy/Activity

Provide a field trip to all current 5th grade students to tour Arizona Middle School to prepare students fro their next step toward College and Career Readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

AVID
5000-5999: Services And Other Operating
Expenditures
Bus transportation to Arizona Middle School

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

The chronic absenteeism rate will decrease by .5% by June 2022. The total number of suspensions during the 2021-2022 school year will be less than 5 suspensions.

Identified Need(s)

An increase in chronic absenteeism and suspensions demonstrates a need for a research-based positive behavioral program to be implemented at Collett. An increase in chronic absenteeism and suspensions expresses a need for Collett to increase appropriate behavior. Character Counts is the research-based, positive behavioral program, selected to be used to increase engagement and provide a structured system that addresses the identified needs. Using Character Counts as a program also offers the possibility of increasing positive interactions with parents through various incentive celebratory opportunities for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students displaying appropriate behavior as measured by the number of "Caught Having Character" slips awarded for exemplary behavior issued during the 2021-2022 school year.	<p>263 "Caught Having Character" slips awarding exemplary behavior have been awarded during the 2019-2020 school year. 20 in Kindergarten, 38 in first grade, 37 in second grade, 112 in third grade, 20 in fourth grade, and 36 in fifth grade. This data is being included in the baseline as the "Caught Having Character" data from the 2020-2021 school year is not as impactful as there was difficulty issuing slips due to virtual learning for the majority of the school year (August-March) and a hybrid program (students on site 2 days per week) for the remainder of the school year (March-May).</p> <p>662 "Caught Having Character" slips awarding exemplary behavior have been awarded during the 2020-2021 school</p>	The Character Counts program will be implemented campus-wide. The implementation of this program will lead to an increase in the number of "Caught Having Character" slips issued for exemplary behavior.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	year. 86 in Kindergarten, 127 in first grade, 170 in second grade, 210 in third grade, 38 in fourth grade, and 54 in fifth grade.	
The total number of suspensions as indicated by the Aeries Discipline Dashboard.	The suspension rate increased by 1% last year. 16 total suspensions were issued during the 2019-2020 school year. The suspension rate for the 2020-21 school year is 0% due to virtual learning for the majority of the school year (August-March) and a hybrid program for the remainder of the school year (March-May).	The Character Counts program will be implemented campus-wide. The suspension rate will decrease due to the implementation of this program.
<p>The overall Chronic Absenteeism percentage as indicated by the Aeries Attendance Dashboard as of June 2022.</p> <p>Aeries perfect attendance reports generated every 6 weeks.</p> <p>Aeries attendance reports generated monthly.</p>	The Chronic Absenteeism percentage for the 2019-2020 school year was 12.13%. The chronic absenteeism percentage for the 2020-2021 school year is 19.6%.	<p>The Chronic Absenteeism percentage will decrease to 11.63% or less with the incentive to be on campus in order to earn "Caught Having Character" slips and possibly earn a tangible award for being randomly selected from the cache of "Caught Having Character" slips.</p> <p>The number of students listed on the perfect attendance report will increase.</p> <p>The attendance percentage for each classroom will increase monthly.</p>

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

Family Night activities to increase positive interactions with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200.00	Title I 4000-4999: Books And Supplies Books and supplies utilized to promote family Engagement Activities
	LCFF-LI 4000-4999: Books And Supplies Provide science boards to students who desire to participate in the Science Fair
	Title I 4000-4999: Books And Supplies Materials for Science Night
	Title I 1000-1999: Certificated Personnel Salaries Employee extra hours to plan and facilitate Family Nights for ELA and Math
	Title I 4000-4999: Books And Supplies Books for Parents ELA Night
	Title I 1000-1999: Certificated Personnel Salaries Employee extra hours to plan and facilitate Family Night for Science
	Title I 2000-2999: Classified Personnel Salaries ELA Night extra hours
125.00	Title I 4000-4999: Books And Supplies Kinder pack supplies for Kinder camp (Scholastic)
655.00	Title I 4000-4999: Books And Supplies Kinder camp parent supplies (Southwest)
	Title I 4000-4999: Books And Supplies Math Manipulatives NASCO

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

Perfect Attendance Challenges-Monthly and every 6 weeks during second semester

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.00

Source(s)

Attendance
4000-4999: Books And Supplies
Incentive materials to promote College and Career Readiness by decreasing chronic absenteeism

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 development to provide teachers, support staff and parents with effective strategies to work with at-risk students, to support learning at home and increase achievement for 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)

300.00

Source(s)

LCFF-EL
5800: Professional/Consulting Services And Operating Expenditures
CABE registration support staff/teachers

LCFF-EL
5800: Professional/Consulting Services And Operating Expenditures
CABE registration parents

LCFF-EL
5000-5999: Services And Other Operating Expenditures
mileage/parking

500.00

Title I
1000-1999: Certificated Personnel Salaries

	School Counselor Intervention Trainings
	Title I 5000-5999: Services And Other Operating Expenditures Mileage For RCOE Counselor Leadership Network
	Title I 1000-1999: Certificated Personnel Salaries 8 Teachers attending conferences at RCOE
	Title I 1000-1999: Certificated Personnel Salaries Subs for teacher RCOE conferences
	Title I 5000-5999: Services And Other Operating Expenditures Mileage for the conferences

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

Hold ATP Meetings to encourage inclusiveness and connectedness in aiding student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
961.60	Title I 1000-1999: Certificated Personnel Salaries Extra hours to attend ATP meetings after hours
221.80	Title I 3000-3999: Employee Benefits Employee Benefits to attend ATP meetings after hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide translation services for parents of EL students in order to actively participate in site functions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
320.96	LCFF-EL 2000-2999: Classified Personnel Salaries Additional hours for Bilingual Assistants to provide translation services for various parent functions
108.05	LCFF-EL 3000-3999: Employee Benefits Additional hours for Bilingual Assistants to provide translation services for various parent functions

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Provide additional small group support for EL students during distance learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4172.48	LCFF-EL 2000-2999: Classified Personnel Salaries Additional hours for bilingual assistants to provide extra support to EL students
1404.66	LCFF-EL 3000-3999: Employee Benefits Additional hours for bilingual assistants to provide extra support to EL students

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Implementation of the "Character Counts" program campus-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)
	LCFF-LI 4000-4999: Books And Supplies Purchasing of Character Counts Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide books in English and students' home languages for parents and students to access quality literature

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-EL 4000-4999: Books And Supplies purchase multi cultural multi lingual books for parents and students to check out and use at home

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

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

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$322,040.22

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	\$288,955.07

Subtotal of additional federal funds included for this school: \$288,955.07

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 (\$)
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$13,431.15
LCFF-LI	\$13,154.00

Subtotal of state or local funds included for this school: \$33,085.15

Total of federal, state, and/or local funds for this school: \$322,040.22

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	15760.00	2,328.85
LCFF-LI	11640.00	-1,514.00
Title I	298,456.00	9,500.93
Attendance	1500.00	0.00
AVID	5000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	13,431.15
LCFF-LI	13,154.00
Title I	288,955.07

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	209,780.60
2000-2999: Classified Personnel Salaries	5,493.44
3000-3999: Employee Benefits	74,987.51
4000-4999: Books And Supplies	19,076.67
5000-5999: Services And Other Operating Expenditures	12,402.00
5800: Professional/Consulting Services And Operating Expenditures	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	4,000.00
5000-5999: Services And Other Operating Expenditures	AVID	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	4,441.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,493.44
3000-3999: Employee Benefits	LCFF-EL	3,196.71
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	300.00
4000-4999: Books And Supplies	LCFF-LI	8,884.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,270.00
1000-1999: Certificated Personnel Salaries	Title I	205,339.60
3000-3999: Employee Benefits	Title I	71,790.80
4000-4999: Books And Supplies	Title I	4,692.67
5000-5999: Services And Other Operating Expenditures	Title I	7,132.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	305,570.67
Goal 2	5,000.00
Goal 3	11,469.55

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
- N/A Secondary Students

Name of Members	Role
Ann Vandercook	Principal
Nancy Loftus	Classroom Teacher
Roberta Cornejo	Classroom Teacher
Patricia Hopkins	Classroom Teacher
Kristine Galvan	Other School Staff
Francine Van Berkum	Parent or Community Member
Pete Adame	Parent or Community Member
Selene Coria	Parent or Community Member
Suzanne Guidero	Parent or Community Member
Erin Bonnet	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Action Team for Partnership

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 May 17, 2021.

Attested:



Principal, Ann Vandercook on May 17, 2021

SSC Chairperson, Nancy Loftus on May 17, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Elementary School	33669776031538	May 6, 2021	June 17, 2021

Purpose and Description

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

Schoolwide Program

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

Summary of plan:

ACTIONS TO IMPROVE CONDITIONS OF LEARNING (ELA, MATH, ELD)

- focus on targeted professional learning by admin and instructional coach to support teachers and paraprofessionals
- instruction in ELA focused on a balanced literacy approach incorporating the reading workshop model
- instruction in math focused on conceptual understanding of mathematics through Cognitively Guided Instruction (CGI) and number sense routines
- instruction in ELD focused on actively engaging students in acquiring structures of the English language through designated and integrated ELD
- provide technology to improve access to online resources and support
- supply supplemental instructional materials to support work

ACTIONS TO IMPROVE PUPIL OUTCOMES (COLLEGE AND CAREER READINESS)

- expose students to institutions of higher learning through virtual field trips
- provide information to students and parents on colleges and universities in addition to career choices
- prepare students for higher learning by providing support with organization of supplies and materials
- train teachers on AVID strategies

ACTIONS TO IMPROVE ENGAGEMENT (SAFE AND DRUG FREE ENVIRONMENT)

- present students with lessons on character development
- provide social/emotional supports and access to mental health services
- provide a variety of opportunities for parent involvement and engagement
- provide improved communication with parents
- promote a healthy, drug-free lifestyle
- provide support for students and their parents to improve attendance
- create a positive school climate

All site goals are aligned with District LCAP goals.

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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).

No survey data for 2019-2020 or 2020-2021 school year is available due to COVID-19 school closure. The survey was given to students, parents, and teachers during the 2020-2021 school year, but was not available at the time this plan was reviewed. Below is a summary of the latest survey results.

For the 2018-2019 school year, 62% of 5th grade students completed the California Healthy Kids Survey (CHKS). This report provides data to assist schools in fostering safe and supportive school climates, social-emotional competencies, engagement in learning. It is a tool that informs efforts to prevent youth health-risk behaviors, address barriers to academic achievement and promoting positive youth development, resilience, and well-being. In regards to the 2018-2019 data collected, over 80% of participants felt: academically motivated, that adults in school were caring, that adults held high expectations for school, that parents were involved, that social and emotional supports for learning were present, there was an anti-bullying climate, felt safe at school, and that students are treated with respect. In regards to school connectedness, 76% of students felt connected to the school most or all of the time and 55% felt they had meaningful participation in their education.

During the 2018-2019 school year, seven parents completed the California School Parent Survey (CSPS). This report provides data to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. In regards to 2018-2019 data collected, 57% of respondents shared that Foothill promotes academic success for all students, 43% felt the school is a safe place for their child, 86% felt that Foothill motivates students to learn, 43% shared that the school really cares about students, and 57% feel the school provides opportunities for meaningful student participation.

In 2018-2019, 11 staff members took the California School Staff Survey (CSSS). This report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. 90% of respondents stated that Foothill is welcoming to, and facilitates, parent involvement and provides adequate counseling and support services. Although 89% of staff felt that Foothill is a supportive and inviting place for students to learn, only 40% reported to believe that every student can succeed and 67% responded that every student can be a successful. 70% of participants responded that their working environment is supportive and inviting and is a safe place for staff and students, while 40% of respondents felt that discipline is handled fairly.

Classroom Observations

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

Virtual and hybrid classroom observations were conducted during the 2020-2021 school year by administration and instructional coach. Instructional practices in English Language Arts (ELA), math, and English Language Development (ELD) continue to be an area needing additional support. During classroom observations, inconsistencies within and across grade levels were observed. Our dashboard data from the state of California confirmed these findings. Administration and the instructional coach will continue to increase time spent in classrooms, instructional feedback, and support to all teachers that correlate to the professional learning opportunities teachers have. Additional opportunities to delve deeper into the work (including the modeling of lessons) was determined to be an area of next steps. It should be noted that since implementing introductory instructional practices in ELA and math that evidence of early implementation of new instructional practices to improve student achievement have been observed. There continues to be a need for further professional learning in each of these areas in addition to ELD and classroom management. This will continue to be a focus during the 2021-2022 school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

- iReady is administered to students in grades TK-5, three times a year (beginning, middle, end of the year) to measure, assess, and monitor the acquisition of English Language Arts and Mathematics skills.
- English Language Proficiency Assessments for California (ELPAC) summative test is administered to all English Learners in the spring of each year to measure progress towards English proficiency. English learners enrolling for the first time in a California school are also administered the Initial ELPAC within 30 days of enrollment.
- California Assessment of Student Performance and Progress (CAASPP) is administered to all third through fifth graders in the spring of each year to measure students' acquisition of grade level standards in English Language Arts and mathematics. CAASPP was cancelled for the 2020-2021 school year and iReady was used in its place.
- California Science Test is administered to all fifth grade students in the spring of each year to measure students' acquisition of grade level standards in science.
- Physical Fitness Test is administered to all fifth grade students in the spring of each year to measure each student's participation and improvement in physical fitness skills taught.

Data generated from these assessments is analyzed by administration and instructional coach (during weekly planning sessions), teachers (during twice monthly grade level collaborations and monthly staff meetings), and paraprofessionals (during monthly paraprofessional meetings). Furthermore, data is reviewed by Foothill's English Language Advisory Council (ELAC) and School Site Council (SSC) on a monthly basis. Results of the data is used to monitor student progress in meeting grade level standards and therefore used to guide first-best instruction as well as to identify students at-risk of needing intervention support.

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

Foothill also uses the Basic Phonics Skills Test (BPST) which measures sound-spelling relationships for single and multi-syllabic words which is administered to all kindergarten through second grade students in addition to students in third through fifth grade who score at the Below Benchmark and Well Below Benchmark level on the iReady assessment. Other types of data collected throughout the school year include: teacher observation, anecdotal records, mid-lesson checks for understanding, review and analysis of classwork, and formative assessments (including, but not limited to, teacher created assessments, end of unit/module embedded assessments, TCRWP running records, etc.). These assessments are used by teachers, instructional coach, and administration team to monitor the effectiveness of instruction, determine student mastery of the Common Core State Standards (CCSS), determine next instructional steps, and establish need for further professional learning and support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent instructional staff at Foothill, both certificated and classified, meet the requirements for highly qualified staff.

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

All teachers at Foothill are fully credentialed and participate in monthly professional learning meetings, twice monthly grade level collaboration meetings. All paraprofessionals participate in monthly on-site professional learning sessions and district provided professional learning opportunities specific to their job classification at various times throughout the year.

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

During grade level articulations and targeted professional learning opportunities, teachers use class and grade level data to identify trends in student achievement. Teachers use this information to plan for instruction and to identify areas of need.

Staff development opportunities that have/will take place during the 2020-2021 school year include:

- reading workshop, small group instruction (guided reading and strategy groups), and foundational skills instruction in language arts
- cognitively guided instruction (CGI), standards for mathematical practice (SMPs), counting collections, and number sense in math
- development of standards based lessons to align ELA and ELD standards for second language learners
- delivery of designated and integrated ELD
- use and development of common assessments
- Advancement Via Individual Determination (AVID) to enhance note-taking skills, improve organization, and promote college and career readiness
- CAASPP and ELPAC professional development on testing procedures, components and accommodations
- review and analysis of 2019-2020 Single Plan for Student Achievement (SPSA)
- paraprofessional training that is specific to individual's responsibilities with students

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

Instructional assistance and support for teachers include:

- professional learning on methods for virtual and hybrid teaching
- professional learning meetings during the school year presented by the instructional coach, administration, and content experts to support ELA and math instruction
- demonstration lessons modeled by administration and instructional coach
- instructional assistance provided to teachers by the site instructional coach and administration
- AVID lead teacher to presents AVID strategies at monthly professional learning meetings
- EL lead teacher to present EL strategies at monthly professional learning meetings

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

Teachers meet formally two times a month in grade level collaboration meetings. During these meetings, grade-level teachers meet (often with the support of the instructional coach) to analyze student data, discuss effective instructional strategies, plan lessons, research, and identify at-risk students in need of intervention support.

Teaching and Learning

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

Teachers cognitively plan standards-based lessons using ELA, ELD, and math frameworks, reading workshop units of study, McGraw-Hill's Wonders curriculum, the AUSD Coherent Guide to Core Mathematics, and additional resources that support the teaching of the Common Core State Standards (CCSS). The instructional coach collaborates, walks through classrooms, and supports teachers in all content areas. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback to teachers to ensure instruction is standards aligned and cognitively engaging.

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

Transitional kindergarten and kindergarten deliver a minimum of 90 minutes of language arts instruction each day, whereas first through fifth grades dedicate a minimum of 2.5 hours each day. Math instruction is 30 minutes daily in transitional kindergarten, 50 minutes in kindergarten, and 60-70 minutes in grades 1st -5th.

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

Differentiated instruction is provided to all students in all content areas. ELA intervention is embedded within the school day for all students through one-on-one support and small group instruction. A full-time elementary literacy teacher further supports first through fifth grade students who struggle with reading. Kindergarten students that demonstrate a need for additional support in ELA and/or math, participate in intervention outside of their regularly scheduled school day as well. Additionally, after school tutoring is provided for newcomers needing language support and for students needing additional support in math.

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

Foothill follows district and state regulations when providing standards based instructional materials to all students. All students are provided core district adopted materials which they have access to at all times, including the ability to take and use at home. Through curriculum inventory surveys and reviews by Riverside County Office of Education (RCOE), it has been verified that all students have access to core district adopted materials and all teachers have all core content instructional materials.

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

Foothill is following the rigorous academic Common Core State Standards (CCCSS) adopted by the California Board of Education. These standards guide district and school goals, objectives and expected learning outcomes for all students.

All Foothill students are given complete access to grade-specific standards-based, appropriately aligned, and district adopted materials (including textbooks and consumables). Each student is provided with his/her own set of textbooks/anthologies and practice books. Teachers use district adopted and supplemental resources to assist student mastery of the CCCSS. Supplemental resources to support instruction in language arts include: reading workshop units of study, decodable readers, leveled classroom libraries, school-wide guided reading library, and Step Up to Writing resources. Supplemental resources in math include math manipulatives, Engage NY, Ready Common Core, Number Talks, Facts Wise instructional materials, and SVMl assessments. Interim assessments through CAASPP are available for language arts and math. All teachers have teachers' editions, supplemental materials and other resources to fully implement the CCCSS.

Opportunity and Equal Educational Access

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

The reading workshop structure for reading at Foothill provides authentic opportunities for differentiation and intervention support for underperforming students through small group instruction and conferring with students based on their specific area(s) of need.

Math instruction through Cognitively Guided Instruction (CGI) also provides opportunities for differentiation and incorporates small group instruction, conferring, and the regular use of manipulatives to support underperforming students. Additionally, number sense routines provide opportunities for increased differentiation and individualized teacher support.

English Language Development (ELD) is provided to English Learner (EL) students at their proficiency level for 30 minutes daily.

Evidence-based educational practices to raise student achievement

Foothill provides multiple opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction and intervention to students in their classroom. Within the regular instructional program, teachers provide interventions and use strategies to address specific student needs based on results of CAASPP, ELPAC, BPST, SVMI assessments, TCRWP running records, interim assessments, iReady.

Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided by the regular program to assist under-performing students include:

- Resource Specialist Program (RSP) teacher and assistant: assist special education students to meet IEP goals as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process,
- Speech and Language Pathologist and assistant: serve special education students with speech/language needs as well as at-risk students in general education identified for assistance through the Student Success Team (SST) process,
- Elementary Literacy Teacher: provides additional intervention and targeted support for students that demonstrate a need for remediation in reading.
- Coordination of Student Services Team (COST): review team to provide suggestions and support to classroom teachers as a final step before student referral to SST team.
- Student Success Team (SST): systematic intervention process to develop an action plan for individual student success based on student's strengths and targeted areas in need of improvement.
- Library Assistant: assists students in locating and checking out library materials,
- Psychologist: supports staff working with students with behavioral difficulties and tests students for qualification into special education,
- Counselor: supports students by providing character development lessons and provides assistance to students and their families due to social, emotional, or behavioral difficulties,
- The Health Center: provides a nurse on-call and a full-time health assistant at school site,
- Attendance Monitoring Program: Collaboration between teachers, counselor, administration, attendance clerk, and other site support personnel ensures students are attending school on a regular basis and obtaining adequate instructional minutes. Intervention support is provided to students and families to help improve attendance.

Parental Engagement

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

During the 2021-2022 school year, Foothill will provide the following resources and opportunities to involve parents in their child's learning at school and empower them to support learning at home:

- **Parent University:** Seven sessions led by the counselor, and community program representatives are presented to parents to teach and supply resources that support student learning and achievement while at home.
- **Parent Committees:** Strategies that support parents in decision making, learning at home, communicating, volunteering, etc., at Foothill are provided to parents during School Site Council (SSC), English Learner Advisory Committee (ELAC), Action Teams for Partnership (ATP), and Principal's Coffee.
- **Parent Involvement Days/Week:** Parents participate in activities that support a positive school culture and learning at home.
- **Science Fair Information Meetings:** Parents of 4th and 5th grade students are invited to learn how to support their child(ren) in completing their science fair project using the scientific method. Materials and resources for completing the project are provided to all families.
- **Family Nights:** All students and families are invited to family nights scheduled throughout the year that support learning at home and cover topics such as science, math, literacy, art, and health/fitness.
- **Mental Health Services:** Referrals to mental health services is available for all students and families in need.
- **Alvord Cares:** District program to help families with basic needs such as food, shoes, clothing, toiletries and other basic necessities.

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)

Parents are involved primarily through four parent groups:

Parent Teacher Association (PTA): Sponsors multiple activities and events throughout the year including: book fairs, assemblies, Fall Festival, and annual spring dance. Additional fundraising events are planned by PTA throughout the year.

School Site Council (SSC): Decision making body that analyzes and assesses program effectiveness and assists in the evaluation and monitoring of the Single Plan for Student Achievement (SPSA).

Action Teams for Partnership (ATP): A partnership between parents and staff that monitors and develops an action plan for parent and community engagement. ATP's goal of increasing student achievement is done through multiple family nights and activities throughout the year where learning experiences can be replicated at home.

English Language Advisory Committee (ELAC): An advisory council that provides input and recommendations to SSC about programs, services, and opportunities offered to support English Learner (EL) students in the acquisition of the English language

Local elected officials and representatives often attend site parent groups to present information on community events and resources in addition to offering their support to parents.

Funding

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

Categorical funds are used to provide the following resources, supports, and services that enable under-performing students to meet standards:

- Professional learning opportunities focused on research-based strategies to improve teaching and learning,
- Supplemental instructional materials to support research-based instructional practices in core content areas,
- Technology to provide students access to online resources and to develop students' technical skills,
- Supplies and materials to facilitate parent involvement activities that increase parent connectedness and support learning at home,
- Instructional coach to provide support to teachers and paraprofessionals with the implementation of research-based instructional practices.

Fiscal support

The district fiscally supports Foothill by providing three (3.5 hour) Spanish Bilingual Instructional Assistants (BIAs) and one (4 hour) library technician.

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

Administration consults with School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to review data, goals, actions, etc. on the Single Plan for Student Achievement (SPSA) on a monthly basis. Staff members are also consulted to review and provide input to the SPSA during monthly paraprofessional meetings and certificated staff and leadership team meetings.

Resource Inequities

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

Resource inequities identified through our needs assessment include the need for professional development to address gaps in learning in core content areas, supplemental instructional materials to support instruction, and technology to support students in developing technical skills and accessing digital resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.35%	0.36%	1	2	2
African American	1.07%	1.06%	1.44%	6	6	8
Asian	2.32%	1.59%	1.44%	13	9	8
Filipino	0.36%	0.35%	0.54%	2	2	3
Hispanic/Latino	91.62%	92.92%	92.81%	514	525	516
Pacific Islander	%	%	0%			0
White	3.74%	3.19%	3.24%	21	18	18
Multiple/No Response	0.18%	0.18%	0.18%	1	1	0
Total Enrollment				561	565	556

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	108	111	110
Grade 1	94	80	93
Grade 2	89	86	85
Grade3	94	92	84
Grade 4	98	91	100
Grade 5	78	105	84
Total Enrollment	561	565	556

Conclusions based on this data:

1. There is steady school-wide enrollment.
2. Steady enrollment in ethnic groups.
3. Continuing to be predominantly Hispanic population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	337	317	242	60.1%	56.1%	43.5%
Fluent English Proficient (FEP)	12	17	73	2.1%	3.0%	13.1%
Reclassified Fluent English Proficient (RFEP)	8	17	71	2.3%	5.0%	22.4%

Conclusions based on this data:

1. For the first time in recent years, English learners account for a minority of our student population.
2. There was a significant increase in the percentage of students who were reclassified from 2018-2019 to 2019-2020 (17.4% increase).
3. There was a significant increase in the percentage of students who were Fluent English Proficient from 2018-2019 to 2019-2020 (2.7% increase).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	91	93	92	90	91	92	90	91	95.8	98.9	97.8
Grade 4	87	103	87	86	103	87	86	103	87	98.9	100	100
Grade 5	89	82	106	89	80	105	89	80	105	100	97.6	99.1
All Grades	272	276	286	267	273	283	267	273	283	98.2	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2395.	2393.	10.87	15.56	16.48	15.22	22.22	14.29	29.35	23.33	31.87	44.57	38.89	37.36
Grade 4	2413.	2424.	2447.	12.79	15.53	17.24	19.77	17.48	28.74	17.44	16.50	24.14	50.00	50.49	29.89
Grade 5	2474.	2439.	2440.	12.36	8.75	10.48	26.97	18.75	17.14	26.97	25.00	20.00	33.71	47.50	52.38
All Grades	N/A	N/A	N/A	11.99	13.55	14.49	20.60	19.41	19.79	24.72	21.25	25.09	42.70	45.79	40.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	13.33	13.19	34.78	44.44	45.05	50.00	42.22	41.76
Grade 4	9.30	13.59	20.69	48.84	47.57	49.43	41.86	38.83	29.89
Grade 5	14.61	10.00	9.52	55.06	41.25	40.95	30.34	48.75	49.52
All Grades	13.11	12.45	14.13	46.07	44.69	44.88	40.82	42.86	40.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.87	13.33	13.19	36.96	45.56	43.96	52.17	41.11	42.86
Grade 4	16.28	13.59	21.84	41.86	33.98	44.83	41.86	52.43	33.33
Grade 5	13.48	13.75	13.33	50.56	37.50	43.81	35.96	48.75	42.86
All Grades	13.48	13.55	15.90	43.07	38.83	44.17	43.45	47.62	39.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.52	15.56	8.79	69.57	57.78	60.44	23.91	26.67	30.77
Grade 4	10.47	13.59	10.34	51.16	54.37	70.11	38.37	32.04	19.54
Grade 5	19.10	8.75	11.43	61.80	57.50	43.81	19.10	33.75	44.76
All Grades	11.99	12.82	10.25	61.05	56.41	57.24	26.97	30.77	32.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	15.56	15.38	48.91	50.00	50.55	35.87	34.44	34.07
Grade 4	13.95	14.56	14.94	44.19	48.54	58.62	41.86	36.89	26.44
Grade 5	17.98	13.75	12.38	48.31	40.00	40.95	33.71	46.25	46.67
All Grades	15.73	14.65	14.13	47.19	46.52	49.47	37.08	38.83	36.40

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	91	92	94	90	91	94	90	91	97.9	98.9	98.9
Grade 4	86	104	87	86	104	87	86	104	87	100	100	100
Grade 5	88	82	106	88	81	106	88	81	106	100	98.8	100
All Grades	270	277	285	268	275	284	268	275	284	99.3	99.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2396.	2393.	7.45	11.11	10.99	18.09	24.44	25.27	27.66	17.78	19.78	46.81	46.67	43.96
Grade 4	2424.	2421.	2435.	6.98	9.62	4.60	20.93	16.35	21.84	33.72	27.88	37.93	38.37	46.15	35.63
Grade 5	2477.	2454.	2442.	14.77	7.41	5.66	19.32	17.28	11.32	26.14	27.16	24.53	39.77	48.15	58.49
All Grades	N/A	N/A	N/A	9.70	9.45	7.04	19.40	19.27	19.01	29.10	24.36	27.11	41.79	46.91	46.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	15.56	24.18	35.11	36.67	25.27	56.38	47.78	50.55
Grade 4	17.44	14.42	10.34	29.07	24.04	40.23	53.49	61.54	49.43
Grade 5	21.59	12.35	8.49	31.82	34.57	30.19	46.59	53.09	61.32
All Grades	15.67	14.18	14.08	32.09	31.27	31.69	52.24	54.55	54.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.64	21.11	12.09	38.30	27.78	42.86	51.06	51.11	45.05
Grade 4	9.30	7.69	13.79	39.53	37.50	40.23	51.16	54.81	45.98
Grade 5	13.64	6.17	2.83	42.05	38.27	33.96	44.32	55.56	63.21
All Grades	11.19	11.64	9.15	39.93	34.55	38.73	48.88	53.82	52.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77	17.78	15.38	46.81	48.89	48.35	40.43	33.33	36.26
Grade 4	10.47	12.50	8.05	39.53	37.50	52.87	50.00	50.00	39.08
Grade 5	14.77	8.64	6.60	44.32	44.44	37.74	40.91	46.91	55.66
All Grades	12.69	13.09	9.86	43.66	43.27	45.77	43.66	43.64	44.37

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1428.9	1418.6	1439.4	1425.1	1404.5	1403.0	53	47
Grade 1	1464.8	1444.0	1463.3	1450.5	1465.8	1437.0	51	36
Grade 2	1500.6	1493.1	1506.8	1501.9	1494.0	1483.7	63	48
Grade 3	1499.1	1475.4	1493.7	1464.2	1504.0	1486.1	58	49
Grade 4	1507.3	1500.9	1501.5	1492.5	1512.4	1508.8	57	38
Grade 5	1504.2	1511.0	1498.7	1500.4	1509.1	1521.2	42	50
All Grades							324	268

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.74	12.77	26.42	29.79	26.42	42.55	*	14.89	53	47
1	37.25	5.56	43.14	44.44	*	33.33	*	16.67	51	36
2	50.79	16.67	34.92	50.00	*	27.08	*	6.25	63	48
3	24.14	6.12	29.31	30.61	27.59	44.90	18.97	18.37	58	49
4	26.32	18.42	36.84	36.84	21.05	21.05	*	23.68	57	38
5	42.86	16.00	*	28.00	*	42.00	*	14.00	42	50
All Grades	36.42	12.69	32.10	36.19	18.83	35.82	12.65	15.30	324	268

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.51	14.89	30.19	34.04	*	38.30	*	12.77	53	47
1	49.02	13.89	33.33	41.67	*	38.89	*	5.56	51	36
2	71.43	43.75	17.46	35.42	*	16.67	*	4.17	63	48
3	39.66	10.20	25.86	40.82	18.97	28.57	*	20.41	58	49
4	43.86	28.95	28.07	39.47	21.05	15.79	*	15.79	57	38
5	52.38	22.00	*	42.00	*	26.00	*	10.00	42	50
All Grades	50.00	22.39	25.62	38.81	14.81	27.24	9.57	11.57	324	268

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.42	6.38	26.42	40.43	33.96	34.04	*	19.15	53	47
1	27.45	0.00	43.14	27.78	*	38.89	*	33.33	51	36
2	38.10	8.33	33.33	39.58	17.46	37.50	*	14.58	63	48
3	*	8.16	27.59	12.24	27.59	55.10	31.03	24.49	58	49
4	*	7.89	29.82	34.21	31.58	23.68	24.56	34.21	57	38
5	*	6.00	33.33	20.00	*	48.00	33.33	26.00	42	50
All Grades	24.07	6.34	32.10	28.73	23.46	40.30	20.37	24.63	324	268

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	54.72	12.77	39.62	78.72	*	8.51	53	47	
1	58.82	30.56	37.25	63.89	*	5.56	51	36	
2	69.84	41.67	28.57	52.08	*	6.25	63	48	
3	29.31	8.16	48.28	57.14	22.41	34.69	58	49	
4	35.09	15.79	52.63	65.79	*	18.42	57	38	
5	45.24	10.00	35.71	78.00	*	12.00	42	50	
All Grades	49.07	19.40	40.43	66.04	10.49	14.55	324	268	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	32.08	17.02	52.83	65.96	*	17.02	53	47	
1	52.94	11.11	33.33	75.00	*	13.89	51	36	
2	69.84	43.75	22.22	52.08	*	4.17	63	48	
3	50.00	28.57	36.21	51.02	*	20.41	58	49	
4	57.89	39.47	33.33	44.74	*	15.79	57	38	
5	59.52	36.00	26.19	48.00	*	16.00	42	50	
All Grades	54.01	29.85	33.95	55.60	12.04	14.55	324	268	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.26	75.47	78.72	*	17.02	53	47
1	35.29	11.11	43.14	58.33	21.57	30.56	51	36
2	46.03	10.42	36.51	68.75	17.46	20.83	63	48
3	*	4.08	46.55	51.02	39.66	44.90	58	49
4	*	5.26	56.14	57.89	33.33	36.84	57	38
5	26.19	12.00	35.71	60.00	38.10	28.00	42	50
All Grades	25.31	7.84	49.07	62.69	25.62	29.48	324	268

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.60	44.68	28.30	29.79	*	25.53	53	47
1	41.18	8.33	49.02	61.11	*	30.56	51	36
2	36.51	12.50	57.14	75.00	*	12.50	63	48
3	22.41	10.20	60.34	79.59	*	10.20	58	49
4	35.09	23.68	50.88	55.26	*	21.05	57	38
5	38.10	12.00	35.71	74.00	26.19	14.00	42	50
All Grades	37.96	18.66	47.84	63.06	14.20	18.28	324	268

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2020-2021 school year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
565	91.7	56.1	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	317	56.1
Foster Youth	2	0.4
Homeless	10	1.8
Socioeconomically Disadvantaged	518	91.7
Students with Disabilities	96	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	2	0.4
Asian	9	1.6
Filipino	2	0.4
Hispanic	525	92.9
Two or More Races	2	0.4
White	18	3.2





Conclusions based on this data:

1. The majority of our students (91.7%) come from a socioeconomically disadvantaged environment.
2. 17% of our population is comprised of students with disabilities.
3. 56.1% of students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism has improved. Performance band has moved from red in 2018 to yellow in 2019.
2. ELA/Math performance band has maintained in the orange category.
3. Overall performance in the suspension rate is meeting standards, but all other areas are below standard.

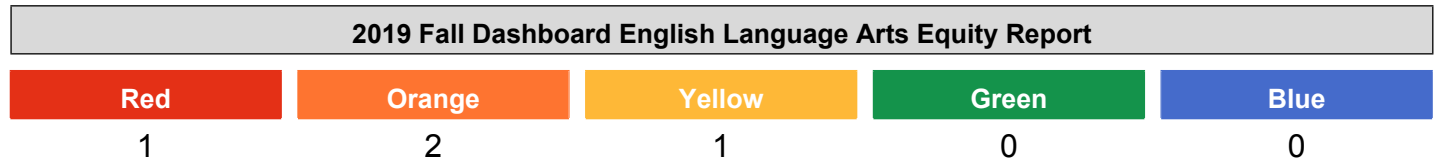
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 41.1 points below standard Maintained ++2.6 points 277	English Learners  Yellow 52.2 points below standard Increased ++3 points 182	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Orange 45.4 points below standard Maintained ++0.3 points 259	Students with Disabilities  Red 141.6 points below standard Maintained ++2.4 points 60

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 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.9 points below standard Maintained ++1.2 points 258	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 7.7 points below standard 11

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
90.5 points below standard Declined Significantly -16 points 130	43.4 points above standard Declined -14.8 points 52	22.3 points below standard Maintained -1.2 points 92

Conclusions based on this data:

1. Out of 277 students who took the SBAC assessment, overall performance increased by 2.6 points, which is 41.1 points below the state standard.
2. Out of 182 English Learners who took the SBAC assessment, overall performance increased by 3 points, which is 52.2 points below the state standard.
3. Reclassified English Learners had the highest scores at 43.4 points above the state standard.

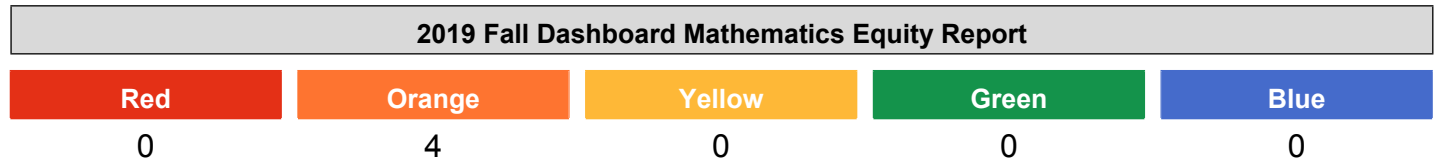
School and Student Performance Data

Academic Performance Mathematics






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








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		
All Students  Orange 59.3 points below standard Declined -4.7 points 275	English Learners  Orange 66.5 points below standard Declined -5.9 points 181	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Orange 62.6 points below standard Declined -6.3 points 257	Students with Disabilities  Orange 140.5 points below standard Increased ++8.9 points 59

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 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.3 points below standard Declined -5 points 256	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 46.5 points below standard 11

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
94.6 points below standard Declined Significantly -20.8 points 129	3.4 points above standard Declined -14.6 points 52	47.5 points below standard Declined -4.1 points 91

Conclusions based on this data:

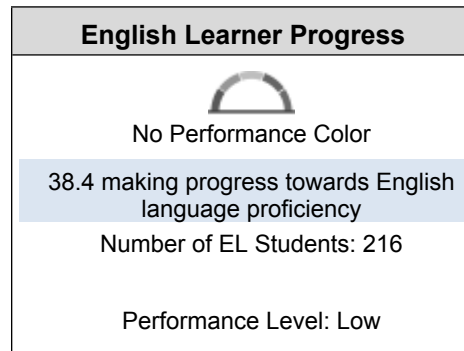
1. Reclassified English Learners had the highest scores at 3.4 points above the state standard.
2. Students with Disabilities are 140.5 points below standard, but showed the highest increase, 8.9 points, over previous year's scores.
3. All students who took the Smarter Balance Assessment Consortium (SBAC) assessment are 59.3 points below standard and have maintained their performance at the orange level from the year prior.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
27.3	34.2	2.3	36.1

Conclusions based on this data:

- Overall, 38.4% of our English Learners (83 students) have progressed at least one ELPI level or maintained a ELPI Level 4.
- Fifty-nine students (27% of ELs) decreased one ELPI Level.
- Seventy-four students (34% of ELs) maintained an ELPI Level of 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data

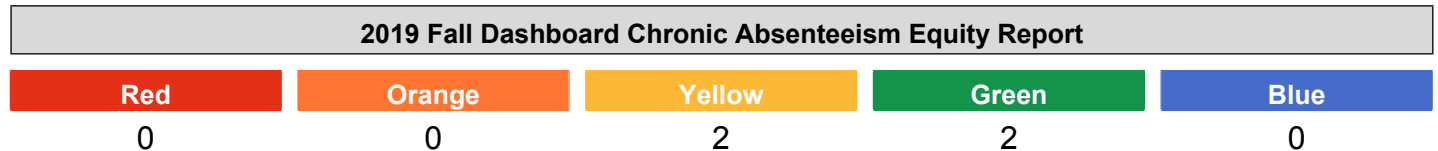
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Yellow 10.1 Declined Significantly -3.7 593	English Learners  Green 5.2 Declined Significantly -4.5 330	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 9.1 Increased +1.9 11	Socioeconomically Disadvantaged  Yellow 10.1 Declined Significantly -4.2 554	Students with Disabilities  Yellow 13.7 Declined -1.4 117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 16.7 12	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Green 9.7 Declined Significantly -3.6 544	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color 9.5 Declined -7.9 21

Conclusions based on this data:

1. Our students with disabilities has the highest percentage of students with Chronic Absenteeism at 13.7%, down from 15.1% the previous year.
2. Overall, 10.1% of our student population falls into the Chronically Absent category, which is a 3.8% decrease from the year prior.
3. Homeless students were the only group to increase in their chronic absenteeism rate from 7.2% to 9.1%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not applicable

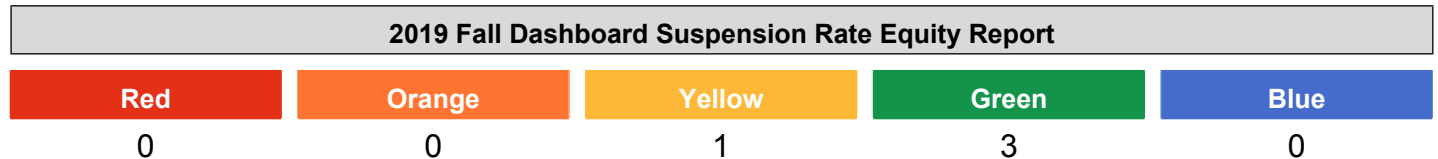
School and Student Performance Data

Conditions & Climate Suspension Rate







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



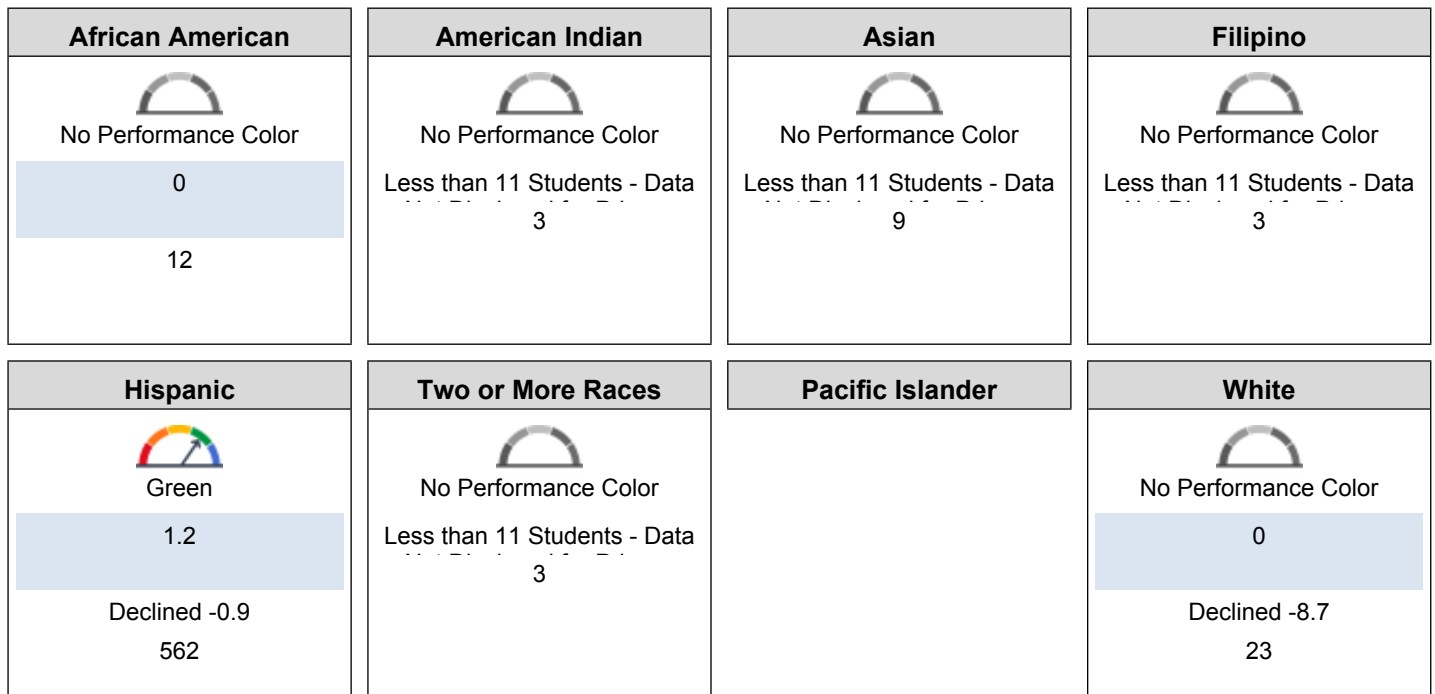
This section provides number of student groups in each color.



