

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 17, 2022	

Purpose and Description

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

Schoolwide Program

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

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Local Assessment Data	21
Student Population.....	23
Overall Performance	25
Academic Performance	26
Academic Engagement	37
Conditions & Climate.....	40
Goals, Strategies, & Proposed Expenditures.....	42
Goal(s)	42
Goal(s)	52
Goal(s)	57
Goal(s)	62
Goal(s)	63
Goal(s)	64
Goal(s)	65
Budget Summary	66
Budget Summary	66
Other Federal, State, and Local Funds	66
Budgeted Funds and Expenditures in this Plan	67
Funds Budgeted to the School by Funding Source.....	67
Expenditures by Funding Source	67
Expenditures by Budget Reference	67
Expenditures by Budget Reference and Funding Source	67

Expenditures by Goal.....68

School Site Council Membership69

Recommendations and Assurances70

Instructions.....71

 Instructions: Linked Table of Contents71

 Purpose and Description72

 Stakeholder Involvement.....72

 Resource Inequities72

Goals, Strategies, Expenditures, & Annual Review73

 Annual Review74

 Budget Summary75

 Appendix A: Plan Requirements77

 Appendix B:.....80

 Appendix C: Select State and Federal Programs82

Parent Involvement Policy (Title I Schools)83

School-Parent Compact (Title I Schools).....84

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 2021-2022 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. In addition has an Early Numeracy Teacher to support the academic .

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-TEs) 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 to address academic and social emotional needs.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	0.2%	0.22%	2	1	1
African American	0.81%	1.1%	1.54%	4	5	7
Asian	0.61%	0.7%	0.44%	3	3	2
Filipino	0.41%	0.7%	0.66%	2	3	3
Hispanic/Latino	95.13%	95.0%	94.95%	469	438	432
Pacific Islander	0.41%	0.2%	%	2	1	
White	2.03%	2.0%	2.20%	10	9	10
Multiple/No Response	0.2%	0.2%	%	1	1	
Total Enrollment				493	461	455

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	83	63	81
Grade 1	73	73	70
Grade 2	93	78	64
Grade3	85	84	79
Grade 4	83	80	85
Grade 5	76	83	76
Total Enrollment	493	461	455

Conclusions based on this data:

1. Overall enrollment has decreased by 35 students in 3 years. This trend mirrors the district's trend in decreasing enrollment. There were 14 TK students not reflected in the data bringing the total enrollment to 458
2. Fourth 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	287	269	256	58.2%	58.4%	56.1%
Fluent English Proficient (FEP)	85	61	NA	17.2%	13.2%	NA
Reclassified Fluent English Proficient (RFEP)	90	4	13	23.7%	1.4%	2.8%

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.
3. Increase number of students moving toward English Language Proficiency

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	87	87	75	86	0	75	86	0	98.7	98.9	0.0
Grade 4	94	81	83	92	77	0	92	77	0	97.9	95.1	0.0
Grade 5	79	99	84	79	97	0	79	97	0	100	98	0.0
All Grades	249	267	254	246	260	0	246	260	0	98.8	97.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2378.	2392.		9.33	9.30		18.67	19.77		25.33	26.74		46.67	44.19	
Grade 4	2433.	2447.		7.61	18.18		25.00	22.08		28.26	22.08		39.13	37.66	
Grade 5	2471.	2463.		8.86	11.34		25.32	18.56		26.58	31.96		39.24	38.14	
All Grades	N/A	N/A	N/A	8.54	12.69		23.17	20.00		26.83	27.31		41.46	40.00	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.00	11.63		37.33	55.81		54.67	32.56	
Grade 4	8.70	16.00		57.61	46.67		33.70	37.33	
Grade 5	13.92	15.46		53.16	50.52		32.91	34.02	
All Grades	10.16	14.34		50.00	51.16		39.84	34.50	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.33	9.30		38.67	43.02		52.00	47.67	
Grade 4	6.52	13.33		52.17	60.00		41.30	26.67	
Grade 5	18.99	12.37		45.57	52.58		35.44	35.05	
All Grades	11.38	11.63		45.93	51.55		42.68	36.82	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.33	10.47		58.67	67.44		24.00	22.09	
Grade 4	13.04	19.74		67.39	67.11		19.57	13.16	
Grade 5	12.66	4.12		62.03	65.98		25.32	29.90	
All Grades	14.23	10.81		63.01	66.80		22.76	22.39	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.67	8.14		50.67	54.65		34.67	37.21	
Grade 4	10.87	16.00		64.13	62.67		25.00	21.33	
Grade 5	16.46	13.40		37.97	46.39		45.57	40.21	
All Grades	13.82	12.40		51.63	53.88		34.55	33.72	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students meeting and/or exceeding standard in ELA/Literacy has steadily increased over the last 3 years prior to the pandemic
2. Across all four claims, the percentage of students scoring "below standard" has decreased steadily over the last 3 years prior to the pandemic

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	87	87	76	87	0	76	87	0	100	100	0.0
Grade 4	94	81	83	93	78	0	93	78	0	98.9	96.3	0.0
Grade 5	79	99	84	79	98	0	79	98	0	100	99	0.0
All Grades	249	267	254	248	263	0	248	263	0	99.6	98.5	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2375.	2385.		5.26	3.45		13.16	24.14		30.26	25.29		51.32	47.13	
Grade 4	2424.	2432.		5.38	6.41		15.05	16.67		38.71	38.46		40.86	38.46	
Grade 5	2462.	2444.		5.06	4.08		18.99	10.20		25.32	25.51		50.63	60.20	
All Grades	N/A	N/A	N/A	5.24	4.56		15.73	16.73		31.85	29.28		47.18	49.43	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.21	9.20		30.26	36.78		60.53	54.02	
Grade 4	9.68	8.97		26.88	30.77		63.44	60.26	
Grade 5	13.92	4.08		29.11	27.55		56.96	68.37	
All Grades	10.89	7.22		28.63	31.56		60.48	61.22	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.53	8.05		31.58	48.28		57.89	43.68	
Grade 4	11.83	11.54		36.56	51.28		51.61	37.18	
Grade 5	7.59	5.10		34.18	33.67		58.23	61.22	
All Grades	10.08	7.98		34.27	43.73		55.65	48.29	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.84	10.34		44.74	51.72		43.42	37.93	
Grade 4	9.68	11.54		43.01	46.15		47.31	42.31	
Grade 5	6.33	5.10		48.10	39.80		45.57	55.10	
All Grades	9.27	8.75		45.16	45.63		45.56	45.63	

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.3	1407.2	1422.1	1436.6	1422.9	1440.5	1402.1	1370.4	1378.7	84	64	44
1	1459.6	1438.7	1429.2	1463.3	1450.9	1452.7	1455.3	1426.1	1405.1	58	49	50
2	1484.9	1463.5	1467.6	1480.8	1460.7	1471.3	1488.5	1465.6	1463.4	62	48	51
3	1492.1	1494.7	1473.3	1480.6	1495.7	1471.3	1502.9	1493.0	1474.8	59	51	46
4	1518.4	1524.5	1488.5	1509.8	1521.0	1497.5	1526.6	1527.5	1479.0	68	50	41
5	1530.3	1535.8	1517.9	1524.8	1532.7	1525.3	1535.3	1538.4	1509.9	43	56	45
All Grades										374	318	277

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	1.56	11.36	29.76	43.75	38.64	27.38	34.38	31.82	*	20.31	18.18	84	64	44
1	36.21	2.04	0.00	32.76	24.49	20.00	*	61.22	58.00	*	12.24	22.00	58	49	50
2	38.71	6.25	9.80	40.32	39.58	35.29	19.35	39.58	39.22	*	14.58	15.69	62	48	51
3	*	11.76	2.22	37.29	52.94	24.44	30.51	29.41	46.67	18.64	5.88	26.67	59	51	45
4	26.47	36.00	7.50	48.53	38.00	25.00	20.59	14.00	52.50	*	12.00	15.00	68	50	40
5	44.19	26.79	15.56	39.53	50.00	42.22	*	17.86	35.56	*	5.36	6.67	43	56	45
All Grades	31.55	13.84	7.64	37.70	41.82	30.91	22.19	32.39	44.00	8.56	11.95	17.45	374	318	275

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.29	12.50	18.18	35.71	43.75	43.18	13.10	26.56	25.00	*	17.19	13.64	84	64	44
1	46.55	10.20	10.00	32.76	32.65	50.00	*	48.98	32.00	*	8.16	8.00	58	49	50
2	58.06	20.83	19.61	27.42	47.92	39.22	*	14.58	21.57	*	16.67	19.61	62	48	51
3	25.42	35.29	13.33	42.37	39.22	40.00	22.03	19.61	26.67	*	5.88	20.00	59	51	45
4	47.06	50.00	20.00	41.18	34.00	50.00	*	4.00	27.50	*	12.00	2.50	68	50	40
5	62.79	51.79	44.44	27.91	33.93	46.67	*	10.71	0.00		3.57	8.89	43	56	45
All Grades	45.45	29.87	20.73	35.03	38.68	44.73	13.10	20.75	22.18	6.42	10.69	12.36	374	318	275

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.81	0.00	6.82	16.67	20.31	15.91	45.24	56.25	45.45	14.29	23.44	31.82	84	64	44
1	27.59	0.00	0.00	20.69	10.20	12.00	27.59	51.02	36.00	24.14	38.78	52.00	58	49	50
2	30.65	2.08	3.92	32.26	29.17	29.41	27.42	45.83	37.25	*	22.92	29.41	62	48	51
3	*	3.92	4.44	22.03	27.45	13.33	38.98	50.98	53.33	28.81	17.65	28.89	59	51	45
4	16.18	18.00	0.00	45.59	36.00	10.00	25.00	30.00	37.50	*	16.00	52.50	68	50	40
5	25.58	7.14	4.44	39.53	21.43	11.11	25.58	58.93	60.00	*	12.50	24.44	43	56	45
All Grades	22.19	5.03	3.27	28.61	23.90	15.64	32.62	49.37	44.73	16.58	21.70	36.36	374	318	275

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	4.69	18.18	38.10	79.69	70.45	*	15.63	11.36	84	64	44
1	55.17	26.53	28.00	32.76	61.22	72.00	*	12.24	0.00	58	49	50
2	64.52	22.92	9.80	35.48	66.67	72.55		10.42	17.65	62	48	51
3	37.29	15.69	15.56	44.07	70.59	60.00	18.64	13.73	24.44	59	51	45
4	38.24	46.00	25.00	55.88	42.00	70.00	*	12.00	5.00	68	50	40
5	55.81	12.50	22.22	39.53	83.93	66.67	*	3.57	11.11	43	56	45
All Grades	51.34	20.44	19.64	41.18	68.24	68.73	7.49	11.32	11.64	374	318	275

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	34.52	23.44	33.33	50.00	56.25	50.00	15.48	20.31	16.67	84	64	36
1	46.55	8.16	8.00	44.83	73.47	74.00	*	18.37	18.00	58	49	50
2	58.06	12.50	33.33	37.10	66.67	52.08	*	20.83	14.58	62	48	48
3	30.51	56.86	25.00	57.63	37.25	70.00	*	5.88	5.00	59	51	40
4	58.82	62.00	32.43	38.24	28.00	67.57	*	10.00	0.00	68	50	37
5	65.12	73.21	73.17	32.56	23.21	19.51	*	3.57	7.32	43	56	41
All Grades	47.59	39.62	33.33	44.12	47.17	55.95	8.29	13.21	10.71	374	318	252

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	15.48	0.00	2.27	67.86	78.13	72.73	16.67	21.88	25.00	84	64	44
1	36.21	4.08	2.00	34.48	53.06	36.00	29.31	42.86	62.00	58	49	50
2	35.48	8.33	19.61	46.77	64.58	50.98	17.74	27.08	29.41	62	48	51
3	*	0.00	2.22	47.46	76.47	40.00	40.68	23.53	57.78	59	51	45
4	*	14.00	0.00	66.18	64.00	45.00	22.06	22.00	55.00	68	50	40
5	32.56	8.93	6.67	51.16	75.00	62.22	*	16.07	31.11	43	56	45
All Grades	22.73	5.66	5.82	53.74	69.18	50.91	23.53	25.16	43.27	374	318	275

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	28.13	20.51	35.71	45.31	35.90	14.29	26.56	43.59	84	64	39
1	22.41	2.04	2.00	56.90	71.43	56.00	20.69	26.53	42.00	58	49	50
2	33.87	2.08	8.16	59.68	77.08	59.18	*	20.83	32.65	62	48	49
3	28.81	7.84	4.44	55.93	78.43	77.78	*	13.73	17.78	59	51	45
4	52.94	22.00	7.69	42.65	66.00	61.54	*	12.00	30.77	68	50	39
5	39.53	17.86	4.44	55.81	76.79	75.56	*	5.36	20.00	43	56	45
All Grades	39.04	14.15	7.49	49.73	68.24	61.42	11.23	17.61	31.09	374	318	267

2019-20 Data:

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

Conclusions based on this data:

1. 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	247	242	97.98	2.02	21.9
Female	116	116	100		24.14
Male	131	126	96.18	3.82	19.84
American Indian or Alaska Native	1	1	--	--	--
Asian	1	1	--	--	--
Black or African American	2	2	--	--	--
Filipino	1	1	--	--	--
Hispanic or Latino	236	231	97.88	2.12	21.65
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	4	4	--	--	--
English Learners	131	128	97.71	2.29	5.47
Homeless	33	32	96.97	3.03	15.62
Socioeconomically Disadvantaged	233	228	97.85	2.15	20.61
Students with Disabilities	25	23	92	8	8.7

Conclusions based on this data:

1. 21% of students are at or above grade level
2. Female student are at 24% and Male students r19%

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	247	240	97.17	2.83	6.67
Female	116	116	100		6.03
Male	131	124	94.66	5.34	7.26
American Indian or Alaska Native	1	1	--	--	--
Asian	1	1	--	--	--
Black or African American	2	2	--	--	--
Filipino	1	1	--	--	--
Hispanic or Latino	236	229	97.03	2.97	6.99
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	4	4	--	--	--
English Learners	131	127	96.95	3.05	3.15
Homeless	33	32	96.97	3.03	6.25
Socioeconomically Disadvantaged	233	226	97	3	6.64
Students with Disabilities	25	23	92	8	

Conclusions based on this data:

1. 6.67 % of the students are at or above grade level
2. Male Students are 7.26% at or above grade level and female students are 6.03%

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	93.3	58.4	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	269	58.4
Foster Youth	2	0.4
Homeless	52	11.3
Socioeconomically Disadvantaged	430	93.3
Students with Disabilities	36	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
American Indian or Alaska Native	1	0.2
Asian	3	0.7
Filipino	3	0.7
Hispanic	438	95.0
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander	1	0.2
White	9	2.0

Conclusions based on this data:

- 1. SES student subgroup is at 3.3%.
- 2. Hispanic/Latino subgroup is at 95%.
- 3. Homeless student subgroup is at 11.3%.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

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

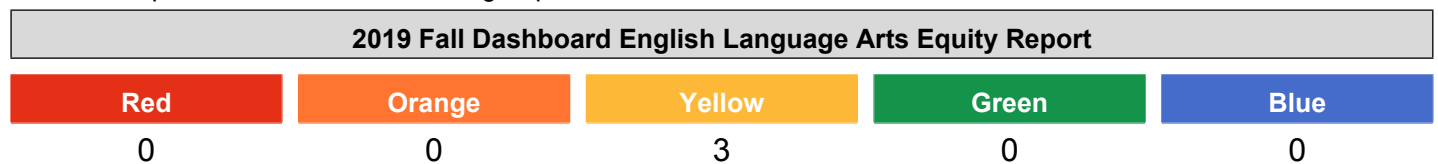
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
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	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.6 points below standard Increased ++5.1 points 229	 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 1	 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	Reclassified English Learners	English Only
63.9 points below standard Declined -8.8 points 144	49.2 points above standard Declined -7.3 points 52	31 points below standard Increased Significantly ++15.1 points 48

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

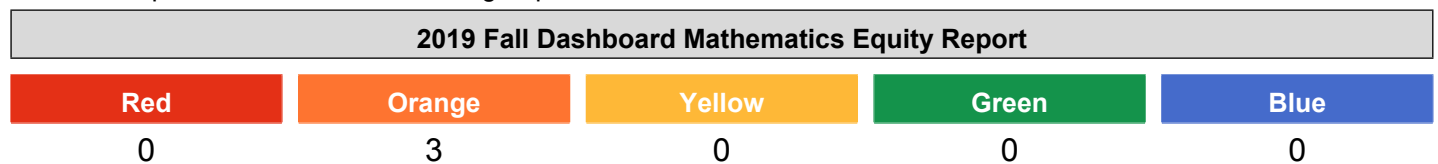
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 61.9 points below standard Maintained -2.2 points 244		 Orange 63.1 points below standard Declined -4.1 points 196		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 96 points below standard Declined -11.9 points 16		 Orange 63.6 points below standard Declined -3.2 points 236		 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