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  Green 1.1 Declined Significantly -1.3 615	English Learners  Yellow 0.9 Increased +0.3 339	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color 0 Maintained 0 11	Socioeconomically Disadvantaged  Green 1.2 Declined Significantly -1.2 570	Students with Disabilities  Green 2.5 Declined -3 118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.1

Conclusions based on this data:

1. Foothill's suspension rate decreased by 1.3% from 2.4% to 1.1%.
2. 1.1% of our student population (seven students) were suspended at least once throughout the school year.
3. Students with Disabilities represent the student group with the most significant decrease in school suspensions (3%) which came down to 2.5% from 5.5% the year prior.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

School goals to improve conditions of learning are to improve student achievement in the areas of ELA, math, and ELD. Specifically, we are seeking to improve student literacy skills, improve conceptual understanding in math, and advance English learners' development in the areas of reading, writing, listening and speaking.

Identified Need(s)

In addressing Foothill's goal of Conditions of Learning, the following needs have been determined:

In the area of English Language Arts, it has been determined that areas in need of support include: an increase in reading time in classrooms, an increase in the amount of reading books inside each classroom, professional development in reading instruction, alignment of instructional practices across and within grade levels, systematic interventions to meet the diverse needs of all students, foundational skills instruction, small group instruction, conferring with students, goal setting with students, school-wide systems for analyzing data, and the development of common grade level assessments.

In the area of mathematics, the areas needing support are as follows: professional development in math instruction (particularly in the areas of conceptual understanding, number sense and Standards for Mathematical Practice), procurement and systemic use of manipulatives, alignment of instructional practices across and within grade levels, opportunities for students to solve problems independently, systematic interventions to meet the diverse needs of all students, school-wide systems for analyzing data, and the development of common grade level assessments.

Regarding English Language Development (ELD) instruction, there is need for the following: alignment of instructional practices across and within grade levels, professional development in Designated and Integrated ELD, interventions for newcomers to the country and students new to the English language, and development of a school-wide system for analyzing data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Data used to form this goal is the percentage of students scoring in Tier I of our iReady diagnostic assessment.</p> <p>In the 2019-2020 and 2020-2021 school years, we did not have End of Year data to analyze due to school closure.</p>	<p>iReady data was used to form baseline goals for the 2020-2021 school years.</p> <p>As measured by the i-Ready diagnostic assessment:</p> <ul style="list-style-type: none">All grades, 1-5, will increase the percentage of	<ul style="list-style-type: none">By June 2021 All grades, K-5, will decrease the percentage of students placing in Tier II or Tier III by 5% from BOY to EOY.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Additional data previously used to form this goal were results from English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) from the past two years.</p> <p>In the 2019-2020 school year, we did not have this data to analyze due to school closure.</p>	<p>students placing in Tier I by 5% from BOY to EOY.</p> <ul style="list-style-type: none"> • K-Maintain • All grades, K-5, will decrease the percentage of students placing in Tier II or Tier III by 5% from BOY to EOY. <p>BOY Tier I: K:79% 1st:26% 2nd:13% 3rd:25% 4th:6% 5th:14%</p> <p>MOY Tier I: K:75% 1st:26% 2nd:21% 3rd:23% 4th:17% 5th:14%</p> <p>CAASPP Results</p> <p>3rd-5th grade student achievement on the 2018-2019 ELA CAASPP shows that 34% of students scored in the "Standard Met" or "Standard Exceeded" levels, and 66% of students scored at the "Standard Nearly Met" and "Standard Not Met" levels. The data shows a 1% increase in the overall percentage of students meeting or exceeding standards when comparing 2018 data to 2019.</p> <p>We will use the same baseline data as a starting point</p>	<ul style="list-style-type: none"> • By June 2022, we will increase the percent of students at the "Standard met" and "Standard Exceeded" levels to 37% as measured by CAASPP data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	because in the 2020-2021 school year we did not have this data to analyze due to school closure.	
<p>Data used to form this goal was the California Assessment of Student Performance and Progress (CAASPP) in math results for grades 3rd-5th from the previous three years (2016-2017, 2017-2018, 2018-2019).</p> <p>In the 2019-2020 and 2020-2021 school years, we did not have this data to analyze due to school closure.</p>	<p>3rd-5th grade student achievement on the 2018-2019 Math CAASPP shows that 26% of students scored at the "Standard Met" and "Standard Exceeded" levels and 74% of students scored at the "Standard Nearly Met" and "Standard Not Met" levels. The data shows a 3% decrease in the percentage of students meeting or exceeding standard when comparing 2018 data to 2019.</p> <p>We will use the same baseline data as a starting point because in the 2020-2021 school year we did not have this data to analyze due to school closure.</p>	<ul style="list-style-type: none"> By June 2022, at least 30% of student will score within the "Standards Met and Standards Exceeded" bands as measured by CAASPP data. By June 2022, we will decrease the percentage of students at the "Standards Not Met" level to less than 44% as measured by CAASPP data.
<p>Data used to form this goal were the reading, writing, and overall summative scores from the English Language Proficiency Assessment for California (ELPAC) in grades TK-5th from the previous three years (2017-2018, 2018-2019).</p> <p>In the 2020-2021 school year, we did not have this data to analyze due to school closure.</p>	<p>TK-5th grade student achievement on the 2018-2019 summative ELPAC shows that 11% of students received an overall score of 4 ("Well Developed"), 38% of students received a score of 3 ("Moderately Developed"), 34% of students received a score of 2 ("Somewhat Developed"), and 17% of students received a score of 1 ("Beginning Stage").</p> <p>Overall ELPAC data comparison from 2017-2018 to 2018-2019 shows: 21% decrease in students at Level 4 (38% to 11%) 6% increase in students at Level 3 (32% to 38%)</p>	<ul style="list-style-type: none"> By June 2022, at least 10% of students will score within the "Well-Developed" level in reading as measured by ELPAC data. By June 2022, at least 22% of students will score within the "Well-Developed" level in writing as measured by ELPAC data. By June 2022, we will decrease the percentage of students at the "Beginning and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>16% increase in students at Level 2 (18% to 34%) 5% increase in students at Level 1 (12% to 17%)</p> <p>Data for the Reading Domain: 22% decrease in students at the "Well Developed" level (29% to 7%) 14% increase in students at the "Somewhat/Moderately Developed" level (48% to 62%) 6% increase in students at the "Beginning Stage" (24% to 31%)</p> <p>Data in Writing Domain: 20% decrease in students the "Well Developed" level (39% to 19%) 12% increase in students at the "Somewhat/Moderately Developed" level (48% to 60%) 7% increase in students at the "Beginning Stage" (14% to 21%)</p> <p>We will use the same baseline data as a starting point because in the 2019-2020 and 2020-2021 school years we did not have this data to analyze due to school closure.</p>	<p>Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELA/Math/ELD

Instructional coach and administration will provide supports to teachers with the implementation of the reading workshop model for reading, the ELA/ELD frameworks, foundational skills instruction,

Cognitively Guided Instruction (CGI), SVMl assessments, and the California Common Core State Standards (CCCSS). Support will be provided to teachers through: demonstration lessons, walk-through observations and feedback, assistance with cognitively planning, and providing targeted professional 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)

143075.

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Salary step and column and benefits

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

ELA/Math/ELD

Staff will acknowledge achievement in ELA, math, and ELD during student recognition ceremonies. Students will be provided rewards, medals, trophies, certificates, and awards for their 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)

650

Source(s)

LCFF-LI
4000-4999: Books And Supplies
Medals, trophies, certificates, rewards, and awards

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

ELA/Math/ELD

Supplemental instructional materials, resources, technology, and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of literacy and foundational skills to increase student achievement.

Supplemental instructional materials, resources, technology, and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of conceptual understanding and application of math concepts to increase student achievement.

Supplemental instructional materials, resources, technology, and supplies will be used to support first, best instruction, differentiation, intervention, and enrichment in ELD to improve student achievement the areas of reading, writing, speaking, and listening.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4559.48	LCFF-LI 4000-4999: Books And Supplies
9323.73	Title I 4000-4999: Books And Supplies YTD
3850.00	LCFF-EL 4000-4999: Books And Supplies YTD

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

Copy machine and maintenance will be used to support teachers in supplemental professional learning, collaboration, and instruction. Copies will be used for supplemental instructional support, articulation meetings, collaboration meetings, professional learning, and parent workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8594	Title I 5000-5999: Services And Other Operating Expenditures

Per current documented costs

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 organize science fair, history day/fair, spelling bee, Read Across America and other academic events and activities to support student learning. Students will be recognized for their outstanding achievement in these areas (supplies, materials, contracts, and student recognitions).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

375

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

5th Grade Students

Strategy/Activity

Staff will arrange for 5th grade students to attend science camp to support learning in ELA/math/science (transportation, subs).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Transportation

560

LCFF-LI
1000-1999: Certificated Personnel Salaries
Subs costs 1 x 4 days

121.52

LCFF-LI
3000-3999: Employee Benefits
Subs costs 1 x 4 days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Staff will provide after school tutoring in the area of ELD to newcomer EL students, at-risk EL students (e.g. long term English learners aka LTELs) as identified by ELPAC and local ELD assessment data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3530.88

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
Beginning EL tutoring 3 teachers/classes x 6 weeks

1400.61

LCFF-EL
3000-3999: Employee Benefits
Beginning EL tutoring

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

Staff will provide students with real-world learning opportunities by organizing in person or virtual study trips to locations or providing instructional presentations by professionals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

LCFF-LI
5000-5999: Services And Other Operating
Expenditures
Transportation and registration/admission costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner facilitator will support our EL program by monitoring EL student progress, Foothill's EL program, facilitating ELAC meetings, and reclassification for eligible 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)
2924.00	LCFF-EL 1000-1999: Certificated Personnel Salaries
634.51	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parents, bilingual assistants, and/or other support staff will attend regional CABA conference to learn strategies and increase the capacity and achievement of EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
650	LCFF-EL 5000-5999: Services And Other Operating Expenditures Registration and reimbursement costs

Strategy/Activity 11

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 recognize students achieving reclassification by providing banners documenting their achievement. Parents will be invited to celebrate this achievement at a celebration ceremony for the reclassified child.

Proposed Expenditures for this Strategy/Activity

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

LCFF-EL
5000-5999: Services And Other Operating Expenditures
Banners, awards, decorations, refreshments

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2024

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries
Hours for consulting teachers and subs for SST days

400

LCFF-LI
3000-3999: Employee Benefits
Hours for consulting teachers and subs for SST days

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Literacy Teacher will provide support to at-risk students with the remediation of targeted foundational and literacy skills, four times per week for 20-30 minutes, for students in 1st-5th 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)

141179

Source(s)

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers, administration, and certificated site support staff will participate in targeted professional learning opportunities. This may include planning interventions for learning loss during the COVID 19 school closures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9790.77

Source(s)

Title I

Strategy/Activity 15

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: 2020-21

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

ANALYSIS

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

Due to COVID 19 closures not all strategies/activities were implemented fully. Materials were purchased to begin implementation.

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

Will be reviewed during the 2021-2022 school year.

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

Goals have changed for 2021-2022 to allow for the addition of the Elementary Literacy teacher. All out of classroom supports will be working together to support with implementation of differentiated instruction across settings and across the 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.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

School goals to improve pupil outcomes are to increase student information and access to institutions of higher learning and to prepare students with the skills necessary to make it to, and be successful in, a college or university.

Identified Need(s)

Foothill's identified needs to support Pupil Outcomes include increasing implementation of AVID strategies used in all TK-5th grade classrooms and increasing the quantity of AVID trained teachers. Additionally, we will work to expose students and their parents to college and career options as well as to provide information pertaining to various colleges and universities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quantity of teachers trained in AVID strategies.	As of the end of the 2020-2021 school year, 10 certificated staff members were AVID trained.	By June 2021, all 2nd-5th grade teachers will be AVID PATH trained.
Percentage of students visiting college campuses.	As of the end of the 2020-2021 school year, 50% of students visited college campuses.	By June 2021, 100% of classes will participate in in-person or virtual college field trips.

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

Staff will organize events, such as College & Career Day and Vehicle Career Day to increase awareness of post-graduate opportunities, college entrance requirements, college-readiness, and career opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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 and support staff will be trained in using AVID strategies to improve student learning, organization, and support students in becoming college and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will have a lead AVID teacher to lead and support staff in implementation of AVID strategies and schoolwide AVID 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)

735

Title I
1000-1999: Certificated Personnel Salaries
Extra hours-10 and sub

159.5

Title I
3000-3999: Employee Benefits
Extra hours-10 and sub

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

Staff will publicly display college symbolism and information throughout campus such as flags, bulletin board displays, slogans, signs, and songs.

Proposed Expenditures for this Strategy/Activity

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

Staff will focus on college readiness and the importance of higher education during daily lessons, morning announcements, and student recognition ceremonies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will organize in-person or virtual college campus study trips for students and parents to provide exposure and information on higher learning institutions.

Proposed Expenditures for this Strategy/Activity

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

AVID

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

Site counselor and local high school counselors will provide lessons for students on higher learning opportunities, financial aid, college entrance requirements, college-readiness, and career opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

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 courses will be provided to parents to model importance and benefits of life-long 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)

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

Staff will provide students with organizational materials (e.g. agendas, planners, binders, school supplies storage, pencil pouches, etc...) to support students in becoming college and career ready.

Proposed Expenditures for this Strategy/Activity

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

AVID

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

AVID lead presented an AVID strategy during each staff meeting to support teachers in promoting a college going culture.

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 the COVID 19 school closures, all activities had to be conducted virtually.

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.

Will be reviewed in 2021-2022 school year to determine if activities may be done virtually or in person.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

School goals to improve engagement are to: improve student' attendance, decrease negative student behavior, and to improve students', parents', and staff's feeling about school climate and connectedness.

Identified Need(s)

Foothill's areas of identified needs for engagement fall within three categories: attendance, suspensions, and school climate. In regards to attendance, we need to increase Foothill's attendance rate and decrease our chronic absenteeism rate. For suspensions, we need to decrease the suspension rate. Needs pertaining to school climate include: improving students' feelings of safety and positive school climate, improving parents' feelings of connectedness to our school, and improving staff's opinion of the school environment. These goals stayed the same due to the lack of data due to COVID 19 school closures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used as a metric of this goal is the schools attendance rate and chronic absenteeism rate (defined as students absent 10% or more of their enrolled days).	<p>Analysis of the data indicates that Foothill's attendance rate decreased by 0.17%, from 95.48% to 95.31%, when comparing the 2018-2019 school year with the 2019-2020 school year.</p> <p>Analysis of the data indicates that Foothill chronic absenteeism rate increased by 4.4%, from 10.1% to 15.5% when comparing the 2018-2019 school year with the 2019-2020 school year.</p> <p>Both metrics are reflective from the first day of school to March 13, 2020, the last day we took attendance due to COVID-19 school closure.</p>	<p>By June 2021, overall attendance rate will increase to at least 95.97%.</p> <p>By June 2021, chronic absenteeism rate is expected to decrease by 3% from 15.5% to 12.5% when comparing the 2019-2020 and 2020-2021 school years.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used as a metric of this goal is the suspension rate.	<p>Analysis of the data indicates that Foothill suspension rate remained the same, at 1.2%, between the 2018-2019 school year with the 2019-2020 school year.</p> <p>This metric is reflective from the first day of school to March 13, 2020, the last day school was in session due to the COVID-19 school closure.</p>	By June 2021, Foothill's suspension rate will be less than 0.7%.
Data used as a metric of this goal is are the results of the 2020 California Healthy Kids Survey (CHKS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	By June 2021, at least 90% of 5th grade students will report feeling safe at school as reported by the California Healthy Kids Survey.
Data used as a metric of this goal are the results of the 2020 California School Parent Survey (CSPS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	<p>By June 2021, we will increase the number of parents participating in the California School Parent Survey from seven respondents, to no less than 21.</p> <p>By June 2021, we will increase the percentage of parents feeling encouraged to be an active partner with the school in educating their child 71% to 80% as evidenced by the California School Parent Survey.</p>
Data used as a metric of this goal are the results of the 2020 California School Staff Survey (CSSS).	No data to analyze for the 2019-2020 school year due to COVID-19 school closure.	<p>By June 2021, we will increase the number of staff participating in the California School Staff Survey to no less than 20.</p> <p>By June 2021, we will increase the percentage of staff rating the school environment to be a supportive and inviting place from 70% to 85% as evidenced by the California School Staff Survey.</p>

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

Staff will provide refreshments and childcare at parent meetings and workshops (e.g. SSC, ELAC, ATP, Family Nights, Principal's Coffee, Parent University).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
SSC, ATP, Family Nights, Principal's Coffee,
Parent University Refreshments \$200 per event

0

LCFF-EL
4000-4999: Books And Supplies
ELAC Refreshments

1000

Title I
2000-2999: Classified Personnel Salaries
Childcare

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Interpreting and translation services will be provided to non-English speaking parents to support them in effectively understanding and participating in school meetings, events, workshops, and conferences. (Open house, BTSN, parent/teacher conferences, family nights)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2600

LCFF-EL
2000-2999: Classified Personnel Salaries

	Extra hours-parent translation (conferences, BTSN, Open House, family nights)
910	LCFF-EL 3000-3999: Employee Benefits Extra hours-parent translation (conferences, BTSN, Open House, family nights) 120 hours total

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

Staff and students will participate in Red Ribbon Week activities to promote alcohol, tobacco, and other drug and violence prevention awareness. Students will be provided rewards and incentives for participating.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental resources, materials, awards, and incentives will be used by staff to promote and reinforce the importance of regular school attendance with students and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies

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

Counselor, administrators, and/or other staff will attend conferences to learn strategies and increase capacity to support, develop, and implement site plan for character development and better meet the social, developmental, and emotional 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)

200

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Registration and reimbursement costs

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

Administration will regularly meet with groups of classified staff (campus supervisors, office staff, custodians, and after school program facilitator), to ensure a safe and drug-free school environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

LCFF-LI
2000-2999: Classified Personnel Salaries
Campus supervisor extra hours (4 staff x 10 months x 1 hour/meeting = 40 hours)

200

LCFF-LI
3000-3999: Employee Benefits
Campus supervisor extra hours (4 staff x 10 months x 1 hour/meeting = 40 hours)

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

Student supervision staff will communicate with office staff and administration via handheld radios to ensure a safe, drug-free environment.

Proposed Expenditures for this Strategy/Activity

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

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

Staff will provide families with information through bulletins, newsletters, email, text, ClassDojo, and other messaging applications on how to support and improve student learning, behavior, and emotional health at home.

Proposed Expenditures for this Strategy/Activity

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

Title I
4000-4999: Books And Supplies

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

Staff will communicate academic and behavior expectations with parents at school events (BTSN, Open House, Title 1 meeting, parent conferences) and through communication applications (ClassDojo, Blackboard, Peachjar)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School counselor will provide classroom lessons to all students on positive character traits and anti-bullying to help students build positive character and to teach students how to respond in bullying situations. School counselor will provide individual, small group, and classroom counseling sessions to support teachers, parents, and students in a variety of areas such as character development, self-esteem, social skills, anger management, conflict resolution, attendance, and other topics as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Disaster preparedness information will be communicated with staff and students. Safety drills, such as fire drills, earthquake drills, and lock-down drills, will occur on a monthly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will organize Anti-Bullying Week activities to raise awareness and educate students and parents on how to address bullying.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily and monthly attendance reports will be provided to staff and students to increase awareness, accountability, promote goal setting, and monitor progress. Attendance and discipline data will be shared and reviewed with parents groups. Bimonthly contact with parents of students that are chronically or severely chronically absent.

Proposed Expenditures for this Strategy/Activity

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will work in partnership with community organizations to provide students with counseling and mental health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide school apparel to staff members to make them easily identifiable and create a safe environment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	LCFF-LI 4000-4999: Books And Supplies
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Annual Review

SPSA Year Reviewed: 2020-21

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.

Will be reviewed in 2021-2022 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.

Will be reviewed in 2021-2022 school year.

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

Will be reviewed in 2021-2022 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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$352,247.00

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	\$315,857.00

Subtotal of additional federal funds included for this school: \$315,857.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$17,500.00
LCFF-LI	\$12,390.00

Subtotal of state or local funds included for this school: \$36,390.00

Total of federal, state, and/or local funds for this school: \$352,247.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	17500	0.00
LCFF-LI	12390	0.00
Title I	315857	0.00
AVID	5000	0.00
Attendance	1500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	17,500.00
LCFF-LI	12,390.00
Title I	315,857.00

Expenditures by Budget Reference

Budget Reference	Amount
	144,179.00
1000-1999: Certificated Personnel Salaries	152,848.88
2000-2999: Classified Personnel Salaries	4,200.00
3000-3999: Employee Benefits	3,826.14
4000-4999: Books And Supplies	24,558.21
5000-5999: Services And Other Operating Expenditures	12,844.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Attendance	1,500.00
	AVID	3,000.00
4000-4999: Books And Supplies	AVID	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	6,454.88
2000-2999: Classified Personnel Salaries	LCFF-EL	2,600.00
3000-3999: Employee Benefits	LCFF-EL	2,945.12
4000-4999: Books And Supplies	LCFF-EL	3,850.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,650.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	2,584.00
2000-2999: Classified Personnel Salaries	LCFF-LI	600.00
3000-3999: Employee Benefits	LCFF-LI	721.52
4000-4999: Books And Supplies	LCFF-LI	5,884.48
5000-5999: Services And Other Operating Expenditures	LCFF-LI	2,600.00
	Title I	9,790.77
	Title I	141,179.00
1000-1999: Certificated Personnel Salaries	Title I	143,810.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	159.50
4000-4999: Books And Supplies	Title I	11,323.73
5000-5999: Services And Other Operating Expenditures	Title I	8,594.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	337,042.50
Goal 2	5,894.50
Goal 3	9,310.00

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:

- Marisela Recendez School Principal
- Mariana Williamson, Jessica Quon, Julie Trujillo Classroom Teachers
- Christina Moreno Other School Staff
- Melissa Astudillo, Marie Roman, Ana Madero,Martha Palomares, Briana Zepeda Parent or Community Members
- Secondary Students

Name of Members	Role
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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 May 6, 2021.

Attested:




Principal, Marisela Recendez on 5-6-21

SSC Chairperson, Melissa Astudillo on 5-6-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Granada Elementary School	33-66977-6031546	May 13, 2021	June 17, 2021

Purpose and Description

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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 school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departamental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

In collaboration to meet our objectives and goals, the La Granada MTSS team developed a compelling message and theory of action as listed below:

If we are going to improve our students' lives and school climate, we have to have vulnerable conversations that reflect our obligation to the whole child.

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;
- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students' lives and school climate.

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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).

Due to the spread of COVID-19 state directives, school closures began on March 16, 2020 until the remainder of the 2019-2020 school year. La Granada provided distance learning instructional support. In addition to the 2018-2019 surveys below, teachers took a survey on the instructional support they were providing their students during the time frame in which schools were closed per state mandate.

Staff:

According to the PBIS Implementation survey, there were 23 participants that participated. When asked "How often do they teach PBIS lessons?" these were their responses:

30.4% Once a week on Mondays and address it throughout the week as needed

30.4% 2-3 times a week

34.8% Everyday at morning meeting or in an outside setting

4.3% daily & throughout the day as needed

The next question was, "How successful do you feel PBIS has been this year?" and responses were as followed:

21.7% Very successful

78.3% Somewhat successful

0% Not successful

When asked "Where are the most common behaviors occurring?" teachers responded with:

4.3% In the classroom

39.1% In the cafeteria

34.8% In the playground

13% During P.E.

4.3% In the Library

4.3% in the hallways, quad areas - students generally ignore reminders and/or instruction from other adults

The last question was "How could La Granada improve in implementing PBIS?" and staff gave the following recommendations:

- Encourage more teacher buy-in, maybe through a positive reinforcement system. More PD for the whole staff. Large Matrix posters!!
- Post the matrix around campus.
- I think it will take more time, and we have to continue to be consistent.
- Consistency and organized planning of student expectations & consequences.
- Develop more consistency among all staff in implementing the guidelines.
- Have the company train all staff. You never really get the full training when it comes from a second person.
- Seek ways to help students connect their current performance and possible future career goals
- Having videos of examples for each skill. I think it would be more interesting and fun for the kids to see videos.

- consequences that make an impact

***Based on staff responses, the implementation on morning meeting lessons that align with PBIS strategies and Boys Town philosophy has the potential to be more successful with more professional development. The areas in which majority of behaviors occur are the playground and the cafeteria. Some recommendations that can improve the behaviors displayed by students are consistent professional development in alternate settings other than the classroom, [posting clear expectations, and more engaging rewards and incentives.

According to the distance learning instructional support survey, there were 26 certificated staff members that responded. The results were as follows:

- TK-2nd grade teachers were providing distance learning via paper packets, Zoom meetings (only a few teachers), Google Classroom (kinder and second grade have created one classroom for the whole grade level), and classroom DOJO.
- 3rd-5th grade classrooms are all doing Google classroom with the exception of one. In addition, paper packets are being created per parent request or for students that do not have electronic devices at home. The majority of teachers in 3rd-5th grade are providing lessons on Zoom and Google Meet.
- Elementary Literacy Teacher has also created a Google classroom to provide reading literacy intervention and paper packets for families to take home.
- Special education is conducting IEPs via Zoom and teachers communicate via Dojo, email, and also provide personalized paper packets for students to address their IEP goals.

Parents:

Based on a verbal questionnaire and in the minutes, ELAC and SSC parents have provided feedback to continue after school tutoring for English Learners for the 2020-2021 school year. As stated in the January 2020 minutes from ELAC and SSC, parents recommended professional development for teachers in math due to the declining scores in the California Dashboard.

2018-2019 Surveys:

Students:

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

According to the California Healthy Kids Survey (CHKS) that 32% of 5th grade students took in the 2018-2019 school year, more girls feel more engaged at school but more boys feel there are more school supports. Less girls feel the facilities are kept clean. More girls scored higher on School Safety. Girls responded higher to name calling, rumors being spread, or being hit or pushed.

Parents:

According to the California Healthy Kids Survey (CHKS) that 30 parents took in the 2018-2019 school year, 90% of them were Hispanic/Latino. There was 33% that were kindergarten parents and 2nd-5th grade parents were in the range of 13-17%. The two lowest indicators were Parental Involvement at School with 40% of parents answering that they were involved and School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs with 63% of parents agreeing. The

two highest indicators were School Motivates Students to Learn 97% of parents agreeing and Parents feel welcome to participate at this school with 97% of parents agreeing.

ELAC minutes state that the committee has recommended to expand EL after school tutoring to 2nd graders too. La Granada has offered after school EL tutoring to 3rd-5th grade students. Students were selected based on their EL level. LTELs with an ELPAC overall score of 2 or 3 were considered. Then each student on the list that was considered had to score a 2 or 3 in the reading and writing domains to be invited to tutoring. These criteria were set to support the language acquisition in the areas of reading and writing to support reclassification of ELs.

SSC minutes demonstrate that parents also show interest in renewing technology. The committee approved the purchase of 50 Chromebooks for students to replace and expand the devices for students and 12 iPads for after school EL tutoring. In addition, the members also recommended use of Language Power as the after school EL tutoring curriculum.

Staff:

In January 2019, the staff took a survey on math instruction. There was a total of 22 classroom teachers that responded varying from TK-5th grade. Trends in responses were that there wasn't a set curriculum, lack of pacing guide, lack of resources, and lack of assessments. About 90% of teachers who responded said they taught Number Strings in their classrooms at least twice a week. Almost 50% of teachers stated they didn't teach Number Talks.

According to the California Healthy Kids Survey (CHKS) that 17 staff members took in the 2018-2019 school year, 53% have been employed for six or more years. The two lowest indicators were Promotes Staff Trust and Collegiality with 57% of staff that agreed and Supportive and Inviting Place to Work with 63% of parents agreeing. The two highest indicators were School Uses Objective Data in Decision Making with 100% of staff members agreeing and School Provides Adequate Access to Technology with 100% of staff agreeing.

2020-2021 Surveys:

Students:

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) School Engagement and Supports; (2) School Safety; (3) School Disciplinary Environment; (4) Substance Use; (5) Routines; (6) Learning from Home; (7) Peer Relationships; and (8) Social and Emotional Health.

According to the California Healthy Kids Survey (CHKS) that 53% of 5th grade students took in the 2020-2021 school year,

The highest scoring areas were: Rule Clarity with 95% average, Sleep Duration with 94% average, and Facilities Upkeep with 86% average.

The lowest scoring areas were: Frequent Sadness 2%, Alcohol or Drug Use 5%, and Cyberbullying 6%.

Staff:

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2020-21 administration of the California School Staff Survey (CSSS) to provide data to assist schools in: (1) School Supports for Students; (2) School Supports for Staff; (3) School Safety; (4) Fairness, Rule Clarity, and Respect for Diversity; (5) Student Behavior; (6)

Substance Use and Mental Health; (7) Substance Use and Mental Health; (8) Perceived School Safety in Response to COVID-19; (9) Perceived School Safety in Response to COVID-19; (10) Student Learning During COVID-19; (11) Academic Motivation and Supports for Learning; and (12) Areas of Professional Development Needs.

According to the California School Staff Survey (CSSS) that 26 staff members took in the 2020-2021 school year,

The highest scoring areas were: Supporting students exposed to trauma with 76% average, COVID-related safety measures to keep staff healthy with 63% average, and 5 areas (Caring adult relationships, High expectations-adults in school, Student learning environment, Provides adequate counseling and support services, and COVID-related safety measures to keep students healthy) with 58% average.

The lowest scoring areas were: Students are coping well with remote learning 6%, Harassment/bullying moderate/severe problem 12%, and Student readiness to learn and Teachers provide effective instruction 18%.

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 La Granada leadership team piloted a digital coaching tool named DigiCoach in 2018-2019. This tool allows administration to collect data during classroom visits. DigiCoach guides you through 5 key focus areas. Every DigiCoach look-for is objective, observable, and coachable. Data was gathered to look for areas needing additional PD.

The La Granada Leadership developed a DigiCoach blended matrix use for classroom observations with the intent of gathering data for future professional development in the areas of Checking for Understanding, Conceptual reasoning, ELL Strategies, Literacy Across Content Areas, and Collaboration and Communication. A DigiCoach PBIS matrix is used in the beginning of the year to ensure that behavior expectations are enforced in each classroom and setting.

From August 2019 until October of 2019, the first DigiCoach matrix used was the PBIS matrix. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Behavior Instruction: Curriculum- This subarea states: "Teacher models, instructs and reviews behaviors using the classroom matrix." According to the data, 56% of the teachers were modeling this descriptor.
- Academic Instruction: Clear objectives- This subarea states: "Teacher delivers clear learning objectives that match the lesson." According to the data, 74% of the teachers were modeling this descriptor.
- Academic Instruction: Differentiation- This subarea states: "Teacher instruction is multimodal, uses flexible grouping, or includes differentiation to address various needs." According to the data, 77% of the teachers were modeling this descriptor.

*All three areas were discussed at leadership and leadership took it back to the their grade levels. The instructional coach provided support for the three new teachers to La Granada in these subareas.

From October 2019 until November of 2019, the DigiCoach matrix used was the La Granada Edition matrix developed by the leadership team. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Conceptual Reasoning: Modeling and Data Analysis- This subarea states: "Students analyze complex, real-world scenarios while constructing mathematical/scientific models to interpret and solve problems." According to the data, 60% of the teachers were modeling this descriptor.
- ELL Strategies: Student Talk- This subarea states: "Students have multiple opportunities to practice oral language skills to demonstrate the sophistication of their thinking. Students talk 75% of the time to process their learning." According to the data, 75% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Complex Text- This subarea states: "Students have sustained exposure to complex text with minimal scaffolding. Students support and defend written and oral claims with text, data and evidence." According to the data, 77% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Higher Order Thinking Levels- This subarea states: "Students use various Higher Order Thinking Level systems to promote inquiry and critical thinking." According to the data, 47% of the teachers were modeling this descriptor.

*All three areas were discussed at leadership and leadership took it back to the their grade levels. Examples were provided by each grade level as to how to improve each area in which teachers needed support. Professional development was planned for Higher Order Thinking Levels; however, the instructional coach moved to a different school site. Professional development was paused until there was a replacement that could provide it.

From November 2019 until February of 2020, the DigiCoach matrix used was the La Granada Edition matrix developed by the leadership team. The areas in which staff needed additional support were Behavior Instruction and Academic Instruction.

- Conceptual Reasoning: Modeling and Data Analysis- This subarea states: "Students analyze complex, real-world scenarios while constructing mathematical/scientific models to interpret and solve problems." According to the data, 67% of the teachers were modeling this descriptor.
- ELL Strategies: Student Talk- This subarea states: "Students have multiple opportunities to practice oral language skills to demonstrate the sophistication of their thinking. Students talk 75% of the time to process their learning." According to the data, 73% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Complex Text- This subarea states: "Students have sustained exposure to complex text with minimal scaffolding. Students support and defend written and oral claims with text, data and evidence." According to the data, 75% of the teachers were modeling this descriptor.
- Literacy Across Content Areas: Higher Order Thinking Levels- This subarea states: "Students use various Higher Order Thinking Level systems to promote inquiry and critical thinking." According to the data, 60% of the teachers were modeling this descriptor.

*All three areas were from the previous coaching cycle remained with in the same percentages with the exception of Higher Order Thinking Levels which increased by 13%. Future professional development is needed in these areas to support teachers.

In collaboration to meet our objectives and goals, the La Granada MTSS team developed a compelling message and theory of action as listed below:

If we are going to improve our students' lives and school climate, we have to have vulnerable conversations that reflect our obligation to the whole child.

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;

- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students' lives and school climate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

At La Granada, analysis of data, analyzing student work, and progress monitoring addresses key standards. Each week, grade levels meet to analyze student data (benchmarks, common formative assessments, performance tasks) and to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need.

- iReady (ELA)
- iReady (Math)
- CAASPP (ELA and Math)
- ELPAC (EL)
- Common Assessments (ELA and Math)
- Wonders (writing)
- ACHIEVE 3000 (Reading)

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

Our grade levels meet at least twice a month to analyze student data (benchmarks, common formative assessments, performance tasks, writing prompts) to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need. Our instructional focus remains on the AVID essentials using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at La Granada, certificated and classified, meet the state and federal requirements.

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

All teachers are fully credential correctly assigned. School administration will continue to collaboratively provide professional development to create and monitor a comprehensive and equitable framework, will includes all stakeholders to make data driven decisions address all students' needs (academic, behavioral, and social emotional) through differentiated instruction and learning through the lens of AVID, MTSS, and PBIS.

For the 2020-2021 our school will continue to be trained on AVID and will expand the PBIS training to Tiers 1 and 2 to reinforce our MTSS framework.

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

All staff development is based on the CCSS and student and staff needs. This year staff development is focused on the Common Core State Standards in all grades and the understanding and delivery of first instruction using the district adopted curriculum in ELA and D-ELD. Each staff development is then proceeded by grade level professional development the following week to address the team's specific needs on the topic presented to the staff.

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

One instructional coach provides on-going assistance in Language Arts, Writing, Math, ELD, and classroom management. One Elementary Literacy Teacher will support targeted students in foundational skills instruction, both directly with students, and as a support with teachers' instruction.

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

Collaboration around data occurs at minimum twice a month during early release days. Grade level release days are planned throughout the school year to provide grade levels collaboration time. In addition, grade level blocks are also planned monthly to provide collaboration time.

Teaching and Learning

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

All curricular materials and resources are state adopted and aligned to state standards. Teachers are using materials aligned to CCSS and state adopted materials to implement the CCSS.

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

All teachers turn in and post classroom schedules with appropriate instructional minutes in Language Arts, Mathematics and D-ELD.

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

Grade levels follow teacher created pacing guides in both ELA and Math. An intervention block is scheduled for at least 30 minutes at least three times a week. All grade levels have a Designated-ELD time which 30 minutes daily to support English Learners. The following times are designated for ELA and Math per grade spans to meet the required instructional minutes.

ELA

TK/K - 30 minutes

1st-3rd - 120 minutes

4th-5th- 150 minutes

Math

TK/K - 30 minutes

1st-5th - 60 minutes

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

La Granada is 100% Williams Textbook compliant. All students have access to core materials.

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

La Granada follows the ELA/ELD Framework and CCSS as adopted by the CA SBE in ELA, Mathematics, Science, and social studies. These standards direct district and school goals, objectives, and expected learning outcomes towards mastery. In accordance with the directive by district administration, CCSS are the focus of instruction with core adopted materials used as the vehicle to reach mastery. La Granada students are given complete access to grade specific standards based appropriately aligned to district adopted materials including all textbooks. Each student is provided with their own textbook for the core content subjects. Teachers use district adopted or approved supplemental resources to assist student mastery towards the standards. Teachers have access to foundational skills, instructional, and student materials. Writing instruction is aligned to CCSS. As a result of William's lawsuit compliance, and through curriculum inventoried surveys, it has been established that all staff have teacher's additions, materials to differentiate instruction, and other resources that are needed to fully implement ELA, math, social studies, and science programs.

Opportunity and Equal Educational Access

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

There are many services provided in the regular program to serve under-performing students. Within our Multi Tiered System of Supports in the Response to Instruction and Intervention Plan, under-performing students are served in Tier 1, Tier 2, and Tier 3. The in-depth descriptions in Tier 1, Tier 2 and Tier 3 (listed below) describe the services provided to under-performing students to meet their needs in the regular program.

Tier 1-Differentiating through reading levels in Foundational Skills groups or proficiency blocks.

Tier 2- In addition to tier 1, students meet with teacher in a small group for their intervention time or meet with the Elementary Literacy Teacher.

Tier 3- In addition to tier 1 and 2 supports, students receive an additional intervention block, one on one, or both.

Evidence-based educational practices to raise student achievement

La Granada believes in research-based practices to improve student achievement. Teachers are ensuring that appropriate direct instruction is balanced with student-driven research and inquiry that is a focus on the CCSS. The CCSS Framework for ELA/ELD and math help to support teachers in choosing intentional approaches to delivering CCSS lessons. La Granada believes in the professional learning communities model and provides time each week to do the good work of collaboration. La Granada uses the research-based practices of SDAIE, vocabulary development and other research-based strategies to meet the needs of English Learners. A focus at La Granada over the last six years has been differentiated instruction to meet the needs of all students. Teachers focus on data to drive their instruction using such strategies as sentence frames, language stations, diverse engagement strategies, visuals, and graphic organizers.

Using the MTSS framework, we have established a Data Review Calendar to review data (attendance, behavior, academics) in order to monitor all students' needs. A pyramid of interventions has been developed by the school's staff to assist all student sin achieving academically, socially, and emotional outcomes.

The following practices are evidence-based practices:

- AVID
- MTSS
- PBIS
- iReady

Stakeholders have agreed to the following theory of action to guide our practices:

- If we work to internalize our obligation to meet the needs of all students;
- If we work to develop a vulnerable and professional school culture;
- If we focus on reflecting and improving instruction based on data;
- Then we will improve ALL our students' lives and school climate.

Parental Engagement

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

The following resources are available from the school and district to support under-achieving students:

- Halftime After School program (site based but provided by the district)
- On-site tutoring (school)
- Elementary Literacy Teacher (site)
- Early Numeracy Teacher (site)
- District Counseling (site)
- Instructional Coach (site)

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)

La Granada values parent involvement and encourages both family and community involvement. La Granada's Parent Involvement Policy includes a three-way compact that parents, students and staff sign at the beginning of each school year. All written communication is provided in English and Spanish. Translators and childcare are provided when possible for all school events. A Principal's Coffee is held monthly as an open forum for parents to have access to school administration.

La Granada has an active PTA, ATP, ELAC, and SSC with dedicated core members who are directly involved in the development and implementation of the school program. Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of the public educational programs. Attendance is discussed at least twice a year at Principal's Coffee, ELAC and SSC to inform parents of the importance of student attendance. Meeting times have been adjusted to the morning hours as requested by parents.

Involvement in school programs is encouraged through these subsequent services:

- The school library is open to parents each Monday and Wednesday morning from 7:30 a.m.- 8:30 am. Parents are encouraged to visit the library and utilize the resources.
- The computer lab and library supplies videos and reading materials that support parent training and homework help.
- Teachers include parents in school assemblies, programs, classroom activities and elicit parent support as needed.
- The school provides newsletters every month to keep parents informed of all school events, important dates, parenting tips, explanation of programs, and educational strategies for their children.

Parent workshops/activities provided at La Granada consist of:

- Parent University (series of workshops centered around increasing student achievement and parenting skills)- This year the workshops have focused on AVID Elementary, mathematics, technology, ELPAC and A-G requirements for high school graduation.
- Kinder Camp
- How to Help Your Child (classes in literacy and math)
- Family Science Night
- Gratitude Day
- Career Day-Parent Support Component
- Family Picnic Days
- International Walk to School Day
- Friendship Dance

Parents are informed of special programs and extended learning times (LCFF, T-I, EL, etc.). Students with special needs (i.e. Special Education, EL) may require special consideration with assessments. These considerations, along with suggestions, are provided to the parent. Special Education teachers notify parents of student progress on their individualized goals and objectives with an IEP. Special Education students receive report cards every semester. IEP meetings are held with parents who are part of the IEP process and decision-makers of their child's education.

Parents are informed of their student's progress in the following ways: progress reports, report cards, student work, school reports, teacher newsletters, and homework reports. Parents are also informed of their children's various assessment data results as well as all other aspects of their child's academic progress at parent-teacher conferences. We continue to poll parents for areas of interest and/or need in the area of parent training. Parent involvement and parent communication training for staff are essential additions to be added to the staff development opportunities at La

Granada.

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology is purchased to support core programs through first best instruction and intervention.

The following services and/or personnel are provided by categorical funds:

- Site-based tutoring for kindergarten
- Site-based tutoring for LTELs, ELs, and SES
- Personnel: instructional coach, bilingual assistants
- Support material (i.e. Learning A-Z, BrainPop).
- After school tutoring (ELs)
- Supplemental instructional materials
- Universal Screeners (reading and math)

Fiscal support

Categorical funds provide access for under-performing students and at-promise students to meet standards for supplemental materials, tutoring, and other resources to address the academic standards.

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 SPSA is planned, reviewed, and feedback is provided on a cyclical basis. Goals and actions are reviewed and adjusted based on stakeholders' feedback and suggestions. Different sections of the SPSA are presented at every SSC and ELAC meetings. Both committees provide feedback and input. Certificated and classified staff are also presented with the plan at their first professional development of the school year. They provide their suggestions in revising goals and/or actions that is taken to SSC. Goals are monitored and local data is reviewed at the beginning, middle, and end of the year with all stakeholders. The leadership team reviews data that is attached to the SPSA monthly (ELA, math, ELPAC, attendance, suspensions).

Throughout the school year, the Leadership Team provides input, feedback, and recommendations of actions and strategies for the SPSA. Goals are also reviewed at staff meetings with the whole certificated staff and Leadership members gather feedback from their grade levels to report back. Staff is presented with data for each of the goals in the SPSA, and suggestions and recommendations are gathered based on data.

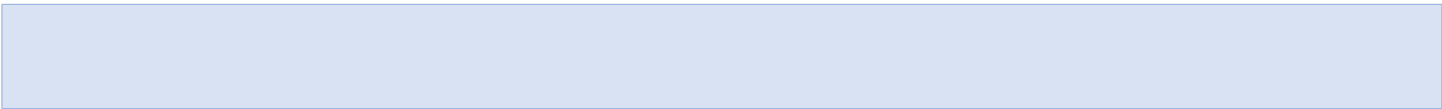
Our Action Team for partnership (ATP) committee is also previewed to the SPSA and and feedback is encouraged from the committee. PTA is also another committee of parents that are encouraged to provide feedback on the SPSA.

Resource Inequities

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

- In 2017-2018 La Granada's Student with Disabilities subgroup was 12.7% with 78 of the schools enrollment of 613 students. In 2018-2019 the Student with Disability subgroup increased to 13.7% with 86 students of the schools enrollment of 613 students. The Students with Disability subgroup has been increasing every year. There are Special Day Classes (SDC) from preschool through fifth grade creating a full continuum of SDC classes.
- The Students with Disabilities subgroup did not meet the ELA, Math, Chronic Absenteeism, and suspension rate indicators in the California Dashboard for the 2017-2018 school year. The lack of progress put La Granada in the ATSI category. Once the 2019 California Dashboard released data, La Granada's Student with Disabilities made sufficient progress in all indicators except math taking La Granada out of ATSI.
- La Granada's attendance hasn't increased in the last three years. According to local data, in 2016-2017 the ADA was at 95.5% in 2017-2018 95.22%, and in 2018-2019 it was 95.39%. Chronic absenteeism rates have impacted the school's ADA. In 2016-2017, there was 12.7% of students who were chronically absent and in 2017-2018 there were 14.3%. Chronic absenteeism rates dropped in 2018-2019 to 12%.
- In 2016-2017, there were .6% of students that were suspended and in 2017-2018 there were .9%. There were 1.9% of Students with Disabilities that were suspended in 2016-2017 and 4.2% in 2017-2018. There had also been a lot of staff turnover that had not received the PBIS training provided 6 years prior. In 2018-2019, suspension rates dropped to .7% for all students and 2.3% for Students with Disabilities.
- Teacher surveys for mathematical instruction was administered and trends in responses were that there wasn't a set curriculum, lack of pacing guide, lack of resources, and lack of assessments. The math academic indicator is the subject where less than 20% of students can met or exceed standards. In 2016-2017 only 16.15% of 3rd-5th grade students Met or Exceeded the standards in math. In 2017-2018, there were only 16.95% of students meeting or exceeding the standards. In 2018-2019 there were only 14.98% of students that Met or Exceeded Standards in Mathematics. Mathematics has been La Granada's biggest challenge.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.48%	0.17%	2	3	1
African American	1.47%	1.28%	1.21%	9	8	7
Asian	0.33%	0.48%	0.52%	2	3	3
Filipino	%	%	0%			0
Hispanic/Latino	94.29%	94.89%	94.29%	578	594	545
Pacific Islander	%	%	0%			0
White	3.26%	2.72%	3.46%	20	17	20
Multiple/No Response	0.33%	0.16%	0.17%	2	1	1
Total Enrollment				613	626	578

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	109	104
Grade 1	115	99	79
Grade 2	93	111	100
Grade3	95	100	112
Grade 4	115	92	96
Grade 5	79	115	87
Total Enrollment	613	626	578

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

Based on student enrollment data, declining enrollment trends are present. Between the 2016-2017 and 2017-2018 school year enrollment declined by 27 students. In 2018-2019, enrollment increased by 13 students in comparison to 2017-2018. However, in declined by 48 students from 2018-2019 to 2019-2020 school year.

2. The Hispanic/Latino students subgroup declined in enrollment from 2016-2017 to 2017-2018, but increased in 2018-2019. The White subgroup has increased and declined in enrollment the past three years. However, they represent approximately 94% of the school's population.
3. The Kindergarten cohort from 2016-2017 has been declining for the past 3 years. They began with 126 students and by the time they were in 2nd grade the cohort decreased to 111. Kindergarten has been the only grade level to have declined in enrollment every year. The other grade levels fluctuate each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	392	387	248	63.9%	61.8%	42.9%
Fluent English Proficient (FEP)	12	18	81	2.0%	2.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	14	76	90	3.5%	19.6%	23.3%

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

In the past three school years there has been a decline in the number of English Learners by almost 5% from 2016-2017 to 2018-2019. In 2019-2020, there was a decline of 18.9% of ELs.
2. The number of Fluent English Proficient students increased by almost 1% from 2017-2018 to 2018-2019. It increased by about 11% from 2018-2019 to 2019-2020.
3. The percent of RFEP students maintained at about 3% in the 2016-2017 and 2017-2018 school years. In the 2018-2019 school year there were 19.6% of ELs that were reclassified which was almost five times the trend of the two previous years due to reclassification in grades 1st through 3rd grade in addition to 4th and 5th grade previously. In 2019-2020, there were 23.3% of students that were reclassified. The trend of students being reclassified has increased the last three school years. ELs are making progress which correlates with the 58% of students in the high level of the ELPI scores.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	96	102	127	94	102	127	94	102	99.2	97.9	100
Grade 4	84	117	94	82	116	94	82	107	94	97.6	99.1	100
Grade 5	113	77	110	112	77	110	112	77	110	99.1	100	100
All Grades	325	290	306	321	287	306	321	278	306	98.8	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2395.	2362.	10.24	17.02	4.90	15.75	13.83	12.75	32.28	27.66	29.41	41.73	41.49	52.94
Grade 4	2421.	2438.	2443.	12.20	13.08	20.21	21.95	24.30	17.02	17.07	26.17	24.47	48.78	36.45	38.30
Grade 5	2447.	2470.	2463.	3.57	7.79	9.09	29.46	29.87	26.36	20.54	25.97	27.27	46.43	36.36	37.27
All Grades	N/A	N/A	N/A	8.41	12.95	11.11	22.12	22.30	18.95	24.30	26.62	27.12	45.17	38.13	42.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.02	18.09	6.86	38.58	48.94	41.18	50.39	32.98	51.96
Grade 4	13.41	12.15	19.15	52.44	54.21	47.87	34.15	33.64	32.98
Grade 5	14.29	12.99	16.36	42.86	54.55	44.55	42.86	32.47	39.09
All Grades	12.77	14.39	14.05	43.61	52.52	44.44	43.61	33.09	41.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.45	12.77	2.94	43.31	36.17	40.20	47.24	51.06	56.86
Grade 4	9.76	11.21	11.70	40.24	53.27	51.06	50.00	35.51	37.23
Grade 5	10.71	14.29	14.55	44.64	48.05	50.00	44.64	37.66	35.45
All Grades	9.97	12.59	9.80	42.99	46.04	47.06	47.04	41.37	43.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.81	13.83	5.88	62.99	59.57	69.61	25.20	26.60	24.51
Grade 4	8.54	16.82	19.15	56.10	66.36	56.38	35.37	16.82	24.47
Grade 5	10.71	10.39	8.18	58.93	66.23	61.82	30.36	23.38	30.00
All Grades	10.59	14.03	10.78	59.81	64.03	62.75	29.60	21.94	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.45	15.96	4.90	53.54	48.94	46.08	37.01	35.11	49.02
Grade 4	18.29	13.08	13.83	40.24	53.27	53.19	41.46	33.64	32.98
Grade 5	14.29	18.18	10.91	41.07	50.65	51.82	44.64	31.17	37.27
All Grades	13.40	15.47	9.80	45.79	51.08	50.33	40.81	33.45	39.87

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA diagnostic for iReady will be given in lieu of ELA CAASPP summative assessments.

In 2016-2017, there was a total of 69.47% of students in grades 3-5 that were at the "Standards Not Met" and "Standards Nearly Met" bands. In 2017-2018, there was a total of 64.75% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands. In 2018-2019, there was a total of 69.93% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands.

Based on the data from the last three school years, La Granada has increased the percentage of students in the "Standards Nearly Met" band from 24.3% in 2016-2017 to 27.12% in 2018-2019. The percentage of students has decreased in the "Standards Not Met" band from 45.17% in 2016-2017 to 42.81% in 2018-2019. This trend signifies that students are moving from the lowest band of "Standards Not Met" to the next band up "Standards Nearly Met." The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.
- In 2016-2017, there was a total of 30.53% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2017-2018, there was a total of 35.25% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2018-2019, there was a total of 30.06% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands.

Based on the data from the last three school years, La Granada has increased the percentage of students in the "Standards Exceeded" band from 8.41% in 2016-2017 to 11.11% in 2018-2019. The percentage of students has decreased in the "Standards Met" band from 22.12% in 2016-2017 to 18.95% in 2018-2019. This trend signifies that students are moving from "Standards Met" to the next band up "Standards Exceeded." The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.
- In the last three school years (2016-2017 through 2018-2019), the Listening Claim in the ELA Summative CAASPP assessment is the claim that has the majority of students in grades 3-5 ranging from about 59-62% of students in the "At or Near Standard" band. This claim also has the least percentage of students in the "Below Standard" band ranging from 29% to 26% in the last three years. The Writing Claim has the most percentage of students in grades 3-5 in the "Below Standard" band. In 2016-2017 there were 47% of students "Below Standard" in the Writing Claim and in 2018-2019 there were 43% of students "Below Standard" in the Writing Claim.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	96	103	127	95	103	127	95	103	99.2	99	100
Grade 4	84	117	94	83	117	94	83	117	94	98.8	100	100
Grade 5	113	77	110	112	77	110	112	77	110	99.1	100	100
All Grades	325	290	307	322	289	307	322	289	307	99.1	99.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2392.	2367.	1.57	6.32	0.97	23.62	21.05	16.50	29.92	27.37	25.24	44.88	45.26	57.28
Grade 4	2422.	2412.	2428.	2.41	0.85	3.19	12.05	9.40	19.15	46.99	44.44	37.23	38.55	45.30	40.43
Grade 5	2433.	2446.	2424.	1.79	3.90	1.82	5.36	10.39	4.55	33.93	31.17	30.00	58.93	54.55	63.64
All Grades	N/A	N/A	N/A	1.86	3.46	1.95	14.29	13.49	13.03	35.71	35.29	30.62	48.14	47.75	54.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.66	13.68	8.74	41.73	35.79	23.30	49.61	50.53	67.96
Grade 4	9.64	3.42	7.45	28.92	27.35	30.85	61.45	69.23	61.70
Grade 5	4.46	6.49	0.91	15.18	27.27	25.45	80.36	66.23	73.64
All Grades	7.45	7.61	5.54	29.19	30.10	26.38	63.35	62.28	68.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.87	9.47	3.88	52.76	44.21	34.95	39.37	46.32	61.17
Grade 4	3.61	5.13	7.45	44.58	42.74	40.43	51.81	52.14	52.13
Grade 5	4.46	3.90	0.91	36.61	42.86	38.18	58.93	53.25	60.91
All Grades	5.59	6.23	3.91	45.03	43.25	37.79	49.38	50.52	58.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.09	9.47	6.80	59.06	49.47	41.75	33.86	41.05	51.46
Grade 4	3.61	4.27	6.38	45.78	46.15	47.87	50.60	49.57	45.74
Grade 5	3.57	2.60	1.82	41.07	46.75	35.45	55.36	50.65	62.73
All Grades	4.97	5.54	4.89	49.38	47.40	41.37	45.65	47.06	53.75

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year Math diagnostics for iReady will be given in lieu of Math CAASPP summative assessments.

In 2016-2017, there was a total of 83.85% of students in grades 3-5 that were at the "Standards Not Met" and "Standards Nearly Met" bands. In 2017-2018, there was a total of 83.04% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands. In 2018-2019, there was a total of 85.02% of students in grades 3-5 that were at the "Not Meeting Standards" and "Nearly Meeting Standards" bands.

Based on the data from the last three school years, La Granada has decreased the percentage of students in the "Standards Nearly Met" band from 35.71% in 2016-2017 to 30.62% in 2018-2019. The percentage of students has increased in the "Standards Not Met" band from 48.14% in 2016-2017 to 54.40% in 2018-2019. This trend signifies that students are moving from "Standards Nearly Met" down to "Standards Not Met." Math scores have been slowly declining throughout the last three years.
- In 2016-2017, there was a total of 16.15% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2017-2018, there was a total of 16.95% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands. In 2018-2019, there was a total of 14.98% of students in grades 3-5 that were at the "Standards Met" and "Standards Exceeded" bands.

Based on the data from the last three school years, La Granada has slightly increased the percentage of students in the "Standards Exceeded" band from 1.86% in 2016-2017 to 1.95% in 2018-2019. The percentage of students has slightly decreased in the "Standards Met" band from 14.29% in 2016-2017 to 13.03% in 2018-2019. This trend signifies that students are moving from "Standards Met" or "Standards Exceeded" down to "Standards Nearly Met" and "Standards Not Met." Math scores have been slowly declining throughout the last three years.
- In the last three school years (2016-2017 through 2018-2019), the Concepts and Procedures Claim in the Math Summative CAASPP assessment is the claim that has the majority of students in grades 3-5 ranging from about 48-54% of students in the "Below Standard" band. The Communicating Reasoning claim has the least percentage of students in the "Above Standard" band ranging from 4.97% to 4.89% in the last three years. The Concepts and Procedures Claim has the most percentage of students in grades 3-5 in the "Above Standard" band ranging from 7.45% to 5.54%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.2	1410.3	1425.9	1425.7	1396.9	1374.1	76	56
Grade 1	1470.1	1457.8	1465.5	1464.1	1474.1	1450.9	67	53
Grade 2	1481.3	1486.8	1479.1	1493.5	1483.1	1479.5	63	43
Grade 3	1494.0	1490.0	1482.0	1488.7	1505.4	1490.7	62	43
Grade 4	1517.9	1521.1	1500.2	1518.5	1535.1	1523.2	78	47
Grade 5	1532.0	1546.1	1512.2	1543.3	1551.3	1548.4	45	59
All Grades							391	301

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.68	7.14	27.63	35.71	32.89	41.07	15.79	16.07	76	56
1	40.30	11.32	40.30	37.74	*	41.51	*	9.43	67	53
2	39.68	6.98	38.10	60.47	*	30.23	*	2.33	63	43
3	*	6.98	32.26	51.16	25.81	32.56	25.81	9.30	62	43
4	38.46	29.79	34.62	44.68	19.23	14.89	*	10.64	78	47
5	53.33	44.07	33.33	33.90	*	15.25	*	6.78	45	59
All Grades	34.27	18.60	34.27	42.86	20.20	29.24	11.25	9.30	391	301

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.32	14.29	36.84	37.50	22.37	33.93	14.47	14.29	76	56
1	49.25	16.98	37.31	45.28	*	32.08	*	5.66	67	53
2	53.97	34.88	34.92	41.86	*	18.60	*	4.65	63	43
3	29.03	25.58	33.87	48.84	*	20.93	20.97	4.65	62	43
4	43.59	57.45	33.33	25.53	14.10	8.51	*	8.51	78	47
5	60.00	57.63	26.67	33.90	*	5.08	*	3.39	45	59
All Grades	42.46	34.55	34.27	38.54	13.30	19.93	9.97	6.98	391	301

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.32	3.57	*	16.07	44.74	60.71	21.05	19.64	76	56
1	38.81	11.32	29.85	30.19	19.40	35.85	*	22.64	67	53
2	33.33	0.00	33.33	48.84	17.46	41.86	*	9.30	63	43
3	*	6.98	20.97	18.60	33.87	60.47	30.65	13.95	62	43
4	30.77	10.64	37.18	48.94	16.67	21.28	15.38	19.15	78	47
5	40.00	13.56	40.00	42.37	*	32.20	*	11.86	45	59
All Grades	30.18	7.97	27.37	33.89	25.06	41.86	17.39	16.28	391	301

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	51.32	7.14	39.47	80.36	*	12.50	76		56
1	55.22	39.62	38.81	54.72	*	5.66	67		53
2	63.49	39.53	33.33	58.14	*	2.33	63		43
3	32.26	6.98	50.00	67.44	17.74	25.58	62		43
4	46.15	21.28	44.87	68.09	*	10.64	78		47
5	55.56	10.17	42.22	79.66	*	10.17	45		59
All Grades	50.38	20.27	41.43	68.77	8.18	10.96	391		301

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	18.42	23.21	56.58	55.36	25.00	21.43	76		56
1	50.75	13.21	43.28	77.36	*	9.43	67		53
2	55.56	30.23	38.10	65.12	*	4.65	63		43
3	32.26	62.79	40.32	32.56	27.42	4.65	62		43
4	58.97	65.96	33.33	27.66	*	6.38	78		47
5	64.44	86.44	31.11	10.17	*	3.39	45		59
All Grades	45.52	47.18	41.18	44.19	13.30	8.64	391		301

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.11	0.00	64.47	85.71	18.42	14.29	76	56
1	49.25	20.75	31.34	47.17	19.40	32.08	67	53
2	46.03	2.33	31.75	90.70	22.22	6.98	63	43
3	*	4.65	43.55	48.84	40.32	46.51	62	43
4	16.67	6.38	61.54	70.21	21.79	23.40	78	47
5	31.11	23.73	57.78	61.02	*	15.25	45	59
All Grades	28.64	10.30	48.85	67.11	22.51	22.59	391	301

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.37	23.21	34.21	50.00	18.42	26.79	76	56
1	32.84	5.66	58.21	79.25	*	15.09	67	53
2	19.05	4.65	74.60	90.70	*	4.65	63	43
3	29.03	18.60	53.23	67.44	17.74	13.95	62	43
4	60.26	27.66	35.90	57.45	*	14.89	78	47
5	68.89	30.51	28.89	62.71	*	6.78	45	59
All Grades	42.46	18.94	47.57	67.11	9.97	13.95	391	301

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, ELPAC assessments were suspended for the 2019-2020 school year. ELPAC assessments resumed for the 2020-2021 school year.

The ELPAC Summative Assessment data for 2017-2018 and 2018-2019 are as follows based on the ELPAC assessment, respectively.

Kinder:

There were 51.31% ('17-'18) and 42.85% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Writing and Speaking domains had the greatest percentage of students at 23.21% in the Well Developed band. The Reading domain had the least percentage of students at 0% in the Well Developed band.

First Grade:

There were 80.6% ('17-'18) and 49.06% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Listening domain was the one with the greatest percentage of students at 39.62% in the Well Developed band. The Writing domain had the least percentage of students at 5.66% in the Well Developed band.

Second Grade:

There were 77.78% ('17-'18) and 67.45% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Listening domain was the one with the greatest percentage of students at 39.53% in

the Well Developed band. The Writing domain had the least percentage of students at 2.33% in the Well Developed band.

Third Grade:

There were 32.26% ('17-'18) and 58.14% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 62.79% in the Well Developed band. The Reading domain had the least percentage of students at 4.65% in the Well Developed band.

Fourth Grade:

There were 73.08% ('17-'18) and 74.47% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 65.96% in the Well Developed band. The Reading domain had the least percentage of students at 6.38% in the Well Developed band.

Fifth Grade:

There were 86.66% ('17-'18) and 77.97% ('18-'19) of students that scored in levels 3 and 4 in their Overall Language. In 2018-2019, the Speaking domain was the one with the greatest percentage of students at 86.44% in the Well Developed band. The Listening domain had the least percentage of students at 10.17% in the Well Developed band.

The domain with the greatest percentage of students scoring in the "Well Developed" band in grades 3-5 is Speaking. In first and second grade it's Listening, and in Kinder it is Writing and Speaking. The domain with the least percentage of students in the "Well Developed" band is Reading for grades K, 3, and 4; Writing for grades 1 and 2; and Listening for grade 5.

2. La Granada 2017-2018 Overall (grades K-5):

- In grades K-5, the Listening domain was the one with the greatest percentage of students at 50.38% in the Well Developed band.
- In grades K-5, the Reading domain had the least percentage of students at 28.64% in the Well Developed band.

La Granada 2018-2019 Overall (grades K-5):

- In grades K-5, the Speaking domain was the one with the greatest percentage of students at 54.18% in the Well Developed band.
- In grades K-5, the Reading domain had the least percentage of students at 10.3% in the Well Developed band.

3. There were 34.27% of students in Overall Language level 4 in 2017-2018. In 2018-2019 there were 18.6%. Almost half of the students in level 4 in 2017-2018 were reclassified in 2018-2019. In 2018-2019 the reclassification grades also expanded from 4th and 5th grade to 1st-5th.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
626	94.6	61.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	387	61.8
Homeless	10	1.6
Socioeconomically Disadvantaged	592	94.6
Students with Disabilities	86	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.3
American Indian	3	0.5
Asian	3	0.5
Hispanic	594	94.9
White	17	2.7

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.





There were 94.6% of students that qualified for free and reduced lunch in 2018-2019. The school is located in a socioeconomically disadvantaged community.
- There were 94.9% of Hispanic students in the school out of 626 students enrolled. There were also 61.8% of students that are English Learners. The majority of EL's primary language is Spanish.

3. Of the 626 students enrolled, 86 of them have IEPs for different services provided to them. The school has a full continuum of Special Day Classes from preschool to fifth grade. There are also RSP and Speech services provided on site. Our Students with Disabilities population has increased by about 1% from the previous year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

Academic Performance Indicator:

Both ELA and Math academic performances have maintained in orange.

These are the areas in which goals 1 and 2 will focus to improve or maintain.

2. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

Academic Engagement:

The 2019 Dashboard demonstrates that Chronic Absenteeism has improved as the indicator has moved from orange in 2018 to yellow in 2019.

3. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

Conditions and Climate:

Suspensions decreased and are now in the green.

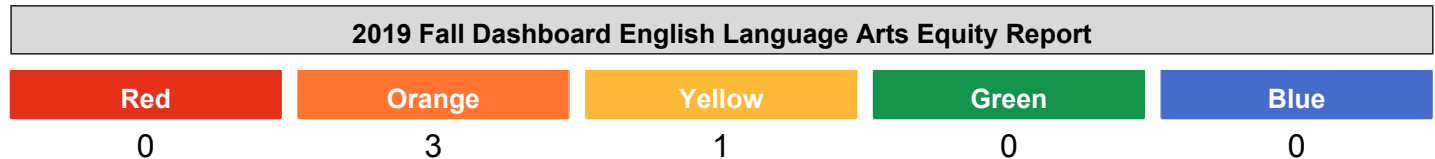
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange 43.7 points below standard Maintained -1.1 points 290	 Yellow 42.8 points below standard Increased ++6.2 points 198	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 44.2 points below standard Maintained -0.8 points 281
		Students with Disabilities		
		 Orange 132.2 points below standard Increased Significantly ++28.2 points 45		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  Orange 43.3 points below standard Maintained -1.1 points 272	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 26.1 points below standard Increased Significantly +16.6 points 11

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 76.1 points below standard Declined -12 points 143	Reclassified English Learners 43.8 points above standard Declined Significantly -32 points 55	English Only 47.6 points below standard Declined Significantly -18.6 points 90
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Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

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

In the ELA Academic Performance the student groups performed as follows:

- Socioeconomically Disadvantaged: Maintained since their scale scores were -0.8 points less than the previous year.
- English Learners: Increased since their scale score went up by +6.2 points more than the previous year.
- Students with Disabilities: Increased Significantly since their scale score went up by +28.2 points more than the previous year.

La Granada is no longer an ATSI school due to the progress made by the "Students with Disabilities" student group. This student group moved from red to orange within one year with an increase of 28.2 points.

2. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

- Hispanic: Maintained since their scale scores were -1.1 points less than the previous year.
- White: Increased Significantly since their scale score went up by +16.6 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

3. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

In the ELA Academic Performance the EL student groups performed as follows:

- Current English Learners: Declined since their scale scores were -12 points less than the previous year.
- Reclassified English Learners: Declined Significantly since their scale scores were -32 points less than the previous year.
- English Only: Declined Significantly since their scale scores were -18.6 points less than the previous year.

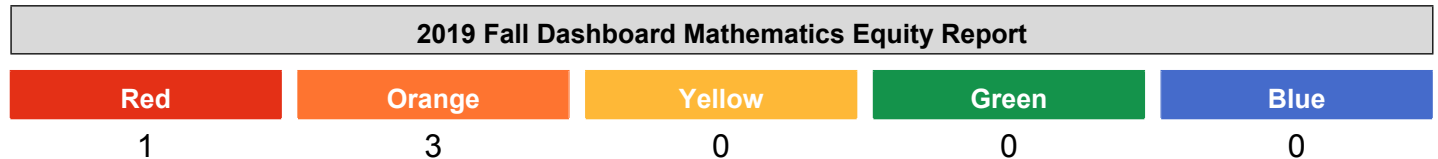
School and Student Performance Data

Academic Performance Mathematics






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








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		
All Students  Orange 76.7 points below standard Declined -12.8 points 291	English Learners  Orange 78.5 points below standard Declined -9.5 points 199	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Orange 76.4 points below standard Declined -12.7 points 282	Students with Disabilities  Red 163 points below standard Declined Significantly -21.9 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino
Hispanic  Orange 75.1 points below standard Declined -11.6 points 273	Two or More Races	Pacific Islander	White  No Performance Color 83.6 points below standard Declined -14.9 points 11

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 96.7 points below standard Declined Significantly -21.3 points 143	Reclassified English Learners 31.9 points below standard Declined Significantly -15.6 points 56	English Only 73 points below standard Declined Significantly -20.1 points 90
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Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.
- 2019 Fall Dashboard Mathematics Performance for All Students/Student Group
- In the Math Academic Performance the student groups performed as follows:
- Socioeconomically Disadvantaged: Declined since their scale scores were -12.7 points less than the previous year.
 - English Learners: Declined since their scale scores were -9.5 points less than the previous year.
 - Students with Disabilities: Declined Significantly since their scale scores were -21.9 points less than the previous year.
- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

2019	Fall	Dashboard	Mathematics	Performance	by	Race/Ethnicity
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- Hispanic: Declined since their scale scores were -11.6 points less than the previous year.
- White: Declined since their scale scores were -14.9 points less than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

3. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, CAASPP Summative assessments were suspended for the 2019-2020 school year. For the 2020-2021 school year, end of the year ELA and Math diagnostics for iReady will be given in lieu of ELA CAASPP summative assessments. The CAST and CAA were not administered.

2019	Fall	Dashboard	Mathematics	Data	Comparisons	for	English	Learners
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In the Math Academic Performance the EL student groups performed as follows:

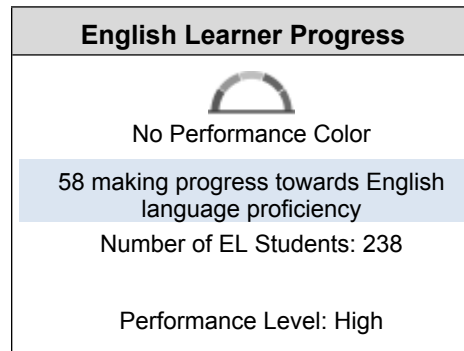
- Current English Learners: Declined Significantly since their scale scores were -21.3 points less than the previous year.
- Reclassified English Learners: Declined Significantly since their scale scores were -15.6 points less than the previous year.
- English Only: Declined Significantly since their scale scores were -20.1 points less than the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
10.5	31.5	4.6	53.3

Conclusions based on this data:

1. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, ELPAC assessments were suspended for the 2019-2020 school year. ELPAC assessments resumed for the 2020-2021 school year.

2019 Fall Dashboard English Learner Progress Indicator

There were 58% of English Learners that made progress towards their English language proficiency. This is a High Performance Level.

2. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, ELPAC assessments were suspended for the 2019-2020 school year. ELPAC assessments resumed for the 2020-2021 school year.

2019 Fall Dashboard Student English Language Acquisition Results

The English Learner Progress Indicator (ELPI) levels are as follows:

- Decreased One ELPI Level: 25 students about 10.5%
- Maintained ELPI Level: 75 students about 31.5%
- Maintained ELPI Level 4: 11 students about .5%
- Progressed at Least One ELPI Level: 127 students about 53%

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

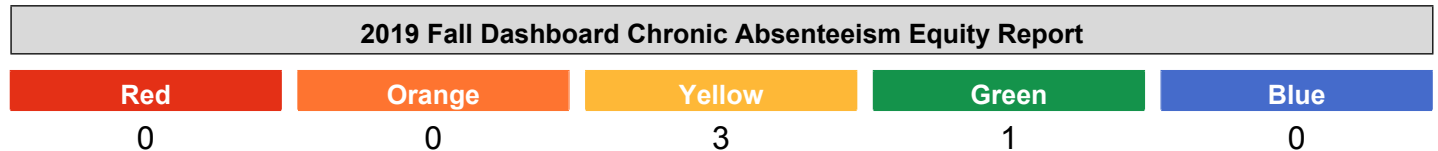
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Green	 No Performance Color	 No Performance Color	 Yellow	 Yellow
12	8.1	Less than 11 Students - Data Not Displayed for Privacy	26.3	11.6	13.9
Declined -2.3	Declined Significantly -4.2	0	Increased +6.3	Declined Significantly -3.1	Declined -4.4
652	396		19	621	101

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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11 Declined -2.7 617	 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 0	 No Performance Color 38.9 Increased +13.9 18

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

In the Chronic Absenteeism Indicator the student groups performed as follows:

- Socioeconomically Disadvantaged: Declined Significantly since their scale scores were -3.1 points less than the previous year.
- English Learners: Declined Significantly since their scale scores were -4.2 points less than the previous year.
- Students with Disabilities: Declined since their scale scores were -4.4 points less than the previous year.

Overall, all students Declined by -2.3 scale score points. The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

- Hispanic: Declined since their scale scores were -2.7 points less than the previous year.

- White: Increased since their scale scores were +13.9 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

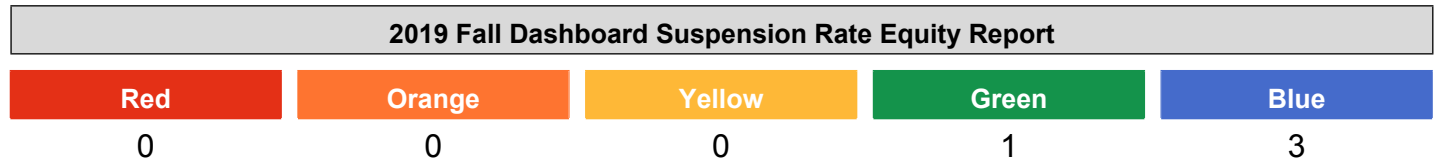
School and Student Performance Data

Conditions & Climate Suspension Rate

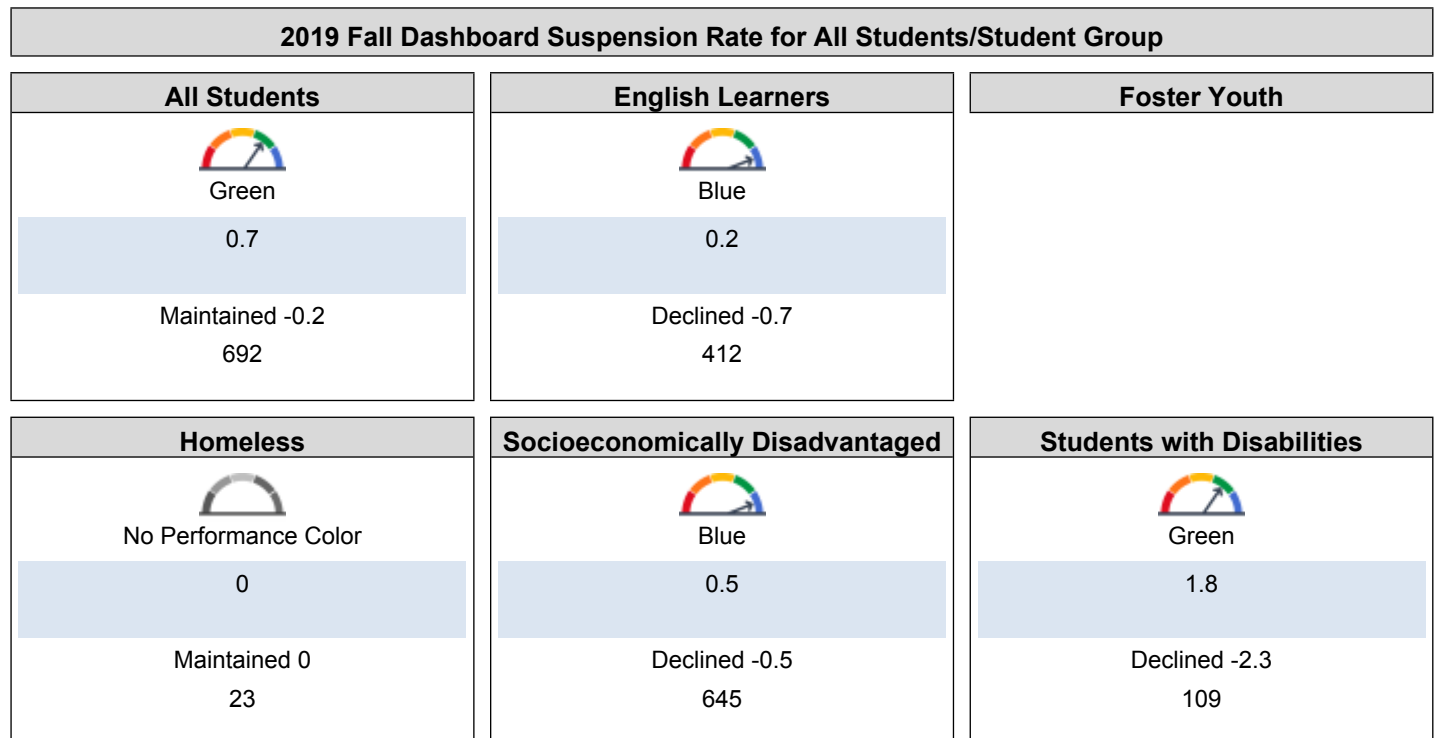
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



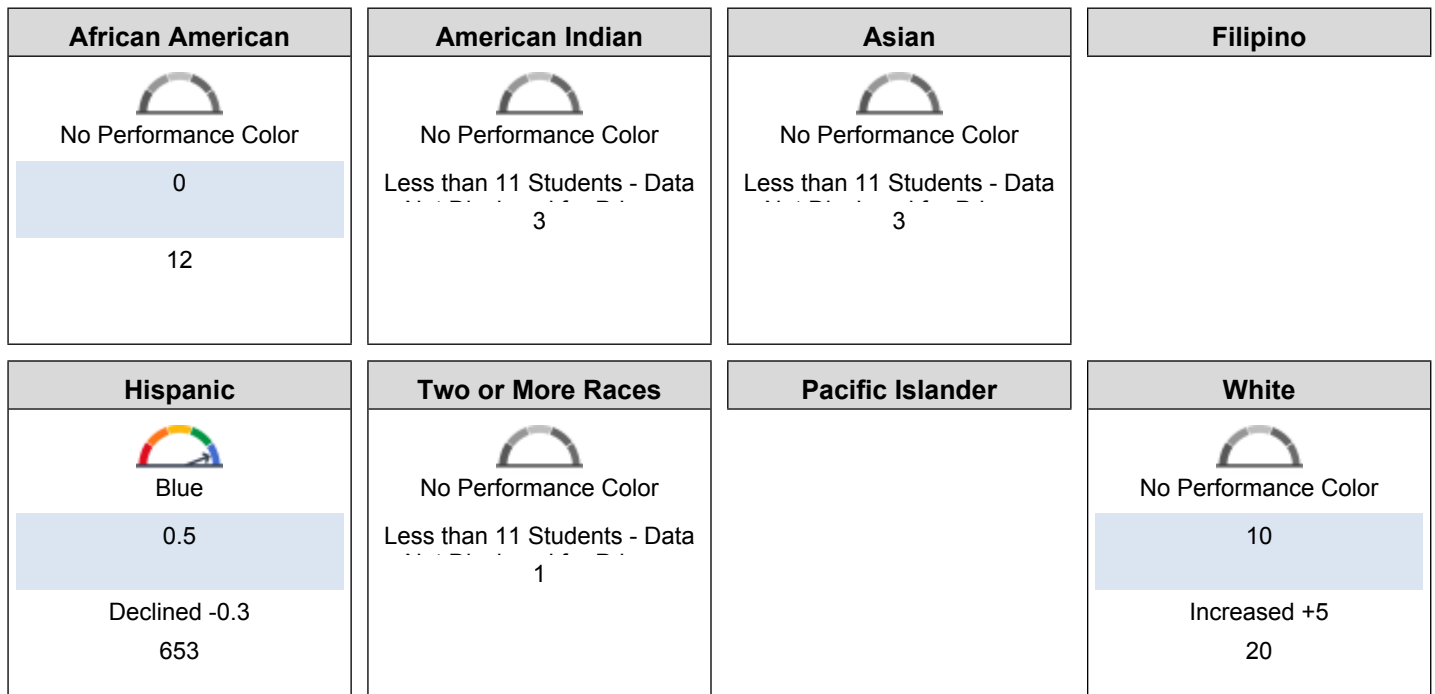
This section provides number of student groups in each color.



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



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.7

Conclusions based on this data:

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

In the Suspension Rate Indicator the student groups performed as follows:

- Socioeconomically Disadvantaged: Declined since their scale scores were -.5 points less than the previous year.
- English Learners: Declined since their scale scores were -.7 points less than the previous year.
- Students with Disabilities: Declined since their scale scores were -2.3 points less than the previous year.

Overall, all students Maintained by -0.2 scale score points. The progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

- Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

2019	Fall	Dashboard	Suspension	Rate	by	Race/Ethnicity
<ul style="list-style-type: none"> Hispanic: Declined since their scale scores were -0.3 points less than the previous year. White: Increased since their scale scores were +5 points more than the previous year. However, since the population for this ethnicity was only 11 students not 30, the performance is not included for accountability purposes. 						

3. Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. The 2020-2021 school year began with all students on distance learning until March 2021. During the reopening, only 60% of students returned to site through a hybrid model in cohorts A and B. The other 40% of students were enrolled in a virtual model. Hybrid students on site came to school twice a week on a modified schedule. Therefore, goals were developed without complete data sets as a result of school closures and modified schedules. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year.

2019 Fall Dashboard Suspension Rate by Year

In 2018, La Granada had a Suspension Rate of 0.9% and it decreased to 0.7%. This was a decline of 0.2% and the progress made by students has taken La Granada out of Additional Targeted Support and Improvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

ELA- By June 2022:

La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.

Math- By June 2022:

La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP Math Summative assessment.

ELS- By June 2022:

La Granada will maintain or increase the progress of our ELs English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).

Identified Need(s)

ELA:

Students at La Granada continue to struggle with foundational skills at all grade levels. Specific and targeted instruction of grade level foundational skills, structure that provides differentiated support and daily structure that provides time for immediate intervention is critical.

Local iReady Reading Diagnostic baseline data from the 2020-2021 school year was analyzed and used to determine the ELA goal for 2021-2022.

2020-2021 iReady Reading Diagnostic

- Kinder MOY 2020-2021
 - Tier 1 81%
 - Tier 2 19%
 - Tier 3 0%
- 1st MOY 2020-2021
 - Tier 1 21%
 - Tier 2 69%
 - Tier 3 10%
- 2nd MOY 2020-2021
 - Tier 1 11%
 - Tier 2 41%
 - Tier 3 48%
- 3rd MOY 2020-2021
 - Tier 1 23%

- Tier 2 15%
- Tier 3 62%
- 4th MOY 2020-2021
- Tier 1 22%
- Tier 2 35%
- Tier 3 43%
- 5th MOY 2020-2021
- Tier 1 11%
- Tier 2 14%
- Tier 3 75%

Math:

Local iReady Math Diagnostic baseline data from the 2020-2021 school year was analyzed and used to determine the Math goal for 2021-2022.

2020-2021 iReady Math Diagnostic

- Kinder MOY 2020-2021
- Tier 1 67%
- Tier 2 33%
- Tier 3 0%
- 1st MOY 2020-2021
- Tier 1 16%
- Tier 2 70%
- Tier 3 14%
- 2nd MOY 2020-2021
- Tier 1 0%
- Tier 2 53%
- Tier 3 47%
- 3rd MOY 2020-2021
- Tier 1 8%
- Tier 2 27%
- Tier 3 65%
- 4th MOY 2020-2021
- Tier 1 5%
- Tier 2 55%
- Tier 3 40%
- 5th MOY 2020-2021
- Tier 1 5%
- Tier 2 30%
- Tier 3 64%

ELs:

Local district reclassification data was used to determine the EL goal for 2021-2022.