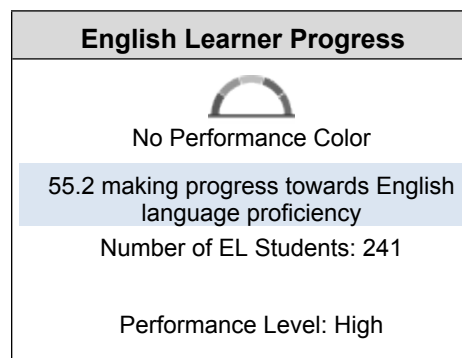
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2	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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

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	English Learners	Foster Youth
 Orange 11.2 Increased +1.1 569	 Orange 9.1 Increased +1.3 405	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 23.5 Increased +7.3 34	 Orange 11 Increased +0.6 544	 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 Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

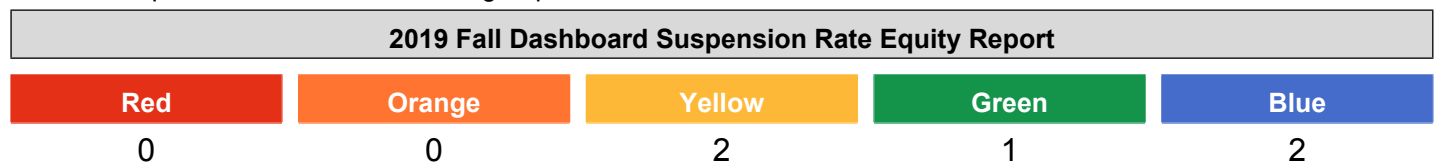
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

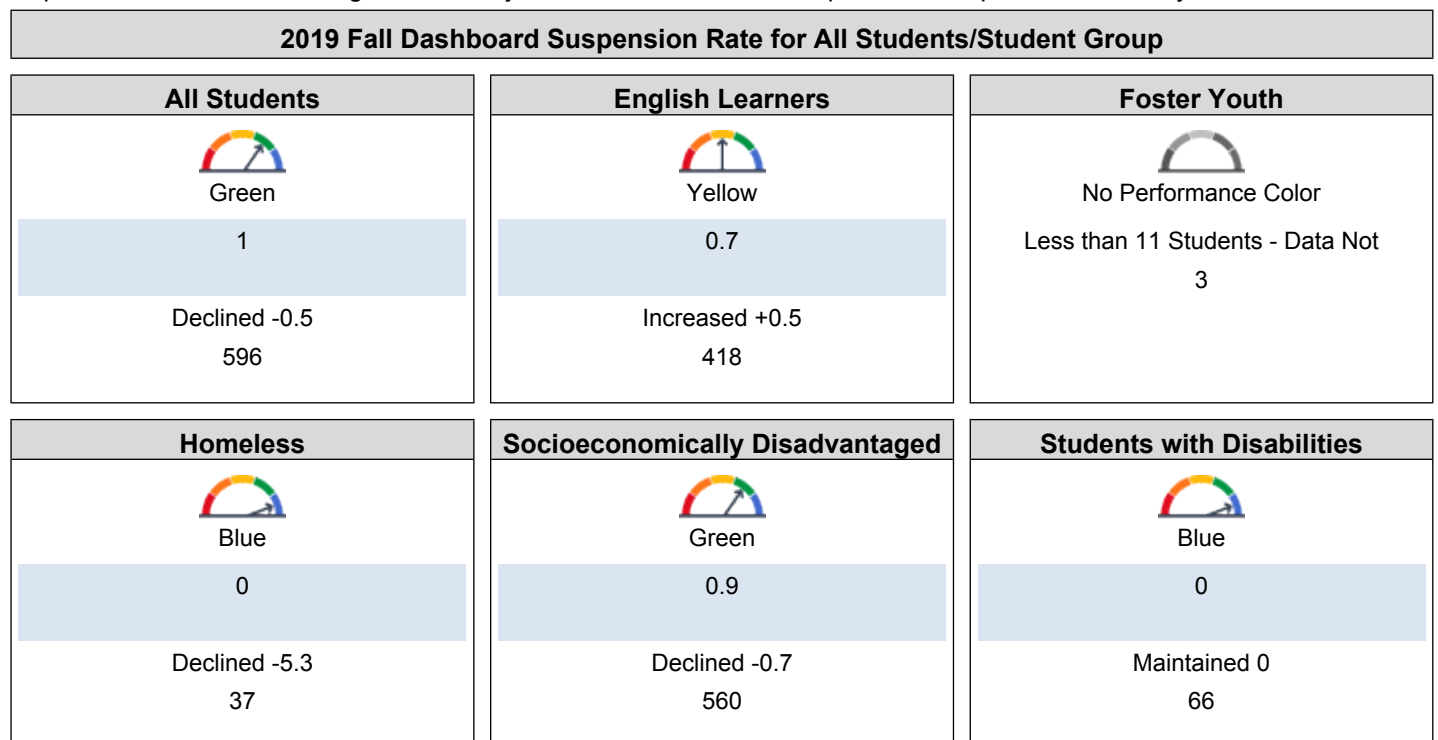
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.1 Maintained -0.2 559	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	 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)	2022-2023 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	2022-2023 Outcome Data State Measure: As indicated by Spring 2022 CAASPP 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 10% from BOY to EOY. Similarly, all grades will decrease the percentage of students placing in Tier 2 or Tier 3 by at least 10% 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>2022-2023 Baseline Data</p> <p>State Measure: CAASPP -</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>2022-2023 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 10% 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 10% 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)	2022-2023 Baseline Data State Measure: Spring 2022 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 2022-2023 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

Classified extra hours for registration, certification of data, preparation and closing of the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1828	Title I 2000-2999: Classified Personnel Salaries
672	Title I 3000-3999: Employee Benefits

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)
1000	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

Instructional Materials to supplement Reading and Mathematics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 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)

200

Source(s)

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

5000

LCFF-LI
4000-4999: Books And Supplies

4255

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

Early Literacy Teacher will support all students in the area of English Language Arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

130,508

Source(s)

Title I
1000-1999: Certificated Personnel Salaries Equalization which includes salaries plus benefits

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)

1000

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)

5677

Source(s)

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)

All Students

Strategy/Activity

School Supplies to ensure equal access to education both inside and outside the classroom. (Paper, Pens, Notebooks, Crayons, Glue Sticks, Composition Notebooks, Chart Paper, 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)

6432

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)

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)

3688

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
ELF Stipend

894

LCFF-EL
3000-3999: Employee Benefits
fixed costs for ELF stipend

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

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)
2525	Title I 1000-1999: Certificated Personnel Salaries additional hours @ 7 teachers x 7 hours each = 49 hours
613	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 11

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)
1000	Title I 4000-4999: Books And Supplies digital and hard copy book titles

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Extra Hours for Bilingual Instructional Aides.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1390	LCFF-EL

	2000-2999: Classified Personnel Salaries
511	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 13

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 with 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)
2000	LCFF-EL 2000-2999: Classified Personnel Salaries NTE 60 hours
734	LCFF-EL 3000-3999: Employee Benefits fixed costs on NTE 60 hours

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 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 2021-2022 school year, Arlanza offered 10 major parent trainings via SSC-7, ELAC-7 Family Night-10 and Parent University-5	During the 2022-2023 school year, Arlanza will host a minimum of 22 parent trainings on various parent-selected topics via SSC, ELAC, Family Night and Parent University.

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 2023 Annual CABE 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)	Source(s)
1000	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)	Source(s)
4122	Title I 1000-1999: Certificated Personnel Salaries
1000	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)
2782	Title I 1000-1999: Certificated Personnel Salaries NTE 54 hours
679	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
mall 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)

0

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)

800

LCFF-LI
4000-4999: Books And Supplies
Materials and supplies needed to provide instructional support for Parent University

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 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 2022 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 2022 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	Winter 2022 California Healthy Kids Survey (CHKS)for STUDENTS (56 respondents) indicates 55% of students feel connected to school most or all of the time.	By Spring 2023, California Healthy Kids 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>Winter 2022 California Healthy Kids Survey (CHKS) for STAFF (21 respondents) indicates 63% of staff agree or strongly agree Arlanza is a supportive and inviting place to work.</p> <p>Winter 2022 California Healthy Kids Survey (CHKS) for PARENTS indicates (14 respondents) indicates 82% of parents agree or strongly agree Arlanza is a welcoming environment.</p>	<p>By Spring 2023, California Healthy Kids 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 2023, California Healthy Kids Survey for PARENTS will indicate 75% of parents feel welcome to participate at the school with at least 50% of school population respondents.</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)

2500

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries
NTE 120 hours

918

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

Students will participate in assemblies to recognize the Character Pillars traits exhibited by students each month. Also other recognition for to reduce behavioral concerns throughout the 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)

1800

Source(s)

LCFF-LI

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)

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)

1500

Source(s)

Attendance

4000-4999: Books And Supplies

incentives

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

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 5

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: 2021-22

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

ANALYSIS

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 school year.

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

Will be reviewed during the 2022-2023 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

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	\$196,078.00

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	\$163,188.00

Subtotal of additional federal funds included for this school: \$163,188.00

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
LCFF-EL	\$19,090.00
LCFF-LI	\$12,300.00

Subtotal of state or local funds included for this school: \$32,890.00

Total of federal, state, and/or local funds for this school: \$196,078.00

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	19,090	0.00
LCFF-LI	12,300	0.00
Title I	163,188	0.00
Attendance	1500	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
LCFF-EL	19,090.00
LCFF-LI	12,300.00
Title I	163,188.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	143,625.00
2000-2999: Classified Personnel Salaries	7,718.00
3000-3999: Employee Benefits	6,021.00
4000-4999: Books And Supplies	31,837.00
5000-5999: Services And Other Operating Expenditures	6,877.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,688.00

2000-2999: Classified Personnel Salaries	LCFF-EL	5,890.00
3000-3999: Employee Benefits	LCFF-EL	3,057.00
4000-4999: Books And Supplies	LCFF-EL	5,255.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
4000-4999: Books And Supplies	LCFF-LI	12,300.00
1000-1999: Certificated Personnel Salaries	Title I	139,937.00
2000-2999: Classified Personnel Salaries	Title I	1,828.00
3000-3999: Employee Benefits	Title I	2,964.00
4000-4999: Books And Supplies	Title I	12,782.00
5000-5999: Services And Other Operating Expenditures	Title I	5,677.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	173,927.00
Goal 2	10,733.00
Goal 3	11,418.00

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
Confidence Johnson M. Ed	Principal
Wynette Albachten	Classroom Teacher
Cheryl Stevens	Classroom Teacher
Andrea Trevino	Classroom Teacher
Diana Padilla	Other School Staff
Erika Gutierrez	Parent or Community Member
Teresa Fernandez	Parent or Community Member
Elizabeth Flores	Parent or Community Member
Mayra Lopez	Parent or Community Member
Emma Valdez	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 May 17, 2022.

Attested:

Principal, Confidence Johnson on 5/17/2022

SSC Chairperson, Wynette Albachten on 5/17/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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)

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 17, 2022.

Attested:




Principal, Confidence Johnson on 5/17/2022

SSC Chairperson, Wynette Albachten on 5/17/2022

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
Confidence Johnson M. Ed	Principal
Wynette Albachten	Classroom Teacher
Cheryl Stevens	Classroom Teacher
Andrea Trevino	Classroom Teacher
Diana Padilla	Other School Staff
Erika Gutierrez	Parent or Community Member
Teresa Fernandez	Parent or Community Member
Elizabeth Flores	Parent or Community Member
Mayra Lopez	Parent or Community Member
Emma Valdez	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.

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	California	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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	7
Resource Inequities	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Local Assessment Data	19
Student Population.....	21
Overall Performance	23
Academic Performance	24
Academic Engagement	36
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal(s)	41
Goal(s)	54
Goal(s)	57
Goal(s)	65
Goal(s)	66
Goal(s)	67
Goal(s)	68
Budget Summary	69
Budget Summary	69
Other Federal, State, and Local Funds	69
Budgeted Funds and Expenditures in this Plan	70
Funds Budgeted to the School by Funding Source.....	70
Expenditures by Funding Source	70
Expenditures by Budget Reference	70
Expenditures by Budget Reference and Funding Source	70

Expenditures by Goal.....71

School Site Council Membership72

Recommendations and Assurances73

Instructions.....74

 Instructions: Linked Table of Contents74

 Purpose and Description75

 Stakeholder Involvement.....75

 Resource Inequities75

Goals, Strategies, Expenditures, & Annual Review76

 Annual Review77

 Budget Summary78

 Appendix A: Plan Requirements80

 Appendix B:.....83

 Appendix C: Select State and Federal Programs85

Parent Involvement Policy (Title I Schools)86

School-Parent Compact (Title I Schools).....87

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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	0.18%	0	1	1
African American	9.57%	8.4%	7.35%	54	45	40
Asian	3.37%	3.5%	2.76%	19	19	15
Filipino	1.24%	1.7%	1.84%	7	9	10
Hispanic/Latino	77.48%	76.4%	79.78%	437	412	434
Pacific Islander	1.06%	1.1%	0.92%	6	6	5
White	6.21%	6.5%	5.33%	35	35	29
Multiple/No Response	1.06%	1.9%	1.84%	6	10	10
Total Enrollment				564	539	544

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	109	91	106
Grade 1	92	88	84
Grade 2	91	97	88
Grade3	79	82	97
Grade 4	102	80	83
Grade 5	91	101	86
Total Enrollment	564	539	544

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	150	148		26.6%	27.5%	
Fluent English Proficient (FEP)	53	42		9.4%	7.8%	
Reclassified Fluent English Proficient (RFEP)	49	5		23.0%	3.3%	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	103	76	86	100	0	86	100	0	98.9	97.1	0.0
Grade 4	88	82	81	88	82	0	88	82	0	100	100	0.0
Grade 5	95	84	97	95	84	0	95	84	0	100	100	0.0
All Grades	270	269	254	269	266	0	269	266	0	99.6	98.9	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2389.	2411.		10.47	17.00		17.44	27.00		33.72	24.00		38.37	32.00	
Grade 4	2430.	2435.		14.77	12.20		18.18	24.39		19.32	23.17		47.73	40.24	
Grade 5	2453.	2476.		7.37	10.71		22.11	28.57		22.11	23.81		48.42	36.90	
All Grades	N/A	N/A	N/A	10.78	13.53		19.33	26.69		24.91	23.68		44.98	36.09	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.79	17.00		53.49	53.00		33.72	30.00	
Grade 4	14.77	14.63		46.59	40.24		38.64	45.12	
Grade 5	7.37	17.86		49.47	47.62		43.16	34.52	
All Grades	11.52	16.54		49.81	47.37		38.66	36.09	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.30	14.00		43.02	55.00		47.67	31.00	
Grade 4	12.50	10.98		45.45	54.88		42.05	34.15	
Grade 5	11.58	14.29		40.00	50.00		48.42	35.71	
All Grades	11.15	13.16		42.75	53.38		46.10	33.46	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.79	12.00		62.79	72.00		24.42	16.00	
Grade 4	11.36	4.88		62.50	70.73		26.14	24.39	
Grade 5	7.37	8.33		61.05	66.67		31.58	25.00	
All Grades	10.41	8.65		62.08	69.92		27.51	21.43	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.63	15.00		54.65	47.00		33.72	38.00	
Grade 4	13.64	10.98		55.68	59.76		30.68	29.27	
Grade 5	20.00	15.48		40.00	47.62		40.00	36.90	
All Grades	15.24	13.91		49.81	51.13		34.94	34.96	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	103	76	87	102	0	87	102	0	100	99	0.0
Grade 4	88	82	81	88	82	0	88	82	0	100	100	0.0
Grade 5	95	84	97	95	84	0	95	84	0	100	100	0.0
All Grades	270	269	254	270	268	0	270	268	0	100	99.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2409.		4.60	8.82		29.89	30.39		24.14	30.39		41.38	30.39	
Grade 4	2442.	2434.		6.82	2.44		21.59	18.29		34.09	46.34		37.50	32.93	
Grade 5	2454.	2467.		4.21	3.57		15.79	17.86		28.42	35.71		51.58	42.86	
All Grades	N/A	N/A	N/A	5.19	5.22		22.22	22.76		28.89	36.94		43.70	35.07	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.69	22.55		34.48	35.29		44.83	42.16	
Grade 4	19.32	10.98		35.23	41.46		45.45	47.56	
Grade 5	8.42	14.29		34.74	35.71		56.84	50.00	
All Grades	15.93	16.42		34.81	37.31		49.26	46.27	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.79	14.71		45.98	49.02		40.23	36.27	
Grade 4	5.68	3.66		51.14	46.34		43.18	50.00	
Grade 5	5.26	5.95		40.00	48.81		54.74	45.24	
All Grades	8.15	8.58		45.56	48.13		46.30	43.28	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.05	23.53		54.02	46.08		37.93	30.39	
Grade 4	11.36	10.98		45.45	48.78		43.18	40.24	
Grade 5	4.21	10.71		37.89	47.62		57.89	41.67	
All Grades	7.78	15.67		45.56	47.39		46.67	36.94	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1403.2	1415.6	1387.8	1414.4	1432.7	1398.7	1377.2	1375.7	1362.4	39	36	30
1	1481.5	1420.4	1425.0	1481.3	1430.4	1443.8	1481.0	1410.0	1405.9	35	27	26
2	1482.8	1488.9	1464.9	1483.2	1493.3	1473.2	1482.0	1483.7	1456.2	47	32	26
3	1493.2	1487.8	1456.3	1489.9	1493.9	1464.4	1496.2	1481.1	1448.0	35	30	23
4	1514.8	1532.7	1510.8	1520.1	1538.6	1530.1	1509.0	1526.3	1491.0	30	26	24
5	1519.4	1570.8	1507.5	1509.8	1594.8	1519.3	1528.6	1546.4	1495.5	36	27	26
All Grades										222	178	155

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	8.33	6.67	30.77	44.44	23.33	*	41.67	36.67	*	5.56	33.33	39	36	30
1	48.57	7.41	3.85	42.86	33.33	38.46	*	37.04	34.62	*	22.22	23.08	35	27	26
2	44.68	15.63	7.69	40.43	53.13	50.00	*	28.13	26.92	*	3.13	15.38	47	32	26
3	*	20.00	4.35	51.43	46.67	26.09	31.43	20.00	56.52	*	13.33	13.04	35	30	23
4	*	38.46	25.00	43.33	38.46	29.17	*	19.23	33.33	*	3.85	12.50	30	26	24
5	*	55.56	19.23	58.33	37.04	34.62	*	7.41	34.62	*	0.00	11.54	36	27	26
All Grades	30.18	23.03	10.97	44.14	42.70	33.55	18.47	26.40	36.77	7.21	7.87	18.71	222	178	155

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.46	22.22	6.67	28.21	44.44	40.00	*	27.78	23.33	*	5.56	30.00	39	36	30
1	62.86	25.93	26.92	31.43	25.93	42.31	*	29.63	19.23		18.52	11.54	35	27	26
2	61.70	34.38	23.08	25.53	53.13	50.00	*	9.38	19.23	*	3.13	7.69	47	32	26
3	*	40.00	21.74	51.43	40.00	52.17	*	10.00	13.04	*	10.00	13.04	35	30	23
4	53.33	61.54	54.17	*	30.77	25.00	*	7.69	16.67	*	0.00	4.17	30	26	24
5	44.44	88.89	50.00	47.22	11.11	38.46	*	0.00	3.85		0.00	7.69	36	27	26
All Grades	48.20	43.82	29.68	35.14	35.39	41.29	11.71	14.61	16.13	4.95	6.18	12.90	222	178	155

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.56	6.67	*	16.67	13.33	46.15	63.89	40.00	*	13.89	40.00	39	36	30
1	31.43	3.70	3.85	40.00	25.93	38.46	*	29.63	3.85	*	40.74	53.85	35	27	26
2	31.91	9.38	3.85	44.68	40.63	50.00	*	37.50	7.69	*	12.50	38.46	47	32	26
3		6.67	0.00	34.29	26.67	17.39	34.29	36.67	43.48	31.43	30.00	39.13	35	30	23
4	*	7.69	8.33	46.67	42.31	16.67	*	42.31	29.17	*	7.69	45.83	30	26	24
5	*	11.11	0.00	47.22	22.22	7.69	*	62.96	53.85	*	3.70	38.46	36	27	26
All Grades	18.47	7.30	3.87	38.29	28.65	23.87	25.68	46.07	29.68	17.57	17.98	42.58	222	178	155

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.85	11.11	16.67	35.90	80.56	56.67	*	8.33	26.67	39	36	30
1	71.43	40.74	23.08	*	40.74	61.54	*	18.52	15.38	35	27	26
2	63.83	31.25	23.08	31.91	65.63	65.38	*	3.13	11.54	47	32	26
3	*	13.33	30.43	65.71	60.00	47.83	*	26.67	21.74	35	30	23
4	50.00	30.77	41.67	46.67	61.54	45.83	*	7.69	12.50	30	26	24
5	44.44	25.93	23.08	55.56	74.07	73.08		0.00	3.85	36	27	26
All Grades	52.25	24.72	25.81	42.79	64.61	58.71	4.95	10.67	15.48	222	178	155

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.90	27.78	16.67	46.15	66.67	53.33	*	5.56	30.00	39	36	30
1	71.43	7.41	26.09	*	70.37	65.22	*	22.22	8.70	35	27	23
2	72.34	43.75	38.46	*	53.13	53.85	*	3.13	7.69	47	32	26
3	45.71	80.00	30.43	40.00	10.00	56.52	*	10.00	13.04	35	30	23
4	63.33	88.46	69.57	*	11.54	26.09	*	0.00	4.35	30	26	23
5	52.78	96.30	77.27	41.67	3.70	13.64	*	0.00	9.09	36	27	22
All Grades	57.21	55.62	41.50	33.78	37.64	45.58	9.01	6.74	12.93	222	178	147

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	3.33	64.10	88.89	53.33	*	11.11	43.33	39	36	30
1	42.86	18.52	15.38	48.57	40.74	30.77	*	40.74	53.85	35	27	26
2	44.68	9.38	19.23	42.55	75.00	46.15	*	15.63	34.62	47	32	26
3		10.00	0.00	65.71	53.33	43.48	34.29	36.67	56.52	35	30	23
4	*	7.69	4.17	66.67	76.92	45.83	*	15.38	50.00	30	26	24
5	*	18.52	7.69	63.89	74.07	38.46	*	7.41	53.85	36	27	26
All Grades	22.52	10.11	8.39	57.66	69.10	43.23	19.82	20.79	48.39	222	178	155

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	30.56	20.00	46.15	33.33	33.33	*	36.11	46.67	39	36	30
1	*	7.41	4.00	65.71	59.26	44.00	*	33.33	52.00	35	27	25
2	23.40	3.13	7.69	68.09	84.38	46.15	*	12.50	46.15	47	32	26
3	*	6.67	8.70	62.86	80.00	65.22	*	13.33	26.09	35	30	23
4	*	19.23	4.17	63.33	69.23	58.33	*	11.54	37.50	30	26	24
5	41.67	14.81	3.85	52.78	81.48	76.92	*	3.70	19.23	36	27	26
All Grades	25.23	14.04	8.44	59.91	66.85	53.25	14.86	19.10	38.31	222	178	154

2019-20 Data:

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

Conclusions based on this data:

1. 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	263	244	92.78	7.22	30.33
Female	128	124	96.88	3.12	34.68
Male	133	120	90.23	9.77	25.83
Asian	10	9	--	--	--
Black or African American	28	26	92.86	7.14	30.77
Filipino	5	4	--	--	--
Hispanic or Latino	196	186	94.9	5.1	29.03
Native Hawaiian or Pacific Islander	2	2	--	--	--
Two or More Races	4	4	--	--	--
White	15	13	86.67	13.33	30.77
English Learners	73	69	94.52	5.48	10.14
Homeless	8	8	--	--	--
Socioeconomically Disadvantaged	222	207	93.24	6.76	28.02
Students with Disabilities	28	18	64.29	35.71	11.11

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	263	243	92.4	7.6	10.7
Female	128	123	96.09	3.91	10.57
Male	133	120	90.23	9.77	10.83
Asian	10	9	--	--	--
Black or African American	28	26	92.86	7.14	15.38
Filipino	5	4	--	--	--
Hispanic or Latino	196	186	94.9	5.1	9.14
Native Hawaiian or Pacific Islander	2	2	--	--	--
Two or More Races	4	4	--	--	--
White	15	12	80	20	
English Learners	73	69	94.52	5.48	4.35
Homeless	8	8	--	--	--
Socioeconomically Disadvantaged	222	206	92.79	7.21	9.22
Students with Disabilities	28	18	64.29	35.71	

Conclusions based on this data:

1.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
539	81.8	27.5	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	27.5
Foster Youth	1	0.2
Homeless	15	2.8
Socioeconomically Disadvantaged	441	81.8
Students with Disabilities	67	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	8.3
American Indian or Alaska Native	1	0.2
Asian	19	3.5
Filipino	9	1.7
Hispanic	412	76.4
Two or More Races	10	1.9
Native Hawaiian or Pacific Islander	6	1.1
White	35	6.5

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

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

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

2019 Fall Dashboard Overall Performance for All Students

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

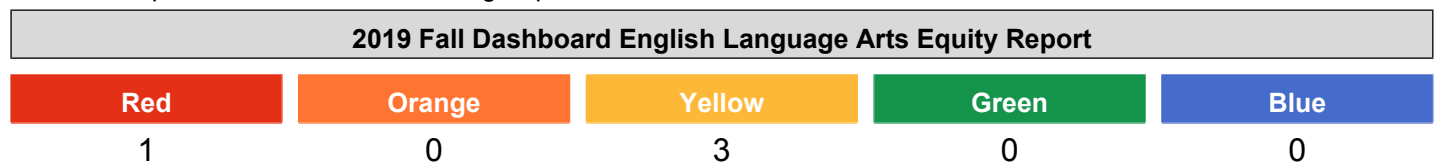
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

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

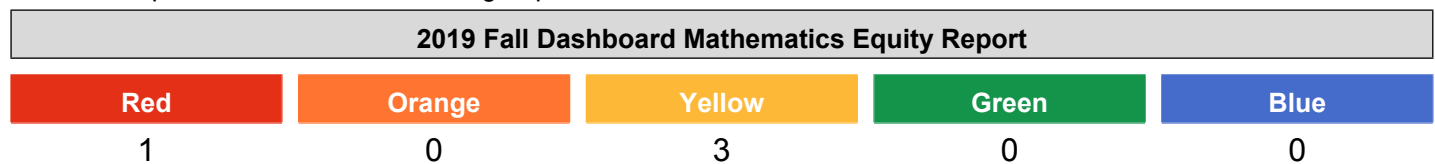
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Yellow		Yellow		No Performance Color	
41.4 points below standard		42.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.5 points		Increased ++7.1 points		2	
262		118			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		Red	
Less than 11 Students - Data Not Displayed for Privacy		43.7 points below standard		101.5 points below standard	
6		Increased ++5.4 points		Declined -11.6 points	
		232		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 ++22.6 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

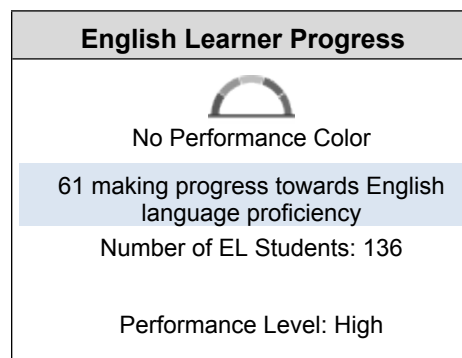
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

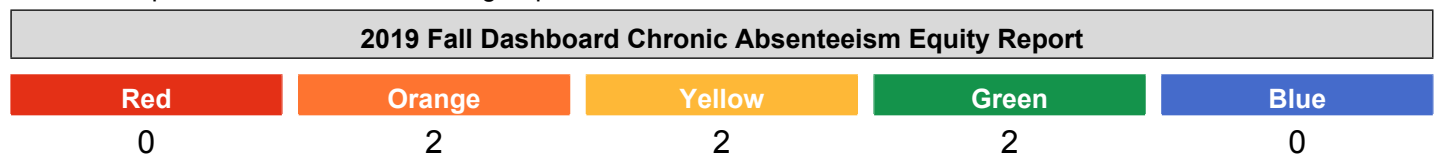
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 9.9 Declined -2.3 614	 Green 4.1 Declined -2.9 221	 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 10	 Yellow 10.8 Declined -1.9 530	 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 Additional Report

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

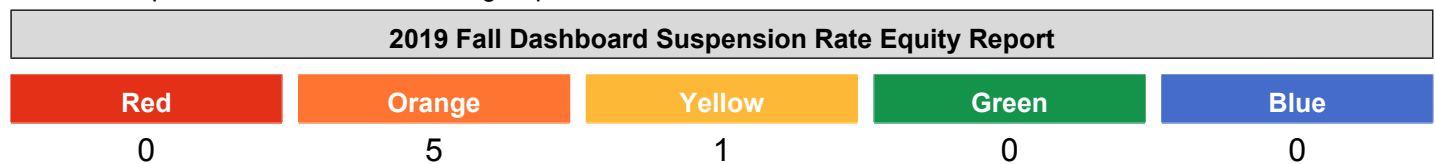
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  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: decrease 5%
- 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: decrease 5%
- Students on/at grade level: increase 2.5%
- Students above grade level: increase 2%

15 of the 144 English Learners enrolled at Collet year will be reclassified as English Proficient by June 2023.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The following indicators have been used to set these goals: CAASPP summative assessment for ELA	ELA Baseline: Based on CAASPP data from the ELA SBAC assessment from the Spring of 2019, 40% of students performed at	ELA/Reading Goals: There will be an increase in the percentage of students who score in the Standard Exceeded and Standard Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP summative assessment for Math ELPAC</p> <p>Assessment/Reclassification criteria</p> <p>iReady Diagnostic Assessment-Reading and Math</p>	<p>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:</p> <p>Reclassification criteria: pass the ELPAC, at/above grade level for iReady Reading, and have a grade of 3 or 4 in ELA.</p> <p>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>So far, 10 of 144 EL students have reclassified, final numbers will be posted by June 2022.</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>2021-2022 Spring I-Ready Diagnostic Reading Data:</p> <p>[As of May 17, 2022, 86 percent of the student populations has been tested in i-Ready reading].</p> <p>Overall scored 20% Mid or Above Grade Level, 22% Early</p>	<p>categories of the CAASPP summative assessment in ELA. Students will improve on the three targeted tiers on the iReady Diagnostic Test by the third administration. The percentage of students in the mid or above grade level band will increase. The percentage of students in the early on grade level band will increase. The percentage of students in the three or more grade levels below the band will decrease. We will continue to monitor all students' academic achievement data and target those identified as at-risk to determine the 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 with in-classroom intervention and 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 2022-2023. 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 2022-2023. In addition, student achievement on the Spring 2022 CAASPP summative assessment for ELA for grades 3 -5, will be</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>on Grade Level, and 12% Three or More Grade Levels Below.</p> <p>Kinder scored 18% Mid or Above Grade Level, 35% Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>First grade scored 18% Mid or Above Grade Level, 19% Early on Grade Level, and 0% Three or More Grade Levels Below.</p> <p>Second grade scored 31% Mid or Above Grade Level, 17% Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>Third grade scored 28% Mid or Above Grade Level, 34% Early on Grade Level, and 6% Three or More Grade Levels Below.</p> <p>Fourth grade scored 13% Mid or Above Grade Level, 16% Early on Grade Level, and 24% Three or More Grade Levels Below.</p> <p>Fifth grade scored 14% Mid or Above Grade Level, 11% Early on Grade Level, and 18% Three or More Grade Levels Below.</p> <p>2021-2022 Spring I-Ready Diagnostic Math Data: [As of May 17, 2022, 80 percent of the student population has taken the i-Ready Math test].</p> <p>Overall scored 16% Mid or Above Grade Level, 15% Early on Grade Level, and 7% Three or More Grade Levels Below.</p>	<p>evaluated to determine if the goal was met.</p> <p>Math Goals: We will monitor all students' academic achievement using the iReady Math Diagnostic tool which will be administered to all students in grades K - 5, three times throughout the year. We will use 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 the targeted three tiers showed improvement on the iReady Diagnostic Test by the third administration. Student achievement on the Spring 2022 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 iReady Reading data to determine if additional students are to be reclassified during the 2022-23 school year. Our next round of reclassifications occurs in January after the first semester ends. We will use the above criteria to see if more students qualify for reclassification.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Kinder scored 14% Mid or Above Grade Level, 16 % Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>First grade scored 17% Mid or Above Grade Level, 14% Early on Grade Level, and 0% Three or More Grade Levels Below.</p> <p>Second grade scored 18% Mid or Above Grade Level, 8% Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>Third grade scored 18% Mid or Above Grade Level, 22% Early on Grade Level, and 9% Three or More Grade Levels Below.</p> <p>Fourth grade scored 5% Mid or Above Grade Level, 19% Early on Grade Level, and 9% Three or More Grade Levels Below.</p> <p>Fifth grade scored 20% Mid or Above Grade Level, 11% Early on Grade Level, and 21% Three or More Grade Levels Below.</p> <p>2021-2022 Fall I-Ready Diagnostic Reading Data:</p> <p>Overall scored 5% Mid or Above Grade Level, 10% Early on Grade Level, and 12% Three or More Grade Levels Below.</p> <p>Kinder scored 3% Mid or Above Grade Level, 6% Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>First grade scored 1% Mid or Above Grade Level, 7% Early</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>on Grade Level, and 0% Three or More Grade Levels Below.</p> <p>Second grade scored 4% Mid or Above Grade Level, 10% Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>Third grade scored 7% Mid or Above Grade Level, 20% Early on Grade Level, and 13% Three or More Grade Levels Below.</p> <p>Fourth grade scored 7% Mid or Above Grade Level, 4% Early on Grade Level, and 32% Three or More Grade Levels Below.</p> <p>Fifth grade scored 5% Mid or Above Grade Level, 10% Early on Grade Level, and 26% Three or More Grade Levels Below.</p> <p>2021-2022 Fall I-Ready Diagnostic Math Data:</p> <p>Overall scored 1% Mid or Above Grade Level, 5% Early on Grade Level, and 14% Three or More Grade Levels Below.</p> <p>Kinder scored 2% Mid or Above Grade Level, 6 % Early on Grade Level, and 0 % Three or More Grade Levels Below.</p> <p>First grade scored 0% Mid or Above Grade Level, 3% Early on Grade Level, and 0% Three or More Grade Levels Below.</p> <p>Second grade scored 1% Mid or Above Grade Level, 4% Early on Grade Level, and 0 %</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Three or More Grade Levels Below.</p> <p>Third grade scored 2% Mid or Above Grade Level, 3% Early on Grade Level, and 16% Three or More Grade Levels Below.</p> <p>Fourth grade scored 0% Mid or Above Grade Level, 4% Early on Grade Level, and 33% Three or More Grade Levels Below.</p> <p>Fifth grade scored 1% Mid or Above Grade Level, 9% Early on Grade Level, and 33% Three or More Grade Levels Below.</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