In 2020-2021, there were the total number of students reclassified:

First Semester- 6 students

Second Semester- 0 students

6 students reclassified for the 2020-2021 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Local measure- iReady Reading Diagnostic State measure- CAASPP Summative Assessments for ELA.	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p> <p>ELA: Local measure- The data below represents the 2020-2021 middle of the year (MOY) iReady Reading Diagnostic</p> <ul style="list-style-type: none">• Kinder MOY 2020-2021<ul style="list-style-type: none">• Tier 1 81%• Tier 2 19%• Tier 3 0%• 1st MOY 2020-2021<ul style="list-style-type: none">• Tier 1 21%• Tier 2 69%• Tier 3 10%• 2nd MOY 2020-2021<ul style="list-style-type: none">• Tier 1 11%• Tier 2 41%• Tier 3 48%• 3rd MOY 2020-2021<ul style="list-style-type: none">• Tier 1 23%• Tier 2 15%• Tier 3 62%	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELA: Local measure- By June 2021:</p> <ul style="list-style-type: none">• Kinder: Students assessed in the iReady Reading Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3.• Grade 1: Students assessed in the iReady Reading Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 4th MOY 2020-2021 • Tier 1 22% • Tier 2 35% • Tier 3 43% <ul style="list-style-type: none"> • 5th MOY 2020-2021 • Tier 1 11% • Tier 2 14% • Tier 3 75% <p>State measure: By decreasing the percentage of students scoring in the Tiers 2 and 3, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP ELA Summative assessments by 3 points in grades 3-5. In 2018-2019 in ELA, the average DFS was -43.7.</p>	<ul style="list-style-type: none"> • Grade 2: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. • Grade 3: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. • Grade 4: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by - Grade 4: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. • Grade 5: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>State measure- By June 2021: La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment to reach our goal of -40.7 or less.</p>
<p>Math: Local Measure- iReady Math Diagnostic</p> <p>State Measure- CAASPP Summative Assessments for Mathematics.</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p> <p>Math: Local measure- The data below represents the 2020-2021 middle of the year (MOY) iReady Math Diagnostic</p> <ul style="list-style-type: none"> • Kinder MOY 2020-2021 <ul style="list-style-type: none"> • Tier 1 67% • Tier 2 33% • Tier 3 0% • 1st MOY 2020-2021 <ul style="list-style-type: none"> • Tier 1 16% • Tier 2 70% • Tier 3 14% • 2nd MOY 2020-2021 <ul style="list-style-type: none"> • Tier 1 0% • Tier 2 53% • Tier 3 47% • 3rd MOY 2020-2021 <ul style="list-style-type: none"> • Tier 1 8% • Tier 2 27% • Tier 3 65% • 4th MOY 2020-2021 <ul style="list-style-type: none"> • Tier 1 5% • Tier 2 55% 	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>Math: Local measure- By June 2021:</p> <ul style="list-style-type: none"> • Kinder: Students assessed in the iReady Math Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • Grade 1: Students assessed in the iReady Math Diagnostic will score =80% in Tier 1, =15% in Tier 2, and =5% in Tier 3. • Grade 2: Students assessed in the iReady Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • Tier 3 40% • 5th MOY 2020-2021 • Tier 1 5% • Tier 2 30% • Tier 3 64% <p>State measure: By decreasing the percentage of students scoring in the Tiers 2 and 3, we will decrease the average distance from standard (DFS) based on the 2018-2019 CAASPP Math Summative assessments by 2 points in grades 3-5. In 2018-2019 in Math, the average DFS was -76.7.</p>	<p>Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%.</p> <ul style="list-style-type: none"> • Grade 3: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. • Grade 4: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. • Grade 5: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%. <p>State measure- By June 2021: La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP ELA Summative assessment to reach our goal of -74.7 or less.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELs: Local Measure- district reclassification data will be used to monitor reclassification.</p> <p>State Measure- English Learner Progress indicator (ELPI)</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p> <p>ELs: Local measure- Local district reclassification data was used to determine the EL goal for 2020-2021.</p> <p>In 2020-2021, there were the total number of students reclassified:</p> <p>First Semester- 6 students</p> <p>Second Semester- 0 students</p> <p>6 students reclassified for the 2020-2021 school year</p> <p>State measure- We will maintain or increase our preliminary results in CAASPP ELPAC assessments from 58% of EL students making progress towards English language proficiency or maintaining the highest level.</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELs: Local measure- By June 2022: there will be a minimum of 10 students reclassified as fluent English proficient.</p> <p>State Measure- By June 2022: ELs English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ELA/Math/EL:
Instructional Coach to provide support with implementation of core curriculum (demonstration lessons, cognitive planning assistance, and professional development). Teachers and classified

staff will participate in professional developments led by the instructional coach to support academic areas in ELA, math, and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

152475

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

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

EL/Math/ELs:

Subs for general education teachers to attend IEPs and discuss academic goals with IEP team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5622.54

Source(s)

0000: Unrestricted

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

ELA/Math/EL:

Substitute teacher to allow for protected grade level collaboration 100 minutes per month for first best 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)

3023.55

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

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

ELA/Math/ELs:
Additional Materials to supplement curriculum.
Additional materials and supplies to supplement learning for ELs, and 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)

6426.48

Source(s)

Title I
4000-4999: Books And Supplies

196.23

LCFF-LI
4000-4999: Books And Supplies

1853.73

0000: Unrestricted

372.99

LCFF-EL
4000-4999: Books And Supplies

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

ELA/Math/ELs:
Additional hours for translation during parent conferences and parent meetings to discuss academics.
Additional hours for child care for parent meetings to discuss academics and the school plan addressing all goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1457.78

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

492.68

Title I
2000-2999: Classified Personnel Salaries

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

ELA/Math/ELs:

Additional hours for after school programs to develop critical thinking skills and parent workshops to promote academics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3511.05

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

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

ELA/Math:

Maintenance and lease contracts for copy machines to support teachers to be able to create CCSS aligned supplemental materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4971.54	LCFF-LI 5000-5999: Services And Other Operating Expenditures
1300	Title I 5000-5999: Services And Other Operating Expenditures
5000	0000: Unrestricted

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

ELA/Math/EL:
Subs for SST days, data meetings, , PBIS and 504 RCOE trainings.
Subs for teacher collaboration days to support at risk students in all academic areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3374.50	0000: Unrestricted
5291.22	LCFF-LI 1000-1999: Certificated Personnel Salaries

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

ELA/Math/ELs:
Additional hours for after school EL tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6661.26

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

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

ELA:
Elementary Literacy Teacher will provide literacy intervention to 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)

150453

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

ELs and RFEPs

Strategy/Activity

EL facilitator will attend meetings, monitor reclassified students, and complete documentation that progress monitors ELs and RFEPs 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)

3558.51

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

ELs

Strategy/Activity

Subs to support ELPAC testing and proctoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2100

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

1622.46

LCFF-EL
2000-2999: Classified Personnel Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Back to school professional development addressing all academic areas, reviewing CAASPP preliminary results, and developing our MTSS framework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5385.23

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal.

ELA/Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

ELA/Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation including 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.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

ELA- Provide teachers with professional development for reading interventions. ELT can share best practices with teachers in order to implement during classroom intervention times.

Math- Begin using iReady to build math intervention groups. Provide teachers with professional development for math interventions. These strategies will support when closing the achievement gap in mathematics.

EL- Targeted tutoring for ELs to improve the areas of reading and writing. Include resources during tutoring that also address the areas of listening and speaking.

ELA/Math/EL: Due to our Students with Disabilities subgroup not meeting academic indicators in the California Dashboard, develop a system to progress monitor Students with Disabilities' IEP goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2022, La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.

Identified Need(s)

AVID Elementary:

To support College Readiness at LG, we will train a minimum of 90% of teachers in AVID. In 2020-2021 there were 23 out of 25 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 92% of classroom teachers that were trained in AVID in grades TK-5th.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID: Local measure- La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure. AVID Local measure- in 2020-2021, there were 23 out of 25 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 92% of classroom teachers in grades TK-5th.	Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. AVID Local measure- By June 2021: La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

College and Career Readiness:
 Additional hours for AVID lead to provide staff development and parent trainings, monitor AVID documentation, and gather evidence for the Evidence Binder.
 Additional hours for classified staff to support with organization of AVID materials.
 Additional hours for classified staff to support with textbooks and materials, organization of book room, and labeling lexile levels on materials for 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)
1174.41	Title I 1000-1999: Certificated Personnel Salaries
1941.01	LCFF-LI 2000-2999: Classified Personnel Salaries
1667	Title I 2000-2999: Classified Personnel Salaries

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

College and Career Readiness:
 Additional supplies and materials to support AVID essentials and WICOR such as: binders, dividers, highlighters, pencil pouches, and other materials to support AE.

Proposed Expenditures for this Strategy/Activity

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

AVID

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal.

AVID: In order to meet the goals for AVID, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

AVID: Additional hours help support implementation of our strategies to provide the following supports: AVID lead, continued staff development, local workshops and sub coverage.

AVID: In order to meet the goals for College and Career Readiness, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

AVID: In order to meet the goals for AVID, the budgeted expenditures support and are appropriate for their intended implementation including 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.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

AVID: Due to staff turnover, we have not been able to train 100% of teachers. In 2020-2021 90% of teachers were trained. Summer Institute was cancelled due to COVID closures.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2022, we will maintain or decrease the chronic absenteeism in the California Dashboard of 12% .

By June 2022, We will decrease the suspensions in the California Dashboard by at least .1%.

By June 2022, PBIS CICO tier 2 intervention will be implemented to decrease the number of incidents in grades K-5 by 5%.

Identified Need(s)

Attendance:

2017-2018 ADA 95.22%

2018-2019 ADA 95.39%

2019-2020 ADA 95.44% (March 2020)

2020-2021 ADA 92.78% (April 2021)

Suspensions:

2017-2018 11 suspensions=28 days

1 Suspended Expulsion

2018-2019 8 suspensions=72 days (19 days without suspended expulsions)

2 suspended Expulsion=53

6 suspensions= 9 days

2019-2020 9 suspensions=16 days (March 2020)

2020-2021 0 suspensions=0 days (April 2021)

MTSS:

Tier 2 PBIS team trained staff on Check-In/Check-Out behavioral intervention within the MTSS framework to increase attendance, improve behaviors and academic.

2018-2019

Total Incidents 161

K-2

1st-20

2nd-47

3rd-43

4th-26

5th-23

- 2019-2020 (8/19-3/20)

Total Incidents 128

K-8

1st-8
2nd-29
3rd-46
4th-16
5th-21

- 2020-2021 1st Semester

Total Incidents 4

K- 0
1st- 0
2nd- 1
3rd- 3
4th- 0
5th- 0

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Attendance:</p> <p>Local measure- Aeries attendance reports including Chronic absenteeism.</p> <p>State measure- California Dashboard chronic absenteeism 5x5 matrix</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p> <p>Attendance:</p> <p>Local measure- In 2018-2019, the ADA was 95.39% in comparison to 2017-2018 the ADA only increased by .17%. In March 2020, the ADA was 95.44%.</p> <p>State measure- In 2017-2018, La Granada had a chronic absenteeism rate of 14.3%. The 2018-2019 preliminary California Dashboard results state that the chronic absenteeism rate went down to 12%.</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>Attendance:</p> <p>Local measure- By June 2022: By June 2022, the average daily attendance will increase</p> <p>State measure- By June 2022: We will maintain or decrease the chronic absenteeism rate in the California Dashboard at 12% or less for the 2021-2022 school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Suspensions: Local measure- Aeries discipline reports by month.</p> <p>State measure- California Dashboard suspensions 5x5 matrix</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p> <p>Suspensions:</p> <p>Local measure- In 2017-2018 we had 11 suspensions, total of 28 days, and in 2018-2019 we had 8 suspensions with a total of 72 days.</p> <ul style="list-style-type: none"> • 2018-2019 8 suspensions=72 days (19 days without suspended expulsions) 2 suspended Expulsion=53 days 6 suspensions= 9 days • 2019-2020 (8/19-3/20) 9 suspensions=16 days • 2020-2021 0 suspensions=0 days (April 2021) <p>State measure- In 2017-2018, La Granada had a suspension rate of .9%. The 2018-2019 preliminary California Dashboard results state that the suspension rate went down to .7%.</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>Suspensions:</p> <p>Local measure- By June 2022: suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2019-2020 suspension data.</p> <p>State measure- By June 2022: The 2018-2019 preliminary California Dashboard results state that the suspension rate was .7%. The goal is to decrease the suspension rate by .1% making .6% or less.</p>
<p>Local measure: Aeries Incident Reports Check-In/Check-Out (CICO)</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Therefore, goals were developed without complete data sets as a result of school closure.</p>	<p>Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier,</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>MTSS:</p> <p>Local measure- Tier 2 PBIS team trained staff on Check-In/Check-Out behavioral intervention within the MTSS framework to increase attendance, improve behaviors and academic.</p> <p>2018-2019 Total Incidents 161 K-2 1st-20 2nd-47 3rd-43 4th-26 5th-23</p> <ul style="list-style-type: none"> • 2019-2020 (8/19-3/20) Total Incidents 128 K-8 1st-8 2nd-29 3rd-46 4th-16 5th-21 	<p>schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic.</p> <p>MTSS:</p> <p>Local measure- By June 2022: PBIS CICO tier 2 intervention will be implemented to decrease the number of incidents in grades K-5 by 5% as compared to 2018-2019 data of 161 incidents. The 2018-2019 school year based data was used since it was the last completed school year before COVID school closures went into effect. The goal is no greater than 153 incidents.</p>

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/Suspension/MTSS:

Additional hours to support morning supervision to ensure a safe school and increase attendance through PBIS strategies.

Additional hours for monthly campus supervisor meetings to ensure safety and calibrate PBIS strategies.

Additional hours for monthly campus supervisor PBIS trainings with students and supporting behavior expectations in each setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7675	Title I 2000-2999: Classified Personnel Salaries
1012.35	Title I 2000-2999: Classified Personnel Salaries
1687.25	Title I 2000-2999: Classified Personnel Salaries

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

Attendance:

Materials and supplies to improve attendance and decrease chronic absenteeism.

Incentives to improve attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Materials and supplies to support parent participation.

CABE Conference to involve more EL parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF-LI 5000-5999: Services And Other Operating Expenditures
600	LCFF-EL 5000-5999: Services And Other Operating Expenditures
800	0001-0999: Unrestricted: Locally Defined
1547	LCFF-EL 5000-5999: Services And Other Operating Expenditures

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

Custodial supplies to maintain a safe and clean 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)
7000	0000: Unrestricted

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

Materials and supplies for the office to support parent participation 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)

2000

Source(s)

0000: Unrestricted

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

Subs and additional hours for classified staff to participate in SSC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

971.86

Source(s)

0000: Unrestricted

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Parent participation:

Subs for PTA liaison to attend PTA and increase parent participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

877.37

Source(s)

0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal.

Attendance/Suspensions/MTSS: In order to meet the goals for attendance, suspensions, and MTSS, the budgeted expenditures support and are appropriate for their intended implementation including distance learning.

Attendance: Based on the trends and data, we have determined the goal of increasing ADA by .5% is attainable. The strategies and activities for incentives to increase attendance will support the reduction in chronic absenteeism.

Suspensions: Based on historical data, we feel that we will decrease suspensions by three in comparison to the 2018-2019 school year. The implementation of PBIS will explicitly teach students the positive expected behaviors that will reduce suspensions.

MTSS: We agree to the staff being exposed to PBIS Tier 1 and 2 strategies. The exposure to behavior interventions and school-wide strategies will enhance positive relationships.

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

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. School closure impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention unable to be used when school closed.

Attendance/Suspensions/MTSS: In order to meet the goals for attendance, suspensions, and MTSS, the budgeted expenditures support and are appropriate for their intended implementation including 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.

Due to COVID-19 the Riverside County Public Health Office issued an order on 03/16/2020 to close all schools within Riverside County. Due to Riverside County Risk Level being in the red tier and moving to the purple tier, schools remained engaged in distance learning for the first semester with possibility of returning second semester if deemed safe. Assessment scores and attendance were impacted by the pandemic. School closure impacted ability to implement strategies and activities as intended to achieve the articulated goal. Therefore, goals were developed without complete data sets as a result of school closure. The dates and guidelines imposed when school reopens may impact goals, outcomes, strategies and activities that have been developed for the school year. Adjustments may be needed in the SPSA in some or all of the listed items.

Attendance: To increase ADA and reduce chronic absenteeism, communicating with parents on the ADA is critical. It's importance to communicate to parents our daily attendance so they can support the school. One strategy can be banners where we can write down the daily absences and tardies and the ADA for each day in a location where parents can see it.

Suspensions/MTSS: Support staff by providing more training on behavior strategies that can be used in the classroom as part of PBIS Tier 1 within the MTSS framework to reduce suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Goal(s)

By June 2019, 100% of staff will have been exposed to tiered I and II supports in the Multi-Tiered System of Supports.

Identified Need(s)

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(s)

Identified Need(s)

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	\$336,283
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,403.00

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	\$336,283.00

Subtotal of additional federal funds included for this school: \$336,283.00

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 (\$)
	\$27,500.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$17,920.00
LCFF-LI	\$13,200.00

Subtotal of state or local funds included for this school: \$65,120.00

Total of federal, state, and/or local funds for this school: \$401,403.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	17,920	0.00
LCFF-LI	13,200	0.00
Title I	336,283	0.00
AVID	5,000	0.00
Attendance	1,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	27,500.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	17,920.00
LCFF-LI	13,200.00
Title I	336,283.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	26,700.00
0001-0999: Unrestricted: Locally Defined	800.00
1000-1999: Certificated Personnel Salaries	176,518.97
2000-2999: Classified Personnel Salaries	24,216.79
4000-4999: Books And Supplies	163,948.70
5000-5999: Services And Other Operating Expenditures	9,218.54

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted		26,700.00
0001-0999: Unrestricted: Locally Defined		800.00
4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	5,658.51
2000-2999: Classified Personnel Salaries	LCFF-EL	9,741.50
4000-4999: Books And Supplies	LCFF-EL	372.99
5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,147.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	5,291.22
2000-2999: Classified Personnel Salaries	LCFF-LI	1,941.01
4000-4999: Books And Supplies	LCFF-LI	196.23
5000-5999: Services And Other Operating Expenditures	LCFF-LI	5,771.54
1000-1999: Certificated Personnel Salaries	Title I	165,569.24
2000-2999: Classified Personnel Salaries	Title I	12,534.28
4000-4999: Books And Supplies	Title I	156,879.48
5000-5999: Services And Other Operating Expenditures	Title I	1,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	365,149.75
Goal 2	9,782.42
Goal 3	26,470.83

School Site Council Membership

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

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

Name of Members	Role
Rosa Gomez	Principal
Erika Cruz	Classroom Teacher
Gina Maharaj	Classroom Teacher
Melony Morales	Classroom Teacher
Imelda Lemon	Other School Staff
Abigail Maya	Parent or Community Member
Jazmin Paz	Parent or Community Member
Gabriela Renata Sosu	Parent or Community Member
Sarah Rodriguez	Parent or Community Member
Chelsea Tapia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/20.

Attested:




Principal, Rosa Gomez on 5/13/21

SSC Chairperson, Gina Maharaj on 5/13/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

IMPORTANT – PLEASE READ CAREFULLY, SIGN AND RETURN

LA GRANADA ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2021-2022	TEACHER RESPONSIBILITIES	PARENT RESPONSIBILITIES	STUDENT RESPONSIBILITIES
	<p>~Provide high-quality instruction for all students by teaching grade level standards through a quality curriculum</p> <p>~Provide on-going communication with parents regarding standards and strategies for working with their child at home</p> <p>~Engage all students in the learning through a variety of instructional strategies</p> <p>~Provide Universal Access time to meet the needs of all students</p> <p>~Provide on-going communication via meetings, conferences, notes, and phone calls regarding the child's progress and to set goals</p> <p>~Share classroom and school rules with students and parents</p> <p>~Provide parents with reports of their child's progress and the school's overall performance</p> <p>~Provide meaningful homework assignments and hold students accountable for their work</p> <p>~Attend research-based staff development to enhance classroom instruction</p> <p>~Collaborate with and observe grade level team to identify students in need of interventions and enhance teaching practices</p> <p>~Hold a minimum of an annual parent/teacher conference wherein the Parent-Student-Staff Compact is discussed and how it relates to individual student achievement.</p> <p>~Provide a supportive and effective learning environment that enables children to meet state academic standards</p> <p>~Promote college readiness (AVID)</p>	<p>~Follow the traffic laws and appropriate entrances/exits during arrival and dismissal</p> <p>~Ensure my child is on time</p> <p>~Ensure my child follows the uniform policy and/or dress code</p> <p>~Monitor my child's progress and the completion of homework</p> <p>~Provide a quiet place to complete homework</p> <p>~Read aloud with my child every day</p> <p>~Familiarize myself with my child's grade level standards</p> <p>~Take advantage of extended learning opportunities such as tutoring and/or Halftime</p> <p>~Attend school events such as conferences, parent education nights and back to school nights</p> <p>~Become involved in parent groups such as ELAC, SSC, ATP and PTA</p> <p>~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress</p> <p>~Talk with my child about the dangers of drugs, alcohol, and weapons</p> <p>~Review the school rules with my child</p> <p>~Read and sign (when applicable) all home-school communication.</p>	<p>~Attend school every day AND ON TIME</p> <p>~Follow school dress code daily</p> <p>~Dress appropriately for weather</p> <p>~Actively participate in class by listening, raising my hand, and completing my work</p> <p>~Know the grade level standards I am expected to learn</p> <p>~Ask the teacher for help when I do not understand something</p> <p>~Take home and complete all homework assignments with my best efforts</p> <p>~Attend tutoring and/or Halftime when offered</p> <p>~Follow all school and classroom rules and respect other students and adults</p> <p>~Set goals for my learning and do my best to achieve them</p> <p>~Read daily at home to build fluency</p> <p>~Share all papers sent home with parents and return them in a timely manner</p> <p>~ Be a positive role model by demonstrating the six character traits</p> <p>~ Optimism, curiosity, grit, and gratitude will guide my learning each day</p> <p>~Act with Kindness</p>

The La Granada Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all students.

Teacher Signature _____ Date _____

Parent Signature _____ Date _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

IMPORTANTE – FAVOR DE LEER CUIDADOSAMENTE, FIRMAR Y REGRESAR

ACUERDO ENTRE PADRES-ESCUELA de la Escuela PRIMARIA LA GRANADA 2021-2022	RESPONSABILIDADES DE LOS MAESTROS	RESPONSABILIDADES DE LOS PADRES	RESPONSABILIDADES DE LOS ESTUDIANTES
	<p>~Proveer instrucción de alta calidad para todos los estudiantes enseñando los estándares de nivel de grado mediante un currículo de calidad</p> <p>~Proveer comunicación continua con los padres en cuanto a los estándares y estrategias para que trabajen con sus hijos en casa</p> <p>~Incluir a todos los estudiantes en el aprendizaje por medio de una variedad de estrategias de instrucción</p> <p>~Proveer tiempo de acceso universal para cubrir las necesidades de todos los estudiantes</p> <p>~Proveer comunicación continua por medio de reuniones, conferencias, notas y llamadas telefónicas en relación al progreso de sus niños y para establecer metas</p> <p>~Compartir las reglas del salón de clase y de la escuela con los estudiantes y los padres</p> <p>~Proveer a los padres con informes del progreso de sus niños y el rendimiento general de la escuela</p> <p>~Proveer asignaturas significativas de tarea y responsabilizar a los estudiantes por su trabajo</p> <p>~Asistir a desarrollo profesional basado en la investigación para realzar la instrucción en el salón de clase</p> <p>~Colaborar y observar al equipo de nivel de grado para identificar a los estudiantes que necesitan intervención y realzar las prácticas de enseñanza</p> <p>~Tener un mínimo de una conferencia anual de padres/maestro en la que se hable del Acuerdo de Padres-Estudiante-Maestro y de cómo se relaciona con los logros individuales del estudiante</p> <p>~Proveer un ambiente de apoyo y aprendizaje efectivo que permita a los niños cumplir con los estándares académicos estatales</p> <p>~Promover la preparación para asistir a la universidad (AVID)</p>	<p>~Siga las leyes de tránsito y las entradas/salidas apropiadas durante la llegada y la salida.</p> <p>~Asegurar que mi hijo/a sea puntual</p> <p>~Asegurar que mi hijo/a siga la política de uniforme y/o código de vestuario</p> <p>~Monitorear el progreso de mi hijo/a y que complete la tarea</p> <p>~Proveer un lugar tranquilo para que complete la tarea</p> <p>~Leer en voz alta con mi hijo/a todos los días</p> <p>~Familiarizarme con los estándares del nivel grado de mi hijo/a</p> <p>~Aprovechar las oportunidades de extensión de aprendizaje tales como tutoría y/o Halftime</p> <p>~Asistir a los eventos escolares tales como conferencias, noches educativas para padres y noches de regreso a la escuela</p> <p>~Participar en los grupos de padres tales como ELAC, SSC, ATP y PTA</p> <p>~Comunicarme con el maestro de mi hijo/a para observar, ser voluntario o cuando tenga alguna preocupación acerca del progreso de mi hijo/a</p> <p>~Platicar con mi hijo/a acerca de los peligros de las drogas, alcohol y armas</p> <p>~Repasar las reglas escolares con mi hijo/a</p> <p>~Leer y firmar (cuando se requiera) cualquier comunicación entre la escuela y el hogar</p>	<p>~Asistir a la escuela todos los días PUNTUALMENTE</p> <p>~Seguir el código de vestimenta de la escuela diariamente.</p> <p>~Vístase apropiadamente para el clima</p> <p>~Participar activamente en el salón de clase, escuchando, levantando la mano para hablar y completando mi trabajo</p> <p>~Saber cuáles estándares necesito aprender de acuerdo a mi nivel de grado</p> <p>~Pedir ayuda al maestro cuando no entienda algo</p> <p>~Llevar a casa y completar toda la tarea poniendo mi mayor esfuerzo</p> <p>~Asistir a tutoría y/o Halftime cuando sean ofrecidos</p> <p>~Seguir todas las reglas escolares y del salón de clase y respetar a estudiantes y adultos</p> <p>~Establecer metas para mi aprendizaje y poner todo mi esfuerzo para lograrlas</p> <p>~Leer en casa diariamente para aumentar la fluidez</p> <p>~Compartir con mis padres todos los avisos enviados a casa y regresarlos de manera oportuna</p> <p>~ Ser un modelo positivo al demostrar las seis características del buen carácter</p> <p>~ El optimismo, curiosidad, determinación y gratitud guiarán mi aprendizaje cada día</p> <p>~ Actúa con amabilidad</p>

El Personal de La Granada, Comunidad de Padres, y el Cuerpo Estudiantil trabajarán juntos como equipo para asegura una educación de alta calidad y un ambiente escolar seguro para todos los estudiantes.

Firma del Maestro _____ Fecha _____
 Firma del Padre _____ Fecha _____
 Firma del Padre _____ Fecha _____
 Firma del Estudiante _____ Fecha _____

ALVORD UNIFIED SCHOOL DISTRICT

La Granada Elementary School

School Parental Involvement Policy

* * * * *

PART I. GENERAL EXPECTATIONS

The La Granada Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **La Granada Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The School Site Council (SSC) and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with English Language Advisory Committee (ELAC) and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place annually, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

2. The **La Granada Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

The school announces via notices home when the School Parental Involvement Policy will be reviewed and open for discussion. SSC, ELAC, Principal's Coffee and Back To School Night agendas and parent notification fliers are distributed.

Administration will distribute and discuss the Title 1 requirements and rights at Annual Title I meetings annually.

3. The **La Granada Elementary School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

The School Site Council and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with ELAC and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place every year, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

4. The **La Granada Elementary School** will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,

- about their school's participation in Title I:

At the beginning of every year, the principal will distribute and discuss the Title I requirements and rights at Annual Title I meetings. Parents receive invitations to Annual Title I meetings with information that a meeting will be held to discuss the Title I program (including tutoring). Handouts are distributed and as the presentation is made, translation is made available. All parents are encouraged to attend. Sign in sheets provide staff with the information about which parents were in attendance.

5. The **La Granada Elementary School** will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - At the beginning of each school year, the initial meetings for SSC, ELAC, Principal's Coffee, Parent Teacher Association (PTA) that are held in the morning in room P3.
 - Childcare is provided for every parent meeting or training on the campus when possible.
 - Parents are polled as to what meeting time would best suit their needs for participation and the meetings are then scheduled.
 - Review of the meeting time is reviewed at various times during the year to insure the needs of the parents are being met.
 - Parents are provided with incentives to increase attendance and participation in parent involvement activities.
6. The **La Granada Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:
 - Parents will receive notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance
 - Results of annual state testing will be available in the Aeries Parent Portal.
7. The **La Granada Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

The School offers parents a copy of the School Accountability Report Card (SARC) annually on the school's website. Parents are exposed to samples of each content curriculum at SSC, ELAC and Principal's Coffee meetings. Teachers explain some of the curriculum and units of study to parents at Parent Teacher Conferences held each fall. Teachers hand parents printed copies of the Language Arts and Mathematics California Standards at Back to School Night and at Parent Teacher Conferences. Academic assessment and student progress is discussed with parents at Back to School Night and Parent Teacher conferences, or whenever a parent needs to conference with a teacher about his/her student's progress.

- Back to School Night
 - Parent Conferences
 - Annual Title I Meeting
 - Parent Council Meetings (i.e. SSC, ELAC, ATP)
8. The **La Granada Elementary School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as

appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

La Granada hosts an open forum for parents to participate in decision making and voicing their concerns and suggestions monthly at the Principal's Coffee. Also, parents are invited to attend any SSC or ELAC meeting. Flyers are sent home regularly and/or posted to announce meeting times of all said meetings. Childcare and translation is made available at all meetings.

9. The **La Granada Elementary School** will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- School-wide plan will be shared with parents during SSC and ELAC parent meetings
- If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the office of Equity and Access and to the Superintendent or administrator designee.
- All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. The **La Granada Elementary School** will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- Notices/flyers sent home in English and Spanish
- Translation services available for meetings and workshops
- Family Nights
- ELAC meetings
- Principal's Coffee Meetings
- Kinder Camp/Summer Send Off
- CABE Conference
- Parent University
- ATP Meetings
- Child care will be provided for all meetings when possible

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. The **La Granada Elementary School** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Family Reading Event*
- *Family Math/Science Event*
- *Parent University*
- *Parent Workshops*
- *AVID Elementary*

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parent input will be given regarding the school-parent compact
 - The school-parent compact will be shared during Back to School Night and at the parent conferences held the first trimester of the school year
 - The school-parent compact will be signed by all stakeholders indicated on the compact
 - Copies of the school-parent compact will be sent home with all students
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress
 - how to work with educators:
- Parent Workshops
Parent Conferences
Annual Title 1 Night
Back to School Night
CABE attendance
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent University
 - Parent Workshops
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Professional Development trainings regarding parent involvement and partnership for teachers
 - Professional Development trainings regarding parent involvement and partnership for paraprofessionals
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Kinder Camp to be held each spring for incoming kindergarten and Transitional Kindergarten students and their parents/caregivers
 - Summer Sendoff

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All event notices will be sent home in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent council meetings, leadership team meetings.

This policy was adopted by the **La Granada Elementary School** on April 8, 2021 and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2021. It will be made available to the local community on or before September 2021. The **La Granada Elementary School** notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



Signature (official authorization)



Date

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria La Granada
Política de Participación Escolar de Padres

* * * * *

PARTE I. EXPECTATIVAS GENERALES

La Escuela Primaria La Granada está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.
- La escuela notificará a los padres acerca de la Política de Participación Escolar de los Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres puedan entender.
- La escuela tendrá disponible para la comunidad la Política de Participación Escolar de Padres.
- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La escuela periódicamente actualizará la Política de Participación Escolar de los Padres para cubrir las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el acuerdo escuela-padres como un componente de su Política de Participación Escolar de Padres.
- La escuela está de acuerdo en regirse por la definición de los siguientes estatutos de participación de padres y producirán programas, actividades y procedimientos de acuerdo con esta definición.

La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:

(A) los padres tienen un papel esencial ayudando en el aprendizaje de sus hijos;

(B) se anime a los padres a participar activamente en la educación de sus hijos en

la escuela;

(C) los padres son socios mayoritarios en la educación de sus hijos y están

incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;

(D) la realización de otras actividades, tales como las descritas en la sección

1118 del ESEA.

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. **La Escuela Primaria La Granada** tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

El Concilio Escolar (SSC) y el Equipo de Liderazgo se reunirán regularmente para repasar y revisar las Políticas de Padres del Distrito y de la Escuela. También, mensualmente se comparte información con el Comité Consejero para Aprendices del Idioma Inglés (ELAC), en juntas de colaboración del personal y los Cafés con la Directora. El personal escolar y los padres repasan el acuerdo entre la escuela-padres-estudiantes para asegurar su implementación y actualización según sea necesario.

Las opiniones de los padres y el personal escolar son esenciales para cubrir las necesidades de los estudiantes, maestros y padres. Algunos procedimientos ya están incluidos en los datos, en la recopilación de información y establecimiento de metas del proceso SPSA lo cual ocurre cada año, así como juntas y diálogos independientes con SSC, ELAC, Cafés con la Directora, Equipo de Liderazgo y juntas de colaboración.

2. **La Escuela Primaria La Granada** tomará las siguientes acciones para distribuir la Política de Participación de Padres a los padres de niños participantes y a la comunidad local:

La escuela notifica a los hogares por medio de avisos cuando se vaya a revisar la Política de Participación de Padres y esté abierta para opiniones. Se distribuyen avisos, notificación para padres y agendas de SSC, ELAC, Café con la Directora y Noche de Regreso a la Escuela.

Anualmente, durante las juntas de Título I administración distribuyen y dialogan los requisitos y derechos de Título I.

3. **La Escuela Primaria La Granada** periódicamente actualizará su Política Escolar de Participación de Padres para cubrir las cambiantes necesidades de los padres y de la escuela:

El Concilio Escolar y el Equipo de Liderazgo se reúnen regularmente para revisar las Políticas de Padres del Distrito y de la Escuela. También se comparte información con ELAC, juntas de colaboración y el Café con la Directora mensual. El personal escolar y los padres revisan el acuerdo escuela-padres-estudiante para asegurar su implementación y actualizarlo según sea necesario.

La opinión de los padres y el personal son esenciales para satisfacer las necesidades de los estudiantes, maestros y padres de familia. Algunos procedimientos se incluyen con los datos, recopilación de información y el establecimiento de metas del proceso de SPSA, que se lleva a cabo cada año, así como juntas independientes y diálogos con SSC, ELAC, Café con la Directora, Equipo de Liderazgo y juntas de colaboración del personal.

4. **La Escuela Primaria La Granada** organizará una junta anual para informar a los padres de lo siguiente:

- Que la escuela de sus hijos participa en Título I.
- Acerca de los requisitos de Título I.

- Acerca de sus derechos para participar.
- Acerca de la participación de su escuela en Título I.

Al principio de cada año durante las juntas de Título I, la directora distribuirá y hablará sobre los requisitos y derechos de Título 1. Los padres reciben invitaciones para las juntas de Título I con la información para discutir el programa de Título 1 (incluyendo tutoría). Documentos se distribuyen mientras se hace la presentación, hay traducción disponible. Todos los padres están invitados a asistir. Las hojas de registro de asistencia proporcionan a la personal información de cuáles padres asistieron.

5. **La Escuela Primaria La Granada** tendrá un número flexible de juntas a diferentes horas y proveerá transportación, cuidado de niños y/o visitas a los hogares pagadas con los fondos de Título I, siempre y cuando este servicio esté relacionado con la participación de padres.

- A principios de cada año escolar, las juntas iniciales de SSC, ELAC, Café con la Directora y Asociación de Padres y Maestros (PTA) se llevan a cabo en la mañana en el salón P3.
- Se proporciona cuidado para niños en cada junta o entrenamiento dentro del campo escolar cuando sea posible.
- Se realiza una encuesta con los padres para saber, de acuerdo a sus actividades, cuál es la mejor hora que se adapte a sus necesidades para que participen.
- El horario de las juntas se revisa varias veces durante el año para asegurar que las necesidades de los padres sean cubiertas.
- Se proporcionan incentivos (reconocimientos etc.) a los padres para incrementar su asistencia y participación en las actividades para padres.

6. **La Escuela Primaria La Granada** proveerá información actual acerca de los programas de Título I para los padres de los estudiantes participantes cuando sea necesario:

- Los padres recibirán un aviso y agenda de las juntas de SSC y ELAC por lo menos con 72 horas de anticipación.
- Los resultados anuales de los exámenes estatales estarán disponibles por el portal para padres de Aeries.

7. **La Escuela Primaria La Granada** proporcionará a los padres de los niños participantes una descripción y explicación del currículo usando en la escuela, las formas de evaluación académica usadas para medir el progreso y los niveles de dominio que se espera que los estudiantes logren.

La escuela proporciona anualmente a los Padres una copia del Reporte de Responsabilidad Escolar (SARC). Durante las juntas de SSC, ELAC y Café con la Directora, los padres son expuestos a ejemplos de cada contenido del currículo. Los maestros explican algunos puntos sobre el currículo y las unidades de estudio durante las Conferencias de padres y maestros que se llevan a cabo cada otoño. Durante la Noche de Regreso a la Escuela y Conferencias de Padres o cuando los padres necesitan hablar con maestro/a acerca del progreso de sus hijos, los maestros entregan a los padres copias impresas de los Estándares de California para Artes de Lenguaje y Matemáticas.

- Noche de Regreso a Clases
- Conferencias de Padres
- Junta anual de Título I

- Juntas de Concilio para Padres (SSC, ELAC, ATP)
8. **La Escuela Primaria La Granada** proveerá a padres de niños participantes, cuando lo soliciten, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responderá a dichas sugerencias lo más pronto posible.

La Granda proporciona un foro abierto para que los padres participen en la toma de decisiones expresando mensualmente sus preocupaciones y sugerencias durante el Café con la Directora. También se invita a los padres para que participen en las juntas de SSC o ELAC. Regularmente se exhibe y/o envía información a casa para anunciar el horario de todas las juntas mencionadas. Durante todas las juntas se proporciona cuidado de niños y servicio de traducción.
 9. **La Escuela Primaria La Granada** presentará al distrito cualquier comentario de los padres en caso de que el plan escolar bajo la sección (1114) (b) (2) no sea satisfactorio para los padres de los estudiantes participantes.
 - El Plan Escolar será compartido con los padres durante las juntas para padres de SSC y ELAC.
 - En caso de que algún padre exprese no estar satisfecho en cuanto al contenido del plan escolar, los comentarios serán dirigidos a la oficina de Equidad y acceso y al Superintendente o administrador designado.
 - Se harán todos los esfuerzos para revisar el plan, de manera que sea del agrado de los padres.
 10. **La Escuela Primaria La Granada** tomará las siguientes acciones para proporcionar acceso y oportunidades para los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migratorios.
 - Avisos/boletines enviados a casa en inglés y español
 - Servicios de traducción disponibles en juntas y talleres
 - Noches Familiares
 - Juntas ELAC
 - Juntas de Café con la Directora
 - Kinder Camp/Summer Send Off
 - Conferencia CAFE
 - Universidad para Padres
 - ATP
 - Proporcionar cuidado de niños para todas las juntas cuando sea posible

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES TENGAN ALTOS LOGROS ACADÉMICOS

1. **La Escuela Primaria La Granada** desarrollará la capacidad de la escuela y de los padres para una sólida participación para asegurar la efectiva participación de los padres y para apoyar una sociedad entre los participantes escolares, padres y comunidad para mejorar los logros académicos de los estudiantes a través de las siguientes actividades específicamente descritas a continuación:
 - *Evento Familiar de Lectura*
 - *Evento Familiar de Matemáticas/Ciencias*
 - *Universidad para Padres*
 - *Talleres para Padres*

- *AVID para escuelas primarias*

2. La escuela incorporará el Acuerdo Escuela-Padres, como componente de su Política Escolar de Participación de Padres:
 - Los padres darán sus opiniones en cuanto al Acuerdo entre Escuela-Padres
 - El Acuerdo Escuela-Padres se compartirá durante la Noche de Regreso a Clases y en las conferencias para padres del primer trimestre escolar.
 - El Acuerdo entre Escuela-Padres, será firmado por todos los participantes indicados dentro del mismo.
 - Se enviarán copias del Acuerdo Escuela-Padres con todos los estudiantes.
3. La escuela, con la ayuda del distrito, proporcionará ayuda a los padres de los estudiantes a quienes da servicio, en la comprensión de temas tales como los que se mencionan a continuación, responsabilizándose de las acciones descritas en este párrafo:
 - El contenido académico de los estándares del Estado
 - Los estándares del Estado para los logros académicos de los estudiantes
 - Evaluaciones académicas del Estado y locales, incluyendo evaluaciones alternas
 - Los requisitos de Título I
 - Cómo monitorear el progreso de sus hijos
 - Cómo trabajar con los educadores

Talleres Para Padres
Conferencias de padres y maestros
Junta Anual Título I
Noche de Regreso a Clases
Asistencia a CABE
4. La escuela, con la ayuda del distrito, proporcionará materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos, tales como entrenamiento en alfabetización y uso de tecnología, según sea necesario para fomentar la participación de padres por medio de:
 - Universidad para Padres
 - Talleres Para Padres
5. La escuela, con la ayuda del distrito y de los padres, educará a sus maestros, personal de servicios a estudiantes, directores y otros empleados en como pedir ayuda, comunicarse y trabajar con los padres como socios igualitarios en el valor y utilidad de las contribuciones de los padres y en cómo implementar y coordinar programas para formar lazos de unión entre los padres y las escuelas por medio de:
 - Entrenamientos de desarrollo profesional para maestros, relacionados con la participación y sociedad con los padres
 - Entrenamientos de desarrollo profesional para semi-profesionales, relacionados con la participación y sociedad con los padres.
6. La escuela, hasta donde sea posible y apropiado, coordinará e integrará los programas y actividades de participación de padres con el programa preescolar *Head Start* programas para padres y maestros, preescolar pública y otros programas, así como conducir otras actividades tales como centros de recursos para padres que los motiven y apoyen a participar a mayor escala en la educación de sus hijos por medio de:

- Kinder Camp se llevará a cabo cada primavera para los nuevos estudiantes de Kindergarten, Transición a Kindergarten y sus padres/guardianes.
 - Summer Sendoff
7. La escuela, hasta donde sea posible y apropiado, ejecutará las siguientes acciones para asegurar que la información relacionada con la escuela y programas para padres, juntas y otras actividades, sean mandadas a los padres de los estudiantes participantes en un formato uniforme y fácil de entender, incluyendo un formato alternativo si se solicita y hasta donde sea posible en el idioma que los padres puedan entender:
- Todos los avisos de la escuela se enviarán a casa en inglés y en español

PARTE IV. ADOPCIÓN

Esta Política Escolar de Participación de Padres ha sido desarrollada en equipo y de acuerdo con padres de estudiantes participando en programas Título I, Parte A, según la evidencia de las minutas de las juntas del concilio de padres.

Esta Política fue adoptada por la **Escuela Primaria La Granada** el 8 de abril del 2021 y estará en efecto durante el período de los años escolares 2021-2022. La escuela distribuirá esta Política a todos los padres de estudiantes participantes en Título I, Parte A, en o antes de septiembre del 2021. Estará disponible para la comunidad en o antes de septiembre del 2021. La notificación de la **Escuela Primaria La Granada** para los padres se hará en un formato uniforme y fácil de entender y de ser posible se proveerá a los padres una copia de la Política en el idioma que puedan entender.


Firma (autorización oficial)

4/8/21
Fecha



La Granada Elementary School
School Site Council Minutes
May 13, 2021

Zoom Meeting

2:30p.m.



- I. Introductory Procedures
 1. Meeting was called to order at 2:32 p.m. by Dr. Gomez.
 2. Establishment of Quorum: Quorum was established with 6 out of 10 with. The following members were present: Rosa Gomez, Ericka Cruz, Imelda Lemon, Melony Morales, Gabriela Sosu and Gina Maharaj.
 3. Pledge of Allegiance was recited.
 4. Members were introduced, welcomed and asked to sign in.
- II. Action Items
 1. There weren't any revisions noted in the April 8, 2021 minutes:
 - a. It was motioned by Mrs. Morales /seconded Mrs. Maharaj /carried by all (Morales/Maharaj 6/0/0) to approve the minutes as revised.
 2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - o There weren't any expenditures listed. Balances were being used on Summer Academy materials and personnel's additional hours for EL tutoring.
 - b. It was motioned by Mrs. Morales /seconded by Mrs. Cruz /carried by all (Morales/Cruz 6/0/0) to approve all Title 1/LCFF-LI/LCFF-EL expenditures as listed on the expenditure request sheet.
 3. Approve participation in a Title I School Wide Program
 - a. Dr. Gomez explained to the committee how schools are considered Title I and the difference between a school-wide program.
 - b. It was motioned by Mrs. Maharaj /seconded by Mrs. Morales /carried by all (Maharaj/Morales 6/0/0) to approve participation in a Title I School Wide Program.
 4. Approve site categorical budgets for 2021-2022
 - a. There were proposed expenditures for the 2020-2021 school year.
 - o Expenditures such as the salary for our instructional coach, Elementary Literacy Teacher, and paper were discussed to begin the 2020-2021 school year. Elementary Literacy Teacher (ELT) has been trained in wonder works which is an intervention component of the adopted program in our English Language Arts curriculum. She provides literacy intervention for our students throughout the school year.
 - b. It was motioned by Mrs. Maharaj/seconded by Mrs. Morales/carried by all (Maharaj/Morales 6/0/0) to approve site categorical budgets for 2021-2022
 5. Approve the 2021-2022 School Plan for Student Achievement
 - a. There were proposed expenditures for the 2020-2021 school year.
 - o Dr. Gomez reviewed the SPSA including, data, goals, expenditures, actions and strategies.
 - o She went over the comprehensive Needs Assessments, Resource Inequities, and Budget Summary sections.
 - b. It was motioned by Mrs. Maharaj/seconded by Mrs. Cruz/carried by all (Maharaj/Cruz 6/0/0) to approve the 2021-2022 School Plan for Student Achievement
- III. Discussion/Information
 1. Budget Reports

- a. Categorical budgets were reviewed and discussed.
 - o There weren't any more expenditures for the 2020-2021 school year.
 - 2. Training Topic:
 - a. Plan Election Cycle for August, 2021
 - o Dr. Gomez reviewed the dates in which the election cycle for SSC is held. August nomination forms are sent out. Nominees are posted and ballots are sent out to families. September is when the first meeting of the school year is held with the new members.
 - b. [SSC Committee Self-Evaluation](#)
 - o Members chose to complete the evaluation together. The area on "Training on Roles and Responsibilities" was discussed. Roles and responsibilities are addressed once or twice a year. It was requested to review as needed by the members.
 - 3. School Plan for Student Assessment (SPSA)
 - a. Dr. Gomez reviewed the goals, baseline data, and goals for the 21-22 SPSA.
 - o Members reviewed and discussed goals and actions for the 21-22 goals.
 - o Goal 2 changed since ACHIEVE 3000 will no longer be funded by the district for La Granada. Goal 2 will use AVID trained teachers as a measurement.
 - 4. Parent Committee Reports
 - a. ELAC Report
 - o ELAC minutes from February were reviewed.
 - o March ELAC highlights included: Recommendations to SSC to extend tutoring to all students not just ELs and expand EL tutoring to 1st grade.
 - o Next ELAC meeting will be May 18, 2021.
 - b. ATP Report
 - o No report there isn't an established committee.
 - c. PAC Report
 - o Highlights were reviewed from the April 27, 2021 meeting. April PAC highlights included: LCAP review and input
 - o Next PAC meeting will be fall 2021.
 - 5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent staff professional development included: All teachers and bilingual instructional assistants have received ELPAC training in April.
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Parent University on in April.
 - Upcoming parent involvement opportunities include Parent Volunteer/Parent university Graduation on 5/14/21 at 8:30 am.
 - c. Interventions
 - o Members discussed intervention options for this school year.
 - EL tutoring will end this month for EL students 2nd-5th grade.
 - 6. Principal's Report
 - Upcoming events include: Textbook Collection 5/14/21, Kinder Promotion Ceremony 5/21/21, 5th Grade Promotion Drive Up Ceremony 5/27/21, and Device Collection 5/28/21.