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)
114,571.12	Title I 1000-1999: Certificated Personnel Salaries Certificated Elementary Literacy Teacher
36,677.88	Title I 3000-3999: Employee Benefits Certificated Elementary Literacy Teacher

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)

3,072.00

Source(s)

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

1,579.00

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)	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 Konica Minolta(or similar) copier maintenance contract
3,005.00	Title I 5000-5999: Services And Other Operating Expenditures Konica Minolta-Cost per Copy
5,350.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Software Licenses-ESGI and Generation Genius
4,551	LCFF-LI 5000-5999: Services And Other Operating Expenditures Ink cartridges for classroom printers
	Title I 5000-5999: Services And Other Operating Expenditures Complete Business Systems maintenance contract
1198.72	Title I 4000-4999: Books And Supplies Materials to support implementation of CCSS
500.00	LCFF-LI 4000-4999: Books And Supplies Books for Library

789.04	LCFF-EL 4000-4999: Books And Supplies Materials and Supplies 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)

EL Students

Strategy/Activity

Additional Bilingual Aide support 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)	Source(s)
3,792.00	LCFF-EL 2000-2999: Classified Personnel Salaries 1 additional hour four days weekly for BIAs
1,392.00	LCFF-EL 3000-3999: Employee Benefits Employee Benifits for additional hours for BIAs

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)	Source(s)
3,440.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Substitutes to cover ELPAC assessments
	LCFF-EL 2000-2999: Classified 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

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)

6958.00

Source(s)

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

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)

1341.00

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)

2137.10

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 math and language arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,676.38

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
6 Certificated Teachers for after school tutoring

3,074.02

Title I
3000-3999: Employee Benefits
Employee Benefits for Teachers for tutoring

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)

500.00	Title I 4000-4999: Books And Supplies Orientation days and Kinder Camp Supplies
	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
1,200.00	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)

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)
3,019	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 2022-2023 school year.

The AVID WICOR instructional strategy of writing to learn will be evident in English Language Arts in 100% of classrooms by May 2023.

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.	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 2020-2021 and 2021-2022 school years.	100% of classrooms, will exhibit the usage of AVID Note Taking Strategies.
AVID writing samples, including Cornell/three column notes, learning logs, process writing, quickwrites/reflections, and peer evaluation from each classroom will be uploaded to a shared Google Drive.	All staff has attended the AVID write path training and is familiar with the aspects of WICOR.	100% of classrooms will demonstrate the use of at least 3 of the 6 AVID writing strategies listed below, including Cornell/three column notes, learning logs, process writing, "One-pager", quick-writes/reflections, and peer evaluation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

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)

1951.85

Source(s)

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

2,048.15

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 for University Field Trips

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 2023.
The total number of suspensions during the 2022-2023 school year will be no more than seven.

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 2022-2023 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 continue to 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
	<p>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.</p> <p>1,118 "Caught Having Character" slips awarding exemplary behavior have been awarded during the 2021-2022 school year. 113 in Transitional Kindergarten/ Kindergarten, 131 in first grade, 331 in second grade, 301 in third grade, 108 in fourth grade, and 134 in fifth grade.</p>	
The total number of suspensions as indicated by the Aeries Discipline Dashboard.	<p>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).</p> <p>The final suspension rate for the 2021-2022 school year will be posted on June 2022.</p>	The Character Counts program will continue to 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 2023.</p> <p>Aeries perfect attendance reports generated every 6 weeks.</p>	<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> <p>The chronic absenteeism percentage for the 2021-2022 year will be posted on June 2022.</p>	<p>The Chronic Absenteeism percentage will decrease 3% with the incentive to be on campus in order to earn "Caught Having Character" slips and earn a tangible reward for being randomly selected from the cache of "Caught Having Character" slips.</p> <p>The number of students listed on the perfect attendance</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		report will increase every 6 weeks.

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
500	LCFF-LI 4000-4999: Books And Supplies Provide materials and supplies for Parent University and Parent Engagement Opportunities
300	LCFF-LI 4000-4999: Books And Supplies Provide coffee and food for Parent University and Parent Engagement Opportunities
1920.78	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
	Title I 4000-4999: Books And Supplies Kinder pack supplies for Kinder camp (Scholastic)
500.00	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)	Source(s)
525	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE registration support staff/teachers
350	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures CABE registration parents
250	LCFF-EL 5000-5999: Services And Other Operating Expenditures mileage/parking
	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)
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	Title I 1000-1999: Certificated Personnel Salaries Extra hours to attend ATP meetings after hours
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	Title I 3000-3999: Employee Benefits Employee Benefits to attend ATP meetings after hours
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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)
329.84	LCFF-EL 2000-2999: Classified Personnel Salaries Additional hours for Bilingual Assistants to provide translation services for various parent functions
121.12	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)
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	LCFF-EL 2000-2999: Classified Personnel Salaries Additional hours for bilingual assistants to provide extra support to EL students
	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
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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

Science (Secondary Only)

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 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	\$224,795.00

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	\$188,435.00

Subtotal of additional federal funds included for this school: \$188,435.00

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	\$15,640.00
LCFF-LI	\$14,220.00

Subtotal of state or local funds included for this school: \$36,360.00

Total of federal, state, and/or local funds for this school: \$224,795.00

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	15,640.00	0.00
LCFF-LI	14,220.00	0.00
Title I	188,435.00	0.00
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	15,640.00
LCFF-LI	14,220.00
Title I	188,435.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	146,116.38
2000-2999: Classified Personnel Salaries	4,121.84
3000-3999: Employee Benefits	42,844.02
4000-4999: Books And Supplies	12,187.76
5000-5999: Services And Other Operating Expenditures	18,650.00
5800: Professional/Consulting Services And Operating Expenditures	875.00

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	6,512.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,121.84
3000-3999: Employee Benefits	LCFF-EL	3,092.12
4000-4999: Books And Supplies	LCFF-EL	789.04
5000-5999: Services And Other Operating Expenditures	LCFF-EL	250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	875.00
4000-4999: Books And Supplies	LCFF-LI	1,300.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	12,920.00
1000-1999: Certificated Personnel Salaries	Title I	139,604.38
3000-3999: Employee Benefits	Title I	39,751.90
4000-4999: Books And Supplies	Title I	4,598.72
5000-5999: Services And Other Operating Expenditures	Title I	4,480.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,298.26
Goal 2	5,000.00
Goal 3	7,496.74

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
Michele Perez	Classroom Teacher
Manel Rodriguez	Classroom Teacher
Kristin Calidonna	Classroom Teacher
Eriberto Martinez	Other School Staff
Joshua Dramitinos	Parent or Community Member
Pete Adame	Parent or Community Member
Suzanne Guidero	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 19, 2022.

Attested:



Principal, Ann Vandercook on May 19, 2022



SSC Chairperson, Michele Perez on May 19, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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 19, 2022	June 9, 2022

Purpose and Description

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

Schoolwide Program

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

Summary of plan:

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

- focus on targeted professional learning by administration 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	13
Resource Inequities	13
School and Student Performance Data	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results	20
Local Assessment Data	24
Student Population.....	26
Overall Performance	28
Academic Performance	29
Academic Engagement	40
Conditions & Climate.....	43
Goals, Strategies, & Proposed Expenditures.....	45
Goal(s)	45
Goal(s)	56
Goal(s)	59
Goal(s)	64
Goal(s)	65
Goal(s)	66
Goal(s)	67
Budget Summary	68
Budget Summary	68
Other Federal, State, and Local Funds	68
Budgeted Funds and Expenditures in this Plan	69
Funds Budgeted to the School by Funding Source.....	69
Expenditures by Funding Source	69
Expenditures by Budget Reference	69
Expenditures by Budget Reference and Funding Source	69

Expenditures by Goal.....70

School Site Council Membership71

Recommendations and Assurances72

Instructions.....73

 Instructions: Linked Table of Contents73

 Purpose and Description74

 Stakeholder Involvement.....74

 Resource Inequities74

Goals, Strategies, Expenditures, & Annual Review75

 Annual Review76

 Budget Summary77

 Appendix A: Plan Requirements79

 Appendix B:.....82

 Appendix C: Select State and Federal Programs84

Parent Involvement Policy (Title I Schools)85

School-Parent Compact (Title I Schools).....86

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The CA Healthy Kids Survey was given to students, parents, and teachers during the 2021-2022 school year. Below is a summary of the latest survey results.

The CA. Healthy Kids Survey targeted 100 5th grade scholars, but only 73 participated (Response rate: 73%). This survey focused on 8 domains: 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. In the area of School Engagement: An area of strength is high expectations of adults in school (90%). An area of improvement is interest in schoolwork done at school (39%) For School Safety: Cells were empty since there were less than 10 responses in the following categories: Perceived Safety at or Outside of School, Violence Victimization, and Weapons (Gun or Knife) on School Property, Past Year. In the area of School Disciplinary Environment: Cells were empty since there were less than 10 responses in the following categories: Fairness, Clarity of Rules, and Students at School Well Behaved. For Substance Use: Cells were empty since there were less than 10 responses in the following categories: Use of Alcohol or Other Drugs, Lifetime, Perceptions of Health Risk of Alcohol and Marijuana Use, and Cigarette Use and Vaping, Lifetime. In the area of Routines: 84% of scholars reported that they sleep 8 hours or more. When asked the number of days exercising in the past 7 days, only 43% indicated that they exercise, dance, or play sports for 20 minutes or more between 4-7 days. In the area of Learning from Home: 48% of participants indicated that meaningful learning opportunities were provided while they learned from home. An area of deficit was the interest in schoolwork done from home, only 32% of scholars indicated that they were interested in the schoolwork provided. For Peer Relationships: 67% of 5th graders reported having peer supports at school. More than 61% reported they have a friend their age who really cares about them and helps them when they are having a hard time. For Social and Emotional Health: An average of 60% of scholars reported that they can problem solve most of the time or all of the time. When asked if they feel sad, 2% reported- all of the time; 6% indicated- most of the time; 69% chose -some of the time; and 23% reported - never.

20 Foothill parents participated in the CA School Parent Survey in 2021-2022.

Parents responded positively in terms of parental involvement. 88% of parents strongly agreed or agreed that the school responds promptly. 81 % strongly agreed or agreed that the school encourages them to be an active partner, and 92% agreed that the school seeks out parent input when making important decisions. 94% of parents feel they are well-informed about school activities. Parents also had positive things to say in regards to learning environment. 89% stated they strongly agree or agree that this school promotes academic success for all students. 100% strongly agreed or agreed that students are motivated to learn.

The Foothill Staff participated in the California School Staff Survey in 2021-2022. A total of 12 staff members completed the survey and reported the following. School Supports for Students/ Staff: An average of 93% responded, strongly agree or agree, that this school is a supportive and inviting place for staff, promotes trust and collegiality among staff, and promotes personnel participation in decision-making that affects school practices and policies. 100% of participating staff responded, strongly agree or agree, that this school is a supportive and inviting place for scholars to learn,

promotes academic success for all, emphasizes helping scholars academically, and this school emphasizes teaching lessons in ways relevant to scholars. School Safety: Cells were empty since there were less than 10 responses in the following categories: Safe place for staff, students, and sufficient resources to create a safe campus. Fairness, Rule, Clarity, and Respect for Diversity: An average of 91% participants chose Strongly agree or agree, that Foothill handles discipline problems fairly, the school rules are fair, Foothill clearly informs students what will happen if they break school rules, and students know what the rules are. Substance Use and Mental Health: Cells were empty since there were less than 10 responses in the following categories: substance abuse. Mental Health: Student depression or other mental health issues are a problem- 14% reported that it's an insignificant problem, 57% chose mild problem, 29% reported that mental health among the students is a moderate problem. Perceived School Safety in Response to COVID-19: 100% responded that they strongly agree or agree that Foothill has implemented good COVID-related safety measures and protocols to keep students healthy, and has kept staff well-informed about COVID-related safety measures and protocols. 100% agreed or strongly agreed that Foothill has implemented good COVID-related safety measures and protocols to keep staff healthy. School Instructional Model Implementation: 50% of participants reported that they agree to have had sufficient training and/ or experience using distance learning tools to deliver effective remote teaching; 50% reported disagree with the same statement. 50% agrees that teachers from Foothill are providing effective instruction with the school's instructional mode; 33% disagreed with that statement and 17% strongly disagreed. 50% of staff members strongly agree or agree that they can provide effective instruction with the school's instructional model. 33% of them disagree with that statement and 17 % strongly disagree. Student Learning During COVID-19: 67% of the staff who participated indicated that they strongly agree that students are less engaged in remote classes than in in-person classes. 33% agree with that same statement. Academic Motivation and Supports for Learning: 50% of the staff indicated, strongly agree or agree, that students are motivated to complete their schoolwork. 84% agreed or strongly agreed that teachers from Foothill are motivating scholars using the school's instructional model. Only 33% of participants agree that students who need the most academic support are receiving the support they need with the school's instructional model (Hybrid or Remote). Areas of Professional Development Needs: 57% of participating staff indicated that teachers need more professional development, training, mentorship, or other support in motivating students through remote learning (Remote and Hybrid only). 71% of participants reported that teachers need more professional development, training, mentorship, or other support in supporting students exposed to trauma or stressful life events. Lastly, 100% of the staff indicated that teachers DO NOT need more professional development, training, mentorship, or other support in COVID-related safety measures and protocols to keep staff and students healthy.

Classroom Observations

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

Classroom observations were conducted during the 2021-2022 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. Numeracy and literacy teachers will be further involved in supporting this work. 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. This will continue to be a focus during the 2022-2023 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. The test will be resumed during the 22-23 school year and will be included in next year's plan.
- 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. Data chats annually also support teachers in looking at data and planning for instruction.

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 2022-2023 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 2021-2022 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. Literacy and Numeracy teachers will continue supporting this work during the 22-23 school year.

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 grade.

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. A numeracy teacher further supports struggling kindergarten through 5th grade students in mathematics. 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, and a school-wide guided reading library. Supplemental resources in math include math manipulatives, 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, and 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 2022-2023 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. The plan is also presented and reviewed during Principals' Coffee to gather input and encourage participation with decision making committees.