IV. Hearing Session/Public Comments

- 1. The following discussion was brought forward:
 - a. There weren't any topics for discussion.

V. Adjournment: Action Item

- a. It was motioned by Mrs. Maharaj /seconded by Mrs. Cruz /carried by all (Maharaj/Cruz 6/0/0) to adjourn the meeting at 3:39 pm.

The next School Site Council meeting is scheduled for September 2021.

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 10/28/20.

Attested:



Principal, Rosa Gomez on 5/13/21



SSC Chairperson, Gina Maharaj on 5/13/21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Hills Elementary School	33-66977-0113605	May 2021	

Purpose and Description

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESSA Program Improvement into the SPSA.

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 Lake Hills Elementary School staff is committed to teamwork and relationship building where we cultivate the growth of the whole child. We provide a quality education for every child on our campus.

Summary of plan:

ACTIONS TO IMPROVE CONDITIONS OF LEARNING

- To support the academic growth of all students staff will engage in on-going professional development using data from multiple measures. During the professional learning opportunities staff will develop short and long term planning goals based on the range of rigor/Depth of Knowledge described within the California Common Core State Standards, and Curriculum Frameworks, to ensure all students, as well as student groups that are at-risk, achieve the expected outcomes in the areas of English Language Arts, Mathematics, and English Language Development.

ACTIONS TO IMPROVE PUPIL OUTCOMES

- To develop a strong culture of college and career readiness we will implement AVID Elementary strategies campus wide.

ACTIONS TO IMPROVE ENGAGEMENT

- A positive, engaging, learning environment will be achieved through the implementation of a Multi-Tiered System of Supports (MTSS) that addresses the social-emotional, behavioral, and academic needs of all students, while involving parents and community through a variety of opportunities to volunteer, provide input, and attend information workshops.

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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).

For the 2020-2021 school year, 5th grade students, staff, and parents participated in the California School Survey. The purpose of the survey was to collect and analyze data in order to assist in the areas of (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. The survey was conducted online.

It is important to note, at the time of survey distribution, students had engaged in distance learning for nearly one year due to school closures. Surveys were distributed during the Winter 2021 months. At the time the survey was distributed, there were 100 hybrid 5th grade students and 37 virtual 5th grade students. All students were participating in distance learning. Our school site had not yet returned to in-person instruction.

Parents were notified via phone message and email that students would be invited to participate in the survey and participation was anonymous. 102 out of 137 (74%) students participated in the survey; 62% of the participants were female and 38% were male. When reviewing data focusing on school engagement and supports, 81% of students reported that they are academically motivated, 91% reported that there are high expectations from the adults in school, and 74% indicated connectedness to school. In the area of school safety, 87% of students feel safe at school and 100% of students feel that they are treated with respect. When students responded to questions about Lake Hills having an anti-bullying climate, 84% of students replied that most of the time or all of the time they agreed. In reviewing responses that focused on substance abuse and mental health, 60% of the students responded that they have experienced sadness some of the time.

All staff members were invited to participate in the school survey. 24 staff members participated. Staff survey results noted the following key areas:

- 81%- caring adult relationships
- 90%- high expectations-adults in school
- 58%- student meaningful participation
- 71%- anti-bullying climate
- 72%- respect for diversity
- 43%- student readiness to learn
- 60%- students are less engaged in remote classes
- 55%- PD needs include motivating students
- 68%- PD to support students exposed to trauma

There were 243 respondents for the parent survey. 147 respondents indicated their child was enrolled in a remote learning program and 94 parents indicated their child was enrolled in the hybrid learning program. 57% of participants reported that Lake Hills Elementary encourages parent involvement. 54% of our parents feel encouragement from school to be an active partner and 65% reported the school promotes academic success. 65% of respondents indicated school to be safe for students and 71% reported school to treat students with respect. Finally, 48% reported the school to promote respect of cultural beliefs/practices.

Classroom Observations

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

Due to COVID-19 and school closures, administration conducts virtual classroom visits nearly daily. Once the site was re-opened classroom visits and campus walks resumed. Informal observation email messages are sent to teachers which provide feedback. In addition, informal debriefing occurs regularly. Formal evaluations are conducted regularly for both tenured and probationary teachers. Administration, with the support from the Leadership team, identifies best practices and areas of opportunity to aide with site professional learning. Administration conducts in person class visits and provides written and verbal feedback regularly.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Lake Hills Staff engages in formative assessment practices to monitor student growth throughout the school year. Data is also reviewed with our parent groups which include ELAC and SSC. The data is used to monitor student progress towards the standards and disaggregated to guide first-best instruction as well as to identify students needing differentiation. Some of the measures include:

- informal observations during lessons
- teacher/grade level created assessments
- curriculum-embedded assessments
- iReady diagnostic assessments
- universal screening tools (Acadience Reading)
- diagnostic assessment (BPST-II, STAR)
- interim SBAC assessments
- Summative Assessment results in the areas of ELA, Math, Science, and English Language Development

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

Data generated from teacher and curriculum-embedded assessments is analyzed by PLC teams, leadership, and administration. The leadership team meets monthly, PLC teams meet, at minimum, twice a month. Teams disaggregate the data to identify areas of opportunity within the instructional program to support specific learning targets. Progress is monitored regularly and adjustments are data driven.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Lake Hills Elementary staff is highly qualified under ESEA legislation.

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

All teachers are fully credentialed and are assigned appropriately. Teachers have been provided training on iReady, Foundational Skills for literacy, Acadience administration, Independent reading practices, and Close Reading. Many individual teachers have increased their teaching abilities by attending training on Wonders materials, the NEXT Generation Science Standards (NGSS), Music in Education, and GATE instructional strategies. In addition, the focus of our work during the 2021-22 school year is to continue to strengthen our Multi-Tiered System of Supports (MTSS).

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

Veteran staff (10 Years or more) in AUSD have attended the appropriate professional development trainings (SB472) for English Language Arts. Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at both the school site and district level.

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

Lake Hills Elementary teachers receive instructional support from site administration. Additionally, Lake Hills has a full-time literacy teacher who supports all teachers in foundational skills instruction, in addition to providing direct service to students and a full-time numeracy teacher. An area of instructional focus includes the AVID tenants of writing, inquiry, collaboration, organization, and rigor (WICOR).

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

Teachers meet minimally twice monthly formally and many times informally to discuss and identify instructional strategies to be implemented across the grade level to increase student achievement. During the first semester of the 2020-2021 school year, every Friday morning the staff meets for professional development or collaborative purposes. This provides teachers with weekly time to grow professionally. In addition, the special education team (Psychologist, RSP teachers, Instructional Assistant, Occupational Therapist, and Principal) meets each Wednesday morning to ensure our most at-risk students are receiving the necessary supports and to ensure the Lake Hills staff also is supporting appropriately.

Teaching and Learning

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

In accordance with State law, teachers are implementing the CCCSS and are using available resources to help all students achieve grade level standards. In addition, all of our units of study follow the guidelines of the NGSS standards and ELD standards.

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

In accordance with the State Framework, a minimum of 60 minutes of language arts instruction for Transitional Kindergarten and Kindergarten, 2.0 hours for grades 1-3, and 2.5 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Transitional Kindergarten and Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations.

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

The district has developed Units of Study for Language Arts and Mathematics to ensure that all students receive the common core curriculum for their grade level. In addition, staff is always working towards developing a structure to ensure that foundational literacy skills are taught in grades TK - 5.

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

All students have access to adopted curricular materials, including specialized materials and equipment for visually impaired students. Each child is provided with their own Wonders textbook at every grade level. All students have access to their own mathematics textbook/materials. Science (Pearson/Scott Foresman) and Social Studies (Pearson/Scott Foresman) are integrated into the curriculum in grades TK-5 utilizing the adopted materials. As a result of Williams lawsuit compliance, and through curriculum inventory surveys, it has been established that all staff have teachers editions, materials to differentiate instruction, and other resources that are needed to fully implement reading language arts, math, social studies, and science programs.

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

Lake Hills follows the state curricular Frameworks and CCCSS/NGSS as adopted by the California State Board of Education in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards direct district and school goals, objectives, and expected learning outcomes towards mastery. In accordance with the directive by district administration, common core standards are the focus of instruction with core adopted materials used as the vehicle to reach mastery. Teachers use district adopted and approved supplemental materials to assist with student mastery toward the standards.

Lake Hills students are given complete access to grade specific standards based appropriately aligned and district adopted materials including all textbooks. Students in grades 3-5 are provided Readers Library books to supplement the core. The Wonders Universal Access program and iReady allow for differentiation of instruction for students requiring remediation, challenge, and English language development support. Writing instruction is aligned to common core state standards. Lake Hills is utilizing a variety of math instructional resources to support standards based instruction, such as iReady, Expressions, Eureka Math and MobyMax. Mathematics instruction is delivered daily for approximately one hour in most grades. Additional resources have been purchased to assist teachers with the effective instructional delivery of the CCCSS.

Opportunity and Equal Educational Access

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

Lake Hills' teachers collaborate regularly through a PLC model to evaluate data and design differentiated instructional opportunities to meet the needs of all students, including those that may be under performing. Teachers employ a variety of instructional strategies as well as supplemental resources to accelerate learning.

Evidence-based educational practices to raise student achievement

Lake Hills' staff is continuing their work using the MTSS framework to support students social emotional and academic needs. Our team created a compelling message for our work which reads, "When we commit to teamwork and relationship building we cultivate the growth of the whole child. We are the difference!" All of our supports for students center around teamwork, relationship building, and student centered actions. Additionally, the AVID Elementary culture of college and career preparedness is incorporated into our daily routines. Each PLC meeting is designed to address the following questions:

- * What do we want students to know?
- * How will we know when they've learned it?
- * What will we do when they don't?
- * What do we do when they have?

Parental Engagement

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

Lake Hills Elementary School is extremely fortunate to have an active and supportive PTO. Throughout the year they provide teachers with a supplemental budget that may be used to support their students. PTO also provides our students with extended learning opportunities and enrichment activities during the school day. In addition, other services or personnel provided by the regular program to enable all students to meet standards include: the Resource Specialist; Speech Therapist; Adaptive Physical Education teacher; Psychologist; and Student Study Team.

During the school day the following programs are provided by the school and/or district:

- *Nurse, Health Assistant (6 hours per day)
- *Elementary School Counselor (Daily)
- *Literacy teacher
- *Numeracy teacher
- *Peer tutoring, one to one help, small group instruction
- *R.T.I. (Response to Intervention)
- *P.E. teacher and instruction for first through fifth grade students twice a week for 100 minutes per week
- *1 Bilingual Assistant for students classified as English language Learners who are performing at levels 1 and 2 in acquiring English
- *1 fifth grade music teacher twice a week for 100 minutes per week for one semester of the school year
- * 1 TK and Kindergarten Harmony Boost Music Teacher once a week for 50 minutes

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)

Lake Hills values parent involvement and encourages both family and community involvement. Lake Hills has an active PTO, Watch D.O.G.S, ELAC and SSC with dedicated core members who are directly involved in the development and implementation of the school program. Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of the public educational programs.

Involvement in school programs is encouraged through these subsequent services:

- Watch D.O.G.S support classroom and outdoor activities daily. Parents are encouraged to sign up to support their child and community.
- Teachers include parents in school assemblies, programs, classroom activities and elicit parent support as needed.
- The school provides newsletters every month to keep parents informed of all school events, important dates, parenting tips, explanation of programs, and

educational strategies for their children.

Parent workshops/activities provided at Lake Hills consist of:

- Back-to-School Night and Open House
- Kinder Camp
- Literacy Centered Family Days
- AVID Parent Workshops
- Career Day-Parent Support Component

Funding

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

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

The instructional program at Lake Hills is supported by funding from: LCFF-LI and LCFF-EL. In addition to the site allocation of funding, district funds also support the instructional program. AUSD supports our school with a full-time literacy teacher and full-time numeracy teacher, a Harmony Boost music teacher for TK and Kindergarten students, a fifth grade music teacher for all students, and a part-time library assistant. The Lake Hills site was also granted funds from a federal CARES Grant which enabled the site to purchase services to support distance learning.

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

Through monthly meetings Leadership, SSC, and ELAC review student performance, data, and progress towards our goals and actions needed to achieve our goals.

Resource Inequities

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

Resource inequities through our needs assessment include the need for a full time assistant principal to support our students social emotional, behavioral, and attendance needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	0.13%	0%	2	1	0
African American	4.15%	5.09%	4.99%	34	38	36
Asian	12.32%	11.91%	11.93%	101	89	86
Filipino	3.17%	2.81%	2.91%	26	21	21
Hispanic/Latino	51.34%	51.27%	53.4%	421	383	385
Pacific Islander	0.12%	0.13%	0.28%	1	1	2
White	26.46%	26.24%	24.27%	217	196	175
Multiple/No Response	%	%	2.08%			1
Total Enrollment				820	747	721

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	158	132	125
Grade 1	122	111	111
Grade 2	137	111	104
Grade3	148	127	110
Grade 4	130	137	135
Grade 5	125	129	136
Total Enrollment	820	747	721

Conclusions based on this data:

1. Our enrollment has declined significantly over the last three years with less Kindergartners enrolling each year.
2. Enrollment in our TK program moving to Kindergarten has decreased significantly over the past two years.
3. Our white student group is consistently decreasing each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	139	105	51	17.0%	14.1%	7.1%
Fluent English Proficient (FEP)	22	25	53	2.7%	3.3%	7.4%
Reclassified Fluent English Proficient (RFEP)	12	17	46	7.6%	12.2%	43.8%

Conclusions based on this data:

1. Our RFEP student numbers have increased significantly due to revised reclassification guidelines. Students in grades Kindergarten through third grade may now be considered for reclassification.
2. Less students are identified as home language other English.
3. Declining enrollment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	151	126	127	150	124	127	150	124	99.2	99.3	98.4
Grade 4	122	134	142	121	130	142	121	130	142	99.2	97	100
Grade 5	153	127	134	152	127	133	152	127	133	99.3	100	99.3
All Grades	403	412	402	400	407	399	400	407	399	99.3	98.8	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2472.	2479.	31.50	44.67	49.19	33.86	26.67	27.42	18.90	16.00	12.10	15.75	12.67	11.29
Grade 4	2491.	2499.	2504.	32.23	38.46	40.85	28.10	30.77	21.83	19.83	13.08	21.83	19.83	17.69	15.49
Grade 5	2539.	2539.	2532.	32.89	32.28	30.08	35.53	37.01	37.59	18.42	12.60	15.04	13.16	18.11	17.29
All Grades	N/A	N/A	N/A	32.25	38.82	39.85	32.75	31.20	28.82	19.00	14.00	16.54	16.00	15.97	14.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.28	38.00	42.74	48.82	48.67	46.77	18.90	13.33	10.48
Grade 4	27.27	33.85	36.62	55.37	53.08	50.00	17.36	13.08	13.38
Grade 5	37.50	36.22	33.08	47.37	48.82	51.13	15.13	14.96	15.79
All Grades	32.75	36.12	37.34	50.25	50.12	49.37	17.00	13.76	13.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.13	43.33	38.71	55.91	40.00	49.19	14.96	16.67	12.10
Grade 4	28.93	33.08	27.46	57.85	46.92	59.86	13.22	20.00	12.68
Grade 5	42.11	43.31	35.34	44.74	40.16	53.38	13.16	16.54	11.28
All Grades	34.00	40.05	33.58	52.25	42.26	54.39	13.75	17.69	12.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.56	33.33	40.32	63.78	58.67	50.00	8.66	8.00	9.68
Grade 4	14.88	23.08	25.35	69.42	69.23	69.72	15.70	7.69	4.93
Grade 5	28.29	26.77	26.32	65.13	59.06	63.16	6.58	14.17	10.53
All Grades	24.00	28.01	30.33	66.00	62.16	61.40	10.00	9.83	8.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.07	50.67	45.97	54.33	38.00	43.55	12.60	11.33	10.48
Grade 4	32.23	33.85	30.99	52.89	55.38	55.63	14.88	10.77	13.38
Grade 5	38.82	47.24	32.33	50.00	40.16	51.13	11.18	12.60	16.54
All Grades	35.00	44.23	36.09	52.25	44.23	50.38	12.75	11.55	13.53

Conclusions based on this data:

1. The percentage of students performing in the Below Standard level for Research/Inquiry has a net increase over the past three years, with the highest percentage in 5th grade for the past two years..
2. Reading and Listening scores have consistently increased over the past three years.
3. Percentage of students performing in the Standard Exceeded level has increased each of the last three years and the percentage of students performing in the Standard Not Met level has decreased each of the last three 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	128	151	126	128	150	124	128	150	124	100	99.3	98.4
Grade 4	121	134	142	121	132	142	121	132	142	100	98.5	100
Grade 5	153	127	134	153	127	134	153	126	134	100	100	100
All Grades	402	412	402	402	409	400	402	408	400	100	99.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2475.	2479.	27.34	37.33	45.16	38.28	34.67	25.81	19.53	16.67	18.55	14.84	11.33	10.48
Grade 4	2488.	2501.	2503.	22.31	24.24	27.46	30.58	37.88	33.80	30.58	28.03	26.06	16.53	9.85	12.68
Grade 5	2546.	2528.	2538.	33.99	28.57	35.07	28.10	25.40	21.64	23.53	21.43	23.88	14.38	24.60	19.40
All Grades	N/A	N/A	N/A	28.36	30.39	35.50	32.09	32.84	27.25	24.38	21.81	23.00	15.17	14.95	14.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.09	58.00	54.03	36.72	25.33	33.87	17.19	16.67	12.10
Grade 4	33.88	38.64	39.44	35.54	40.15	40.85	30.58	21.21	19.72
Grade 5	50.33	43.65	41.79	30.07	26.19	34.33	19.61	30.16	23.88
All Grades	44.03	47.30	44.75	33.83	30.39	36.50	22.14	22.30	18.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.59	37.33	39.52	53.13	49.33	45.16	13.28	13.33	15.32
Grade 4	28.10	26.52	27.46	45.45	55.30	57.04	26.45	18.18	15.49
Grade 5	27.45	23.02	29.10	51.63	49.21	44.03	20.92	27.78	26.87
All Grades	29.60	29.41	31.75	50.25	51.23	49.00	20.15	19.36	19.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.16	44.67	49.19	53.91	42.67	37.10	10.94	12.67	13.71
Grade 4	24.79	32.58	31.69	53.72	49.24	49.30	21.49	18.18	19.01
Grade 5	33.33	26.98	32.09	47.71	40.48	44.78	18.95	32.54	23.13
All Grades	31.34	35.29	37.25	51.49	44.12	44.00	17.16	20.59	18.75

Conclusions based on this data:

1. Our instruction adjusted after the 2016-2017 school year.
2. The percentage of students performing in the Below Standard level for Communicating Reasoning has a net increase over the past three years, with the highest percentage in grade 5 for the past two years.
3. Percentage of students performing in the Standard Exceeded level has increased each of the last three years and the percentage of students performing in the Standard Not Met level has decreased each of the last three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.1	1393.7	1448.0	1403.7	1424.9	1369.6	23	13
Grade 1	1480.4	1459.1	1461.2	1468.3	1499.1	1449.3	16	14
Grade 2	1520.9	*	1522.9	*	1518.6	*	24	5
Grade 3	1538.4	*	1529.7	*	1546.8	*	26	6
Grade 4	1533.7	*	1532.2	*	1534.8	*	22	10
Grade 5	1538.7	1530.1	1532.7	1530.4	1544.4	1529.3	16	16
All Grades							127	64

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	46.15	*	7.69	*	38.46	23	13
1	*	7.14	*	50.00		35.71	*	7.14	16	14
2	87.50	*	*	*		*	*	*	24	*
3	46.15	*	46.15	*		*	*	*	26	*
4	*	*	68.18	*		*	*	*	22	*
5	*	12.50	*	62.50	*	18.75		6.25	16	16
All Grades	51.18	10.94	37.80	60.94	*	17.19	*	10.94	127	64

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	30.77	*	15.38	*	30.77	23	13
1	*	14.29	*	64.29	*	21.43		0.00	16	14
2	91.67	*	*	*		*	*	*	24	*
3	57.69	*	*	*		*	*	*	26	*
4	72.73	*	*	*		*	*	*	22	*
5	75.00	62.50	*	31.25		0.00		6.25	16	16
All Grades	63.78	34.38	25.98	46.88	*	10.94	*	7.81	127	64

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	38.46	*	15.38	*	38.46	23	13
1	*	14.29	*	28.57		42.86	*	14.29	16	14
2	62.50	*	*	*		*	*	*	24	*
3	*	*	*	*	*	*	*	*	26	*
4	*	*	*	*	*	*	*	*	22	*
5	*	12.50	*	12.50	*	68.75		6.25	16	16
All Grades	40.16	10.94	35.43	35.94	16.54	40.63	*	12.50	127	64

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	56.52	15.38	*	69.23	*	15.38	23	13	
1	*	35.71	*	64.29		0.00	16	14	
2	87.50	*	*	*	*	*	24	*	
3	61.54	*	*	*	*	*	26	*	
4	59.09	*	*	*	*	*	22	*	
5	*	12.50	*	81.25		6.25	16	16	
All Grades	63.78	20.31	32.28	71.88	*	7.81	127	64	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	15.38	56.52	46.15	*	38.46	23	13	
1	*	14.29	*	85.71		0.00	16	14	
2	87.50	*	*	*		*	24	*	
3	61.54	*	*	*	*	*	26	*	
4	90.91	*	*	*	*	*	22	*	
5	100.00	81.25		12.50		6.25	16	16	
All Grades	68.50	45.31	26.77	45.31	*	9.38	127	64	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	82.61	76.92		23.08	23	13
1	75.00	21.43	*	50.00	*	28.57	16	14
2	79.17	*	*	*	*	*	24	*
3	*	*	65.38	*	*	*	26	*
4	*	*	59.09	*	*	*	22	*
5	*	25.00	*	56.25	*	18.75	16	16
All Grades	40.94	14.06	49.61	67.19	9.45	18.75	127	64

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.17	38.46	*	7.69	*	53.85	23	13
1	*	14.29	*	71.43	*	14.29	16	14
2	50.00	*	45.83	*	*	*	24	*
3	57.69	*	42.31	*		*	26	*
4	*	*	54.55	*		*	22	*
5	*	6.25	*	87.50		6.25	16	16
All Grades	51.18	21.88	46.46	62.50	*	15.63	127	64

Conclusions based on this data:

1. The number of students tested decreased by half due to revised reclassification criteria allowing more student to be redesignated as Fluent English Proficient in grades K-3 during the 2018-19 school year.
2. The decrease in the percentage of students performing at level 4 for overall language, written language, and oral language, as well as the well developed level across all domains may be due to the increase in students being reclassified under the revised criteria.
3. There is an increased number/percentage of students performing at levels 1 & 2 for overall language, written language, and oral language, as well as the beginning and somewhat/moderately level across all domains.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
747	45.2	14.1	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	14.1
Foster Youth	7	0.9
Homeless	10	1.3
Socioeconomically Disadvantaged	338	45.2
Students with Disabilities	52	7.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	5.1
American Indian	1	0.1
Asian	89	11.9
Filipino	21	2.8
Hispanic	383	51.3
Two or More Races	18	2.4
Pacific Islander	1	0.1
White	196	26.2

Conclusions based on this data:

1. Although our student population is diverse, the Hispanic and White student groups comprise the majority of our enrollment (77.8%)
2. Almost half of our student population is considered Socioeconomically Disadvantaged (46.8%).
3. 139 students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Suspension rate is excellent - there is an effective PBIS system in place that helps students avoid suspension/expulsion for negative behaviors.
2. Chronic Absenteeism is an area of opportunity for improvement.
3. Student performance in the area of ELA and Math is strong and stable.

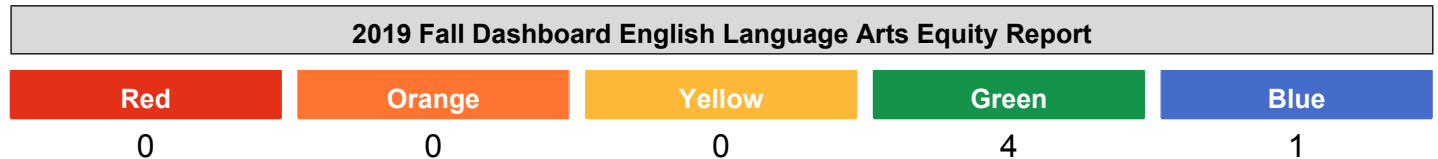
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Green		 No Performance Color	
39 points above standard		27.2 points above standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained ++2.8 points		Increased ++10.2 points		2	
384		77			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Green		 No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		19.8 points above standard		65.5 points below standard	
7		Maintained ++0.6 points		Increased Significantly ++18.4 points	
		173		35	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 4.5 points above standard Declined Significantly -29.8 points 11	American Indian  No Performance Color 0 Students	Asian  Green 56.4 points above standard Declined Significantly -16.7 points 52	Filipino  No Performance Color 102.3 points above standard 13
Hispanic  Green 22.9 points above standard Increased ++7.2 points 195	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Pacific Islander  No Performance Color 0 Students	White  Blue 53.5 points above standard Maintained -0.2 points 103

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 64 points below standard Declined Significantly -45.1 points 30	Reclassified English Learners 85.4 points above standard Declined -3.3 points 47	English Only 41.6 points above standard Maintained ++0.3 points 301
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Conclusions based on this data:

1. All students, student groups, race/ethnicity groups perform above standard.
2. All students, student groups, race/ethnicity groups increased their performance over the previous year.
3. The performance of Current English Learners maintained and the increased performance of Reclassified English Learner students pulled overall English Learner student group up.

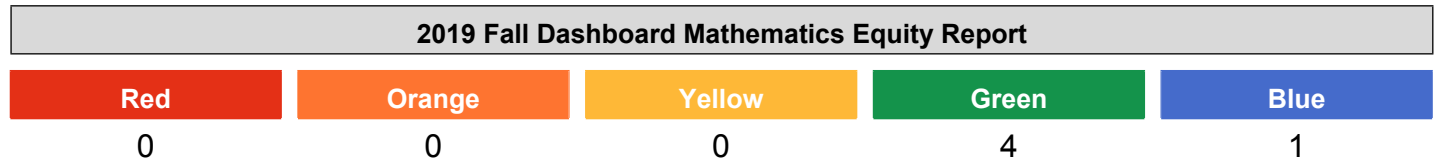
School and Student Performance Data

Academic Performance Mathematics







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











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		
All Students  Green 26.9 points above standard Increased ++6.6 points 384	English Learners  Green 16 points above standard Increased ++9.7 points 77	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Green 5.6 points above standard Increased ++7 points 173	Students with Disabilities  No Performance Color 58.1 points below standard Increased Significantly ++17.3 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 1.8 points above standard Increased ++6.4 points 11	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Asian  Green 57.9 points above standard Declined -3.5 points 52	Filipino  No Performance Color 98.2 points above standard 13
Hispanic  Green 5.3 points above standard Increased ++5.3 points 195	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  Blue 43.2 points above standard Increased ++4.7 points 103

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 60.5 points below standard Declined Significantly -40 points 30	Reclassified English Learners 64.8 points above standard Increased ++4.8 points 47	English Only 29.4 points above standard Increased ++4.3 points 301
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Conclusions based on this data:

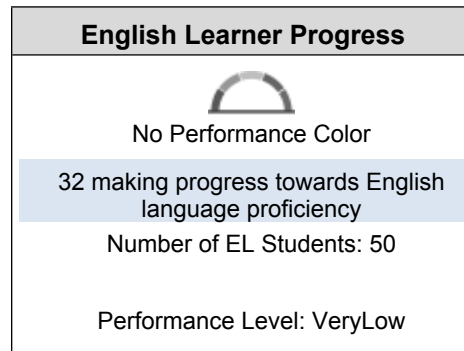
1. All Students and most student groups performed above standard and increased over the previous year - the Socioeconomically Disadvantaged student group is below standard and declined from the previous year.
2. All reported race/ethnicities are performing above standard, yet performance declined from the previous year for the Asian group.
3. Although our English Learners performed above standard and increased over the previous year, the Current English Learner performance fell below standard and declined from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
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Conclusions based on this data:

1. 89% of English Learners performed at level 3 or 4
2. The fewest number/percentage of students are performing at Level 1.
3. There are 14 students performing at level 1 and 2.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 6.1 Declined -2.2 773	English Learners  Green 5.5 Declined -1.8 109	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  No Performance Color 11.8 17	Socioeconomically Disadvantaged  Green 8.9 Declined Significantly -3.2 369	Students with Disabilities  Yellow 13.9 Declined -0.8 72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Blue 2.4 Declined -0.5 42	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 0 Maintained 0 92	Filipino  No Performance Color 4.8 Declined -2.9 21
Hispanic  Green 6.5 Declined -1.4 399	Two or More Races  No Performance Color 0 Maintained 0 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 9.1 Declined Significantly -5.1 198

Conclusions based on this data:

1. Although the All Student group performs at the yellow level, almost half our student population is considered Socioeconomically disadvantaged and is performing at the Orange level.
2. Although relatively small in number our Asian and African American student groups are performing at the blue and green levels respectively.
3. Our largest race/ethnicity groups (Hispanic and White) are performing at yellow and orange levels respectively.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

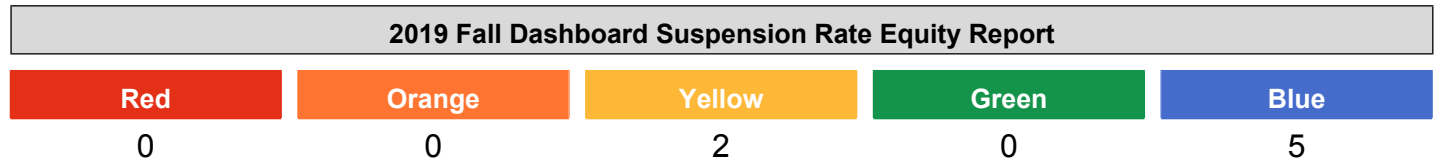
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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  Blue 0.4 Maintained 0 807	English Learners  Yellow 0.9 Increased +0.9 115	Foster Youth  No Performance Color 0 Maintained 0 11
Homeless  No Performance Color 0 17	Socioeconomically Disadvantaged  Blue 0.3 Maintained -0.2 379	Students with Disabilities  Blue 0 Maintained 0 74

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Maintained 0 44	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Yellow 1.1 Maintained +0.1 95	Filipino  No Performance Color 0 Maintained 0 22
Hispanic  Blue 0.2 Maintained +0.2 413	Two or More Races  No Performance Color 0 Declined -4.5 20	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Blue 0.5 Maintained 0 209

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.4

Conclusions based on this data:

1. The Suspension rate for All Students/Student groups falls within the highest performance level possible (blue).
2. Suspensions amongst Asian students increased by 1% and is the only reporting category not blue (yellow).
3. The suspension rate for two or more race students is not reported due to the small sample size, however they have the greatest number percentage of suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

School goals to improve conditions of learning are to improve student achievement in the areas of ELA, Math, and ELD. Specifically we are seeking to improve students literacy skills, conceptual understanding of Math, and advance English Learners' development in the areas of reading, writing, listening, and speaking.

Identified Need(s)

In addressing Lake Hills' goal of Conditions of Learning, the following needs have been determined:

In the area of English Language Arts, identified needs include:
Reading Comprehension (Informational Text) and Vocabulary development (according to Winter diagnostic results from iReady).
Listening - Based on the Summative Assessment data from 2018-19, claim 3 has the lowest percentage of students that fall in the Above Standard performance level.
Writing - Claim 2 has the highest percentage of students that are near standard with 54.39%.
English Learners -12.8% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (3.0) and IFEP (3.0) and RFEP (3.7) counterparts with an average performance level of 2.3.

In the area of Mathematics, identified needs include:
Geometry and Measurement and Data (according to Winter diagnostic results from iReady)
Problem Solving & Modeling/Data Analysis - Based on the Summative Assessment data from 2018-19 claims 2&4 have the lowest percentage of students that fall in the Above Standard performance level.
Concepts and Procedures - Claim 1 has the highest percentage of students that fall in the Below Standard performance Level.
English Learners -15.7% of tested students in grades 3-5 are identified as English Learners and they under-perform their English Only (2.8) and RFEP (3.3) counterparts with an average performance level of 2.2.

In the area of English Language Development, identified needs include:
Written Language - Summative ELPAC Composite scores show that students perform better in Oral Language (Level 4 = 34.38% and Level 1 = 7.81%) than Written Language (Level 4 = 10.94% and Level 1 = 12.5%).
Reading - Students under-performed in the Reading domain compared to the other 3 domains (Listening, Speaking, and Writing) with only 14.06% of students at the Well Developed Stage and 18.75% of students at the Beginning stage.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Summative Data	2018-2019= 68.67% met or exceeded the state standard 2017-2018= 69 % met or exceeded the state standard 2016-2017= 70% met or exceeded the state standard	ELA- By June, 2022, at least 70% of all students will achieve proficiency or higher on the ELA CAASPP Summative Assessment.
ELA CAASPP Summative Data	2018-2019= 64 points below standard (declined 45.1 point) 2017-2018= 18.9 points below standard (maintained- 0.4 points) 2016-2017= 19.2 points below standard (increased 19.8 points)	Our Current English Learner student group will increase their performance from 64 points below standard to 1 point above standard on the ELA CAASPP Summative Assessment.
ELA iReady Diagnostic Data	January 2021= 59% (Tier 1), 31% (Tier 2), and 10% (Tier 3) September 2020= 46% (Tier 1), 43% (Tier 2), and 11% (Tier 3)	By June, 2022, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
Math iReady Diagnostic Data	January 2021= 46% (Tier 1), 46% (Tier 2), and 9% (Tier 3) September 2020= 30% (Tier 1), 57% (Tier 2), and 13% (Tier 3)	By June, 2022, the percentage of students in Tier 1 will increase, while the percentage of students in Tier 3 will decrease.
Math CAASPP Summative Data	2018-2019= 62.75% met or exceeded the state standard 2017-2018= 63 % met or exceeded the state standard 2016-2017= 63% met or exceeded the state standard	By June, 2022, at least 63% of all students will achieve proficiency or higher on the Math CAASPP Summative Assessment.
Math CAASPP Summative Data	2018-2019= 60.5 points below standard (declined 40 points) 2017-2018= 20.5 points below standard (declined- 3.7 points) 2016-2017= 16.8 points below standard (increased 14.3 points)	Our current English Learner student group will increase their performance from 60.5 points below standard to 1 point above standard on the Math CAASPP Summative Assessment.
ELPAC Results	2019-2020= 45% performed at a Level 4 (Well Developed)	By June, 2022, at least 40% of our English Learner students will perform at Level 4 (Well Developed) on the ELPAC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-2020= 34% performed at a Level 3 (Moderately Developed) 2018-2019=10.94% performed at a Level 4 (Well Developed) 2018-2019= 60.94% performed at a Level 3 (Moderately Developed) 2017-2018= 51.2% of English Learners performed at Level 4 (Well Developed).	

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 in grades 1 through 5

Strategy/Activity

Computer Program- (Renaissance Learning) Students will participate in a reading incentive program where they will set reading goals for themselves. In addition to reading goals, students take a STAR reading assessment which reports a child's zone of proximal development (ZPD). Understanding a student's ZPD allows for teacher and students identify a reading range of books that will help foster their literacy 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)
6352.50	LCFF-LI 5000-5999: Services And Other Operating Expenditures Renaissance Learning Licenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

After school tutoring for our EL students to focus on rapid English language acquisition (in the areas of Listening, Speaking, Reading, and Writing).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries
After School Tutoring

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

Grade level articulation days-
Grade level teams will examine the iReady diagnostic results and common grade level assessments, through the lens of English Learners, and plan instructional strategies for ELs to access the academic language and range of rigor measured.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3375

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
Grade Level Articulation Days

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All EL and RFEP students

Strategy/Activity

The English Language Facilitator works closely with administration to ensure that our English Language program is in compliance with district and federal requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2924

LCFF-EL
1000-1999: Certificated Personnel Salaries
English Language Facilitator Stipend

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

iReady Diagnostic Assessments and Learning Pathways

All students will utilize the iReady program for Math and Reading support. Student proficiency according to diagnostic results will be used to create individual learning pathways for each student. Diagnostic assessments will be given three times a year, minimally. Students requiring intervention support will receive tailored small group instruction to support their learning 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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended hours for our library assistant to extend library hours to ensure our students are able to check-out books at least once a 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)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Copy machine and maintenance will be used to support teachers in supplemental professional learning, collaboration, and the delivery of instruction. Copies will be used for supplemental and instructional support, articulation meetings, parent communication, professional learning, and parent workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3335

Source(s)

LCFF-LI
5000-5999: Services And Other Operating
Expenditures
Copier Maintenance Contract

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental instructional materials, resources and supplies will be used to support first, best instruction, differentiation, intervention, enrichment, and the development of student achievement to reach grade level standards in all subject areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2752

Source(s)

LCFF-EL
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

On going iReady professional learning. Administration of iReady diagnostic assessments. Teacher familiarity with the program. Minimum minutes utilized by students to support progress with their academic achievement. iReady program is utilized for support and enrichment.

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

Need to adjust our expenditures due to school closures. During school closures, students did not have an opportunity to check out library books for personal use, therefore, additional hours for our library assistant were not needed. In addition, tutoring was offered virtually rather than in person due to school closures.

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.

In order to adequately prepare for our school year, we will need to have a clear understanding of what our learning days will consist of.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

School goals to ensure our students are prepared the skills necessary to be college and career ready.

Identified Need(s)

It is a site goal for Lake Hills Elementary School to continue to use AVID Elementary strategies and tools in grades TK-5 throughout the 2021-2022 school year. In order to accomplish this goal, all members of our teaching staff are required to be properly trained by taking an AVID Foundations course or by attending the AVID Summer Institute. Lake Hills' identified needs to support Pupil Outcomes include supporting teachers in all grade levels with their professional learning as it relates to our school wide AVID Elementary implementation. In reviewing the 2019-2020 site data, 90% of staff has received appropriate professional learning. The AVID Elementary Self Study continuum results (19-20) revealed grade levels 1-5 implemented meaningful organization and rigorous instruction in at least one subject area. One area which needs to be addressed is the use and purpose of STAR note-taking in all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 Initial Self Study AVID Elementary Self-Study Continuum	2021 AVID Elementary Self-Study Continuum Final Report	By June, 2022, 100% of teachers in grades 3 through 5 will utilize the STAR note-taking strategy with all students in at least one content area as measured by the AVID Elementary Self-Study Continuum.

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 teachers will participate in professional learning focused on AVID Elementary foundation of WICOR (Writing, Inquiry, Collaboration, Organization and Rigor) and STAR note-taking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

AVID
1000-1999: Certificated Personnel Salaries
AVID Site Professional Development and AVID
Center Workshops

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

Student Organizational Tools- Communication and Homework folders, 3 ring binders, dividers, pencil pouches, spiral notebooks, highlighter, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

AVID
4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Students in grades 3-5

Strategy/Activity

Planner/Agendas- Agendas are used daily to support student organization, planning, and home-school communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

AVID
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

2 column and 3 column notes, binders (difficult to monitor the use and effectiveness because of distance learning), use of response journal, one-pager(synthesis of a story or unit of learning)

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 no major difference between the intended implementation and/or budgeted 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.

Parent support- Provide a glossary of terms needed to help the home-school connection.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

School goals to foster school connectedness with all stakeholders are to improve students' attendance, decrease the number of assertive discipline incidents reported, and support a positive school climate and healthy peer relationships through student and parent workshops.

Identified Need(s)

Lake Hills' area of identified needs include: supporting our chronically absent student populations, support and educate students regarding school rules and campus expectations, and continue our student and parent workshops focusing on the social-emotional needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Dashboard data	8.2% of students are reported as chronically absent	By June, 2022, the overall percentage of chronically absent students will decrease from 8.2% to 7% as measured by the California Schools Dashboard.
Chronic Absenteeism Dashboard data	12.1% of chronically absent students are from our SED student group	Our Socioeconomically Disadvantaged student group will decrease the percentage chronically absent from 12.1% to 10%.
Chronic Absenteeism Dashboard data	14.2% of chronically absent students are from our White student group	Our White student group will decrease the percentage chronically absent from 14.2% to 12%.
Behavior Expectations Assembly presentation material and sign-in sheets	100% of students will be taught and reminded of campus expectations and California Education Code that supports our safe campus environment.	100% of students will participate in behavior and campus expectations assemblies.
2nd Step Class Lesson Calendar	100% of classes are scheduled and will participate in SEL lessons, minimally 5 times throughout the school year.	By June, 2022 all students will participate in a series of social-emotional lessons, delivered by our school counselor, in support of a positive school climate and healthy peer relationships.

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

Counselor will attend a conference offered by California Association of School Counselors- "Revolution: Equity, Disparities, and Student Mental Health"

Proposed Expenditures for this Strategy/Activity

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

Translation for parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

346

LCFF-EL
2000-2999: Classified Personnel Salaries

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

2nd Step Curriculum- SEL lessons will be delivered to each student in their homeroom classes. Lessons will support positive relationship building and problem solving with 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Chronically Absent Students

Strategy/Activity

Empathy Interviews- Site counselor and administration conduct empathy interviews with students who have been identified as chronically absent from school. Based on evidence gathered from interviews, an attendance contract will be created to support positive attendance and identify student and parent 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)

Attendance

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Bullying Prevention and Awareness- Site counselor and administration will provide opportunities to educate parents on identifying signs of bullying and supporting our students with healthy peer relationships. In addition, all students will participate in SEL lessons, using the 2nd Step 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)

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

Multi-Tiered System of Supports- All staff members will analyze current site PBIS practices, revise necessary documentation, and implement best practices when supporting students. Members from site leadership will continue the work developed in collaboration with WestEd, which began during the 2019-2020 school year. Targeted planning, analysis, and documentation of at-risk students, in the areas of Mathematics, Reading, Attendance, and Social Emotional will continue to be at the forefront of our site meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Attendance Spirit Sticks- Students will receive a spirit stick for every month they earn positive 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)

Attendance

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

Once our campus is free to reopen, we will continue with Attendance Incentives- "We Are All Here On Time" Attendance incentive celebrations- Each classroom displays a poster with the phrase, "We Are All Here on Time". For each day a class has 100% of their members present, on time, the class colors a letter. When the poster is colored in its entirety, the class earns a celebration. Celebrations include: frisbee party, lollipop party, bubble party, popcorn party, and pizza party.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Attendance

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to distance learning, site administration and site counselor worked closely with students and families who did not have positive learning engagement. Classroom teachers kept track of students who were not fully engaged, which included logging in from home throughout the school day. Student attendance may have been positive, however their engagement may not have been. Teachers communicated and supported families as well as administration and our counselor, with students who were not fully participating in distance learning.

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

Lake Hills did not focus on perfect attendance this school year due to distance learning. Our focus was on student engagement.

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.

Lake Hills will not focus on perfect attendance moving into the 2021-2022 school year, rather we will focus on learning engagement.

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(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,584.50

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 (\$)
LCFF-EL	\$11,897.00
LCFF-LI	\$9,687.50

Subtotal of state or local funds included for this school: \$21,584.50

Total of federal, state, and/or local funds for this school: \$21,584.50

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	16,180	4,283.00
LCFF-LI	16,400	6,712.50

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	11,897.00
LCFF-LI	9,687.50

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,299.00
2000-2999: Classified Personnel Salaries	2,846.00
4000-4999: Books And Supplies	2,752.00
5000-5999: Services And Other Operating Expenditures	9,687.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	6,299.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,846.00
4000-4999: Books And Supplies	LCFF-EL	2,752.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	9,687.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,238.50
Goal 3	346.00

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
- 0 Secondary Students

Name of Members	Role
Carrie Mondt	Principal
Leslie Kuri-Hernandez	Parent or Community Member
Chalet Kukahiko	Parent or Community Member
Angela Giles	Parent or Community Member
Phillip Spring	Parent or Community Member
Corrie Stanford	Parent or Community Member
Tricia McDougall	Other School Staff
Brent Mitchell	Classroom Teacher
Candice Wynn	Classroom Teacher
Shawn O'Rafferty	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/2021.

Attested:



Principal, Carrie Mondt on 5/17/2021



SSC Chairperson, Brent Mitchell on 05/17/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

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
S. Christa McAuliffe Elementary School	33-66977-6106074	May 26, 2020	

Purpose and Description

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

Schoolwide Program

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.

McAuliffe Elementary School's Plan is aligned to our LCAP and ESSA requirements as outlined in this document. Comprehensive assessments and data analysis has been conducted in order to close those achievement gaps at our school. There has been multiple tiers of supports for our English Learners and our students who are socially economically disadvantage in order to close those gaps. We have a variety of assessments such as screenings and diagnostic tools in order to determine our achievement gaps through academic programs, enrichment programs, and interventions programs. All this to help bring a well-rounded education to all our students at our school.

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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).

California Healthy Kids Survey 2021 - The sample pool of students who took this survey were 5th grade students. The following represents key summary areas of strengths and needs:

School Engagement and Support - Our students scored the highest in the areas of Facilities upkeep, High expectations of adults in school, and Anti-bullying climate (92%, 83% and 82% receptively). Areas were students perceived needing improvement was in the area of Meaningful Participation, which is soliciting input from students as to what they want to learn (27%).

School Safety - 84% of our students indicated that they felt safe at school(up 20% from last year's survey). With 4% saying that they have seen a weapon at school.

School Disciplinary Environment - This was one of the highest scores we received on the survey in which students reported that they feel respected (96%). Students indicated that 68% of our students are treated fairly when they break the rules.

Substance Use and Mental Health - 26% of our students responded by saying that they have experienced sadness in their life. 8% have stated that they have sipped some type of alcoholic drink and there was no use of Marijuana/cigarettes/vaping.

Classroom Observations

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

Informal Classroom Visitations - These visitations were done via Google Meets or Zoom. They were conducted once or twice during each semester.

Formal Classroom Observations - These are conducted every other year and involve two formal observations. A pre and post conference are held to go over findings with teachers to give them constructive feedback to their instructional delivery and aliment to common core standards. These were conducted virtually.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Common formative assessments, screening tools, diagnostics and common grade level assessments are given to provide data for teachers to use to inform instruction and inform student progress.

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

McAuliffe teachers meet in grade level teams at least twice a month for 1 ½ hours to review curriculum and data, and make adjustments to instruction to ensure success for all students. Teachers are focused on establishing best teaching practices and differentiating instruction to meet the needs of all students. Monthly, grade levels identify a specific skill that creates a barrier in the learning process for their students. In addition discuss the academic progress of students in their grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

McAuliffe Elementary has an instructional staff dedicated to the success of their students and who continue to develop their instructional skills. The entire staff is highly qualified under the ESEA requirements

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

All teachers are fully credentialed and no teachers are mis-assigned. All teachers at McAuliffe have had the opportunity to attend math training.

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

Teachers continue to be educated on a variety of instructional practices. All staff development is aligned to content standards and developing their skills in assessing student performance and related professional needs.

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

Our teachers receive ongoing instructional assistance from the principal and consultants.

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

All teachers collaborate at their grade level and between grade levels on a regular basis. All of these activities are designed to develop our staff to become the most effective instructional professionals possible.

Teaching and Learning

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

All curriculum and materials are aligned with the grade level performance standards, including intervention materials. In addition, instruction is designed to maximize learning for our students based on the state standards and using research-based instructional methods.

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

In order to accomplish this, a minimum of 120 minutes of Core instruction under the hybrid schedule is done daily.

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

There is a master schedule for the school in addition to a schedule that is specific to each grade level. A considerable part of the teaching and learning process is accomplished through appropriate curriculum and a disciplined schedule.

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

All students have accessibility to core curriculum materials. Standards-based instructional materials are available and utilized in all classrooms and to 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

All students receive, at a minimum, the recommended number of instructional minutes for reading/language arts and mathematics. Lessons are paced in order to maximize understanding and acquire proficiency in grade level standards. Those that require additional time to acquire a skill or concept are given additional instruction in those areas. This is accomplished through intervention blocks during the instructional day. This flexibility in schedule allows for each student to focus on the standard they need additional practice on. In addition, after-school tutoring is provided to those students needing additional instructional time to acquire proficiency in language arts and/or mathematics. All students have equal access to the core curriculum through specially designed lessons and scheduling. Our focus on standards-based curriculum and scheduling facilitates the effectiveness of the teaching and learning process here at McAuliffe.

Opportunity and Equal Educational Access

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

The use of DIBELS assessment, BPST II assessments, iReady diagnostic and teacher made assessments assist in placing students correctly. Teachers meet on a regular basis to discuss and monitor student achievement using data and develop engagement lessons based on their results from these screenings and diagnostic assessments.

Evidence-based educational practices to raise student achievement

Grade levels meet at least twice a month to review student achievement. Grade level meetings are designed for discussion on how to increase student achievement.

Parental Engagement

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

After School Tutoring, Parent Trainings, counseling referrals for in-school and outside agencies. Extended Learning is an additional support for parents that addresses help with homework, meals and counseling if needed.

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)

McAuliffe Elementary School involves the family and community in the children's education in a number of ways. Parent workshops are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Nights and Open Houses are held each year to keep parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are always invited to annual award ceremonies, monthly flag ceremonies, and evening events. School Site council, PTA, and ELAC offer parents an opportunity to become involved with the school.

Funding

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

LCFF - EL funds are used to fund tutorial program for English Learners ,laptops, and iPads to support its usage. LCFF - LI to pay for articulation days so teachers can collaborate about how to be meet needs of under performing students. A balance of LCFF - Li and LCFF - EL funds are used to pay for our After School Tutoring programs.

Fiscal support

LCFF - EL funds to pay for tutoring of English Learners. Title II-A to pay for articulation days so teachers can collaborate about how to be meet needs of underperforming 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 input of stakeholders has taken place on the following dates:

Leadership Team - This team met on Thursday, April 29, 2021.

ELAC Committee - This committee of parents met on Monday, April 19, 2021 to review the plan and to seek input.

School Site Council - This team meet on Wednesday, April 22, 2021 and Wednesday, May 12, 2021 to gather review the school plan and input from the above committees.

Resource Inequities

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

McAuliffe Elementary is a non-Title 1 school and relies solely on LCFF - LI and EL funding, which is limited. As our free and reduce lunch numbers increase there has been a greater need for additional funding for supplemental services and interventions in the area of language arts and math.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.26%	0%	3	2	0
African American	4.40%	4.48%	4.94%	33	34	34
Asian	8.67%	8.04%	9.3%	65	61	64
Filipino	3.07%	3.43%	3.49%	23	26	24
Hispanic/Latino	66.27%	67.46%	68.02%	497	512	468
Pacific Islander	0.67%	0.53%	0.73%	5	4	5
White	15.73%	14.36%	12.35%	118	109	85
Multiple/No Response	0.13%	0.26%	1.16%	1	2	0
Total Enrollment				750	759	688

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	138	146	124
Grade 1	112	106	105
Grade 2	123	120	103
Grade3	122	117	115
Grade 4	143	120	120
Grade 5	112	150	121
Total Enrollment	750	759	688

Conclusions based on this data:

- Over the last three years we have seen a decline in enrollment. Enrollment has declined roughly 50 less students over time.
- We have seen some slight gains with our Filipino and Latin populations, respectively. With a decline in our white subgroup.
- Families have moved out of state, some to communities such Lake Elsinore to buys homes, and Victorville. This is due to higher rents, expensive housing and job relocation.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	231	210	127	30.8%	27.7%	18.5%
Fluent English Proficient (FEP)	12	20	71	1.6%	2.6%	10.3%
Reclassified Fluent English Proficient (RFEP)	13	21	64	5.4%	9.1%	30.5%

Conclusions based on this data:

1. Our EL enrollment data has indicated a decline in the number of EL students at our school. This is in alignment with declining enrollment pattern seen the last three years.
2. Our RFEP population has increased overtime since we started the practice of redesignating students as early as TK.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	149	124	122	148	123	118	148	123	118	99.3	99.2	96.7
Grade 4	122	145	123	117	145	122	117	145	122	95.9	100	99.2
Grade 5	129	113	151	129	112	149	129	112	149	100	99.1	98.7
All Grades	400	382	396	394	380	389	394	380	389	98.5	99.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2423.	2419.	16.22	23.58	22.88	24.32	25.20	19.49	26.35	26.02	27.12	33.11	25.20	30.51
Grade 4	2442.	2454.	2446.	18.80	20.00	13.11	16.24	20.00	28.69	23.93	24.14	23.77	41.03	35.86	34.43
Grade 5	2481.	2500.	2502.	12.40	21.43	18.79	33.33	27.68	33.56	21.71	24.11	23.49	32.56	26.79	24.16
All Grades	N/A	N/A	N/A	15.74	21.58	18.25	24.87	23.95	27.76	24.11	24.74	24.68	35.28	29.74	29.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.51	18.70	23.73	43.92	54.47	45.76	42.57	26.83	30.51
Grade 4	19.66	17.24	10.66	47.86	50.34	55.74	32.48	32.41	33.61
Grade 5	20.16	21.43	26.85	47.29	50.89	48.99	32.56	27.68	24.16
All Grades	17.51	18.95	20.82	46.19	51.84	50.13	36.29	29.21	29.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.57	26.83	14.41	47.30	42.28	56.78	35.14	30.89	28.81
Grade 4	16.24	16.55	12.30	45.30	53.10	54.92	38.46	30.34	32.79
Grade 5	21.71	25.89	21.48	46.51	47.32	52.35	31.78	26.79	26.17
All Grades	18.53	22.63	16.45	46.45	47.89	54.50	35.03	29.47	29.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	16.26	18.64	64.19	66.67	62.71	19.59	17.07	18.64
Grade 4	17.09	23.45	11.48	57.26	60.69	69.67	25.64	15.86	18.85
Grade 5	13.95	16.07	14.77	63.57	66.07	62.42	22.48	17.86	22.82
All Grades	15.74	18.95	14.91	61.93	64.21	64.78	22.34	16.84	20.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.89	27.64	24.58	53.38	52.03	47.46	29.73	20.33	27.97
Grade 4	18.80	21.38	13.93	48.72	52.41	57.38	32.48	26.21	28.69
Grade 5	18.60	25.00	23.49	50.39	51.79	51.01	31.01	23.21	25.50
All Grades	18.02	24.47	20.82	51.02	52.11	51.93	30.96	23.42	27.25

Conclusions based on this data:

1. Summative ELA CAASPP data has indicates that 46% of our students have Met or Exceeded grade level standards. We have had a 5% increase over time, however, we still have 55% of our third through fifth graders scoring Nearly Met or Not Met performance bands.
2. When analyzing our data by Claims it indicates that we as a school have shown growth over the years in the areas of Listening and Research/Inquiry overtime.
3. Areas of need of improvement are in the Reading and Writing claims.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	149	124	122	148	124	121	148	124	121	99.3	100	99.2
Grade 4	122	145	123	119	145	123	119	145	123	97.5	100	100
Grade 5	129	113	151	129	113	151	129	113	151	100	100	100
All Grades	400	382	396	396	382	395	396	382	395	99	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.	2415.	2419.	10.14	12.10	16.53	27.03	25.00	27.27	31.08	33.06	27.27	31.76	29.84	28.93
Grade 4	2449.	2463.	2468.	15.13	13.10	13.82	19.33	26.90	24.39	28.57	36.55	44.72	36.97	23.45	17.07
Grade 5	2486.	2471.	2484.	15.50	15.04	13.25	15.50	12.39	15.23	30.23	25.66	35.76	38.76	46.90	35.76
All Grades	N/A	N/A	N/A	13.38	13.35	14.43	20.96	21.99	21.77	30.05	32.20	35.95	35.61	32.46	27.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.24	25.81	27.27	44.59	36.29	38.02	37.16	37.90	34.71
Grade 4	21.85	26.90	27.64	30.25	39.31	34.96	47.90	33.79	37.40
Grade 5	20.16	19.47	19.87	32.56	28.32	35.76	47.29	52.21	44.37
All Grades	19.95	24.35	24.56	36.36	35.08	36.20	43.69	40.58	39.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	12.10	19.01	52.03	50.81	47.93	31.76	37.10	33.06
Grade 4	19.33	16.55	14.63	42.02	52.41	46.34	38.66	31.03	39.02
Grade 5	13.95	15.93	14.57	42.64	35.40	47.02	43.41	48.67	38.41
All Grades	16.41	14.92	15.95	45.96	46.86	47.09	37.63	38.22	36.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.59	20.16	26.45	51.35	48.39	39.67	29.05	31.45	33.88
Grade 4	15.13	17.24	22.76	42.86	48.28	47.97	42.02	34.48	29.27
Grade 5	17.05	14.16	10.60	44.96	36.28	47.02	37.98	49.56	42.38
All Grades	17.42	17.28	19.24	46.72	44.76	45.06	35.86	37.96	35.70

Conclusions based on this data:

1. Our overall Summative data indicate that 37% of our students have Met or Exceeded the grade level standards in mathematics. This is a 2% increase from the previous year. There was a 1% increase in 3rd grade with a decrease of 2% and 3% in 4th and 5th grades respectively.
2. Our area of strength in the area of Concepts/Procedures with 24% of our students scoring Met in this claim.
3. Our challenge claims are in Problem Solving/Data Analysis (Claims 2 & 4) and in Communicating Reasoning (Claim 3). With 14.9% and 17.3% score Met in these claims respectively.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.7	1398.1	1449.2	1408.1	1410.5	1374.6	44	27
Grade 1	1473.5	1468.1	1457.4	1466.0	1489.3	1469.6	35	34
Grade 2	1518.1	1489.2	1512.1	1499.6	1523.7	1478.3	34	25
Grade 3	1514.0	1491.8	1508.0	1485.7	1519.5	1497.5	40	26
Grade 4	1525.4	1534.9	1530.2	1525.6	1520.0	1543.8	36	26
Grade 5	1521.8	1538.4	1514.3	1528.9	1528.7	1547.3	25	33
All Grades							214	171

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.36	3.70	38.64	25.93	*	59.26	*	11.11	44	27
1	45.71	14.71	31.43	32.35	*	52.94	*	0.00	35	34
2	50.00	12.00	44.12	52.00	*	36.00		0.00	34	25
3	30.00	15.38	42.50	46.15	*	19.23	*	19.23	40	26
4	*	30.77	66.67	57.69	*	11.54		0.00	36	26
5	*	36.36	*	45.45	*	12.12	*	6.06	25	33
All Grades	36.92	19.30	43.93	42.69	14.49	32.16	*	5.85	214	171

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.73	3.70	38.64	29.63	*	55.56	*	11.11	44	27
1	54.29	14.71	*	55.88	*	20.59	*	8.82	35	34
2	67.65	40.00	32.35	32.00		28.00		0.00	34	25
3	50.00	23.08	30.00	50.00	*	11.54	*	15.38	40	26
4	63.89	50.00	33.33	46.15	*	3.85		0.00	36	26
5	52.00	60.61	*	27.27	*	3.03	*	9.09	25	33
All Grades	55.61	32.16	30.37	40.35	10.28	19.88	*	7.60	214	171

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.70	29.55	22.22	45.45	55.56	*	18.52	44	27
1	45.71	17.65	*	20.59	*	58.82	*	2.94	35	34
2	52.94	4.00	32.35	40.00	*	40.00		16.00	34	25
3	*	7.69	47.50	38.46	32.50	34.62	*	19.23	40	26
4	*	26.92	55.56	26.92	30.56	38.46	*	7.69	36	26
5	*	3.03	*	54.55	*	36.36	*	6.06	25	33
All Grades	25.23	10.53	37.38	33.92	28.50	44.44	8.88	11.11	214	171

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.64	7.41	34.09	81.48	*	11.11	44	27
1	62.86	47.06	*	47.06	*	5.88	35	34
2	76.47	52.00	*	44.00		4.00	34	25
3	52.50	23.08	40.00	53.85	*	23.08	40	26
4	52.78	34.62	47.22	61.54		3.85	36	26
5	*	15.15	56.00	78.79	*	6.06	25	33
All Grades	58.41	29.82	36.45	61.40	5.14	8.77	214	171

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	7.41	43.18	70.37	*	22.22	44	27
1	34.29	8.82	48.57	85.29	*	5.88	35	34
2	67.65	40.00	32.35	56.00		4.00	34	25
3	60.00	57.69	32.50	26.92	*	15.38	40	26
4	66.67	84.62	33.33	15.38		0.00	36	26
5	64.00	84.85	*	6.06	*	9.09	25	33
All Grades	56.54	46.78	36.92	43.86	6.54	9.36	214	171

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	84.09	77.78	*	22.22	44	27
1	54.29	29.41	*	52.94	*	17.65	35	34
2	47.06	4.00	44.12	72.00	*	24.00	34	25
3	*	7.69	67.50	61.54	*	30.77	40	26
4	*	15.38	80.56	73.08	*	11.54	36	26
5	*	33.33	52.00	60.61	*	6.06	25	33
All Grades	24.30	16.37	59.35	65.50	16.36	18.13	214	171

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.55	44.44	36.36	33.33	*	22.22	44	27
1	31.43	14.71	54.29	76.47	*	8.82	35	34
2	61.76	16.00	38.24	72.00		12.00	34	25
3	27.50	38.46	60.00	46.15	*	15.38	40	26
4	*	46.15	75.00	50.00	*	3.85	36	26
5	44.00	18.18	52.00	75.76	*	6.06	25	33
All Grades	40.19	28.65	52.34	60.23	7.48	11.11	214	171

Conclusions based on this data:

1. Our 2018 ELPAC data indicates that 37% of our EL students fall within the Well Developed band and 44% of our student fall in the Moderately Developed band.

Areas of strengths are in oral language with 58% and 57% of our students score in the Well Developed level in Listening and Speaking respectively.

The greatest area of need is in reading comprehension with 24% scoring in Well Developed and 59% scoring Somewhat/Moderately Developed respectively.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
759	66.3	27.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	210	27.7
Foster Youth	3	0.4
Homeless	14	1.8
Socioeconomically Disadvantaged	503	66.3
Students with Disabilities	42	5.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	4.5
American Indian	2	0.3
Asian	61	8.0
Filipino	26	3.4
Hispanic	512	67.5
Two or More Races	9	1.2
Pacific Islander	4	0.5
White	109	14.4

Conclusions based on this data:

- Demographic data has indicated overtime in increase in socially disadvantaged students enrolled at our school. We have held steady with the number of EL students at our school.
- Our largest population is the Hispanic group with White being the second largest group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Our 2019 CAASPP Language Arts data indicates that 46% of our students scored as Met or Exceeded Common Core State Standards. We have 55% of our students scoring in the Nearly and Not Met tiers of this assessment.
2. Our mathematics results indicate that 37% of our students scored as Met or Exceeded Common Core State Standards. We have 63% of our students scoring in the Nearly and Not Met tiers of this assessment.

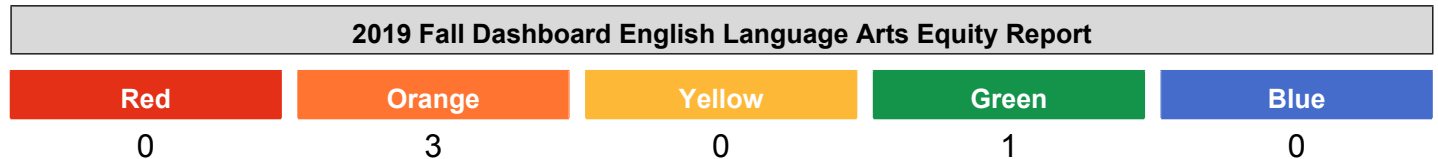
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange 10.4 points below standard Maintained -0.2 points 372	 Orange 14.4 points below standard Maintained -1.5 points 122	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 25.8 points below standard Maintained ++0.2 points 252
		 No Performance Color 69.7 points below standard Increased Significantly ++28.1 points 24		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 1.4 points below standard 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 40.7 points above standard Increased ++4.6 points 27	Filipino  No Performance Color 51.4 points above standard Declined Significantly -17.2 points 14
Hispanic  Orange 27 points below standard Maintained -1.8 points 250	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 11.8 points above standard Increased ++3.9 points 58

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 61.3 points below standard Declined Significantly -23.5 points 73	Reclassified English Learners 55.4 points above standard Declined -3.4 points 49	English Only 8.9 points below standard Maintained -0.1 points 248
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Conclusions based on this data:

1. Our 2018 data indicates that our strengths as a school in the area of language arts with the following subgroups: Whites and RFEP students. Both groups scored 7.9 points above the standard and 58.7 points above the standard respectively.
2. Our EL students, SED students, EO students, and White students all have shown increased in DFM points. With our Special Education Students showing a decrease in improvement by -14 points.
3. Our Students with Disabilities and our English Learners show the greatest need (largest number of points from DFM).

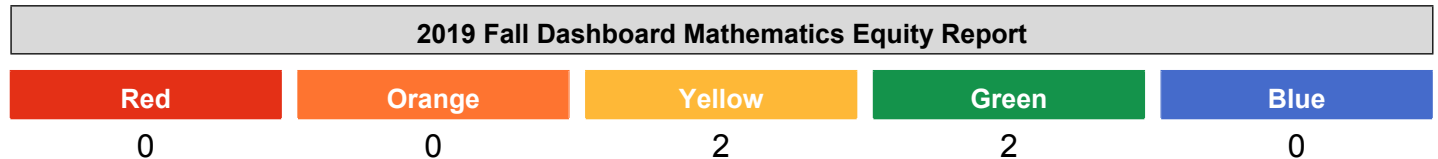
School and Student Performance Data

Academic Performance Mathematics







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











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		
All Students  Green 23.5 points below standard Increased ++9.1 points 372	English Learners  Green 18.8 points below standard Increased Significantly ++17.5 points 122	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Yellow 37.6 points below standard Increased ++10.1 points 252	Students with Disabilities  No Performance Color 89.2 points below standard Increased Significantly ++31.7 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 28.9 points below standard 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 44.6 points above standard Increased Significantly ++16.5 points 27	Filipino  No Performance Color 38.4 points above standard Increased Significantly ++16.2 points 14
Hispanic  Yellow 38.1 points below standard Increased ++8.7 points 250	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 7 points below standard Increased ++8.8 points 58

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 56.3 points below standard Declined -3.1 points 73	Reclassified English Learners 36.9 points above standard Increased Significantly ++24.7 points 49	English Only 26.3 points below standard Increased ++4.3 points 248
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Conclusions based on this data:

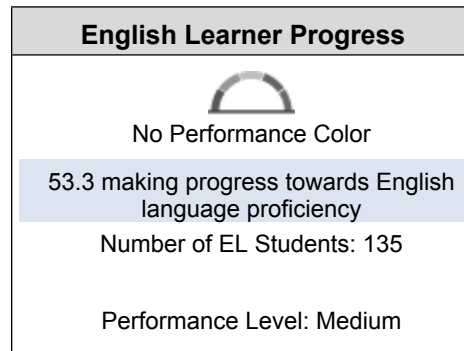
- 2018 data indicates that our overall our performance declined in mathematics. This also includes all significant sub-groups.
- Our sub-group with the largest decline was the SED group with a 47.7 points below DFM.
- Our EL student and EO students maintained their current levels. However, our RFEP students declined 18.2 points from DFM.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
25.9	20.7	5.1	48.1

Conclusions based on this data:

1. The majority of our EL students are Well Developed and Moderately Developed in their acquisition of the English language, which equates to 81% of our students. With only 19% falling in the Somewhat Developed and Beginning Stages.
2. When looking further into the ELPAC Summative we see that 56% of our students scored in the Well Developed stages of oral language (Listening & Speaking Performances). This a strength for our school.
3. Data indicates the greatest need in the area of reading comprehension with 24% of our students scoring in the Well Developed tier. The writing domain is a strength with 40% of our students scoring Well Developed.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

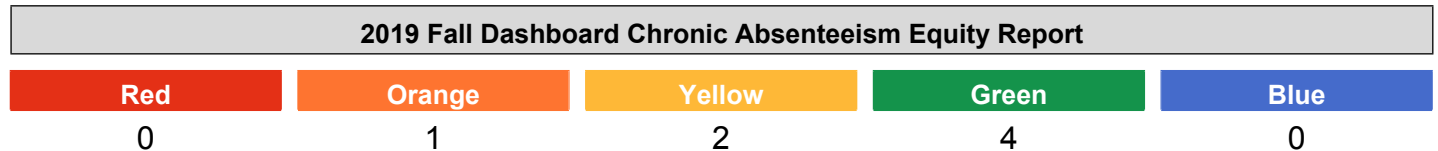
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Green 7 Declined -2.2 798	English Learners  Green 3.6 Declined -1 222	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 6.3 16	Socioeconomically Disadvantaged  Green 8.1 Declined Significantly -3.8 546	Students with Disabilities  Orange 15.4 Increased +2.3 52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Yellow 10.5 Declined -2.6 38	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Yellow 3.1 Increased +1.6 65	Filipino  No Performance Color 7.7 Maintained -0.3 26
Hispanic  Green 6.5 Declined Significantly -3.2 537	Two or More Races  No Performance Color 15.4 13	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Green 6.4 Declined -1 110

Conclusions based on this data:

- Attendance data has indicated that our English Learners and our Asian populations have shown an increased in their attendance.
- Overall all our students have shown an increase in chronic absences during the 18 - 10 school year. With our SED group having the biggest increase followed by our Students with Disabilities.
- For the 2018 - 2019 school year we maintained a 96.34% average attendance rate for the year. The 2017 - 2018 average was 96.11%, which indicates a .23% increase in attendance overall for our school.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

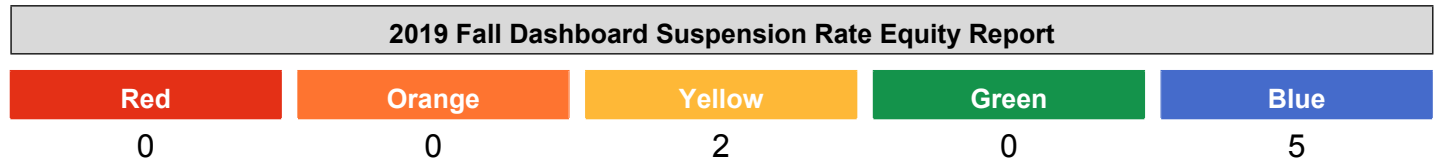
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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  Green 0.9 Declined -0.4 823	English Learners  Blue 0.4 Declined -0.4 227	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  No Performance Color 0 16	Socioeconomically Disadvantaged  Yellow 1.1 Maintained 0 563	Students with Disabilities  Blue 0 Declined -2 54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Declined -2.5 38	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 65	Filipino  No Performance Color 0 Maintained 0 26
Hispanic  Yellow 1.1 Maintained 0 557	Two or More Races  No Performance Color 0 15	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Blue 0 Declined -2.4 113

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	0.9

Conclusions based on this data:

1. Data indicates that our suspension rate for the 2017 - 2018 school year increased for overall and for all groups with the exception of our Asian sub-group.
2. Our largest increase occurred with African American students. There was an increase of 2.5%.
3. The number of students suspended for the 17 - 18 school year was 13 students. Compared to 2018 - 2019 with 7 suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

LCAP Goals & SPSA Goals

English Language Arts

School Goal: A minimum of 10% of our students will move up a tier based on the iReady assessment specifically in the areas of reading comprehension (both in literature and informational text).

SPSA/LEA ELA Goal: All Students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

Mathematics

School Goal: A minimum of 10% of our students will move up a tier based on the iReady assessment specifically in the areas of Alegebra/Algebraic Thinking (Kinder), in the area of Measurement/Data, and Geometry (for 1st - 5th grades).

SPSA/LEA ELA Goal: All Students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

English Learners

School Goal: We would like to increase the percentage of students, by 10%, in their ability to comprehend text as measured by the ELPAC Summative Assessment. This growth will take place within a 9-month window and growth compared to the previous year's data.

SPSA/LEA ELA Goal: All Limited-English proficient students will attain proficiency in English as set forth by state growth targets.

LCAP Goal 1: Maintain standards-aligned instructional materials access & Improve state standards implementation.

Identified Need(s)

English Language Arts needs: iReady diagnostic data for our mid-year assessment indicate that our students struggled primarily in the area of reading comprehension in both literature and informational text. Grades second and fourth had struggles in vocabulary. Our target groups should included our English Learners (EL) and our Students with Disabilities (SWD).

Mathematics needs: iReady diagnostic data for our mid-year assessment indicate that we our students in kindergarten struggle in the area of Algebra/Algebraic Thinking with 1st - 5th struggling in the area of Measurement/Data and Geometry. Our focus sub-group would be our socially economically disadvantage (SED) group of students and our Redesignated Fluent English Proficient (RFEP) students.

English Learner Students' needs: Data indicates the greatest need in the area of reading comprehension with 24% of our students scoring in the Well Developed tier based on the 2018 ELPAC results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic English Language Arts 2020-2021	Tier 1 Fall(35%) Winter(46%) - On or above grade level Tier 2 Fall(43%) Winter(35%) - One grade level below or Early on Grade level Tier 3 Fall(23%) Winter(20%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2020 - 2021 school year. In actuality there was an 11% growth in the number of students scoring on or above grade level as measured by the iReady diagnostic.
DIBELS reading screening	No data	No data
iReady Diagnostic Mathematics 2020-2021	Tier 1 Fall(25%) Winter(29%) - On or above grade level Tier 2 Fall(50%) Winter(50%) - One grade level below or Early on Grade level Tier 3 Fall(26%) Winter(21%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2020 - 2021 school year. In actuality there was an 4% growth in the number of students scoring on or above grade level as measured by the iReady diagnostic.
ELPAC Summative Assessment	No data	No 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)

TK - 5th Grade Students, which include EL and At Promise Students as primary targeted students.

Strategy/Activity

Area of Focus: Reading Comprehension (literature and informational text)

PD/Teacher Planning

Teachers will revisit and focus on those areas needing development in both the literature and informational reading standards for each grade level. Planning will begin in September and October of 2021 and may require the purchase of materials and release days.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2370	LCFF-LI 1000-1999: Certificated Personnel Salaries
500	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK - 2, which include EL and At Promise students

Strategy/Activity

Area of Focus: Mathematics (Early Numeracy)

PD/Teacher Planning

Teachers assigned to TK through second grades will attend an Early Numeracy training. Areas of focus will revolve around TRU Frameworks, SVMI, Number Talks, 3-Reads, 3-Acts, and re-engagement lessons.

Training Dates: Aug. 25, Oct. 20, Jan. 19 and March 23.

Proposed Expenditures for this Strategy/Activity

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

EO, At Promise, and EL students

Strategy/Activity

Area of Focus: Writing

Professional development will focus on making sure all teachers are well versed in the Step-Up-To-Writing program. This will enable all staff members to deliver process writing strategies throughout all grade levels. In addition, we will devote time to developing, finding, implementing graphic organizers, and aligning them to the different genres.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF-LI
1000-1999: Certificated Personnel Salaries

500

LCFF-LI
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 goal(s) were hampered by the closure of school during COVID-19.

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

The impediment typically falls in the amount of funds allocated for teacher release days and our budget.

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

Based on our current results we are seeing from our iReady diagnostic the focus was shifted (see activity 1 and 2) to focus more on reading comprehension (literature and informational) and in the areas of Algebraic Thinking and Geometry.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Goal: Students in first through fifth grades will participate in mathematics progress monitoring a minimum of twice a year using an online assessment screening to determine areas of strengths and weaknesses in the four domains and to decrease the number of students falling in Tier 3 by 10% by Winter (Feb.) and Spring (May) of 2022.

Identified Need(s)

Mathematics needs:

iReady diagnostic data for our mid-year assessment indicate that we our students in kindergarten struggle in the area of Algebra/Algebraic Thinking with 1st - 5th struggling in the area of Measurement/Data and Geometry. Our focus sub-group would be our socially economically disadvantage (SED) group of students and our Redesignated Fluent English Proficient (RFEP) students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP Summative Mathematics	Data not available for this year.	Data not available for this year.
i-Ready Mathematics Assessment	Tier 1 Fall(25%) Winter(29%) - On or above grade level Tier 2 Fall(50%) Winter(50%) - One grade level below or Early on Grade level Tier 3 Fall(26%) Winter(21%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2020 - 2021 school year. In actuality there was an 4% growth in the number of students scoring on or above grade level as measured by the iReady diagnostic and a 5% reduction in the number of students two or more grade levels below.

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, RFEP and Social Economically Disadvantaged Students

Strategy/Activity

Area of Focus: Mathematics

Activity: English Only and English Learners students will participate in targeted interventions focusing on skills related to the four domains. This can be done virtually or in-person by one teacher from each grade level who will monitor progress, provide online support and monitor students towards their math targets. Materials such as manipulatives and intervention books may be purchased for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF-LI 1000-1999: Certificated Personnel Salaries
4000	LCFF-EL 1000-1999: Certificated Personnel Salaries
1092	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in third through fifth grades

Strategy/Activity

We will print and bind Engage New York materials for teachers to use as consumables for those grades using Engage New York or Common Core standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

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

We will add an Elementary Numeracy Teacher position to our site. This person will be responsible for providing instruction to our At Promise students and in working with teachers to increase their knowledge of mathematical 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)
0	

Strategy/Activity 4

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.

0	
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Annual Review

SPSA Year Reviewed: 2020-21

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 goal was to reduce the percentage of students falling in Tier 3 (two or more grade levels below) by 10%. The following represents data from last year (2019-2020) and this year (2020 - 2021):

2019 - 2020

Time: Fall % in Tier 3: 21%

Time: Winter % in Tier 3: 15%

Time: Spring % in Tier 3: 14%

2020 - 2021

Time: Fall % in Tier 3: 26%

Time: Winter % in Tier 3: 21%

Time: Spring % in Tier 3: TBD

Our data indicates that we had an increase of 6% scoring in Tier 3 (two or more grade level below) as compared to last year during the Winter administration of iReady. We still have the Spring administration of iReady and we will wait to see the percentage of students scoring in Tier 3.

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 pandemic and online learning attributed to this increase in the number of students scoring in Tier 3. This hampered a larger scale intervention and test results may be inconsistent due to taking the test at home.

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 effectiveness of our strategies will be reviewed during the 2020 - 2021 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.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Our goal for this coming school year will be to increase our attendance rate by .25% in order to reach our target of 97% attendance average by May of 2022.

Suspensions at McAuliffe Elementary will average 2 or less suspensions by May 2022.

Identified Need(s)

Attendance - At McAuliffe we monitor our attendance very closely. For the 2018 - 2019 school year we have a 96.34% attendance average for the year. And in 2017 - 2018 we had a 96.11% yearly average. This was an improvement in our attendance by .23%. We are still below our goal of reaching a 97% yearly attendance rate.

Suspension Rates - In the year 2018 - 2019 we had a total of 7 suspension and in 2017 - 2018 we had a 13 suspensions. So, overall we had a reduction of 6 less suspensions as compared to the previous year. We met our goal of 8 or less suspension for the 2018 - 2019 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports/Customized Excel Spreadsheet	For the 2018 - 2019 school year we achieved a 96.34% yearly attendance average.	We expect to increase our yearly attendance average by .25% bringing our average to 96.59%.
AERIES Suspension Dashboard	For the 2018 - 2019 school year we had a total of 7 suspensions.	In 2017 - 2018 we reached 13 suspension for that year. So we did reduce our suspension rate by 6 less suspensions. Our expected outcome would be to have no more than 5 suspension by the end of the 2018 - 2019 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance will be a multi-tiered approach:

Tier 1 - All students will participate in this incentive program.

Tier 2 - A focus will be on those 15 students who are chronically absent. Meetings between SARB panel and parents will take place. People attending this will be our attendance clerk, administration, school counselor, and parent(s).

Tier 3 - Our most critical attendance challenged students will not only require meetings, but will require extra support such as, but not limited to, home visits, outside counseling services, food banks, etc.

Attendance - We plan on having two attendance incentive events (December 2020 and February 2021) in order to strategically target those months with low attendance. In addition, SARB meetings will continue to take place and customized incentive programs will target those students chronically absent and in specially in the Transitional Kinder and Kindergarten grades. Attendance incentive program will be tied to students attendance online as well if we have to switch to virtual 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)

1000

Source(s)

Attendance

1000-1999: Certificated Personnel Salaries

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

Suspension - A major emphasis will be on addressing behaviors through counseling. In addition, we will have classroom lessons on behavioral management, bullying, and positive relationship building. Lessons may be done virtually by school counselor.

This will be done at the beginning of the year and in January of 2022. Awards and assemblies will be continue to be used to impact behaviors on campus and will be done virtually using Zoom or Google Meets.

Proposed Expenditures for this Strategy/Activity

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

Attendance
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 goal for the 2019 - 2020 school year will be to increase our attendance rate by .25% in order to reach our target of 97% attendance average by May of 2020. This goal was hard to measure due to the stay-at-home order. During the time that students were learning from home we had the following number of student with inconsistent attendance:

36 for hybrid, 8 virtual, 12 that were in special ed, and 7 receiving services from our reading intervention teacher. We had a team (attendance clerk, counselor and principal) involved in connecting with families that had poor attendance. This helped to reduce the number of students having difficulty attending virtually.

Suspensions at McAuliffe Elementary will continue to decline by 2 less suspensions by May 2020 as compared to our 2018 - 2019 suspension rate. Our suspension rate for 2020 - 2021 was zero.

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 activities were hampered by Covid-19, but we were able to put our multi-tiered level of support into action for the most part to get the chronically absent students to log on.

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 institute the same activities for this coming 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

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

Goal(s)

An academic focus will be in the area of writing in responding to literature and to math word problems. This will be measured through the use of writing rubrics, Assumptive assessments, and ELPAC. We will see an increase 5% increase in the number of EL students score 3's and 4's on their writing rubrics, a 15% increase in the number of students scoring At or Above on the Summative assessment.

Our ELA/ELD program will focus on writing, reading comprehension, and speaking in complete sentences throughout the year with ELA/ELD common core standards being the driving force in instruction. This will be completed and implemented by June of 2019 and evidenced through writing samples, structured writing through the use of Step Up to Writing program, and through the use of sentence frames.

Our mathematics program will focus on conceptual building, multiple ways/strategies to solve word problems, and the development of mathematical vocabulary to increase understanding. This will be done through the use of interactive Math Journals and the use of MARS Problem of the Month math tasks.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator

2018 ELPAC information was analyzed, R-30, and 2018 ELA and Math Summative data was used.

Baseline/Actual Outcome

Our 2018 ELPAC data indicates that 37% of our EL students fall within the Well Developed band and 44% of our student fall in the Moderately Developed band.

Areas of strengths are in oral language with 58% and 57% of our students score in the Well Developed level in Listening and Speaking respectively.

Expected Outcome

This will be completed and implemented by June of 2018 and evidenced through writing samples, text dependent questions revolving around a comprehension skill, and through the use of sentence frames.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The greatest area of need is in reading comprehension with 24% scoring in Well Developed and 59% scoring Somewhat/Moderately Developed respectively.</p> <p>In 2018 our overall ELA results indicated that 33% of our EL learners scored Standard Exceeded or Met. 2018 English Language Arts Summative Assessment data has indicated that 77% of our EL students have either reached near standard, met standard or are above standard in Listening. This has improved by 12% from 2017. Our area of need in 2017 was in Writing with 48% of our EL students scoring near standard, met standard or are above standard. For 2018 our EL students score improved 14% (62% of our students scored Above or Near Standard. Our area of need would be in Reading Comprehension with only 57% of students scoring Above or Near Standard with 43% of our EL students scoring in the Below Standard range.</p> <p>Our 2018 results indicate that 27% of our EL learners scored Standard Exceeded or Met. 2017 Mathematics Summative Assessment data has indicated that roughly 50% of our EL students have either reached near standard, met standard or are above standard in all four claims.</p>	

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

Proposed Expenditures for this Strategy/Activity

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

1807

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

807

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 4

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.

2910

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 5

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.

2500	LCFF-EL 4000-4999: Books And Supplies
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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

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Goal(s)

McAuliffe Elementary will increase its ADA .5% this year to 97% as an overall average. Once a month we will strive to reach 97% ADA as measured by our attendance reports.

We will decrease our suspension rate to no more than 8 suspensions for this year. This will be measured through a data base that the principal keeps track of.

Identified Need(s)

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

High School Graduation and College Readiness

LEA/LCAP Goal

Goal(s)

All students will leave McAuliffe ready for middle school by being able to read at grade level to access grade level content.

Identified Need(s)

Annual Measurable Outcomes

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

Strategy/Activity 2

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.

200	LCFF-LI 4000-4999: Books And Supplies
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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)

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.

500	LCFF-LI 4000-4999: Books And Supplies
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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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,186.00

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 (\$)
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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
Attendance	\$1,500.00
LCFF-EL	\$13,116.00
LCFF-LI	\$10,570.00

Subtotal of state or local funds included for this school: \$25,186.00

Total of federal, state, and/or local funds for this school: \$25,186.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	13116	0.00
LCFF-LI	10570	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
LCFF-EL	13,116.00
LCFF-LI	10,570.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,677.00
4000-4999: Books And Supplies	9,509.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Attendance	1,000.00
4000-4999: Books And Supplies	Attendance	500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	5,807.00
4000-4999: Books And Supplies	LCFF-EL	7,309.00

1000-1999: Certificated Personnel Salaries	LCFF-LI	7,870.00
4000-4999: Books And Supplies	LCFF-LI	1,700.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,870.00
Goal 2	10,092.00
Goal 3	1,500.00
Goal 5	8,024.00
Goal 7	700.00

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
- 0 Secondary Students

Name of Members	Role
Gerardo Aguilar	Principal
Lisa Bringham	Classroom Teacher
Kai Kruse	Classroom Teacher
Pauline Wilson	Classroom Teacher
Sonia Vidana	Other School Staff
Kione Gonzales	Parent or Community Member
Jie Liang	Parent or Community Member
Bianca Rangel	Parent or Community Member
Pauline Moors	Parent or Community Member

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

Recommendations and Assurances

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

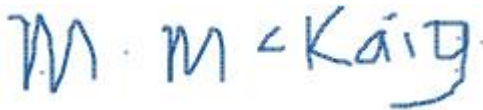
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: 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 May 12, 2021.