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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.36%	0.6%	0.40%	2	3	2
African American	1.44%	1.1%	2.79%	8	6	14
Asian	1.44%	2.1%	2.20%	8	11	11
Filipino	0.54%	0.6%	0.60%	3	3	3
Hispanic/Latino	92.81%	92.3%	90.82%	516	489	455
Pacific Islander	0%	%	0.40%	0		2
White	3.24%	3.0%	2.40%	18	16	12
Multiple/No Response	0.18%	0.2%	0.40%	1	1	2
Total Enrollment				556	530	501

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	110	78	87
Grade 1	93	91	82
Grade 2	85	92	83
Grade3	84	84	87
Grade 4	100	86	79
Grade 5	84	99	83
Total Enrollment	556	530	501

Conclusions based on this data:

1. There is steady school-wide enrollment.
2. Steady enrollment in ethnic groups with a slight increase amongst African-American students.
3. Continuing to have a 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	242	220		43.5%	41.5%	
Fluent English Proficient (FEP)	73	56		13.1%	10.6%	
Reclassified Fluent English Proficient (RFEP)	71	3		22.4%	1.2%	

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 decrease in the percentage of students who were reclassified from 2019-2020 to 2020-2021
3. There was a significant decrease in the percentage of students who were Fluent English Proficient from 2019-2020 to 2020-2021

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	93	85	90	91	0	90	91	0	98.9	97.8	0.0
Grade 4	103	87	87	103	87	0	103	87	0	100	100	0.0
Grade 5	82	106	99	80	105	0	80	105	0	97.6	99.1	0.0
All Grades	276	286	271	273	283	0	273	283	0	98.9	99	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2393.		15.56	16.48		22.22	14.29		23.33	31.87		38.89	37.36	
Grade 4	2424.	2447.		15.53	17.24		17.48	28.74		16.50	24.14		50.49	29.89	
Grade 5	2439.	2440.		8.75	10.48		18.75	17.14		25.00	20.00		47.50	52.38	
All Grades	N/A	N/A	N/A	13.55	14.49		19.41	19.79		21.25	25.09		45.79	40.64	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.33	13.19		44.44	45.05		42.22	41.76	
Grade 4	13.59	20.69		47.57	49.43		38.83	29.89	
Grade 5	10.00	9.52		41.25	40.95		48.75	49.52	
All Grades	12.45	14.13		44.69	44.88		42.86	40.99	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.33	13.19		45.56	43.96		41.11	42.86	
Grade 4	13.59	21.84		33.98	44.83		52.43	33.33	
Grade 5	13.75	13.33		37.50	43.81		48.75	42.86	
All Grades	13.55	15.90		38.83	44.17		47.62	39.93	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.56	8.79		57.78	60.44		26.67	30.77	
Grade 4	13.59	10.34		54.37	70.11		32.04	19.54	
Grade 5	8.75	11.43		57.50	43.81		33.75	44.76	
All Grades	12.82	10.25		56.41	57.24		30.77	32.51	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.56	15.38		50.00	50.55		34.44	34.07	
Grade 4	14.56	14.94		48.54	58.62		36.89	26.44	
Grade 5	13.75	12.38		40.00	40.95		46.25	46.67	
All Grades	14.65	14.13		46.52	49.47		38.83	36.40	

2019-20 Data:

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

Conclusions based on this data:

1. School closure due to COVID-19 prevented school from obtaining current data for the 2021-2022 school year.
2. School closure due to COVID-19 prevented school from obtaining current data for the 2021-2022 school year.
3. School closure due to COVID-19 prevented school from obtaining current data for the 2021-2022 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	92	85	90	91	0	90	91	0	98.9	98.9	0.0
Grade 4	104	87	87	104	87	0	104	87	0	100	100	0.0
Grade 5	82	106	99	81	106	0	81	106	0	98.8	100	0.0
All Grades	277	285	271	275	284	0	275	284	0	99.3	99.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2396.	2393.		11.11	10.99		24.44	25.27		17.78	19.78		46.67	43.96	
Grade 4	2421.	2435.		9.62	4.60		16.35	21.84		27.88	37.93		46.15	35.63	
Grade 5	2454.	2442.		7.41	5.66		17.28	11.32		27.16	24.53		48.15	58.49	
All Grades	N/A	N/A	N/A	9.45	7.04		19.27	19.01		24.36	27.11		46.91	46.83	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.56	24.18		36.67	25.27		47.78	50.55	
Grade 4	14.42	10.34		24.04	40.23		61.54	49.43	
Grade 5	12.35	8.49		34.57	30.19		53.09	61.32	
All Grades	14.18	14.08		31.27	31.69		54.55	54.23	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.11	12.09		27.78	42.86		51.11	45.05	
Grade 4	7.69	13.79		37.50	40.23		54.81	45.98	
Grade 5	6.17	2.83		38.27	33.96		55.56	63.21	
All Grades	11.64	9.15		34.55	38.73		53.82	52.11	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.78	15.38		48.89	48.35		33.33	36.26	
Grade 4	12.50	8.05		37.50	52.87		50.00	39.08	
Grade 5	8.64	6.60		44.44	37.74		46.91	55.66	
All Grades	13.09	9.86		43.27	45.77		43.64	44.37	

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1428.9	1418.6	1413.4	1439.4	1425.1	1417.8	1404.5	1403.0	1403.0	53	47	31
1	1464.8	1444.0	1443.9	1463.3	1450.5	1457.3	1465.8	1437.0	1430.0	51	36	35
2	1500.6	1493.1	1457.1	1506.8	1501.9	1461.7	1494.0	1483.7	1451.9	63	48	31
3	1499.1	1475.4	1476.9	1493.7	1464.2	1480.2	1504.0	1486.1	1473.2	58	49	38
4	1507.3	1500.9	1512.4	1501.5	1492.5	1521.3	1512.4	1508.8	1503.1	57	38	40
5	1504.2	1511.0	1517.4	1498.7	1500.4	1521.9	1509.1	1521.2	1512.2	42	50	37
All Grades										324	268	212

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.74	12.77	12.90	26.42	29.79	32.26	26.42	42.55	38.71	*	14.89	16.13	53	47	31
1	37.25	5.56	2.86	43.14	44.44	45.71	*	33.33	34.29	*	16.67	17.14	51	36	35
2	50.79	16.67	6.45	34.92	50.00	25.81	*	27.08	51.61	*	6.25	16.13	63	48	31
3	24.14	6.12	7.89	29.31	30.61	36.84	27.59	44.90	28.95	18.97	18.37	26.32	58	49	38
4	26.32	18.42	15.00	36.84	36.84	47.50	21.05	21.05	30.00	*	23.68	7.50	57	38	40
5	42.86	16.00	13.51	*	28.00	37.84	*	42.00	32.43	*	14.00	16.22	42	50	37
All Grades	36.42	12.69	9.91	32.10	36.19	38.21	18.83	35.82	35.38	12.65	15.30	16.51	324	268	212

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.51	14.89	9.68	30.19	34.04	41.94	*	38.30	25.81	*	12.77	22.58	53	47	31
1	49.02	13.89	22.86	33.33	41.67	28.57	*	38.89	34.29	*	5.56	14.29	51	36	35
2	71.43	43.75	19.35	17.46	35.42	25.81	*	16.67	38.71	*	4.17	16.13	63	48	31
3	39.66	10.20	28.95	25.86	40.82	36.84	18.97	28.57	15.79	*	20.41	18.42	58	49	38
4	43.86	28.95	55.00	28.07	39.47	35.00	21.05	15.79	2.50	*	15.79	7.50	57	38	40
5	52.38	22.00	35.14	*	42.00	48.65	*	26.00	10.81	*	10.00	5.41	42	50	37
All Grades	50.00	22.39	29.72	25.62	38.81	36.32	14.81	27.24	20.28	9.57	11.57	13.68	324	268	212

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.42	6.38	12.90	26.42	40.43	12.90	33.96	34.04	64.52	*	19.15	9.68	53	47	31
1	27.45	0.00	0.00	43.14	27.78	34.29	*	38.89	37.14	*	33.33	28.57	51	36	35
2	38.10	8.33	0.00	33.33	39.58	16.13	17.46	37.50	51.61	*	14.58	32.26	63	48	31
3	*	8.16	0.00	27.59	12.24	10.53	27.59	55.10	52.63	31.03	24.49	36.84	58	49	38
4	*	7.89	5.00	29.82	34.21	27.50	31.58	23.68	37.50	24.56	34.21	30.00	57	38	40
5	*	6.00	2.70	33.33	20.00	21.62	*	48.00	43.24	33.33	26.00	32.43	42	50	37
All Grades	24.07	6.34	3.30	32.10	28.73	20.75	23.46	40.30	47.17	20.37	24.63	28.77	324	268	212

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	54.72	12.77	16.13	39.62	78.72	70.97	*	8.51	12.90	53	47	31
1	58.82	30.56	25.71	37.25	63.89	68.57	*	5.56	5.71	51	36	35
2	69.84	41.67	16.13	28.57	52.08	70.97	*	6.25	12.90	63	48	31
3	29.31	8.16	21.05	48.28	57.14	55.26	22.41	34.69	23.68	58	49	38
4	35.09	15.79	37.50	52.63	65.79	55.00	*	18.42	7.50	57	38	40
5	45.24	10.00	24.32	35.71	78.00	67.57	*	12.00	8.11	42	50	37
All Grades	49.07	19.40	24.06	40.43	66.04	64.15	10.49	14.55	11.79	324	268	212

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	32.08	17.02	12.90	52.83	65.96	58.06	*	17.02	29.03	53	47	31
1	52.94	11.11	21.21	33.33	75.00	66.67	*	13.89	12.12	51	36	33
2	69.84	43.75	17.86	22.22	52.08	67.86	*	4.17	14.29	63	48	28
3	50.00	28.57	44.12	36.21	51.02	41.18	*	20.41	14.71	58	49	34
4	57.89	39.47	71.05	33.33	44.74	23.68	*	15.79	5.26	57	38	38
5	59.52	36.00	65.71	26.19	48.00	28.57	*	16.00	5.71	42	50	35
All Grades	54.01	29.85	40.70	33.95	55.60	46.23	12.04	14.55	13.07	324	268	199

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.26	6.45	75.47	78.72	77.42	*	17.02	16.13	53	47	31
1	35.29	11.11	8.57	43.14	58.33	60.00	21.57	30.56	31.43	51	36	35
2	46.03	10.42	12.90	36.51	68.75	61.29	17.46	20.83	25.81	63	48	31
3	*	4.08	0.00	46.55	51.02	57.89	39.66	44.90	42.11	58	49	38
4	*	5.26	10.00	56.14	57.89	50.00	33.33	36.84	40.00	57	38	40
5	26.19	12.00	5.41	35.71	60.00	56.76	38.10	28.00	37.84	42	50	37
All Grades	25.31	7.84	7.08	49.07	62.69	59.91	25.62	29.48	33.02	324	268	212

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.60	44.68	30.00	28.30	29.79	43.33	*	25.53	26.67	53	47	30
1	41.18	8.33	0.00	49.02	61.11	70.59	*	30.56	29.41	51	36	34
2	36.51	12.50	0.00	57.14	75.00	33.33	*	12.50	66.67	63	48	30
3	22.41	10.20	2.70	60.34	79.59	67.57	*	10.20	29.73	58	49	37
4	35.09	23.68	5.00	50.88	55.26	82.50	*	21.05	12.50	57	38	40
5	38.10	12.00	10.81	35.71	74.00	70.27	26.19	14.00	18.92	42	50	37
All Grades	37.96	18.66	7.69	47.84	63.06	62.98	14.20	18.28	29.33	324	268	208

2019-20 Data:

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

Conclusions based on this data:

1. Students in the lower grades showed growth across the three year span.
2. Students in the upper grades showed less growth.
3. There was minimal or negative growth for students in the well developed/level 4 range.

School and Student Performance Data

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	268	257	95.9	4.1	23.35
Female	128	125	97.66	2.34	24
Male	140	132	94.29	5.71	22.73
American Indian or Alaska Native	2	2	--	--	--
Asian	6	6	--	--	--
Black or African American	2	2	--	--	--
Filipino	2	2	--	--	--
Hispanic or Latino	247	237	95.95	4.05	22.78
White	9	8	--	--	--
English Learners	115	110	95.65	4.35	8.18
Foster Youth	1	1	--	--	--
Homeless	10	9	--	--	--
Socioeconomically Disadvantaged	247	236	95.55	4.45	23.31
Students with Disabilities	59	55	93.22	6.78	5.45

Conclusions based on this data:

1. Students in grades K-5 were given the iReady assessment.
2. Students with disabilities were more likely to not take the assessment.
3. The majority of students who scored at or above grade level were Hispanic or Latino.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	268	259	96.64	3.36	9.27
Female	128	127	99.22	0.78	9.45
Male	140	132	94.29	5.71	9.09
American Indian or Alaska Native	2	2	--	--	--
Asian	6	6	--	--	--
Black or African American	2	2	--	--	--
Filipino	2	2	--	--	--
Hispanic or Latino	247	239	96.76	3.24	9.21
White	9	8	--	--	--
English Learners	115	111	96.52	3.48	0.9
Foster Youth	1	1	--	--	--
Homeless	10	10	--	--	--
Socioeconomically Disadvantaged	247	238	96.36	3.64	8.82
Students with Disabilities	59	57	96.61	3.39	5.26

Conclusions based on this data:

1. Only 9.21 % of students tested scored at or above grade level.
2. 96.64 students were tested in iReady math.
3. 5.26% of students with disabilities tested at or above grade level.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
530	90.2	41.5	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	41.5
Foster Youth	3	0.6
Homeless	15	2.8
Socioeconomically Disadvantaged	478	90.2
Students with Disabilities	86	16.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian or Alaska Native	3	0.6
Asian	11	2.1
Filipino	3	0.6
Hispanic	489	92.3
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	16	3.0

Conclusions based on this data:

1. The majority of our students (90.2%) come from a socioeconomically disadvantaged environment.
2. 16.2% of our population is comprised of students with disabilities.
3. 41.5% of students are English Learners.

School and Student Performance Data

Overall Performance

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

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

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

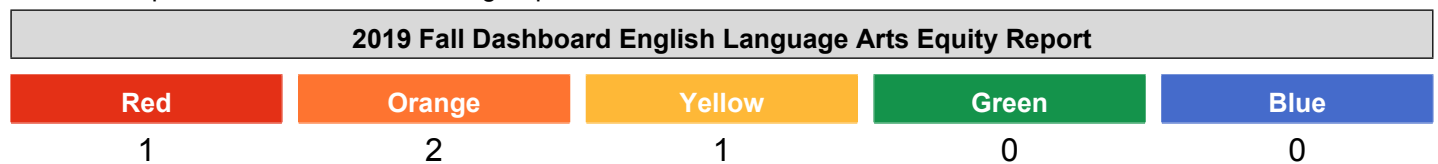
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

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

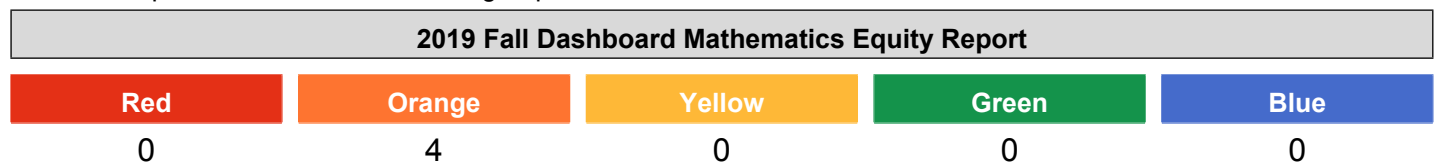
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:








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

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 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino
Hispanic  Orange 60.3 points below standard Declined -5 points 256	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander 	White  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 94.6 points below standard Declined Significantly -20.8 points 129	Reclassified English Learners 3.4 points above standard Declined -14.6 points 52	English Only 47.5 points below standard Declined -4.1 points 91
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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

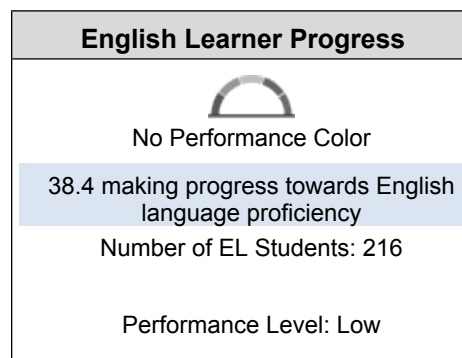
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3	34.2	2.3	36.1

Conclusions based on this data:

1. Overall, 38.4% of our English Learners (83 students) have progressed at least one ELPI level or maintained a ELPI Level 4.
2. Fifty-nine students (27% of ELs) decreased one ELPI Level.
3. 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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

- 1. No data

School and Student Performance Data

Academic Engagement Chronic Absenteeism

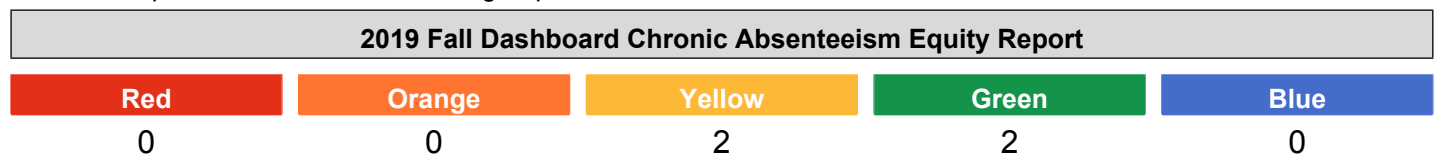
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 10.1 Declined Significantly -3.7 593	 Green 5.2 Declined Significantly -4.5 330	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 9.1 Increased +1.9 11	 Yellow 10.1 Declined Significantly -4.2 554	 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 Additional Report