Attested:



Principal, Gerardo Aguilar on May 12, 2021

SSC Chairperson, Pauline Moors on May 12, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.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/guidanceusesinvestment.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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

McAuliffe Elementary
School Site Council
Sign-In Sheet

May 12, 2021

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Gerardo Aguilar		Principal	
Lisa Bringhurst		Teacher	
Kai Kruse		Teacher	
Pauline Wilson		Teacher	
Sonia Vidana		Other Staff	
PARENTS/COMMUNITY MEMBERS			
Kione Gonzales		Parent/Community Member	
Jie Liang		Parent/Community Member	
Pauline Moors		Parent/Community Member	
Bianca Rangel		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

Alvord Unified School District

McAuliffe Elementary School

English Learners Advisory Committee

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it
stands
One nation, under God, indivisible
With liberty and justice for all

AGENDA

April 19, 2021

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-In (EL 4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda

- a. Approval of minutes from February 22, 2021
- b. Election of New ELAC members (EL4a *) (All new members need to be elected)

III. Discussion/Information

1. Training: Parent Introduction to Student Online Learning Platforms (EL4e)
2. Principal's Report
3. SPSA/SSC Input and Update (EL4d2)
4. LCFF-EL Budget Discussion (EL9 and EL4d2)
5. DELAC Report
6. CABE Conference Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Monday, May 17th at 2:30 pm per Google Meet
2. Adjournment

Distrito Escolar Unificado Alvord

Escuela Primaria McAuliffe

Comité Consejero para Aprendices del

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands
One nation, under God, indivisible
With liberty and justice for all

Idioma Inglés

AGENDA

19 de abril, 2021

I Procedimientos de introducción

1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL4b)
3. Saludo a la bandera

II. Asuntos de Acción

1. Agenda

- a. Aprobación de la Minuta de la reunión del 22 de febrero, 2021
- b. Elección de nuevos miembros ELAC (EL4a) * (Todos los nuevos miembros deben ser elegidos)

III. Diálogo/Información

1. Entrenamiento: **Introducción para Padres a las Plataformas de Aprendizaje de los Estudiantes(EL4e)**
2. Reporte del director
3. SPSA/SSC Ideas y Actualización (EL 4d2)
4. LCFF-EL Diálogo del Presupuesto (EL9 y EL4d2)
5. Reporte DELAC
6. Reporte de CABE

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

VI. Clausura

1. Próxima reunión: lunes, 17 de mayo a las 2:30 pm por Google Meet.
2. Clausura



McAuliffe Elementary School

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Ingles

Sign in Sheet

Registro de Asistencia

April 19, 2021

el 19 de abril 2021

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Signature Firma
President Presidente	Bianca Rangel	Emilia Gonzalez	4	RFEP	present
Vice President Vice Presidente	Asela Molina	Daniel Torreblanca	4	EL	present
Secretary Secretaria					
DELAC Rep Representante de DELAC					

Alternative DELAC Rep Representante Alternativo de DELAC					
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*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Maria Robles	Alessandro Mendoza Robles	4	EL	present
Yruariz Guzman	Brandon Nolasco	5	EL	present
Paola Lucio	Atzin Lucio	5	EL	present
Juana Maria Ruiz	Fabian Ruiz	2	EL	present
Maria Bermudez Rojas	Nicole V.	K	EL	present
Claudia and Raphael Jacovani	Raphael Jacovani	K	EL	Present
Gerardo Aguilar			Principal	present
Kai Kruse			Teacher	present

Alvord Unified School District

McAuliffe Elementary School

English Learners Advisory Committee

Minutes

April 19, 2021 (Meeting was conducted on Google Meet platform, the Meet was recorded with the agreement of all participants)

I Introductory Procedures

1. Call to Order by President Bianca Rangel at 2:39 p.m.
2. Welcome/Sign-In (EL 4b) - No sign in due to video conference, sign-in sheet completed by Kai Kruse. All attendees agreed to a recording of the meeting.

<https://drive.google.com/u/0/open?id=1wp-79Zm2H9rup9wsuwBERIgEot7mqYmk>

3. Pledge of Allegiance led by Mr. Aguilar

II. Action Items

1. Agenda
 - a. Minutes from the meeting on December 14, 2020 and February 22, 2021 were reviewed (per attachment to the Google Meet). Mr. Kruse moved to approve the minutes. Ms. Rangel seconded. All agreed.
 - b. New members were elected: Raphael and Claudia Jacovani, Nicole Ventura, Armando Calderon. Ms. Yuruariz moved to approve the new members. Mr. Kruse seconded the move. All agreed.

III. Discussion/Information

2. Principal's Report

This item was moved up in the agenda to accommodate Mr. Aguilar.

Mr. Aguilar reported that the reopening of the school has not caused any problems. He was happy to inform parents that the district will offer a "Summer Boot Camp" (six weeks, four days a week, from 8-2) to help students overcome the learning loss experienced during the COVID crisis.

3. SPSA/SSC Input and Update (EL4d2)

Mr. Aguilar reported about the SPSA and presented the 3 goals (see SPSA attached)

He noted the three goals and the activities that are being planned in order to support the goals. (pages 31-38 of SPSA). Specifically he mentioned the addition of a Numeracy Teacher to support students in Math concepts, an after-school tutoring program, expanded use of the I-Ready program to identify and support students who are struggling in reading comprehension, as well as increased support and material for grade level math instruction, such as Engage New York materials.

He asked for input from the parents. Parents agreed with the plan, the goals, and the planned activities but provided no further ideas or suggestions.

4. LCFF-EL Budget Discussion (EL9 and EL 4d2) No discussion.

1. Training: Parent Introduction to Student Online Learning Platforms (EL4e)

Mr. Kruse gave a short introduction to student online learning platforms. He discussed the organization of the Google Classroom which most parents were familiar with. Both Teacher and student views were presented. He also emphasized the Clever portal. He showed several programs that are included in the Clever portal, such as I-Ready, MobyMax, Brainpop, Epic,

Seesaw and more. Another point of discussion was the GoGuardian application which allows the teacher to monitor students' computers (if they are district owned). Members were interested to see how it looks from the teacher's point of view.

5. DELAC Report:

Ms. Rangel reported from the last DELAC meeting. The focus was on Collette Elementary School. Ms. Rangel informed us that Collette is proud of the small group instruction they are providing for the EL students. Collette also uses AR to encourage students to read independently. She also mentioned that Mr. Cisneros continues to offer parent workshops for the district.

6. CAFE: Ms. Rangel attended the CAFE conference online on March 23-27 and reported back to McAuliffe ELAC. She was very impressed by the presentations and felt that it was too much to share, but encouraged parents to ask her questions and to attend the CAFE conference next year. She shared three "nuggets":

- She reported about a workshop titled "Super Hero Parents" with the message that "Parents Are Heroes". In that workshop two key concepts were "lenguaje de corazon" and "conservar y construir".
- She also reported about the 7 emotional intelligences which emphasizes that each child has gifts and strengths
- Another nugget was the message that students (and adults) are going to feel better and are emotionally healthier if they learn to understand their own emotions.

IV. Hearing Session: no discussion

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: Monday, May 17th at 2:30 per Google Meet
2. Adjournment: Ms. Rangel closes the meeting at 3:37 p.m.

McAuliffe Elementary School
School Site Council Agenda
May 12, 2021
2:30 – 3:30 p.m.

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from April 21, 2021
2. Approve Categorical Expenditures for:
 - Purchase headphones for all grade levels LCFF-LI/NTE \$ 4,700
 - Purchase Super Science Digital Subscription for 5th Grade LCFF-LI/NTE \$870
 - Purchase Self-Stick Easel Pads qty. 6 for TK/K LCFF-LI/NTE \$350
 - Purchase Activity Mats qty. 6 TK/K LCFF-LI/NTE \$350
3. Approve site categorical budgets for 2021-2022
4. Approve the 2021-2022 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - Plan Election Cycle for August, 2021
 - SSC Committee Evaluation
3. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September of 2021
3. Adjournment: Action Item

McAuliffe Elementary School

School Site Council

Minutes

May 12, 2021

Meeting Location: Virtual Meeting online at: 4100 Golden Avenue, Riverside, CA 92505

Time: 2:30pm

I. Introductory Procedure

- Call to Order – 2:34 pm
- Establishment of Quorum: Quorum was established: G. Aguilar – principal, K. Gonzales – parent, B. Rangel – parent, P. Wilson – teacher, K. Kruse – teacher, S. Vidana – other staff member, L. Bringhurst – teacher, P. Moors – parent, J. Liang - parent
- Pledge of Allegiance: Recited
- Welcome and Introductions: Gerardo Aguilar, Principal

II. Action Items

- Approval of minutes from April 21, 2021
 - It is motioned/seconded to approve the minutes from April 12, 2021, (GONZALES/RANGEL), (9-0-0)
- Approval of Categorical Expenditures
 - Purchase headphones for all grade levels LCFF-LI/NTE \$4,700
 - It is motioned/seconded to approve the categorical expenditures to purchase headphones for all grade levels LCFF-LI/NTE \$4,700, (WILSON/VIDANA), (9-0-0)
 - Purchase Super Science Digital Subscription for 5th Grade LCFF-LI/NTE \$870
 - It is motioned/seconded to approve the categorical expenditures to purchase Super Science Digital Subscription for 5th Grade LCFF-LI/NTE \$870, (GONZALES/RANGEL), (9-0-0)
 - Purchase Self-Stick Easel Pads qty. 6 for TK/K LCFF/LI/NTE \$350
 - It is motioned/seconded to approve the categorical expenditures to Self-Stick Easel Pads qty. 6 for TK/K LCFF-LI/NTE \$350, (WILSON/MOORS), (9-0-0)
 - Purchase Activity Mats qty. 6 for TK/K LCFF-LI/NTE \$350
 - It is motioned/seconded to approve the categorical expenditures to purchase Activity Mats qty. 6 for TK/K LCFF-LI/NTE \$350, (GONZALES/VIDANA), (9-0-0)
- Approval of site categorical budgets for 2021-2022
 - Received preliminary budgets for next school year
 - Summary:
 - Total budget is \$87,070
 - SSC helps with the following budgets
 - LCFF-LI - \$14,070
 - LCFF-EL - \$16,675
 - Both budgets were reduced, based on projected student enrollment. Numbers have been dropping.
 - It is motioned/seconded to approve the site categorical budgets for 2021-2022, (GONZALES/MOORS), (9-0-0)
- Approval of the 2021-2022 School Plan for Student Achievement

- A couple of revisions were made by Mr. Aguilar, Principal
 - Goal 1: Conditions of Learning
 - Increase those moving to the At or Above tier in ELA and Math
 - Activity 1 - Reading Comprehension, focus on literature and informational text passages, PD/Teacher planning (\$200-\$300)
 - Activity 2 - Mathematics: early numeracy activities
 - Activity 3 - Writing: professional development for teachers Step-U-To Writing Program
 - Goal 2: Pupil Outcome
 - How do we get the pupils ready for college?
 - Interventions
 - Activity 1 – Mathematics: Tutoring (\$8000 for tutoring)
 - Activity 2 – Mathematics: Engage NY materials to be printed for those grade levels using Engage NY or Common Core standards...bound copies/consumables (\$1000)
 - Activity 3 – Mathematics: Numeracy Teacher to work with students
 - Goal 3: How do we engage students to come to school and connect with the school
 - No changes or additions made
 - Increase attendance rate by .25% in order to reach our target of 97% attendance average by May 2022
 - Decrease suspension rate
 - Activity 1 – Multi-tier attendance approach
 - Interventions
 - Activity 2 – classroom lessons on behavior management and bullying
- It is motioned/seconded to approve the 2021-2022 School Plan for Student Achievement, (WILSON/BRINGHURST), (8-0-0)

III. Discussion/Information

- Budget Reports by Funding Source
 - Review of budget
 - Current budget for LCFF-LI
 - Excess funds from the Software Licensing category were reallocated to other accounts
 - Current budget for LCFF-EL
 - Spanish books for science topics were purchased
- Training Topics:
 - Plan Election Cycle for August, 2021
 - Judy will send out nomination ballots to the all households for people to nominate members to the SSC
 - Voting will follow
 - SSC Committee Evaluation
 - Evaluation of SSC
 - Feedback for how we are doing
 - Done each year
- School Plan for Student Achievement (SPSA)

- Continue monitoring student progress and implementation of SPSA goals/actions
- Plan voted in for the next school year 2021-2022
- Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - School plan was shared at the last meeting and no feedback
 - Parent Group (ATP/PTO/PTA)
 - Not much activity due to COVID
 - Will return once we are fully back on campus
 - District Parent Advisory Committee (PAC)
 - Met on April 27th via Zoom
 - Purpose was to take a look at proposed actions for LCAP
 - Same 3 Goals as we have in our SPSA
 - LCAP will be approved at a meeting
 - Board of Trustees make the final decision
- Program Reports - skipped at this time
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Closing the year so not much going on right now
 - Parent and Family Involvement Opportunities
 - Teachers will be sending information on Awards Ceremonies/End of Year Activities
 - Interventions
 - Last round finished in April
- Principal's Report
 - Textbook/Laptop/Hotspot/Library book returns
 - Summer Academy Bootcamp coming up this Summer

IV. Hearing Session/Public Comments

NONE AT THIS TIME

V. Adjournment

- Agenda building for next meeting 3:19pm
- The next SSC meeting is scheduled for September of 2021
- Adjournment
 - It is motioned/seconded and carried to adjourn the meeting at 3:19pm (GONZALES/VIDANA), (8-0-0)

Handouts Distributed/Shared During Meeting:

- Access granted to a Google Drive to access SPSA, and other items for the SSC Meetings since we are virtual



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
Myra Linn Elementary School	33-66977-6031553	April 26, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Targeted Support and Improvement

The school plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Ed. Code sections 41507, 41572, and 64001 and the federal Elementary and secondary Education Act (ESEA) require each school to consolidate all school plans programs funded through the consolidated Application (ConApp) and ESSEA Program Improvement into the SPSA.

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.

Myra Linn's school plan is a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL student needs (academic, behavioral, and social-emotional) through differentiated instruction and learning,

Through Myra Linn's Theory of Action, we have agreed that...

If we work to collaboratively create a framework to develop systems to differentiate learning/ instruction...

If we are willing to analyze data to guide instruction...

If we focus on all student needs...

...Then we will build and improve a comprehensive and equitable framework for all our 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).

Needs assessments were conducted on the following stakeholder groups:

Certificated and Classified staff- Google Forms
Certificated and classified noted the following:
Professional Development in Math and Technology

Parents- ELAC SSC Recommendations conducted through a Google Form
Continued support with tutoring for students not meeting standards
Enrichment tutoring for students that are meeting standards
Extracurricular activities for all students
Parent Classes to support academics at home

Students: The California Department of Education has funded CHKS to provide data to assist schools in:

(1) fostering safe and supportive school climates, social-emotional competencies, and student engagement in learning
(2) preventing youth health risk behaviors and other barriers to academic achievement;
(3) promoting positive youth development, resilience, and well being. A thorough understanding of the scope and nature of these student behaviors, attitudes, and experiences, and supports are essential for guiding school improvement and academic prevention, and health programs. As far as school engagement and supports- 88% of students feel that adults have high expectations for them, wherein in contrast, 48% feel they have meaningful participation. School safety: 72% of our students feel safe at school and 43% of students have been called bad names or have been the target of mean jokes. School disciplinary: Although 88% of students feel they are treated with respect, 49% of students feel they are treated fairly when they break the rules.

Staff:

Grade level strengths include:
ELD rotations
Collaborative Planning
1st best instruction
Using math resources
Using supplemental to teach
Site Interventions

Areas to improve as a grade level:
Curriculum training for Wonders
Math Curriculum (Eureka Math)
PD on the integration of technology
Tier 2 interventions

More time to teach

School Strengths:

Interventions

Leadership

ELA

Afterschool Enrichments

1st best instruction

Communication

PBIS

Consistent and aligned testing implemented in 2019-2020

Collaboration

All students are our students

School areas need improvement:

Colleagues trust in each other

ELA interventions

PD on PBIS

Small group PD

Vertical collaboration

PD Foundational skills

PD for ELD to reclassify students

Priority Needs MLES:

Math

Social-Emotional Learning

Intensive and early interventions for primary grades

PD in Foundational Skills

Math PD- pacing guide, unit assessments

progress monitoring

Summer school for students/ tutoring

Math intervention

Vertical articulation

fulltime literacy coach

What additional data do we need?

Attendance

Math Assessments

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, observations are recorded and sent to the intended staff. Summary of findings will assist in developing professional development needs and areas of strength. The following strategies will be targeted during the informal observations: Writing, Inquiry, Organization, and Reading across all curricular areas. This aligns with our Vision Statement for our MTSS and Theory of Action.

The vision and Theory of Action are in relationship to our MTSS framework: MLES defines MTSS: MTSS as a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning.

Theory of Action:

If we work collaboratively to create a framework to develop systems to differentiate learning/instruction...

If we are willing to analyze data to guide instruction...

If we focus on all student's needs...

...Then we will build and improve a comprehensive and equitable framework for all our students

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

At MLES, analysis of data, analyzing student work, and progress monitoring address key standards. Each week grade levels meet to analyze student data and to determine areas of strengths and areas of needs. Grade level brainstorms instructional strategies to identify areas of need. Teachers use: CAASPP (ELA and Math)
ELPAC (ELD)
common assessments in Wonder (ELA and ELD)
i-Ready
ACADIENCE (ELA)
as well as formative assessments have provided the data teachers need to inform their instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

The use of assessments is utilized to monitor student progress. Grade level teams meet a minimum of twice a month to analyze data (academics, attendance, behaviors) and identify areas of strength and need. Through grade-level collaboration, teams identify best practices, appropriate instructional and student engagement strategies to address the diverse learning and social-emotional needs of our students. Teams are provided the opportunity to create short-cycle common assessments and to target students for instruction and tier 2 interventions. Grade level teams plan first best instruction and interventions based on the analysis of data from these common assessments. Grade level teams use common assessments and/or classroom observations to determine the area of focus for each short cycle of 6-8 weeks. These areas are standard specific; however, our instructional focus remains on the AVID essentials using writing, inquiry, collaboration, organization, reading (WICOR). During the school year, specifically, the focus will be on the Organization of time and thinking.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of all Myra Linn Elementary School certificated and classified staff have met the requirements under ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials)

Teachers are fully credentialed.

School administration will continue to collaboratively provide professional development to create and monitor a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning through the lens of AVID, MTSS, and PBIS. MLS will strive to train all teachers to be AVID instructors; continue to implement MTSS, as well as attend PBIS pieces of training.

With school administration and leadership's guidance, teachers will be afforded time to enhance, build, and plan lessons in order to make data-driven decisions for ALL students. Teachers will also provide input on how to best utilize current resources to support student learning. Teachers will continue to be AVID trained and will expand PBIS training to reinforce the MTSS framework.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers reflect on student progress, as assessed by CAASPP, ELPAC, DIBELS, Wonders assessments, and Moby Max, during teacher-directed days, PLCs during PE release time, articulation days, professional developments, and staff meetings. Teachers and administration continue to focus on the school vision and Theory of action to guide professional development opportunities guided by the agreed site data points (see aforementioned assessments), through the lens of AVID, MTSS, and PBIS. Professional development needs will be in math and foundational skills.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Our instructional coach and administration provide ongoing instructional assistance throughout the school year based on a comprehensive and equitable framework, which includes all stakeholders to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning. In addition, we have a literacy teacher and an early numeracy teacher who provides support for our students and teachers with foundational skills teaching and learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

The district has established grade level collaboration days for two Tuesdays a month to analyze data, plan instruction, and review goals to make data driven decisions to address ALL students' needs (academic, behavioral, and social emotional) through differentiated instruction and learning. In addition, there are two full release days schedules after each DIBELS benchmark is completed.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Each student has a textbook in the core curricular areas including Reading-Language Arts, math, social science, and science in alignment with the California State Standards. Differentiation is provided for GATE, SPED, English Learners and at-risk students in Reading-Language Arts, math, and other curricular areas. Leveled books are available in each classroom and Literacy Room to differentiate instruction during small group instruction time. These books are designed to meet the diverse learning needs of our students including students not meeting standards, meeting standards, and exceeding standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)

Students in kindergarten receive 60 minutes of language arts instruction while those in 1st-3rd grade receive 2 ½ hours of instruction. Fourth and fifth grade students receive 2 hours of language arts instruction. Students in grades K-3 receive an average of 40 minutes of math instruction daily while those in fourth and fifth grade receive a minimum of 60 minutes. Thirty minutes of English Language Development is provided to English Language Learners daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses

Teachers follow state standards to guide their instruction and utilize common assessments in Wonders, or Moby Max to adjust their teaching. A 30-minute school-wide intervention time has been established for 4 days per week. Myra Linn follows the required number of instructional minutes for Reading- Language Arts and Math as well as for ELD.

Language Arts:
K-30 minutes;
1st - 3rd - 120 minutes;
4/5 - 150 minutes.

Math -
K- 30 minutes;
1st - 5th - 60 minutes.

ELD- 30 minutes

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Myra Linn School follows the ELA/ELD Framework and CCSS as adopted by the CA SBE in ELA, math, science, and social studies. These standards direct district and school goals, objectives, and expected to learn outcomes towards mastery. IN accordance with the directive bu district administration, CCSS is the focus of instruction with core adopted materials used as the vehicle to reach mastery. students are given access to grade-level specific standards-based appropriately to district adopted materials including all textbooks. Each student is provided with their own textbook for the core content areas. Teachers use district appointed or approved supplemental resources to assist in student mastery towards the standards. The teacher has access to foundational skills, instructional, and student materials. Writing instruction is aligned to CCSS. As a result of William's lawsuit compliance, and through curriculum inventories surveys, it has been established that all staff has teachers' additions, materials to differentiated instruction, and other resources that are needed to fully implement ELA, math, social studies, and science programs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All students at Myra Linn have access to the core curriculum and intervention materials in Reading-Language Arts and math.

MLS has materials aligned to CCSS as adopted by the State Board of Education in reading/ LA, mathematics, science, and social studies. These standards direct district and school goals, objectives, and expected school outcomes towards student mastery. In accordance with the directive of district administration, common core standards are the focus of instructions with core adopted material to reach used as the vehicle to reach mastery. MLS students are given complete access to grade-specific standards-based appropriately aligned and district adopted materials including all textbooks. Each student is provided with his or her own textbook for the core content subjects. Teachers use district adopted and approved supplemental resources to assist student mastery toward the standards. Teachers have access to foundational skills, instructional, and student materials. Writing instruction is aligned to common core state standards. As a result of William Lawsuit Compliance and through curriculum inventory surveys, it has been established that all staff has teachers' editions, material to differentiate instruction, and other resources that are needed to fully implement RLA, math, science, and social studies programs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level teams collaborate to analyze assessment data and implement strategies to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning. Small group instruction, assistance from bilingual assistants, literacy teacher, technology programs, RSP, and tutoring programs are in place to respond to students who are not meeting grade-level standards. Grade level team members collaborate to provide intervention (Intervention/ Literacy Time-4 times per week for 30 minutes) within the instructional day to students not meeting grade-level standards.

Teachers collaborate to review data and develop/ refine systems to differentiate learning and instruction to support ALL students and their needs (academic/ behavioral/ social-emotional). Small group instruction in reading and mathematics is provided for students not meeting grade-level standards. In addition, bilingual assistants work with English Language Learners, who are at risk of not meeting standards, to preview or re-teach core curriculum materials. Thirty minutes of English Language Development is provided daily in all classrooms at corresponding EL levels.

Evidence-based educational practices to raise student achievement

In order to provide the best educational experience for all students Myra Linn Elementary, which includes all stakeholders, meet regularly to assure/ ensure that our comprehensive and equitable framework continues to make data-driven decisions to address ALL students' needs (academic, behavioral, and social-emotional) through differentiated instruction and learning.

We have established a data calendar to review data (attendance, behavior, and academics) in order to monitor all student's needs, in a timely manner. A pyramid of interventions has been developed by the school staff to assist all students in achieving academically, socially, and emotionally outcome desired. Grade level teams collaborate to analyze data and implement instructional and student engagement strategies for students not meeting goals.

The SST (Student Study Team) is available to provide assistance to teachers and parents who are looking for help with their students who are not meeting academic goals, social goals, or behavioral goals. Teachers first consult with their grade level team to determine various interventions. These discussions are documented in grade-level minutes as well as in a pre-SST log. After documentation and interventions, then it is decided who will move forward to SST to establish the next steps needed to support our scholars.

GATE students are clustered in grades 4 and 5 as much as possible. Teachers have been given information and strategies as to how to integrate GATE strategies into everyday learning.

The following practices are evidenced-based practices:

AVID

MTSS

PBIS

Stakeholders have agreed on the following Theory of Action to guide our practices-

If we work collaboratively to create a framework to develop systems to differentiate learning/ instruction...

If we are willing to analyze data to guide instruction...

If we focus on all students' needs...

...Then we will build and improve a comprehensive and equitable framework for all our students

All these practices will be through the lens of MTSS, AVID, and PBIS.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

A variety of resources are available to our families to assist underachieving students:

Half Time After School Program (district)

On-site tutoring (site)

Literacy Teacher

Counselor (district)

Instructional Coach (site)

50% AP (district)

bilingual aides (district)

Early Numeracy Teacher (site)

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)

Parents are involved in the school community in a variety of ways: School Site Council, English Learners Advisory Committee, Action for Team Partnership (ATP), and Parent-Teacher Organizations. Parents are able to stay informed and receive training in various areas related to their child's education. Furthermore, all families receive communicate through- the school website, PeachJar, school marquee, teacher communication methods. Monthly award assemblies, Back to School Nights/Open House, Parent-Teacher conferences, Family Education Nights, and Family Fun Nights are other ways in which Myra Linn Elementary involves parents and families.

Parents/guardians are also given the opportunity to actively observe in their child's classroom, as well as volunteer on campus during PTA-sponsored events. Myra Linn's partnerships with local businesses provide incentives for both staff members and students. Input is given to the school plan by ELAC and SSC parents as well as other stakeholders. Myra Linn also partners with Miles of Smiles which provides various dental procedures for students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide professional development to teachers to better their practice to improve student achievement. When funds are available, teachers and support staff are paid additional hours to provide additional collaboration time outside of the contract day. Supplemental instructional materials, intervention supplies, and technology are purchased to support core programs through first best instruction and intervention.

Fiscal support

Categorical funds provides access for under-performing students to meet standards through supplemental materials, tutoring, and other extended learning.

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

Through monthly meetings, Leadership and SSC review data (needs assessments, surveys, etc.) from all stakeholders, such as ELAC, teacher meetings, and parent meetings, to support in planning and updating the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

MLES has a total of 433 students with 93% identified as socioeconomically disadvantaged. 26% are English Learners.

Although our students are 32.8 points below standard, they increased 6.7 points during the 18-19 school year. 19-20 and 20-21 School year will not provide us any data because of COVID-19 school closures.

Our EL Progress shows 49.7% of EL Students are making progress: MLES is making Medium progress growth, according to state indicators on ELPAC and the California Dashboard.

During 2018-2019, according to the California Dashboard, our Students (44 students) with Disabilities subgroups made growth in Absenteeism (yellow) and Suspension Rate (Green); however, they did not make growth in ELA or Mathematics.

ELA: students declined by - 8.2 points

Mathematics: students declined -3.5 points

To address inequities with our subgroups: SWD and ELs, we are offering additional support through: Full-time Literacy Teacher, prior to this SWD were not seen by the literacy teacher. Instructional Coach support for teachers providing resources such as materials, tools, information, etc. to support classroom instruction by co-planning, co-teaching, co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments.

MTSS systematic approach towards meeting the needs of our student groups.

Full-time early numeracy teacher or literacy skills for our SWD and ELs.

In addition, all student groups showed a decrease in math by 3 points falling from Yellow-Orange in 2019-2020

Teacher surveys for mathematical instruction listed- a lack of curriculum, pacing guide, assessments, and pd as a need for our school

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	0.57%	0.62%	2	3	3
African American	3.03%	2.66%	4.11%	17	14	20
Asian	1.43%	1.52%	3.08%	8	8	15
Filipino	%	%	0.21%			1
Hispanic/Latino	89.84%	90.68%	87.47%	504	477	426
Pacific Islander	0.89%	0.38%	0.21%	5	2	1
White	3.57%	3.61%	4.11%	20	19	20
Multiple/No Response	%	%	0.21%			0
Total Enrollment				561	526	487

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	93	92
Grade 1	90	85	74
Grade 2	82	78	78
Grade3	84	79	79
Grade 4	110	86	79
Grade 5	79	105	85
Total Enrollment	561	526	487

Conclusions based on this data:

1. 90.68% of students are Hispanic.
2. Enrollment continues to decline.
3. Student subgroups remain consistent.
Pacific Islander, whites, Filipino, Asian enrollment has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	307	282	158	54.7%	53.6%	32.4%
Fluent English Proficient (FEP)	10	23	80	1.8%	4.4%	16.4%
Reclassified Fluent English Proficient (RFEP)	7	23	89	2.1%	7.5%	31.6%

Conclusions based on this data:

1. English Learners have decreased by 3%.
2. IFEPs have increased by 2%.
3. 53% of our students are ELL; however only 7% are reclassified. Reclassification is increasing. Ifeps are increasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	83	86	112	83	84	112	83	84	100	100	97.7
Grade 4	82	105	84	81	105	84	81	105	84	98.8	100	100
Grade 5	105	77	109	104	77	107	104	77	107	99	100	98.2
All Grades	299	265	279	297	265	275	297	265	275	99.3	100	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2390.	2381.	12.50	12.05	10.71	11.61	24.10	21.43	30.36	25.30	19.05	45.54	38.55	48.81
Grade 4	2396.	2436.	2431.	7.41	15.24	15.48	13.58	20.95	17.86	17.28	20.00	28.57	61.73	43.81	38.10
Grade 5	2464.	2457.	2479.	9.62	15.58	14.95	26.92	16.88	28.97	23.08	19.48	24.30	40.38	48.05	31.78
All Grades	N/A	N/A	N/A	10.10	14.34	13.82	17.51	20.75	23.27	24.24	21.51	24.00	48.15	43.40	38.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.39	10.84	11.90	39.29	53.01	40.48	47.32	36.14	47.62
Grade 4	7.41	13.33	11.90	45.68	50.48	50.00	46.91	36.19	38.10
Grade 5	13.46	15.58	16.82	45.19	36.36	51.40	41.35	48.05	31.78
All Grades	11.78	13.21	13.82	43.10	47.17	47.64	45.12	39.62	38.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.71	8.43	11.90	45.54	43.37	44.05	43.75	48.19	44.05
Grade 4	7.41	16.19	16.67	37.04	39.05	50.00	55.56	44.76	33.33
Grade 5	20.19	19.48	24.30	44.23	37.66	46.73	35.58	42.86	28.97
All Grades	13.13	14.72	18.18	42.76	40.00	46.91	44.11	45.28	34.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	18.07	13.10	57.14	54.22	57.14	33.93	27.71	29.76
Grade 4	4.94	13.33	10.71	55.56	59.05	64.29	39.51	27.62	25.00
Grade 5	15.38	14.29	13.08	52.88	53.25	64.49	31.73	32.47	22.43
All Grades	10.10	15.09	12.36	55.22	55.85	62.18	34.68	29.06	25.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	14.46	13.10	50.89	50.60	44.05	40.18	34.94	42.86
Grade 4	14.81	16.19	11.90	34.57	51.43	50.00	50.62	32.38	38.10
Grade 5	14.42	14.29	19.63	45.19	46.75	47.66	40.38	38.96	32.71
All Grades	12.46	15.09	15.27	44.44	49.81	47.27	43.10	35.09	37.45

Conclusions based on this data:

- Overall of students meeting or exceeding standards over the past three years has increased 9.48% overall achievement of students meeting or exceeding standards in ELA:
2016-2017 27.61%
2017-2018 38.09%
2018-2019 37.09%

Students not meeting standards has decreased over the past three years:
by 9.48%

We are decreasing the number that "standard nearly met" and "standard not met"; conversely, we are increasing the number of of students meeting standards.

The cohort for 3rd grade is increasing by 19.81% 2016-2019
The cohort for 4th grade is increasing by 11.47% 2017-2019
- According to (at or near/ met standards):

Claim 1 Reading, for grades 3-5 we have increased by 6.58% from 2016-2019
Reading has increased by 15.54% for the 3rd grade cohort (2016-2019)
and 4th grade cohort decreased -1.15% (2017-2019)
Overall 2018-2019: 61.46%

Claim 2: Writing 9.20% overall increase from (2016-2019)
and 3rd grade cohort increase 14.78% (2016-2019)
4th grade cohort 12.69% (2017-2019)
Overall 2018-2019: 65.09%

Claim 3: Listening overall increase 9.22% from (2016-2019)
and 3rd grade cohort increase 11.50% (2016-2019)
4th grade cohort had increased by 7.04 (2017-2019)
Overall 2018-2019: 74.54%

Claim 4 : Research and Inquiry has increase 5.64% from (2016-2019)
and 3rd grade cohort increase 7.77% from (2016-2019)

4th grade 11.66% cohort (2017-2019)

Overall 2018-2019: 62.54%

Area of growth: Claim 1: Reading; Overall- 61.46%

Area of strength: Claim 2: Listening; Overall- 74.54%

3.

Dibels:

PELI

Reading Composite Scores

2016-2017 TK 21% increase from beginning of the year to the end of the year

2017-2018 tk 17%

2018-2019 tk 45%

Kinder Composite Dibels

2016-2017: 0%

2017-2018: 38%

2018-2019: -6%

Ist

2016-2017: 3% increase

2017-2018: 19%

2018-2019: -7

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	83	86	112	83	85	112	83	85	100	100	98.8
Grade 4	82	105	84	82	105	84	69	105	84	100	100	100
Grade 5	105	77	109	105	77	108	105	77	108	100	100	99.1
All Grades	299	265	279	299	265	277	286	265	277	100	100	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2391.	2380.	5.36	4.82	2.35	20.54	27.71	20.00	31.25	36.14	30.59	42.86	31.33	47.06
Grade 4	2427.	2433.	2424.	8.70	6.67	3.57	26.09	18.10	17.86	20.29	38.10	39.29	44.93	37.14	39.29
Grade 5	2459.	2460.	2469.	10.48	9.09	7.41	15.24	15.58	14.81	23.81	23.38	36.11	50.48	51.95	41.67
All Grades	N/A	N/A	N/A	8.04	6.79	4.69	19.93	20.38	17.33	25.87	33.21	35.38	46.15	39.62	42.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	15.66	9.41	38.39	49.40	43.53	50.00	34.94	47.06
Grade 4	17.39	19.05	11.90	23.19	23.81	34.52	59.42	57.14	53.57
Grade 5	16.19	15.58	16.67	29.52	28.57	33.33	54.29	55.84	50.00
All Grades	14.69	16.98	13.00	31.47	33.21	36.82	53.85	49.81	50.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.18	9.64	8.24	38.39	44.58	47.06	46.43	45.78	44.71
Grade 4	11.59	6.67	7.14	36.23	43.81	48.81	52.17	49.52	44.05
Grade 5	7.62	10.39	4.63	40.95	32.47	48.15	51.43	57.14	47.22
All Grades	11.54	8.68	6.50	38.81	40.75	48.01	49.65	50.57	45.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.82	8.43	8.24	43.75	57.83	45.88	46.43	33.73	45.88
Grade 4	10.14	10.48	5.95	39.13	49.52	48.81	50.72	40.00	45.24
Grade 5	8.57	9.09	10.19	37.14	40.26	43.52	54.29	50.65	46.30
All Grades	9.44	9.43	8.30	40.21	49.43	45.85	50.35	41.13	45.85

Conclusions based on this data:

1. Over the past three year student meeting or exceeding standards have declined by .76%
2. When looking a the same cohort over the past three years, students meeting or exceeding standards have decreased by 14.51%
3. Claim 1: Concepts and Procedures have increased by 3.98%
Claim 2: Problem Solving and Data have decreased by 2.32%
Claim 3: Communicating Reasoning has increased by .43%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1411.6	1422.5	1416.6	1436.0	1399.7	1390.7	51	34
Grade 1	1488.2	1459.2	1471.8	1462.5	1504.0	1455.3	40	33
Grade 2	1496.6	1465.3	1484.7	1465.2	1507.9	1464.8	53	18
Grade 3	1508.4	1472.7	1501.9	1461.0	1514.4	1484.0	53	30
Grade 4	1519.5	1520.3	1509.7	1507.5	1528.8	1532.7	55	41
Grade 5	1536.6	1541.3	1536.6	1528.9	1536.2	1553.2	27	49
All Grades							279	205

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	4	11.76	39.22	38.24	33.33	41.18	*	8.82	51	34
1	62.50	6.06	*	48.48	*	36.36	*	9.09	40	33
2	47.17	11.11	41.51	22.22	*	44.44	*	22.22	53	18
3	20.75	3.33	50.94	30.00	*	50.00	*	16.67	53	30
4	36.36	31.71	47.27	39.02	*	24.39	*	4.88	55	41
5	48.15	32.65	*	46.94	*	12.24	*	8.16	27	49
All Grades	35.84	18.54	40.50	39.51	15.77	31.71	7.89	10.24	279	205

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	47.06	41.18	*	32.35	21.57	8.82	51	34
1	65.00	12.12	*	57.58	*	27.27	*	3.03	40	33
2	52.83	5.56	26.42	61.11	20.75	27.78		5.56	53	18
3	43.40	10.00	33.96	30.00	*	40.00	*	20.00	53	30
4	49.09	39.02	41.82	39.02	*	12.20	*	9.76	55	41
5	59.26	57.14	*	30.61	*	6.12	*	6.12	27	49
All Grades	45.52	28.29	34.05	40.98	11.83	21.95	8.60	8.78	279	205

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	26.47	52.94	50.00	*	17.65	51	34
1	62.50	6.06	*	36.36	*	33.33	*	24.24	40	33
2	56.60	5.56	26.42	16.67	*	50.00	*	27.78	53	18
3	*	0.00	37.74	20.00	35.85	53.33	*	26.67	53	30
4	*	19.51	56.36	39.02	23.64	26.83	*	14.63	55	41
5	*	22.45	44.44	32.65	*	38.78	*	6.12	27	49
All Grades	30.82	11.71	32.26	30.24	26.16	40.49	10.75	17.56	279	205

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	41.18	20.59	49.02	70.59	*	8.82	51	34	
1	80.00	48.48	*	51.52	*	0.00	40	33	
2	64.15	33.33	33.96	66.67	*	0.00	53	18	
3	45.28	6.67	45.28	66.67	*	26.67	53	30	
4	45.45	21.95	45.45	73.17	*	4.88	55	41	
5	48.15	12.24	44.44	79.59	*	8.16	27	49	
All Grades	53.41	22.44	39.43	69.27	7.17	8.29	279	205	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	17.65	66.67	64.71	25.49	17.65	51	34	
1	50.00	0.00	42.50	90.91	*	9.09	40	33	
2	50.94	5.56	43.40	72.22	*	22.22	53	18	
3	54.72	23.33	33.96	60.00	*	16.67	53	30	
4	63.64	51.22	32.73	41.46	*	7.32	55	41	
5	70.37	77.55	*	14.29	*	8.16	27	49	
All Grades	48.03	35.61	41.22	52.20	10.75	12.20	279	205	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.94	70.59	79.41	*	17.65	51	34
1	70.00	24.24	*	39.39	*	36.36	40	33
2	62.26	11.11	26.42	66.67	*	22.22	53	18
3	*	0.00	64.15	46.67	26.42	53.33	53	30
4	*	12.20	69.09	63.41	20.00	24.39	55	41
5	*	28.57	62.96	61.22	*	10.20	27	49
All Grades	30.82	14.63	52.69	59.51	16.49	25.85	279	205

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	49.02	26.47	33.33	44.12	*	29.41	51	34
1	50.00	6.06	42.50	81.82	*	12.12	40	33
2	58.49	11.11	33.96	50.00	*	38.89	53	18
3	24.53	6.67	64.15	76.67	*	16.67	53	30
4	54.55	41.46	41.82	51.22	*	7.32	55	41
5	51.85	32.65	44.44	61.22	*	6.12	27	49
All Grades	47.67	23.41	43.37	60.98	8.96	15.61	279	205

Conclusions based on this data:

1. At Myra Linn, each year, with each grade level, students scores increase. The data demonstrates that our EL students halve from 4th to 5th grade. When looking at Overall Language Development scores, 77% of our students are scoring at a level 3 or 4.
2. When looking at the data results closer- Oral Language we have 80% of our EL students scoring at a level 3 or 4. Conversely, with Written Language we have 63% of our students performing at a level 3 or 4.
3. Narrowing our area of improvement we see that speaking would be an area where we have 52% of students at Somewhat/Moderately and Reading we have 52% of our students somewhat moderately developed. In conclusion, Speaking and Reading would be an area to target in professional development.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
526	91.3	53.6	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	282	53.6
Foster Youth	5	1.0
Homeless	11	2.1
Socioeconomically Disadvantaged	480	91.3
Students with Disabilities	63	12.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.7
American Indian	3	0.6
Asian	8	1.5
Hispanic	477	90.7
Two or More Races	3	0.6
Pacific Islander	2	0.4
White	19	3.6

Conclusions based on this data:

1. Largest subgroup by Race/ Ethnicity: Hispanic
2. 55% of our students are English Language Learners and 13% Students with disabilities.
3. 91% of our students are SED.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. ELA and Math, and Suspension Rates have moved up a color from Orange to Yellow.
2. Chronic Absenteeism has remained the same, Red.
3. Special Education has shown no movement in ELA.

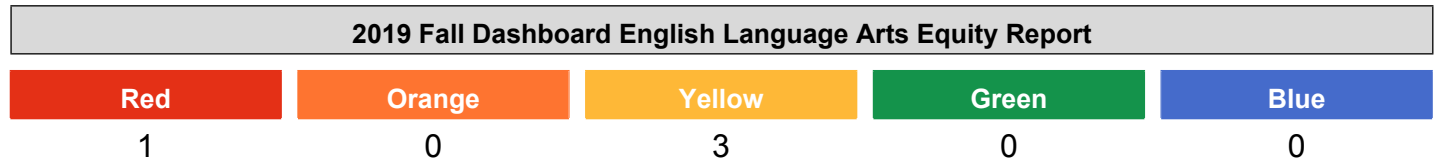
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 32.8 points below standard Increased ++6.7 points 257	 Yellow 28 points below standard Increased ++4.4 points 175	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Yellow 37.5 points below standard Increased ++6 points 233	 Red 139.3 points below standard Declined -8.2 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31 points below standard Increased ++8.2 points 238	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
72.1 points below standard Declined -14.8 points 112	50.4 points above standard Declined Significantly -25.3 points 63	50.3 points below standard Increased ++3.8 points 77

Conclusions based on this data:

1. All subgroups have increased (from Orange to Yellow), except for Students with Disabilities, which have remained the same- Red. Who are these 47 students?
2. Data comparison for English Learners demonstrate that their scores are increasing, while English Only students have declined. Who are these 90 students?
3. Special Education students have shown no increase in academic areas.

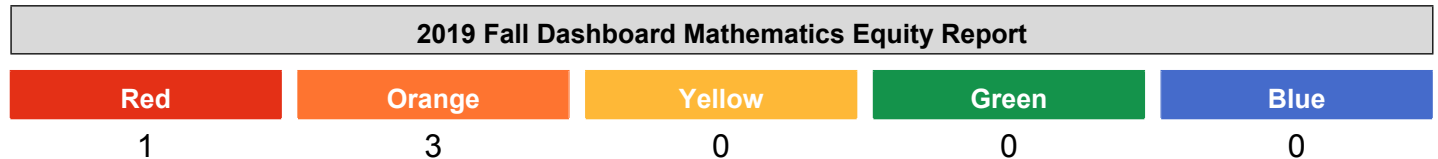
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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		
All Students  Orange 55.8 points below standard Declined -3.3 points 257	English Learners  Orange 54.1 points below standard Declined -7.3 points 175	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Orange 61.1 points below standard Declined -6.1 points 233	Students with Disabilities  Red 150 points below standard Declined -3.5 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.3 points below standard Declined -3.8 points 238	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
85.3 points below standard Declined Significantly -22.1 points 112	1.3 points above standard Declined Significantly -22.9 points 63	65.6 points below standard Maintained -1.1 points 77

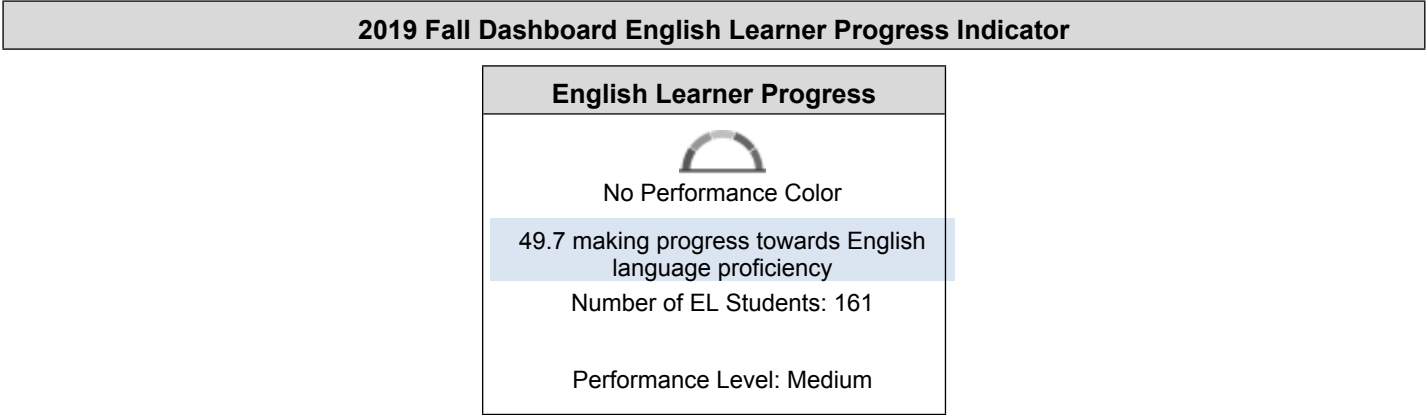
Conclusions based on this data:

1. All students have shown an increase in scores, except students with disabilities, who have decreased by 12 points. Who are these 47 students?
2. Math Data comparisons for English Learners have increased, Reclassified and English Only students have maintained.
3. Students with disabilities have shown no movement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5	34.7	2.4	47.2

Conclusions based on this data:

1. 75.13% of our English Learners are either Moderately or Well developed in the English language.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

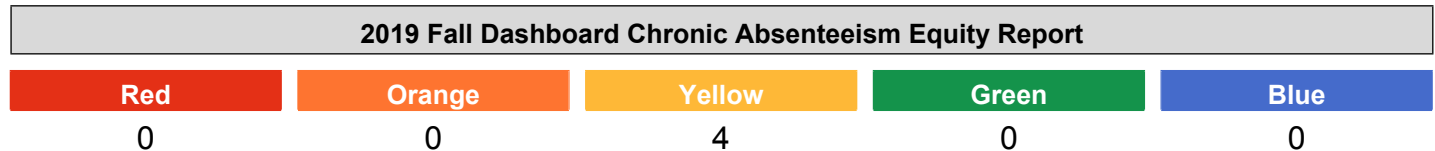
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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  Yellow 13 Declined -2.1 561	English Learners  Yellow 9.5 Maintained -0.4 294	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless  No Performance Color 18.8 16	Socioeconomically Disadvantaged  Yellow 13.7 Declined -2.2 518	Students with Disabilities  Yellow 18 Declined -5.9 89

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">6.7</div> Declined -14.4 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">12.8</div> Declined -2.1 506	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">14.3</div> Declined -0.7 21

Conclusions based on this data:

1. All groups have shown an increase in Chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

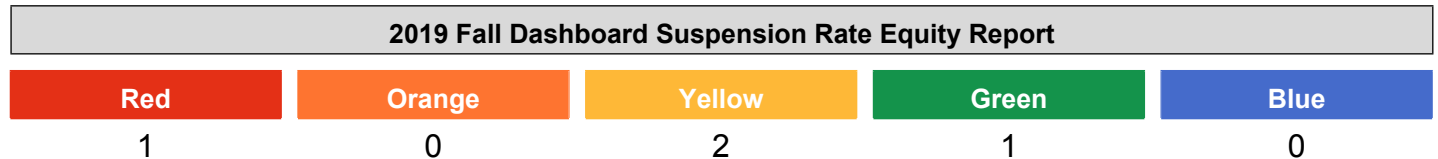
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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  Green 2.1 Declined -0.4 584	English Learners  Yellow 2 Maintained +0.2 303	Foster Youth  No Performance Color Less than 11 Students - Data Not 10
Homeless  No Performance Color 0 16	Socioeconomically Disadvantaged  Green 2.2 Declined -0.4 534	Students with Disabilities  Red 6.3 Increased +1.1 95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -5.3 19	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 8	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.3 Maintained -0.1 525	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2.1

Conclusions based on this data:

1. Suspension have continued to increase, especially with students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

ELA: i-Ready Local Measure:
By June 2022, MLES students will increase by 5% their progress to Annual Growth from 35% to 40% according to the i-Ready assessment; thus moving students from 38% in the red tier to 33%; yellow 48% to 48%; Green 14% to 19%

Math: Local Measure
By June 2022, MLES students will increase by 5% their progress to Annual Growth from 31% to 36% according to the i-Ready assessment; thus moving students from 40% in the red tier to 35%; yellow 48% to 50%; Green 11% to 15%

ELs
By June 2022, MLES students will increase from 49.7% making progress towards ELproficiency to 55%

Identified Need(s)

ELA: Students at MLES continue to struggle with foundational skills at all grade levels. Specific and target instruction of grade level foundational skills and structure that provides differentiated support and daily structure that provides for immediate intervention is critical.

ELA: Continue to monitor students so that they continue to show growth.
BPST, IREADY, Wonders, etc.

Monitor students who are not meeting standards.
Continue to offer support to students who are not meeting standards through Tier 2 or 3 interventions such as In-class small group/ aide support/ literacy teacher/ tutoring.
Provide teachers opportunities for teachers to collaborate and monitor data through minimum days and articulations.

Math: Continue to monitor students who are meeting standards so that they continue to show growth in meeting standards.
Monitor students who are not meeting standards.
I ready
Offer support to students who are not meeting standards through Tier 2 or 3 interventions such as In-class small group and tutoring.
Provide professional development.

Provide teachers opportunities for teachers to collaborate and monitor data through minimum days and articulations.

EL Students: Continue to monitor students who are LTEL to provide supports for reclassification. Continue to monitor all EL students so that adequate yearly growth continues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA- i-Ready	<p>Kinder Fall to Winter to Spring ELA Percentage Green 59% to Green 64% Yellow 41% to Yellow 36% Red 0% to Red 0%</p> <p>1st Grade: Fall to Winter to Spring ELA Percentage Green 38% to Green 43% Yellow 56% to Yellow 55% Red 7% to Red 2%</p> <p>2nd Grade: Fall to Winter to Spring Green: 10% to 15% Yellow: 38% to 38% Red: 52% to 47 %</p> <p>3rd Grade: Fall to Winter to Spring Green: 27% to 32% Yellow: 27% to 28% Red: 45% to 40%</p> <p>4th Grade: Fall to Winter to Spring Green: 13% to 18% Yellow: 41% to 74% Red: 13% to 8%</p> <p>5th Grade: Fall to Winter to Spring Green: 17% to 22% Yellow: 18% to 18% Red: 65% to 60%</p>	<p>By June 2022, grade levels will make 5% growth on i-Ready assessments when compared to the beginning of the year.</p> <p>Kindergarten: ELA Percentage Green 64% Yellow 36% Red 0%</p> <p>1st Grade ELA Percentage Green 43% Yellow 55% Red 2%</p> <p>2nd Grade Green: 15% Yellow: 38% Red: 47 %</p> <p>3rd Grade Green: 32% Yellow: 28% Red: 40%</p> <p>4th Grade Green: 18% Yellow: 74% Red: 8%</p> <p>5th EOY Green: 22 Yellow: 18 Red: 60</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.
Math i-Ready	<ul style="list-style-type: none"> Kinder: Fall to Winter to Spring Math Percentage Green 51% to Green 66% Yellow 49% to Yellow 34% Red 0% to Red 0% 1st Grade: Fall to Winter to Spring Math Percentage Green 24% to Green 29% Yellow 61% to Yellow 62% Red 14% to Red 9% 2nd Grade Fall to Winter to Spring MathPercentage Green 17% to Green 22% Yellow 38% to Yellow 38% Red 45% to Red 40% 3rd Grade Fall to Winter to Spring MathPercentage Green 7% to Green 12% Yellow 45% to Yellow 45% Red 48% to Red 43% 4th Grade Fall to Winter to Spring MathPercentage Green 13% to Green 18% Yellow 36% to Yellow 35% Red 52% to Red 47% 5th Grade Fall to Winter to Spring Math Percentage Green 7% to Green 12% Yellow 31% to Yellow 31% 	<p>By June 2022, grade levels will make 5% growth according to i-Ready data.</p> <p>Kinder MathPercentage Green 66% Yellow 34% Red 0%</p> <p>1st Grade: Math Percentage Green 29% Yellow 62% Red 9%</p> <p>2nd MathPercentage Green 22% Yellow 38% Red 40%</p> <p>3rd Grade Math Percentage Green 12% Yellow 45% Red 43%</p> <p>4th Grade MathPercentage Green 18% Yellow 35% Red 47%</p> <p>5th Grade Math Percentage Green 12% Yellow 31% Red 57%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Red 62% to Red 57%	<ul style="list-style-type: none"> SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.
ELPAC	<p>By June 2022, MLES will increase the success of English Learners by:</p> <ol style="list-style-type: none"> Increasing the reclassification rate for English Learners by 10%, according to district criteria. Making assessment gains, as recommended by district guidelines to qualify for reclassification. Increase ELPAC scores at each performance level. 	<p>By June 2022, MLES will increase the success of English Learners by:</p> <ol style="list-style-type: none"> Increasing the reclassification rate for English Learners by 10%, according to district criteria. Making CAASPP gains, as recommended by district guidelines to qualify for reclassification. Increase ELPAC scores at each performance level. <ul style="list-style-type: none"> SSC informed that all services will resume once COVID-19 State directives are lifted. Distance learning services will continue to be offered during state-directed school closure.

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 meeting standards, EL students, and Low Income students

Strategy/Activity

1.1 Instructional planning ELA, ELD, math, science, and social study lessons and units to close the achievement gap or to improve and increase services for students.

- Purchase professional books for staff/ or parents to conduct book/lesson studies.
- Supplemental classroom or school libraries with rigorous and relevant texts/ magazines, etc. needed for lessons
- Materials and supplies: Equipment, materials, and supplies available to support and enhance instruction and assessment including maintenance of equipment, ink cartridges, etc.
- Software and Technology: Use of technology such as, but not limited to- computer software, educational websites, document cameras, computers, printers, bulbs, iPad covers, etc.
- Copier lease and maintenance to support students with meeting 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)
5,000.00	Title I 4000-4999: Books And Supplies materials for students: southwest, office solutions, etc.
	Title I 4000-4999: Books And Supplies equipment: purchase/ repair
4626.01	Title I 4000-4999: Books And Supplies copier lease/ maintenance
	Title I 4000-4999: Books And Supplies ink cartridges
	Title I 4000-4999: Books And Supplies technology- external CD drives, document cameras, projectors, smart boards, cameras, computers, printers, bulbs, covers, etc.
1,465.77	LCFF-EL 4000-4999: Books And Supplies materials/ software and supplies
8,110.00	LCFF-LI 4000-4999: Books And Supplies software- not limited to software,

	technology, ink, bulbs
	LCFF-EL 5000-5999: Services And Other Operating Expenditures Duplo
2,270.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Duplo
	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards and EL students

Strategy/Activity

1.2 2 Release time to plan and continue professional development growth in ELA, ELD, math, science, and social studies lessons, assessments, and units; and collect and analyze district and school level formative and summative assessments in ELA, ELD, math, science, and social studies data.

- Collaborate during PLCs after/ during working hours.
- Provide substitutes for grade-level collaboration or professional development.
- EL Facilitator
- ELPAC coordinator
- Extra pay PD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Staff extra duty for planning PD to close the achievement gap : supports classified, Half Time, and certificated staff with implementing and supporting students with the school MTSS framework: academics, social emotional support, and behaviors supports.

Title I
1000-1999: Certificated Personnel Salaries

	subs for articulations/ or extra pay. 3 times a year; or extra duty for teachers to attend PD and close the achievement gap
4,087.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator
1,327.72	LCFF-EL 1000-1999: Certificated Personnel Salaries ELPAC coordinator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards and ELs

Strategy/Activity

1.3 Attend professional development to assist in the development of increasing students meeting standards and reclassification rates.

- Attend Professional Development or other workshops to increase students meeting standards and/or reclassification rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title I 5800: Professional/Consulting Services And Operating Expenditures MTSS or other to support theory of action workshops
400.00	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE for parents to attend

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

1.4 Hire support staff/ or offer extra hours to strategically offer support for instructional practices, and students that are Long Term English Learners (LTELs)/ or are not meeting standards in core

areas.

- Instructional coach to support staff with researched-based lesson planning, instructional strategies, cognitive planning, etc.
- Literacy Teacher to support students who are at promise.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
120,448.00	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach plus benefits
118,851.00	Title I 1000-1999: Certificated Personnel Salaries Literacy Teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards and EL students

Strategy/Activity

1.5 MTSS: Coordinate Response to Intervention (RTI) and Instruction programs to increase support for students.

- Purchase supplemental materials for students that are not meeting standards or have been identified as long- term English Learners.
- tutoring: extra duty hours for staff to support students in social-emotional development, academics, and behavioral 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)
	Title I 1000-1999: Certificated Personnel Salaries tutoring
	LCFF-EL 1000-1999: Certificated Personnel Salaries tutoring/ social emotional supports/ behavioral supports
7,843.00	Title I

	2000-2999: Classified Personnel Salaries extra duty hours during school
8,419.51	LCFF-EL 2000-2999: Classified Personnel Salaries extra duty hours
1,830.53	Title I 4000-4999: Books And Supplies curriculum, software, technology for students not meeting standards
	Title I 2000-2999: Classified Personnel Salaries after school tutoring
	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

Hire/ offer extra pay for staff to support with compliance with state and federal programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Title I compliance personnel extra hours

Annual Review

SPSA Year Reviewed: 2020-21

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.

ELA/ Math/EL: In order to meet the goals for ELA, mathematics, and ELs, the budgeted expenditures support and are appropriate for their intended implementation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ELA/ Math.EL: There were not major differences between the intended implementation and the budgeted expenditures to implement strategies to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor math, ELA with a special emphasis on special ed students and EL students.

ELA: Provide teachers with professional development for reading interventions. ELT can share best practices with teachers in order to implement during classroom intervention times.

Math: Provide teachers with professional development for math math interventions. These strategies will support in closing the achievement gap.

ELA/Math/EL: Due to our Students with Disabilities subgroups not meeting academic indicators in the California Dashboard, develop system to progress monitor IEP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

College and Career

College & Career

Local Measure:

By June 2022, 100% of AVID Elementary trained teachers will have established a consistent, developmentally appropriate system that requires all students to acquire organization and time management skills pertaining to Elementary AVID Essentials.

Expose students to Colleges and careers while supporting parents with college questions, etc.

Have students become college and career ready through the supports and tiers of MTSS.

Identified Need(s)

Increase students meeting standards according to i-Ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Analytics: Suspensions and Referrals; Attendance PBIS Tier 1 and Tier 2 meetings, presentations, agendas, sign-ins <ul style="list-style-type: none">Aeries Discipline Reports	Myra Linn will increase, the average daily attendance will increase by .5% 2019-2020 ADA of 96.16% 2020-2021 3 suspensions- 3d days 2019-2020 115 incidents 2020-2021 109 incidents 2020-2021 22 incidents	2020-2021 ADA of Chronic Absenteeism Target 5-10% 2021-2022 3 suspensions and 22 incidents of referrals

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID strategies	3-5th grade teachers have implemented organizational and time management skills pertaining to Elementary AVID Essentials	tk-5th grade teachers will implement organizational and time management skills pertaining to Elementary AVID Essentials

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 meeting state standards, LI, ELs

Strategy/Activity

Provide and develop opportunities or options for college and career options.

3.1 Coordinate career awareness with guest speakers

3.1 and 3.3 Assembly costs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

College and Career week extra hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

Provide and develop opportunities or options for college and careers.

3.2 Field trips to local businesses and colleges.

- Transportation Costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures
Bus cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting state standards, LI, ELs

Strategy/Activity

3.3 Educate Parents on CSU/UC eligibility requirements or other college and career skills.

- Assembly Costs
- Light Refreshments/
- Child Care
- Printing/ books for communication purposes for parents to support with college and/ or career success at home: Brochures, booklets, etc
- Family math/science/ ELA nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
light refreshments

LCFF-EL
5000-5999: Services And Other Operating Expenditures
light refreshments

482.80

Title I
1000-1999: Certificated Personnel Salaries
family nights: science and lit

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.4 MTSS: Coordinate Response to Intervention programs:

- Attendance, suspensions, academics supports for students as provided by staff according to the California Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,327.72

Source(s)

Attendance
1000-1999: Certificated Personnel Salaries
extra duty hour

Attendance
2000-2999: Classified Personnel Salaries
extra duty hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting state standards, LI, ELs

Strategy/Activity

3.5 Avid Materials: Research based study skills will set foundation for college and career success. Avid closes the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

AVID
5800: Professional/Consulting Services And
Operating Expenditures

LCFF-LI
5800: Professional/Consulting Services And
Operating Expenditures
conferences

AVID

	4000-4999: Books And Supplies avid materials for students
	Title I 1000-1999: Certificated Personnel Salaries Gather Data, PD, to remain AVID certified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.6 Provide after school study skills opportunities.

- Extended Learning Opportunities.
- Hire Support staff/ Extra: Certificated and/or classified
- Extra duty pay for 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)

	LCFF-LI 1000-1999: Certificated Personnel Salaries tutoring in math
--	---

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.7 Provide Extended learning opportunities: Choir, Dance, Drama

- Extended learning opportunities
- Hire support staff: Certificate and/or classified
- Extra duty pay for 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)

	Title I
--	---------

1000-1999: Certificated Personnel Salaries
tutoring for sped

LCFF-LI
1000-1999: Certificated Personnel Salaries
extra curricular

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

3.8 Investigate mentoring programs with community partnerships.

- Extended learning opportunities
- Hire support staff/ extra duty hours
- Extra duty pay for 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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Provide and develop opportunities for college and careers: guest speakers and assembly costs
Field trips to local businesses and colleges: transportation costs
Principal/ counselor chats to develop college and career skills for students: assembly costs, refreshments, child care, printing, extra duty for family nights.
MTTS- Coordinate Response to Intervention programs: attendance, suspensions, academic supports.
Avid Materials: materials/ teacher pd/ extra duty to maintain certification
Provide after school study skills opportunities: extended learning opportunities
Provide Extended learning opportunities: VAPA, etc.
Community/ site mentoring programs: counselor

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget should match the strategies/ activities which are being proposed by SSC. We will monitor throughout the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual outcome and metrics which are new this school year are: Moby Max, Dibels, counselor notes of meeting with students in regards to study skills (as monitored by report card citizenship/ study skills grades.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Increase attendance/ lower suspension rates in school by providing resources to teachers and parents on how to promote student wellness

Attendance Dashboard:

By June 2022,

Local measure:

Myra Linn By June 2022, the average daily attendance will increase by .5% in comparison to ADA of 96.16%

Local measure:

By June 2022, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 5%.

MTSS

Local measure:

We will continue our training in the MTSS model to support PBIS by exposing staff to tiered I and II supports in the Multi-Tiered System of Supports to decrease the number of incidents in grades K-5 by 5%.

Continue to abide by the School Safety Plan

Identified Need(s)

ELs

Students with Disabilities

Socioeconomically Disadvantage

Hispanic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Aeries	2019-2020 ADA of 96.16%	2020-2021 ADA of Chronic Absenteeism Target 5-10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Aeries	3 suspensions- 3d days	

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)

Low income
Attendance
EI students

Strategy/Activity

2.1 Implement incentives for students to increase attendance.

- Attendance Incentives.
- Community Liaisons
- Assemblies to recognize students for academic achievements, attendance, citizenship, etc
- Extra duty pay for staff to organize incentives/ assemblies
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
172.28	Attendance incentives
	LCFF-LI extra duty pay
	LCFF-LI 1000-1999: Certificated Personnel Salaries organize assemblies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.2 Coordinate with behavioral health services/ attend workshops to offer support to families with a high rate of truanancies.

- Community Liaison/ Extra duty
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

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Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

--

Attendance
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.3 Continue Action Plan for Wellness Site Programs

- Extra duty
- Incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

--

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.4 Implement/ continue Positive Behavior health services such as- PBIS, Restorative Practices or Social Emotional Learning.

- Professional Development or attend workshops
- Extra duty pay
- Community Liaison
- Behavior Incentives
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF-LI
5800: Professional/Consulting Services And
Operating Expenditures
workshops or create PD

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.5 Train staff on Positive Behavior support, Restorative Practice or Social Emotional Learning.

- Extended duty pay for training.
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.6 Instructional Coach/ Extra duty pay for staff/ Counselor to support families with attendance/ grades/ health issues/ etc. as well as increase parent involvement in school.

- Community liaison/ instructional coach/ counselor
- light refreshment/ child care
- Counselor to work with restorative practices and conduct circles and classroom meetings in addition to support with student wellness and family engagement as needed.
- translation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF-LI
1000-1999: Certificated Personnel Salaries
home visits/ attendance data review

LCFF-EL
2000-2999: Classified Personnel Salaries
translation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards/ Low Income Students/ EL students

Strategy/Activity

2.7 Offer support to families regarding community resources to support family wellness and comply with the School Safety Plan

- Community liaison/ counselor/ instructional coach/ extra duty hours
- Light refreshments/ Child care
- Counselor to work with restorative practices and conduct circles and classroom meetings, in addition, to support student wellness and family engagement as needed.
- Items/Supplies needed to keep our families/ staff/ students/ community safe

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,600.66

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

Implement incentives for students to increase attendance
Coordinate with behavioral health services/ attend workshops to offer support to families with a high rate of truanancies
Continue Action Plan for Wellness Site Programs
Implement/ continue Positive Behavior health services such as- PBIS, Restorative Practices or Social Emotional Learning
Train staff on Positive Behavior support, Restorative Practice or Social Emotional Learning
Instructional Coach/ Extra duty pay for staff/ Counselor to support families with attendance/ grades/ health issues/ etc. as well as increase parent involvement in school
Offer support to families regarding community resources to support family wellness

All these strategies supported in a positive change in the metric performance according to the California Dashboard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

According to the suspension data on the California Dashboard special attention is needed for students with disabilities, EL students, and RFEP 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.

Special attention is needed for students with disabilities, EL students, and RFEP 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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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(s)

Identified Need(s)

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(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$299,262.00

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	\$266,682.00

Subtotal of additional federal funds included for this school: \$266,682.00

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 (\$)
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$15,700.00
LCFF-LI	\$10,380.00

Subtotal of state or local funds included for this school: \$32,580.00

Total of federal, state, and/or local funds for this school: \$299,262.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	15,700	0.00
LCFF-LI	10,380	0.00
Title I	266,682.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,700.00
LCFF-LI	10,380.00
Title I	266,682.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	251,524.24
2000-2999: Classified Personnel Salaries	16,262.51
4000-4999: Books And Supplies	26,032.31
5000-5999: Services And Other Operating Expenditures	4,870.66
5800: Professional/Consulting Services And Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Attendance	172.28

1000-1999: Certificated Personnel Salaries	Attendance	1,327.72
4000-4999: Books And Supplies	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	5,414.72
2000-2999: Classified Personnel Salaries	LCFF-EL	8,419.51
4000-4999: Books And Supplies	LCFF-EL	1,465.77
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	400.00
4000-4999: Books And Supplies	LCFF-LI	8,110.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	2,270.00
1000-1999: Certificated Personnel Salaries	Title I	244,781.80
2000-2999: Classified Personnel Salaries	Title I	7,843.00
4000-4999: Books And Supplies	Title I	11,456.54
5000-5999: Services And Other Operating Expenditures	Title I	2,600.66

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	289,678.54
Goal 2	6,810.52
Goal 3	2,772.94

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
Theresa Steele	Principal
Kristy Orona	Classroom Teacher
Arcelia Mendoza	Classroom Teacher
Grace Jimenez	Classroom Teacher
Mary Khalil	Other School Staff
Rosa Gomez	Parent or Community Member
Esther Hernandez	Parent or Community Member
Margarita Ruiz	Parent or Community Member
Maribel Camacho	Parent or Community Member
Francisco Cervantes	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 5/10/21.

Attested:



Principal, Dr. Theresa Steele-Principal on 5/10/21
SSC Chairperson, Francisco Cervantes on 5/10/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.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/guidanceusesinvestment.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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Myra Linn Elementary School Parent-Teacher-Student Compact 2021-2022

Teacher Responsibilities	Parent Responsibilities	Scholar Responsibilities
<p>~ Provide high-quality instruction for all students by teaching grade-level standards through a quality curriculum</p> <p>~ Provide on-going communication with parents regarding standards and strategies for working with their child at home</p> <p>~ Engage all students in learning through a variety of instructional strategies</p> <p>~ Provide Universal Access time to meet the needs of all students</p> <p>~ Provide on-going communication regarding the child's progress and goal setting via meetings, conferences, notes, and phone calls</p> <p>~ Share classroom and school rules with students and parents and consistently hold students responsible to these expectations</p> <p>~ Provide parents with reports of their child's progress and the school's overall performance</p> <p>~ Provide homework assignments related to the curriculum and hold students accountable for their work</p> <p>~ Attend research-based staff development to enhance classroom instruction</p> <p>~ Collaborate with grade-level team to analyze data and identify students in need of interventions</p> <p>~ Collaborate with grade-level team and principal to enhance teaching practices, including observations</p> <p>~ Review and discuss this compact how it relates to Student achievement at least annually at parent conferences</p>	<p>~Get my child to school on time every day and follow uniform policies</p> <p>~Review the school rules with my child</p> <p>~Talk with my child about not engaging in any form of bullying</p> <p>~ Monitor my child's progress and the completion of homework and daily reading</p> <p>~ Provide a quiet place for my child to complete homework</p> <p>~Read aloud with my child every day</p> <p>~ Familiarize myself with my child's grade-level standards and teacher expectations</p> <p>~ Ensure that my child takes advantage of extended learning opportunities including tutoring or other interventions</p> <p>~ Attend school events such as conferences, parent education nights, back to school night, and open house</p> <p>~ Become involved in parent groups such as ELAC, SSC, and PTA</p> <p>~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress</p> <p>~ Talk with my child about the dangers of drugs, alcohol, and weapons and check backpack daily for non-school items</p> <p>~Check backpacks daily</p> <p>~ Read and sign (when applicable) all home-school communication</p> <p>~ Attempt to make all medical and dental appointments after school hours whenever possible</p>	<p>~ Attend school every day and be on time</p> <p>~ Follow all school and classroom rules and respect all students, adults, and school property</p> <p>~Refrain from any form of bullying including verbal, physical, written, and electronic forms</p> <p>~ Actively participate in class by listening, raising my hand, completing my work, and having necessary materials</p> <p>~ Know the grade-level standards I am expected to learn</p> <p>~ Ask the teacher for help when I do not understand something</p> <p>~ Take home and complete all homework assignments with my best efforts</p> <p>~ Attend tutoring and/ or other interventions when offered</p> <p>~ Set goals for my learning and do my best to achieve them</p> <p>~ Read daily at home to build fluency and comprehension skills</p> <p>~ Be a positive role model for others by demonstrating the character traits</p> <p>~ Share all papers sent home with parents and return them in a timely manner</p> <p>~ Wear my school uniform daily (unless waiver have been granted)</p>

The Myra Linn Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all scholars

Teacher Signature: _____

Date _____

Parent Signature: _____

Date _____

Scholar Signature: _____

Date _____

MYRA LINN ELEMENTARY SCHOOL

School Parental Involvement Policy

2021-2022

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Myra Linn Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Myra Linn Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
- The Leadership Team will meet to review parental input and provide recommendations
- The School Site Council will review all input and approve the policy
- The revised policy will be translated and distributed to parents
- The policy will be shared and explained during the annual Title I meeting

2. Myra Linn Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Parents will receive an e-copy of the policy during registration
- The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
- Copies of the policy will be available in the main office

3. Myra Linn Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
- Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy

4. Myra Linn Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I:
 - o *Parents will be notified for two consecutive weeks prior to such meetings*
 - o *Meetings will be held in conjunction with other school events to encourage meeting attendance*

5. Myra Linn Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding, as long as these services relate to parental involvement:

- A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
- Meetings will be scheduled in the evenings and/or mornings

6. Myra Linn Elementary School will provide information about Title I programs to parents of participating children in a timely manner:

- Parents will receive notice about family education nights for two consecutive weeks prior to the event
- Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
- The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
- Parents will be informed in a timely manner regarding parent-teacher conferences, Back-to-School Night, Open House, and other events
- Parents will be notified in a timely manner regarding annual state testing results

7. Myra Linn Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will be notified of these descriptors and standards during the following meetings/events:

- Back to School Night
- Parent-Teacher Conferences
- Annual Title I Meeting
- Family Education Nights
- Parent Council Meetings (SSC, ELAC)

8. Myra Linn Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent Council Meetings (SSC, ELAC)
- Parent Teacher Association Meetings

9. Myra Linn Elementary School will submit to the district any parent comments if the school-wide plan under

section (1114)(b)(2) is not satisfactory to parents of participating children:

- All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Teaching and Learning Department and to the Superintendent
- All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
- Myra Linn Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Myra Linn Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Family Education Opportunities such as:
 - Back to School Night Presentations
 - Reading/Language Arts Nights
 - Math Nights
 - Science/Math Nights
 - Principal/ Counselor Coffee Chats: focusing on Academics, Social-Emotional, College and Career, Positive Behavior Intervention Supports (i.e. AVID, healthy choices by Kaiser, etc.)
- Family Fun Nights such as:
 - Movie Nights
 - Festivals
- Parent Council Meeting Trainings (ELAC/SSC)
- Participation in the Parent-Teacher Association (PTA)

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parents will provide input during revision of parent-school compact during council meetings (ELAC)
- The school Leadership Team will provide input in the revision of the compact
- The School Site Council will approve the revisions made to the compact
- The school-parent compact will be presented during the annual Title I Meeting
- The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
- The school-parent compact will be signed by the student, parent, and teacher.
- The compact will be included in the school handbook with additional copies available in the front office

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the California Academics of Student Performance and Progress (CAASPP)
- the English Language and Performance Assessment (ELPAC)
- and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators, such as:
 - Back to School Night Presentations
 - Parent Conferences
 - Annual Title I Meeting
 - Family Education Nights
 - Parent Council Trainings

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Academics,
- Social-Emotional
- College and Career: Such as AVID, etc.
- Healthy Choices by Kaiser
- Positive Behavior Intervention and Supports trainings

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
- Positive Behavior Intervention and Supports

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Transitional Kindergarten/Kindergarten meetings for incoming transitional kindergarten and kindergarten students and their parents

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All event notices will be sent home in English and Spanish
- Major events will also be provided on the Message Broadcast in English and Spanish
- Announcements will be displayed on the school marquee
- School Site Council Agendas will be posted in the school office in English and Spanish
- Multiple notices will be provided for main events in English and Spanish
- Upcoming events will be announced verbally during morning announcements for students and parents
- Students will be encouraged to remind their parents of upcoming events
- Teachers will provide parent-teacher conference invitations in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent council minutes.

This policy was adopted by the Myra Linn ELEMENTARY School Site Council on March 13, 2021 and will be in effect for the period of the 2021-2022 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2021. It will be made available to the local community on or before September 1, 2021. Myra Linn's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Theresa Steele

Signature

3/13/2021

Date

English Learner Advisory Committee: Minutes

ELAC

Myra Linn School

May 7, 2021

<https://zoom.us/j/8026607872?pwd=TWlVK0NNRGJxMzVoeU13ZWpiSGJjQT09>

Meeting ID: 802 660 7872

Password: 044072

- 1.0 Call Meeting to Order/ Welcome/Introductions
Call to order by Ms. Jimenez
- 2.0 Approval of Agenda and Minutes
 - 2.1 Nominate and elect ELAC members
No new members. Motion to approve agenda and last meeting minutes by Mr. Cervantes, seconded by Ms. Rodriguez
- 3.0 Needs Assessment: Training
Ms. Jimenez and Dr. Steele spoke about the School Programs at Myra Linn. Dr. Steele explained the Bilingual Instructional Aides duties. Ms. Jimenez explained the reclassification criteria.
- 4.0 EL BUDGET for 2021-2022: ELAC made recommendations of the projected EL budget (English language learners) and SPSA
 - Dr. Steele explained that the budget for 2021-2022 is \$15, 700.
 - ELAC advised on how to allocate funds: extra money to go toward aides to support ELs and materials
 - Spoke about Needs Assessments results :
 - Results from ELAC parents and EL parents, monies have been allotted and prioritized for aides extra-hours and materials/supplies. This was the same as the input ELAC just gave.
 - Also, workshops for next year will be made according to parents' needs.
- 5.0 SPSA 2021-2022: Reviewed and advised on the SPSA (school plan)/EL instruction/support needs for EL students
 - Dr. Steele presented the SPSA Monitoring Presentation, which reviewed the school goals on academics, engagement, and social emotional welfare of our students specifically as it relates to our EL students.
 - Reviewed growth of ELA and Math based on iReady scores. Looked at total school scores and then grade level scores
 - ELs for reading and math continued to increase in the green zone and decrease the red, which is what we want to see.
 - Reviewed Absences as a school site
 - Parents shared concerns regarding absences.
 - Parents shared that the i-Ready test shows that students were learning this school year.
- 6.0 Report and Advice to/from SSC
 - Dr. Steele stated the same presentation will be shared with SSC and will ask for parents for feedback and suggestions.
 - Mr. Cervantes shared he would share with SSC input given by ELAC.
 -
- 7.0 DELAC report. No report was given

8.0 CAFE information. No parents attended the conference. (Due to the pandemic)

9.0 Questions, comments, etc.

Dr. Steele explained that all students will be coming back in person in August, but will continue to communicate via ClassDojo or through the school website on any updates. Mr. Cervantes asked when students were to return laptops. Dr. Steele stated that they will have to drop off the laptop the last week of school.

10.0 Adjournment

Mr. Cervantes adjourned meeting at 12:35.

Myra Linn Elementary School
School Site Council
Sign-In Sheet

May 10, 2021@ 2:30

<https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Dr. Theresa Steele	<i>Theresa Steele</i>	Principal	
Arcelia Mendoza	<i>Arcelia Mendoza</i>	Classroom Teacher	
Kristy Orona	<i>Kristy Orona</i>	Classroom Teacher	
Grace Jimenez	<i>Grace Jimenez</i>	Classroom Teacher	
Mary Khalil	<i>Mary Khalil</i>	Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Rosa Gomez *		Parent/Community Member	
Francisco Cervantes*	<i>Francisco Cervantes</i>	Parent/Community Member	
Esther Hernandez*	<i>Esther Hernandez</i>	Parent/Community Member	
Maribel Camacho**		Parent/Community Member	
Margarita Ruiz**	<i>Margarita Ruiz</i>	Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
	Maria Vargas	Translator

Myra Linn Elementary School

School Site Council Agenda

May 10, 2021 @ 2:30

<https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

Meeting ID: 925 9249 4426 Passcode: 685953 One tap mobile

+16699006833,,92592494426#,,,,*685953# US (San Jose) Dial by your location +1 669 900 6833
US (San Jose)

I. Introductory Procedure

1. Call to Order: 2:32
2. [Establishment of Quorum](#): 8 members Theresa Steele; Arcelia mendoza; Kristy Orona; Grace Jimenez; Mary Khalil; Francisco Cervantes; Esther Hernandez; Margarita Ruiz
3. Pledge of Allegiance: Led by the principal
4. Welcome and Introductions: Translator: Maria Vargas

II. Action Items

1. **Approve minutes from April** read by principal: Theresa Steele
 - a. Motion: Arcelia Mendoza
 - b. Second: Grace Jimenez
 - c. All in favor: 7
 - d. Any Opposed:None
 - e. Motion Carried
2. **Approve Categorical Expenditures for Title 1:** \$2212.28 for Leadership Stipends
 - a. Motion: Grace Jimenez
 - b. Second: [Kristy Orona](#)
 - c. All in favor: 7
 - d. Any Opposed:None
 - e. Motion Carried
3. **Approve participation in a Title I SchoolWide Program:** Dr. Steele- *District receives Title I funding and is required by federal regulations to reserve portions of the Title I funding for specific programs/services. Percentages are calculated on the total Title I allocation. Sites must allocate 1% for parent involvement from their site Title I allocation to support site parent involvement A Title I school may operate as a school-wide program or as a targeted assistance program. Due to the percentage of students (40% constitutes school-wide T-I) on free/reduced lunch, the named school provides Title I services to all students. Each year, SSC must approve participating in a school-wide Title I program.*
Title I Program Purpose is to provide children a significant opportunity to receive a fair, equitable, and high quality education, and to close achievement gaps.” ESSA (Every Student Succeeds Act)

School-wide Program: *Funds must be used for services to all students, particularly the needs of those children who are failing or at risk of failing to meet challenging State academic standards as determined by the LEA. Funds must be used to supplement, not supplant services required by law, services provided to other students, or services provided by state or local funds in the prior year.*

Questions? Kristy Orona- Title I The district allots us money based on what? Dr. Steele: It's based on free and reduced lunch- low SES scholars and other complicated formulas. Certain amounts of dollars per student. There is a formula the district uses to allot us the money of Title I. Parents should be aware that it is important to fill out free and reduced lunch. Margarita wonders if this goes toward bonuses. Principal let Margarita know this does not go towards bonuses. Ms. Orona clarified that Title I does go towards some personnel.

4.

- a. Motion: Kristy Orona
- b. Second: Grace Jimenez
- c. All in favor: 7
- d. Any Opposed:None
- e. Motion Carried

5. Approve site [categorical budgets](#) for 2021-2022. This budget and itemized lines was read by Dr. Steele. Dr. Steele presented the budget for Title I, EL, and LI. Then she discussed and review the categorized money expenditures as developed through survey response of teachers and parents.:

- a. Principal presented budget Title I: \$266,681.49. Copier leases- \$4,626.01. Materials and supplies \$5,000.00. PD \$5,000.00. IC 120,448.00. District will pick up the remainder of the salary. Literacy teacher- \$118,851.00. Classified extra duty: \$7,000. Parent Involvement \$2,666.00. Family Night extra duty: \$482.00. Software: \$1,676.00. Question from Ms. Orona: So the district is adding about another \$40,000.00 to cover the salary. Dr, Steele- we do not know how much the salaries would be, but the district is covering the reaming cost- Ms. Orona Question: potentially about 40,000.00? Dr. Steele: It depends on the years of experience and units. This includes their salary and benefits. Any other clarifying questions? None.
 - i. Motion: Arcelia Mendoza
 - ii. Second: Kristy Orona
 - iii. All in favor: 7
 - iv. Any Opposed:None
 - v. Motion Carried
- b. EL: \$15,700.00: Allotted to us depending on our number of EL learners. \$ 1,465.77.00 for materials. EL facilitator \$4,087. ELPAC coordinator: \$1,337.72. CABE conference for parents \$400.00. Classified extra duty: \$8,419.51. Any questions? None.
 - i. Motion: Mary Khalil
 - ii. Second: Margarita Ruiz
 - iii. All in favor: 7
 - iv. Any Opposed:None
 - v. Motion Carried
- c. LI: \$10,380.00. Technology: 8,110.00. Lease \$2,270.00. Any questions? What is the difference between LI and Title I? Title I is for students who are not reaching grade level and comes from the federal government. LI is for low income students

but not only for students at promise, but for all students who are below income. For example, we have used it for tutoring for students who are not low but need some support, as well as clubs, etc.

- i. Motion: Kristy Orona
- ii. Second: Mary Khalil
- iii. All in favor: 7
- iv. Any Opposed:None
- v. Motion Carried

6. Approve the 2021-2022 [School Plan for Student Achievement](#)

- a. [Budget](#) and school goals reviewed as well as the SPSA
 - i. Presented SPSA by Dr. Steele. This plan is a living document.
 - ii. [Input from ELAC](#) There was a needs assessment that was given to ELAC parents, staff, parents. Mr. Cervantes gave input from ELAC that they would like money to be allocated toward extra hours for aides to support EL and for supplies. He stated that ELAC approved of the SPSA and that their input was taken into consideration by us allocating money for extra duty for aides.
 - iii. From these results with leadership we prioritize our money.
 - iv. Reviewed goals presented at last month's meeting.
 - v. Presented the [Budget](#) the results of the needs assessment. This money was then prioritized. Review SPSA goals and monies allocated.
 - vi. Motion to approve SPSA
 - 1. Motion: Grace Jimenez
 - 2. Second: Arcelia mendoza
 - 3. All in favor: 7
 - 4. Any Opposed:None
 - 5. Motion Carried

III. Discussion/Information

- 1. Budget Reports by Funding Source: We have spent all our money for this school year. But we have reviewed our monies for this next school year.
- 2. Training Topics: We will have to elect new members. Some members will be returning- Margarita Ruiz. Maribel Camacho will not be part of the meeting. We will review the rest of the positions. Mr. Cervantes will also be moving so we will have someone voted in.
 - Plan Election Cycle for August, 2021
 - Rosa Gomez
 - [Francisco Cervantes](#)
 - Esther Hernandez
 - [Maribel Camacho](#)
 - Margarita Ruiz
 - [SSC Committee Evaluation](#): Members gave input.
- 3. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions.
- 4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC): Mr. Cervantes: Dr. Steele presented the SPSA and we have been reviewing the goals. We all thought that we wanted

to continue money for tutoring, computers, and any supplies the kids might need. We also reviewed reclassifications, and the events that are happening.

- Action Team for Partnership (ATP): None
- District Parent Advisory Committee (PAC)-None
- Program Reports: None at this time.
- Professional Development Opportunities: AVID, Iready
- Parent and Family Involvement Opportunities: Career Week, Semester Awards
- Interventions

5. Principal's Report: Clarified the difference between Title I money and LCAP.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 2021
3. Adjournment: Action Motion to adjourn meeting at 3:28
 - a. Motion: Arcelia mendoza
 - b. Second: Kristy Orona
 - c. All in favor: 7
 - d. Any Opposed: None
 - e. Motion Carried

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 5/7/21

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/21.

Attested:




Principal, Dr. Theresa Steele-Principal on 5/10/21

SSC Chairperson, Francisco Cervantes on 5/10/21