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

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

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

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

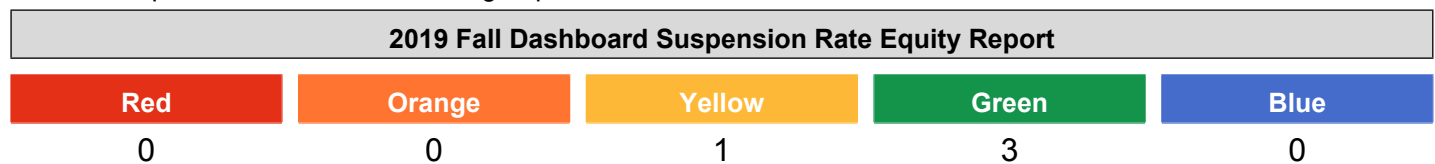
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  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

African American  No Performance Color 0 12	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color Less than 11 Students - Data 9	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Green 1.2 Declined -0.9 562	Two or More Races  No Performance Color Less than 11 Students - Data 3	Pacific Islander	White  No Performance Color 0 Declined -8.7 23

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 the the English language, and development of a school-wide system for analyzing data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal is the percentage of students scoring in Tier I of our iReady diagnostic assessment.	iReady data was used to form baseline goals for the 2021-2022 school years. Reading	<ul style="list-style-type: none">By June 2022 All grades, K-5, will increase the percentage of students placing in Tier I by 5% from BOY to EOY. All grades, K-5, will
In the 2019-2020 and 2020-2021 school years, we did not have End of Year data to analyze due to school closure.	BOY Tier I: K:21% 1st:5%	

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 and 2020-2021 school year, we did not have this data to analyze due to school closure.</p>	<p>2nd:6% 3rd:17% 4th:16% 5th:7%</p> <p>Tier II or 3: K:79% 1st:95% 2nd:94% 3rd:83% 4th:84% 5th:93%</p> <p>MOY Tier I: K:54% 1st:16% 2nd:19% 3rd:26% 4th:28% 5th:20%</p> <p>Tier II or 3: K:46% 1st:84% 2nd:81% 3rd:74% 4th:72% 5th:80%</p> <p>CAASPP Results</p> <p>3rd-5th grade student achievement on the 2018-2019 ELA CAASPP shows that the average distance from standard (DFS) was -41.1 in English Language Arts.</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>	<p>decrease the percentage of students placing in Tier II or Tier III by 5% from BOY to EOY.</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 by 1 point (DFS) to -40.1 as measured by CAASPP data.
Data used to form this goal was the California Assessment of Student Performance and	iReady data was used to form baseline goals for the 2021-2022 school years.	<ul style="list-style-type: none"> By June 2022 All grades, K-5, will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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>Mathematics</p> <p>BOY Tier I: K:8% 1st:0% 2nd:0% 3rd:2% 4th:0% 5th:4%</p> <p>Tier II or 3: K:82% 1st:100% 2nd:100% 3rd:98% 4th:100% 5th:96%</p> <p>MOY Tier I: K:25% 1st:12% 2nd:12% 3rd:13% 4th:11% 5th:8%</p> <p>Tier II or 3: K:75% 1st:88% 2nd:88% 3rd:87% 4th:89% 5th:92%</p> <p>CAASPP Results</p> <p>3rd-5th grade student achievement on the 2018-2019 Math CAASPP shows that the average distance from standard (DFS) was -59.3 in Mathematics.</p> <p>We will use the same baseline data as a starting point because in the 2020-2021 school year we did not have</p>	<p>increase the percentage of students placing in Tier I by 5% from BOY to EOY. All grades, K-5, will decrease the percentage of students placing in Tier II or Tier III by 5% from BOY to EOY.</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 by 1 point (DFS) to -58.3 as measured by CAASPP data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	this data to analyze due to school closure.	
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, and 2020-2021).	<p>TK-5th grade student achievement on the 2020-2021 summative ELPAC shows that 9.91% of students received an overall score of 4 ("Well Developed"), 38.21% of students received a score of 3 ("Moderately Developed"), 35.38% of students received a score of 2 ("Somewhat Developed"), and 16.51% of students received a score of 1 ("Beginning Stage").</p> <p>Overall ELPAC data comparison from 2018-2019 to 2020-2021 shows: 2.78% decrease in students at Level 4 (12.69% to 9.91%) 2.02% increase in students at Level 3 (36.19% to 38.21%) 0.44% decrease in students at Level 2 (35.82% to 35.38%) 1.21% increase in students at Level 1 (15.30% to 16.51%)</p> <p>Data for the Reading Domain: 0.76% decrease in students at the "Well Developed" level (7.84% to 7.08%) 2.78% decrease in students at the "Somewhat/Moderately Developed" level (62.69% to 59.91%) 3.54% increase in students at the "Beginning Stage" (29.48% to 33.02%)</p> <p>Data in Writing Domain: 10.97% decrease in students the "Well Developed" level (18.66% to 7.69%) 0.08% increase in students at the "Somewhat/Moderately Developed" level (63.06% to 62.98%)</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 Somewhat Developed Stages" to less than 48% as measured by overall ELPAC scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11.05% increase in students at the "Beginning Stage" (18.28% to 29.33%)	

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

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)

100

Source(s)

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

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

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)
6087.00	LCFF-LI 4000-4999: Books And Supplies
18353.00	Title I 4000-4999: Books And Supplies YTD
4532.0	LCFF-EL 4000-4999: Books And Supplies YTD

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

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)
5,644	Title I 5000-5999: Services And Other Operating Expenditures Per current documented costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will 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)

100

Source(s)

LCFF-LI
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)

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

860

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

209

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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)	Source(s)
3611	LCFF-EL 1000-1999: Certificated Personnel Salaries Beginning EL tutoring 3 teachers/classes x 6 weeks
1589.04	LCFF-EL 3000-3999: Employee Benefits Beginning EL tutoring

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

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)
3072	LCFF-EL 1000-1999: Certificated Personnel Salaries
744.96	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parents, bilingual assistants, and/or other support staff will attend regional CAFE 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)

650

Source(s)

LCFF-EL
5000-5999: Services And Other Operating Expenditures
Registration and reimbursement 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

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)

600

Source(s)

LCFF-EL
5000-5999: Services And Other Operating Expenditures
Banners, awards, decorations, refreshments

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

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)

Source(s)

140719.

Title I
1000-1999: Certificated Personnel Salaries

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

Teachers, administration, and certificated site support staff will participate in targeted professional 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)

8851

Source(s)

Title I
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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to COVID 19 closures not all strategies/activities were implemented fully. Materials were purchased to begin implementation and will be reviewed during professional development meetings during the 22-23 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 2022-2023 school year.

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

Goals have changed for 2022-2023 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. By June 2023 75% of classroom teachers will be trained in AVID Elementary.

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 2022, 75% of 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 2022, 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 13

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)

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 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)

1290

Source(s)

AVID
1000-1999: Certificated Personnel Salaries
Extra hours-10 and sub

312

AVID
3000-3999: Employee Benefits
Extra hours-10 and sub

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

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)

1548.0

Source(s)

AVID
5000-5999: Services And Other Operating
Expenditures

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

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)

1850.

Source(s)

AVID

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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. For the 22-23 school year systems of positive behavior support (PBIS) will be reviewed and implemented.

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).	Analysis of the data indicates that Foothill chronic absenteeism rate was 15.5% in 2018-2019 school year and it increased to 33.9% during the 2020-2021 school year.	By June 2023, chronic absenteeism rate is expected to decrease by 3% from 33.9% to 30.9% when comparing the 2018-2019 and 2021-2022 school years.
Data used as a metric of this goal is the suspension rate.	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.	By June 2022, Foothill's suspension rate will be less than 0.7%.

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 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)

350

Source(s)

Title I
4000-4999: Books And Supplies
SSC, ATP, Family Nights, Principal's Coffee,
Parent University Refreshments

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)

1500

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries
Extra hours-parent translation (conferences,
BTSN, Open House, family nights)

331

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

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)

1500

Source(s)

Attendance
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

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)

3034

Source(s)

LCFF-LI
5000-5999: Services And Other Operating
Expenditures
Registration and reimbursement 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

ELA/Math/ELs:
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)	Source(s)
600	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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance/MTSS: Additional hours for monthly campus supervisor meetings to ensure safety and calibrate PBIS and Playworks strategies. Additional hours for monthly PBIS trainings with students supporting site wide 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)
1500	Title I 1000-1999: Certificated Personnel Salaries
200	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)

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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
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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	\$211,137.00

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	\$175,617.00

Subtotal of additional federal funds included for this school: \$175,617.00

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	\$16,630.00
LCFF-LI	\$12,390.00

Subtotal of state or local funds included for this school: \$35,520.00

Total of federal, state, and/or local funds for this school: \$211,137.00

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	16630.00	0.00
LCFF-LI	12390.00	0.00
Title I	175,617.00	0.00
AVID	5000.00	0.00
Attendance	1500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	16,630.00
LCFF-LI	12,390.00
Title I	175,617.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	160,103.00
2000-2999: Classified Personnel Salaries	2,100.00
3000-3999: Employee Benefits	3,386.00
4000-4999: Books And Supplies	32,872.00
5000-5999: Services And Other Operating Expenditures	12,676.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	AVID	1,290.00
3000-3999: Employee Benefits	AVID	312.00
4000-4999: Books And Supplies	AVID	1,850.00
5000-5999: Services And Other Operating Expenditures	AVID	1,548.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	6,683.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,500.00
3000-3999: Employee Benefits	LCFF-EL	2,665.00
4000-4999: Books And Supplies	LCFF-EL	4,532.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,250.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	860.00
2000-2999: Classified Personnel Salaries	LCFF-LI	600.00
3000-3999: Employee Benefits	LCFF-LI	409.00
4000-4999: Books And Supplies	LCFF-LI	6,287.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,234.00
1000-1999: Certificated Personnel Salaries	Title I	151,270.00
4000-4999: Books And Supplies	Title I	18,703.00
5000-5999: Services And Other Operating Expenditures	Title I	5,644.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,922.00
Goal 2	5,000.00
Goal 3	9,215.00

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
- Karen Greene Other School Staff
- Melissa Astudillo, Marie Roman, Ana Alva, Martha Palomares, Norma Ruesga 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

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 19, 2022.

Attested:




Principal, Marisela Recendez on 5-19-22

SSC Chairperson, Melissa Astudillo on 5-19-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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)

Distrito Escolar Unificado Alvord
Escuela Primaria Foothill
Política de Participación Escolar de Padres
2022-2024

PARTE I. EXPECTATIVAS GENERALES

La política de participación de padres de la Escuela Primaria Foothill basada en la política de la Mesa Directiva de Educación de California, fue establecida para mejorar la participación de los padres en las escuelas (SBE, 1994). La política SBE enumera seis prioridades (o tipos) de programas de participación eficaz de padres: comunicación, educación de los hijos, aprendizaje estudiantil, voluntariado, toma de decisiones escolares y abogacía y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y escuelas. Nuestra escuela las reconoce como pautas hacia un comprometido y coordinado esfuerzo por capacitar a los padres para que trabajen en colaboración participando plenamente en nuestra misión de asegurar que cada alumno domine o exceda los estándares académicos estatales, desarrollando a su vez destrezas académicas y habilidades para la vida.

La Escuela Primaria Foothill está de acuerdo en implementar los siguientes estatutos:

- Junto con los padres de familia, la escuela desarrollará y distribuirá, a quienes tienen hijos que participan en el programa, una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que participan.
- La escuela notificará a los padres de familia acerca de la Política de Participación Escolar en un formato comprensible, uniforme y, en la medida de lo posible, se proveerá copia en un idioma que los padres entiendan.
- La escuela tendrá la Política de Participación Escolar de Padres disponible para la comunidad.
- La escuela proveerá acceso y oportunidad a los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migrantes.
- La escuela actualizará periódicamente la Política de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el acuerdo entre escuela y padres como un componente de su Política de Participación Escolar de Padres.
- La escuela está de acuerdo en regirse de acuerdo con la siguiente definición de estatutos de participación escolar de los padres y en que realizará programas, actividades y procedimientos de acuerdo con la misma:

Participación escolar de los Padres se refiere a la aportación de los padres de manera regular, bilateral y con comunicación significativa que abarca el aprendizaje académico del estudiante y otras actividades escolares e incluye el procurar que:

- o los padres desempeñen un papel esencial ayudando en el aprendizaje de sus hijos;*
- o se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
- o los padres sean aliados con plena participación en la educación de sus hijos y formen parte, según sea apropiado, de la toma de decisiones y de comités consejeros para ayudar en la educación de sus hijos;*
- o se lleven a cabo 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. Para incluir a los padres de familia en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y, si aplica, el plan escolar, de una manera organizada, continua y oportuna de acuerdo con la sección 1118 (b) de ESEA, la Escuela Primaria Foothill tomará las siguientes acciones:
 - Obtener sugerencias de los padres en las juntas del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Equipo de Acción para Asociaciones Escolares (ATP) y Café con el Director.
 - Contrato entre la Escuela y los Padres (Contrato Título 1)
 - Mensajes para los padres de familia por medio de *ClassDojo*
 - Obtener sugerencias de parte del Equipo de Liderazgo/Niveles de Grado
 - Revisar con los padres en las juntas anuales de Título 1 y evento Noche de Inauguración de Año Escolar (*Back to School Night*)

2. Para distribuir la Política de Participación Escolar de Padres a la comunidad local y a quienes tienen hijos que participan en el programa, la Escuela Primaria Foothill tomará las siguientes acciones:
 - Se enviará la política a casa junto con los materiales de inscripción por medio de confirmación de datos
 - La política se repasará en las juntas anuales de Título 1 y la Noche de Inauguración de Año Escolar (*Back to School Night*)
 - La política se distribuirá durante el evento Noche de Inauguración de Año Escolar
 - Habrá copias de la política disponibles en la oficina escolar
 - Habrá copias de la política disponibles en el sitio web de la escuela
 - Publicación en la sección de Historias de *ClassDojo*
3. La Escuela Primaria Foothill actualizará periódicamente la Política Escolar de Participación de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
 - Juntas de SSC
 - Juntas de ELAC
 - Juntas de Café con el Director
 - Juntas de ATP
 - Juntas del personal escolar
4. La Escuela Primaria Foothill organizará una reunión anual para proporcionar la siguiente información a los padres de familia:
 - Que la escuela a la que asiste su hijo/a participa en el Título I,
 - Acerca de los requisitos para el Título I,
 - Que tienen derecho a participar
 - En cuanto a la participación de su escuela en el Título 1:
 - Las juntas se llevarán a cabo en diferentes horarios para ajustarse a las necesidades de los padres
 - Los avisos se enviarán a casa con todos los estudiantes
 - Habrá servicios de traducción disponibles para todas las juntas y notificaciones para padres enviadas por escrito
5. La Escuela Primaria Foothill tendrá una cantidad adaptable de juntas en diversos horarios y proveerá cuidado infantil usando fondos de Título I, siempre y cuando este servicio esté relacionado con la participación escolar de los padres:
 - Se ofrecerá cuidado infantil en todas las juntas
 - Las juntas y talleres se llevarán a cabo por la mañana y por la noche para ajustarse a las necesidades de los padres
 - Se usará *ClassDojo* para enviar mensajes a los padres informándoles de juntas y eventos
 - Se enviarán avisos a casa con cada alumno
 - Las sugerencias de los padres obtenidas a través de juntas de SSC, ELAC, Equipo de Acción para Asociaciones Escolares (ATP), Asociación de Padres y Maestros (PTA), y Café con el Director se usarán para planear eventos especiales que sean de interés para los padres.
6. La Escuela Primaria Foothill proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
 - Los avisos para las juntas SSC y ELAC se enviarán a casa en inglés y español con un mínimo de 72 horas de anticipación
 - Los volantes con información sobre las juntas ELAC y SSC se publicarán en la oficina escolar en inglés y español con por lo menos 72 horas de anticipación
 - Las agendas y minutas de las juntas ELAC y SSC se enviarán en inglés y español a los miembros participantes
 - Los resultados de los exámenes estatales anuales se enviarán a casa por correo de manera oportuna
7. La Escuela Primaria Foothill proporcionará a los padres de los hijos que participan en el programa una descripción y explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del alumno y los niveles de habilidad que se espera que alcancen. Dicha información se proporcionará durante:
 - Evento Noche de Inauguración del Año Escolar (*Back to School Night*)
 - Conferencias de Padres y Maestros
 - Juntas SSC, ELAC, ATP y Café con el Director
 - Talleres de Universidad para Padres
 - Noches Familiares
 - Campamento para Kinder
 - Martes Familiares
 - Semana de Participación de Padres

8. Si los padres de los niños que participan en el programa lo solicitan, La Escuela Primaria Foothill proveerá oportunidades de juntas regulares para formular sugerencias y participar, según corresponda, en la toma de decisiones relacionadas a la educación de sus hijos y responderá a toda sugerencia tan pronto como sea posible en:
- Juntas SSC y ELAC
 - Juntas de la Asociación PTA
 - Juntas ATP
 - Juntas de Café con el Director
 - Conferencias entre Padres y Maestros
 - Talleres de Universidad para Padres
 - Semana de Participación de Padres
9. Si los padres de los alumnos que participan en el programa no están conformes con el plan escolar bajo la sección (1114)(b)(2), La Escuela Primaria Foothill presentará al Distrito todo comentario de los padres:
- El plan escolar se revisará con los padres en las juntas SSC y ELAC
 - Si algún padre de familia dice estar en desacuerdo con el contenido del plan escolar, los comentarios se enviarán a la Oficina de Programas Estatales y Federales y al delegado del Superintendente
 - Se hará todo lo posible por modificar el plan para la satisfacción de todos los padres
10. La Escuela Primaria Foothill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con habilidades limitadas en el idioma inglés, discapacidades y para aquellos con alumnos migrantes:
- Los avisos/volantes se enviarán a casa en inglés y español
 - Los mensajes por medio de *ClassDojo* se enviarán en el idioma que se habla en el hogar
 - Se proveerán servicios de traducción para las juntas y talleres
 - Noches Familiares
 - Juntas de ELAC
 - Juntas de Café con el Director
 - Campamento para Kinder
 - Talleres de Universidad para Padres
 - Martes Familiares
 - Evento para padres voluntarios
 - Semana de Participación de Padres
 - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
 - Se ofrecerá cuidado infantil en todas las juntas

PORTE III. RESPONSABILIDADES COMPARTIDAS PARA UN ALTO NIVEL DE DESEMPEÑO ACADÉMICO DEL ALUMNO

1. Para lograr una sólida participación de padres y para apoyar la alianza entre la escuela, padres de familia y comunidad para mejorar el desempeño académico de los alumnos, la escuela Primaria Foothill fomentará sus habilidades y las de los padres de familia por medio de las actividades descritas a continuación:
- Evento para padres voluntarios
 - Talleres para padres en diversos horarios
 - Noches Familiares
 - Talleres de Universidad para Padres
 - Eventos de universidades y profesiones (Día de Profesiones/Día de Vehículos Utilizados en Profesiones)
 - Conferencias entre Padres y Maestros
 - Mensajes por medio de *ClassDojo*
 - Reunión Anual de Título 1
 - Noche de Inauguración de Año Escolar
 - Noche de Exhibición Escolar
 - Campamento para Kinder
 - Conferencia CABE
 - Juntas de Café con el Director
 - Juntas ELAC, SSC, ATP y PTA
 - Equipo de Apoyo Estudiantil (SST) y Programa Individualizado de Educación (IEP)
 - Club de Corredores *100 Mile*

- Martes Familiares
 - Semana de Participación de Padres
2. La escuela incorporará el acuerdo entre padres y escuela como un componente de su Política de Participación Escolar de Padres:
 - Solicitáramos sugerencias de los padres en cuanto al acuerdo entre padres y escuela
 - El acuerdo se enviará a casa con los materiales de inscripción, se repasará en el evento Noche de Inauguración de Año Escolar (*Back to School Night*), evento para padres voluntarios y durante las conferencias de Padres y Maestros realizadas durante el primer trimestre del año escolar
 - El acuerdo deberá firmarse por todas las partes interesadas nombradas en él
 - El acuerdo entre padres y escuela estará disponible en el sitio web de la escuela
 3. Con apoyo del Distrito, la escuela proveerá ayuda a los padres de los alumnos a quienes presta servicios, para que estos comprendan temas tales como: Los Estándares Estatales de Contenido Académico, los estándares estatales de rendimiento académico estudiantil, las evaluaciones académicas, incluyendo las alternas, estatales y locales, los requisitos de Título 1, monitoreo del progreso del alumno y como trabajar con los educadores. Esto se hará por medio de:
 - Talleres para padres de familia en diversos horarios
 - Conferencias entre Padres y Maestros
 - Reunión Anual de Título 1
 - Evento Noche de Inauguración de Año Escolar y Noche de Exhibición Escolar
 - Conferencia CABA
 - Talleres de Universidad para Padres
 - Campamento para Kinder
 - Noches Familiares
 - Martes Familiares
 - Evento para padres voluntarios
 - Semana de Participación de Padres
 - Juntas de ELAC, SSC, ATP y PTA
 - Juntas de SST y de IEP
 - Ceremonias de Reconocimiento (Ceremonias a la Bandera, reconocimientos a final de semestre, etc.)
 - Mensajes por medio de *ClassDojo*
 4. Para ayudar a que los padres trabajen con sus hijos para mejorar su desempeño académico, la escuela proveerá, con ayuda del distrito y según sea apropiado, materiales e instrucción tales como: capacitación de lectoescritura, estilos de vida saludables y el uso de tecnología, para fomentar la participación escolar de los padres por medio de:
 - Juntas de SST y de IEP
 - Talleres para padres de familia en diversos horarios
 - Universidad para Padres
 - Campamento para Kinder
 - Noches Familiares
 - Martes Familiares
 - Semana de Participación de Padres
 - Club de Corredores *100 Mile*
 - Conferencias entre Padres y Maestros
 5. Con ayuda del Distrito y de los padres, la escuela instruirá a sus maestros, al personal de servicios para alumnos, directores y otros miembros del personal, para que se comuniquen y trabajen en equipo con los padres de familia como aliados igualitarios en el valor y utilidad de sus contribuciones, en la implementación y coordinación de programas para padres y en el desarrollo de uniones entre los padres de familia y escuelas por medio de:

- Capacitación de aprendizaje profesional para maestros y paraprofesionales en relación con la participación, comunicación y alianzas con los padres de familia.
6. En la medida posible y apropiada, la escuela coordinará e integrará la participación escolar de padres en programas y actividades con *Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program*, escuelas preescolares públicas y otros programas y realizará otras actividades tales como centros de recursos para padres, que los motiven y apoyen a participar con mayor plenitud en la educación de sus hijos por medio de:
- Campamento para Kinder el cual se lleva a cabo cada primavera para los padres de familia/tutores y los alumnos de nuevo ingreso a Kindergarten
 - Programa Preescolar Estatal disponible en la escuela
 - Biblioteca Escolar disponible para uso de los padres
7. En la medida posible y apropiada, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, juntas y otras actividades, sean enviadas a los padres de familia en un formato uniforme y comprensible, e incluyendo, de ser solicitado y en la medida factible, formatos alternativos en el idioma que los padres entiendan:
- Todos los avisos sobre eventos se enviarán a casa tanto en inglés como en español
 - Los anuncios se exhibirán en la marquesina escolar, en el tablero de anuncios de la oficina, se publicarán en la sección para Historias en el *ClassDojo* y en sitio web escolar. Los anuncios en los tableros de la oficina estarán escritos en inglés y español.
 - Los anuncios y folletos se enviarán a casa con 72 horas de anticipación. Se animará a los alumnos a que les recuerden a sus padres sobre los próximos eventos.
 - Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo por medio de boletines escolares, correos electrónicos, etc.

PORTE IV. ADOPCIÓN DE LA POLÍTICA

La Política de Participación Escolar de Padres ha sido desarrollada en colaboración y con el acuerdo de los padres de alumnos que participan en programas Parte A del Título I, según se demuestra en la minuta de las juntas de concilios de padres.

Esta política fue adoptada por la Escuela Primaria Foothill el 19 de mayo 2022 y estará vigente durante los años escolares entre el 2022 y 2022. La escuela distribuirá dicha política a todos los padres de alumnos que participan en la Parte A del Título I, a más tardar en octubre de 2022. También estará disponible para la comunidad local a más tardar en octubre 2022. La notificación de la Escuela Primaria Foothill para los padres de familia en cuanto a esta política, se hará en un formato comprensible, uniforme y, en la medida de lo posible, se proveerá copia en un idioma que los padres entiendan.

Marisela Recendez

5/19/22

Marisela Recendez, Directora

Fecha

**Alvord Unified School District
FOOTHILL ELEMENTARY SCHOOL
Parental Involvement Policy
2022-2024**

PART I. GENERAL EXPECTATIONS

Foothill Elementary School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools (SBE, 1994). The SBE listed six priorities (or types) of effective parent involvement programs: communication, parenting, student learning, volunteering, school decision-making and advocacy, and collaboration with community. These priorities provide a framework of shared responsibility between families and schools. Our school recognizes them as standards toward a committed and coordinated effort to empower parents to work cooperatively as full partners in working toward our mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Foothill Elementary 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—

- o That parents play an integral role in assisting their child's learning;*
- o That parents are encouraged to be actively involved in their child's education at school;*
- o 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;*
- o 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. Foothill 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:
 - Input from parents at School Site Council (SSC), English Language Advisory Council (ELAC), Action Teams for Partnership (ATP) and Principal's Coffee meetings
 - School-Parent Compact (Title 1 Compact)
 - Class Dojo Parent Messages
 - Input from Leadership Team/Grade Levels
 - Review with parents at Annual Title 1 meeting and Back to School Night

2. Foothill Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Policy sent home with registration materials via data confirmation
 - Policy will be reviewed at Annual Title 1 meeting and Back to School Night
 - Copies of the policy will be available in the main office
 - Policy will be posted on school website
 - Class Dojo School Story post
3. Foothill Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - SSC Meetings
 - ELAC Meetings
 - Principal's Coffee Meetings
 - ATP Meetings
 - Staff Meetings
4. Foothill Elementary School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved
 - About their school's participation in Title I:
 - Meetings will be held at various times to accommodate all parents
 - Meeting notices will be sent home with all students
 - Translation services will be made available for all written parent notices and meetings
5. Foothill Elementary School will hold a flexible number of meetings at varying times and will provide child care, paid for with Title I funding as long as these services relate to parental involvement:
 - Child Care will be offered for all meetings
 - Meetings and workshops will be held in the morning and evening to accommodate all parents
 - Class Dojo messages will be used to inform parents of meetings and events
 - Notices will go home with every student
 - Input from parents via SSC, ELAC, Parent Teacher Association (PTA), Action Team for Partnerships (ATP), and Principal's Coffee Meetings will be used to plan special events that are of interest to parents
6. Foothill Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
 - Flyers sent home in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
 - Flyer posted in school front office in English and Spanish for SSC and ELAC meetings a minimum of 72 hours in advance
 - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members
 - Results of annual state testing will be mailed home in a timely manner
 - Class Dojo messages
7. Foothill 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 during:
 - Back to School Night
 - Parent-Teacher Conferences
 - SSC, ELAC, ATP and Principal's Coffee Meetings
 - Parent University Workshops
 - Family Nights
 - Kinder Camp
 - Family Tuesday's
 - Parent Involvement Week

8. Foothill 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:
 - SSC and ELAC meetings
 - PTA meetings
 - ATP meetings
 - Principal's Coffee Meetings
 - Parent-Teacher Conferences
 - Parent University Workshops
 - Parent Involvement Week
9. Foothill 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, input will be gathered and considered during SSC and ELAC parent meetings
 - If any parent comments dissatisfaction regarding the school wide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Deputy Superintendent
 - All efforts will be made to revise the plan so that it meets with satisfaction of all parents.
10. Foothill 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
 - Class Dojo messages sent in home language
 - Translation services available for meetings and workshops
 - Family Nights
 - ELAC meetings
 - Principal's Coffee Meetings
 - Kinder Camp
 - Parent University Workshops
 - Family Tuesdays
 - Parent Volunteer Social
 - Parent Involvement Week
 - California Association of Bilingual Education (CABE) Conference
 - Child care offered for all meetings

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Foothill Elementary School will build the school's and parent's 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:
 - Parent Volunteer Social
 - Parent workshops at a variety of times
 - Family Nights
 - Parent University Workshops
 - College and Career Events (Career Day/ Vehicle Career Day)
 - Parent-Teacher Conferences
 - Class Dojo messages
 - Annual Title 1 Meeting
 - Back to School Night
 - Open House
 - Kinder Camp
 - CABE Conference
 - Principal's Coffee Meetings
 - ELAC, SSC, ATP and PTA Meetings
 - Student Study Team (SST) and Individualized Education Program (IEP) Meetings
 - 100 Mile Club

- Family Tuesdays
 - Parent Involvement Week
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 sent home with registration materials and shared during Back to School Night, Parent Involvement Social, and at 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 available on the school website
 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: 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, and how to work with educators:
 - Parent workshops at a variety of times
 - Parent -Teacher Conferences
 - Annual Title 1 Meeting
 - Back to School Night and Open House
 - CABA Conference
 - Parent University Workshops
 - Kinder Camp
 - Family Nights
 - Family Tuesdays
 - Parent Volunteer Social
 - Parent Involvement Week
 - ELAC, SSC, ATP, and PTA meetings
 - SST and IEP meetings
 - Awards Ceremonies (flag ceremonies, semester awards, etc.)
 - Class Dojo messages
 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, healthy lifestyle training, and using technology, as appropriate, to foster parental involvement, by:
 - SST and IEP meetings
 - Parent workshops at a variety of times
 - Parent University
 - Kinder Camp
 - Family Nights
 - Family Tuesdays
 - Parent Involvement Week
 - 100 Mile Club
 - Parent-Teacher Conferences
 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 Learning trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
 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:

- Kinder Camp to be held each spring for incoming kindergarten students and their parents/caregivers
- State preschool available on-site
- School library is available for parent use

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
- Announcements will be displayed on the school marquee, school office bulletin boards, and posted on Class Dojo School Stories and the school website. Announcements on school office bulletin boards will be written in English and Spanish.
- Flyers and notices will be sent 72 hours before events. Students will be encouraged to remind their parents of upcoming events.
- Classroom communications from teachers to parents including class newsletters, emails, etc.

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 minutes from the parent council meetings.

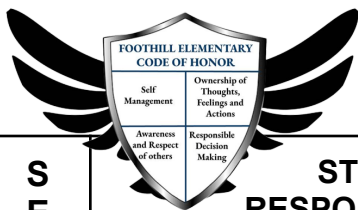
This policy was adopted by the Foothill Elementary School on May 19, 2022, and will be in effect for the period of 2022-2024 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2022. It will be made available to the local community on or before October 2022. The Foothill Elementary School'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 parents can understand.

Marisela Recendez

Marisela Recendez, Principal

5/19/22

Date



Foothill Elementary School

TITLE 1 STUDENT/PARENT/SCHOOL COMPACT

2022 - 2024

SELF MANAGEMENT	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	STAFF RESPONSIBILITIES
	<ul style="list-style-type: none"> I will successfully control my thoughts, emotions and behaviors in different situations. I will successfully manage my stress, control my impulses, and motivate myself. I will keep my hands, feet, and objects to myself. I will believe in and hold high expectations for myself. I will set personal and academic goals, and do my very best to reach them. I will be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve them. I will actively participate in class by listening and trying my best to demonstrate my learning and ask for help when needed. I will raise my hand in class, and wait to be called on before speaking 	<ul style="list-style-type: none"> I will teach my child at home how to appropriately control their thoughts, emotions and behaviors in different situations. I will work to model appropriate stress management, impulse control, and self motivation for my child. I will seek out help,when needed, to teach and model appropriate behavior for my child. I will hold high expectations for my child's academic progress. I will familiarize myself with the Common Core grade level standards my child is expected to learn, and discuss them with my child. I will support my child's learning by closely monitoring my child's classwork and homework. I will support the Foothill Elementary Code of Honor by promoting appropriate classroom behavior. 	<ul style="list-style-type: none"> We will support students in learning how to control their thoughts, emotions and behaviors in different situations. We will support students in learning appropriate stress management, impulse control, and self motivation. We will maintain high expectations for all students, both academically and behaviorally. We will teach the Common Core State Standards and deliver high-quality, engaging, and differentiated instruction for all students regardless of their needs or learning style. We will engage in professional development opportunities that focus on enhancing classroom instruction and professional growth. We will participate in ongoing collaboration meetings with fellow teachers and support staff to discuss effective teaching practices, student progress, needs, school programs, and resources. We will provide parents and students access to the standards. We will provide a safe, positive, healthy learning environment in the classroom and on the school campus. We will uphold the Foothill Elementary Code of Honor by promoting appropriate classroom behavior.Participate in ongoing collaboration meetings with fellow teachers and support staff to discuss effective teaching practices, student progress, needs, school programs, resources, etc.
OWNERSHIP	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	STAFF RESPONSIBILITIES
	<ul style="list-style-type: none"> I recognize my thoughts and emotions and how they affect my behavior. I recognize my strengths and my limitations with confidence, positivity, and a growth mindset. I understand social and honorable expectations for my behavior. I will take responsibility for my thoughts, words and actions. I will be a positive role model and demonstrate good behavior. I will use appropriate language and tone with others. I will have a growth mindset to help me overcome obstacles I may face when learning a new concept or skill. I am prepared to take "No" for an answer. 	<ul style="list-style-type: none"> I will teach and model for my child how thoughts and emotions can positively or negatively affect our behavior. I will recognize my child's strengths and limitations, teaching them to have confidence in strengths, and positivity, along with a growth mindset to overcome obstacles when learning a new concept or skill. I will be a positive role model for my child. I will discuss with and model taking responsibility for my thoughts, words and actions. I will use appropriate language and tone with others as a way to model the same for my child. I will review the school and classroom rules with my child. I will help my student to understand that taking "No" for an answer is for their benefit. 	<ul style="list-style-type: none"> We will support students in learning how to positively manage their thoughts and emotions to reduce negative behaviors. We recognize students' strengths and limitations, differentiate instruction to accommodate these, along with promoting growth mindsets when learning a new concept or skill. We will share schoolwide and classroom expectations and rules with students and families. We will hold all students accountable to the Foothill Elementary Code of Honor, while modeling the same behaviors towards students and staff. We will strive to be positive role models for all students, using appropriate language, tone, and actions. We will work with families to positively and peacefully resolve issues.

		<ul style="list-style-type: none"> I will take responsibility for my child's words or actions, and work positively and peacefully with Foothill Elementary to resolve issues. 	
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A W A R E N E S S & R E S P E C T	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	STAFF RESPONSIBILITIES
	<ul style="list-style-type: none"> I will strive to see other's viewpoints and empathize with them, including those with different backgrounds and cultures from my own. I will build and manage healthy and valuable relationships with everyone. I will communicate clearly, listen well, cooperate with others, resist peer pressure, resolve conflicts, and find or offer help when needed. I will resolve conflicts peacefully. I will show respect to all adults on campus by following all instructions in a polite and cooperative way. I will respect the personal rights, space and property of others. I will treat all students and staff with respect and recognize cultural, racial, ethnic, and religious differences. I will cooperatively work in groups or teams. I will encourage and assist my peers in learning and playing. I will respect others and patiently wait for my turn. 	<ul style="list-style-type: none"> I will model and teach my child to respect others viewpoints, including those with different backgrounds, races, cultures, ethnicities, and religions from my own. I will model for my child how to build and manage healthy and valuable relationships with others. I will teach my child how to communicate clearly and listen well. I will model how to peacefully resolve conflicts, and find or offer help to those in need. I will discuss the harm of peer pressure, and help my child brainstorm ways to resist it. I will teach and model respectful behavior to others, including other's personal space, rights and property. I will teach and model for my child how to work cooperatively with others. I will model patience and respect while waiting my turn. I will teach and model for my child how to encourage and help others. I will take responsibility for my child's words or actions, and work positively and peacefully with Foothill Elementary to resolve issues. I will attend school with my child in the event they have committed an act of extreme disrespect such as, obscene act, habitual profanity or vulgarity, disrupting school activities, willful defiance of staff. 	<ul style="list-style-type: none"> We will model and teach respect for others viewpoints, including differing backgrounds, races, ethnicities, and religions. We will support students in learning how to build and manage healthy and valuable relationships with others. We will strive to form caring and genuine relationships with all students and families. We will support students as they learn to communicate clearly and listen well. We will work diligently to resolve conflicts peacefully. We will treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences. We will work with students in avoiding peer pressure. We will model an expectation of respect towards others, including personal space, rights and property. We will hold students responsible for their words and actions in accordance with the Foothill Elementary Code of Honor. We will work through student disciplinary issues with families to positively and peacefully resolve such issues.

R E S P O N S I B L E D	STUDENT RESPONSIBILITIES	PARENT/GUARDIAN RESPONSIBILITIES	STAFF RESPONSIBILITIES
	<ul style="list-style-type: none"> I will make positive choices about my personal behavior and relationships with others based on the code of honor, safety rules, and social expectations. I am able to honestly predict the consequences of my actions, and take into consideration the well-being of myself and others before acting. I will follow all school and classroom rules and take responsibility for my own behavior. I will follow the dress code policy. I will be drug, alcohol, tobacco, and violence free. I will attend school every day, arrive on time, stay all day, and be prepared to learn I will complete and return all assignments, both classwork and homework, on time by following the instructions and giving my best effort. I will read at home daily for at least 20 minutes. 	<ul style="list-style-type: none"> I will expect my child to make positive choices with their behavior based on the Foothill Elementary Code of Honor, school safety rules, and social expectations. I will discuss and model for my child the natural consequences of their actions. I will review the school and classroom rules with my child. I will make sure that my child is dressed appropriately every day according to the dress code policy. I will model for and discuss with my child the benefits of a drug, alcohol, tobacco, and violence free life. I will discuss the importance of school attendance and ensure my child attends every day, on time, for the full instructional day. I will ensure that my child is well rested and has eaten breakfast daily. 	<ul style="list-style-type: none"> We will have high expectations of students to make positive choices with their behavior based on the Foothill Elementary Code of Honor, school safety rules, and social expectations. We will share classroom expectations and rules, along with the Foothill Elementary Code of Honor with students and families. We will uphold the Foothill Elementary dress code policy. We will support a healthy, drug, alcohol, tobacco, and violence free lifestyle by providing educational opportunities, such as Red Ribbon Week. We will promote the necessity of daily attendance with students and families. We will help parents develop skills and strategies to support their child's learning and achievement.

E C I S I O N S	<ul style="list-style-type: none"> • I will take home all papers sent home and share them with my parents/guardians. • I will return all papers to my teacher when they are due. • I will communicate with teachers and my parents about my learning and any problems I may experience. • I will tell my teacher if I do not understand an assignment. • I know that I can ask for support from my family, my school and my community, if I need it. • I will attend tutoring and/or interventions when offered. • I will seek opportunities to learn outside of school. 	<ul style="list-style-type: none"> • I will limit my child's non-academic television, computer and video game use. • I will participate in the decisions affecting my child's education. • I will provide a quiet place for my child to read daily, both independently or with me. • I will read and sign all communication papers and return calls and/or messages from the school. • I will sign and return all papers requiring a signature in a timely manner. • I will communicate with teachers or administrators as needed regarding my child's learning/progress. • I will ensure that my child takes advantage of extended learning opportunities including tutoring and/or other interventions. • I will attend parent training and workshops, such as Parent University. • I will attend school events such as: Back-to-School Night, Parent-Teacher Conferences, Family Nights, Principal's Coffee, Annual Title 1 Meeting, Open House, PTA, ATP, ELAC and SSC whenever possible. 	<ul style="list-style-type: none"> • We will provide meaningful activities, with clear directions, to reinforce learning at home. • We will collaborate with grade level teams and support staff to identify and support students in need of interventions or tutoring. • We will conference with students regarding academic progress. • We will provide parents information on student progress, behavior, school programs, events and the school's overall performance, via notes, phone calls, meetings, and digital platforms. • We will communicate or provide translation to parents in a language they understand • We will hold Parent-Teacher conferences a minimum of once a year to discuss academic achievement and the Title 1 Compact. • We will provide training and workshops on topics designed to help parents support their child's learning at home.
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STUDENT SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STAFF SIGNATURE: _____ DATE: _____

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Granada Elementary School	33-66977-6031546	May 12, 2022	June 9, 2022

Purpose and Description

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

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/departmental 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	3
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	8
Analysis of Current Instructional Program.....	9
Stakeholder Involvement	17
Resource Inequities	17
School and Student Performance Data	19
Student Enrollment.....	19
CAASPP Results.....	22
ELPAC Results	28
Local Assessment Data	33
Student Population.....	35
Overall Performance	37
Academic Performance	39
Academic Engagement	53
Conditions & Climate.....	57
Goals, Strategies, & Proposed Expenditures.....	60
Goal(s)	60
Goal(s)	75
Goal(s)	79
Goal(s)	89
Goal(s)	90
Goal(s)	91
Goal(s)	92
Budget Summary	93
Budget Summary	93
Other Federal, State, and Local Funds	93
Budgeted Funds and Expenditures in this Plan	94
Funds Budgeted to the School by Funding Source.....	94
Expenditures by Funding Source	94
Expenditures by Budget Reference	94
Expenditures by Budget Reference and Funding Source	95

Expenditures by Goal.....95

School Site Council Membership96

Recommendations and Assurances97

Instructions.....98

 Instructions: Linked Table of Contents98

 Purpose and Description99

 Stakeholder Involvement.....99

 Resource Inequities99

Goals, Strategies, Expenditures, & Annual Review100

 Annual Review101

 Budget Summary102

 Appendix A: Plan Requirements104

 Appendix B:.....107

 Appendix C: Select State and Federal Programs109

Parent Involvement Policy (Title I Schools)110

School-Parent Compact (Title I Schools).....111

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).

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%.

2021-2022 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 37% (40/107 students) of 5th grade students took in the 2021-2022 school year,

The highest scoring areas were: Students treated with respect 90% , Feel safe on way to and from school 88%, and Rule clarity 87%.

The lowest scoring areas were: Saw a weapon at school 0%, Cyberbullying 20%, and Being hit or pushed 24%.

Staff:

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2021-22 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) Academic Motivation and Student Behavior; (6) Substance Use and Mental Health; (7) Substance Use and Mental Health; (8) Perceived School Safety in Response to COVID-19; and (9) Areas of Professional Development Needs.

According to the California School Staff Survey (CSSS) that 27 staff members took in the 2021-2022 school year,

The highest scoring areas were: Supporting students exposed to trauma with 76% average, Is A Safe for Staff and Is A Safe Place for Students with 68% average, and COVID-related safety measures to keep students healthy with 62% average.

The lowest scoring areas were: Alcohol and drug use moderate/severe problem, Tobacco use moderate/severe problem, and Vaping/e-cigarette use moderate/severe problem 0%, Student readiness to learn 8%, and Cutting classes or being truant moderate/severe problem and Harassment/bullying moderate/severe problem 10%.

Parents:

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2021-22 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 Parent Survey (CSPS) that 60 parents took in the 2021-2022 school year,

The highest scoring areas were: Teachers responsive to child's social and emotional needs with 93% average, School provides parents with advice and resources to support my child's social and

emotional needs with 85% average, and Communication with parents about school with 59% average.

The lowest scoring areas were: Substance use problems, Student alcohol and drug use, and Student vaping or e-cigarette use 0%, Harassment or bullying of students 17%, and School disorder and Providing financially for your child 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 August 2021 until October of 2021, 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, 50% 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, 86% of the teachers were modeling this descriptor.

*Both areas were discussed at leadership and leadership took it back to the their grade levels. The instructional coach provided support for the new teachers to La Granada in these subareas.

The comparison from school year 2019-2020 and 2021-2022, demonstrates an improvement in the area of "Differentiation."

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)

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. One Elelemtary

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-3rd - 120 minutes

4th-5th- 150 minutes

Math

TK-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
- Check In/Check Out
- 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)

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.

Our mission at La Granada is to increase parent engagement and to bring our community together. This year ATP has met, reached out to parents at our school to find out what their concerns and needs were. An overwhelming response we received from most parents was they would like to be included in more activities on campus. Of course, given the pandemic that has been hard but we have tried to be creative inviting parents to read to students in the classroom via zoom, hosting assemblies on zoom, and sharing pictures and updates using class dojo.

To kick off the book fair, we set up a table at the front of our school with snacks and drinks inviting parents to not just drop off their child but to get down and provide us some feedback. Thus showing parents that their opinions and concerns matter here at La Granada. We heard your feedback and we are listening. They were also able to attend the book fair with their child. We want our community to come together and see the importance of literacy and parent engagement. From this event we were provided with the following feedback:

- Parents would like to see consistency across the grades and grade levels. For example, homework is concerned. Some teachers send out homework while others do not.
- Parents would like to be more involved. For example: campus events, classroom volunteers
- Some parents would like to be more involved but are worried about language barriers.
- Parents would like to see more events. For example, one family stated they missed the fall festival.
- Parents want to know what is going on in their child's classroom. More communication with staff.
- More communication was a big one.

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 Transitional kindergartens-fifth graders
- Site-based tutoring for LTELs, ELs, and SES
- Personnel: 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-risk 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. Students returned to in person instruction 2021-2022 school year.

- Due to the pandemic, visitors weren't allowed most of the school year. Parent participation decreased and parent committees were minimally attended.
- Digital diagnostics for TK students. We currently have the PELI that is a progress monitoring tool.
- Our special education students sensory needs have increased at our site and we do not have a sensory room to support their needs as needed.
- 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	0.2%	0.19%	1	1	1
African American	1.21%	1.8%	0.75%	7	10	4
Asian	0.52%	0.4%	0.56%	3	2	3
Filipino	0%	%	%	0		
Hispanic/Latino	94.29%	94.3%	95.52%	545	515	512
Pacific Islander	0%	%	%	0		
White	3.46%	2.9%	2.43%	20	16	13
Multiple/No Response	0.17%	0.2%	0.37%	1	1	2
Total Enrollment				578	546	536

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	104	81	104
Grade 1	79	89	76
Grade 2	100	72	83
Grade3	112	95	78
Grade 4	96	107	88
Grade 5	87	102	107
Total Enrollment	578	546	536

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	248	224		42.9%	41.0%	
Fluent English Proficient (FEP)	81	60		14.0%	11.0%	
Reclassified Fluent English Proficient (RFEP)	90	3		23.3%	1.2%	

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.

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.
- 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.
- 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	102	101	94	102	0	94	102	0	97.9	100	0.0
Grade 4	117	94	110	116	94	0	107	94	0	99.1	100	0.0
Grade 5	77	110	98	77	110	0	77	110	0	100	100	0.0
All Grades	290	306	309	287	306	0	278	306	0	99	100	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2362.		17.02	4.90		13.83	12.75		27.66	29.41		41.49	52.94	
Grade 4	2438.	2443.		13.08	20.21		24.30	17.02		26.17	24.47		36.45	38.30	
Grade 5	2470.	2463.		7.79	9.09		29.87	26.36		25.97	27.27		36.36	37.27	
All Grades	N/A	N/A	N/A	12.95	11.11		22.30	18.95		26.62	27.12		38.13	42.81	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.09	6.86		48.94	41.18		32.98	51.96	
Grade 4	12.15	19.15		54.21	47.87		33.64	32.98	
Grade 5	12.99	16.36		54.55	44.55		32.47	39.09	
All Grades	14.39	14.05		52.52	44.44		33.09	41.50	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.77	2.94		36.17	40.20		51.06	56.86	
Grade 4	11.21	11.70		53.27	51.06		35.51	37.23	
Grade 5	14.29	14.55		48.05	50.00		37.66	35.45	
All Grades	12.59	9.80		46.04	47.06		41.37	43.14	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.83	5.88		59.57	69.61		26.60	24.51	
Grade 4	16.82	19.15		66.36	56.38		16.82	24.47	
Grade 5	10.39	8.18		66.23	61.82		23.38	30.00	
All Grades	14.03	10.78		64.03	62.75		21.94	26.47	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.96	4.90		48.94	46.08		35.11	49.02	
Grade 4	13.08	13.83		53.27	53.19		33.64	32.98	
Grade 5	18.18	10.91		50.65	51.82		31.17	37.27	
All Grades	15.47	9.80		51.08	50.33		33.45	39.87	

2019-20 Data:

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

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 was 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.

2. 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.

3. 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	103	101	95	103	0	95	103	0	99	100	0.0
Grade 4	117	94	110	117	94	0	117	94	0	100	100	0.0
Grade 5	77	110	98	77	110	0	77	110	0	100	100	0.0
All Grades	290	307	309	289	307	0	289	307	0	99.7	100	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2392.	2367.		6.32	0.97		21.05	16.50		27.37	25.24		45.26	57.28	
Grade 4	2412.	2428.		0.85	3.19		9.40	19.15		44.44	37.23		45.30	40.43	
Grade 5	2446.	2424.		3.90	1.82		10.39	4.55		31.17	30.00		54.55	63.64	
All Grades	N/A	N/A	N/A	3.46	1.95		13.49	13.03		35.29	30.62		47.75	54.40	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.68	8.74		35.79	23.30		50.53	67.96	
Grade 4	3.42	7.45		27.35	30.85		69.23	61.70	
Grade 5	6.49	0.91		27.27	25.45		66.23	73.64	
All Grades	7.61	5.54		30.10	26.38		62.28	68.08	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.47	3.88		44.21	34.95		46.32	61.17	
Grade 4	5.13	7.45		42.74	40.43		52.14	52.13	
Grade 5	3.90	0.91		42.86	38.18		53.25	60.91	
All Grades	6.23	3.91		43.25	37.79		50.52	58.31	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.47	6.80		49.47	41.75		41.05	51.46	
Grade 4	4.27	6.38		46.15	47.87		49.57	45.74	
Grade 5	2.60	1.82		46.75	35.45		50.65	62.73	
All Grades	5.54	4.89		47.40	41.37		47.06	53.75	

2019-20 Data:

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

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 was 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.

3. 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1417.2	1410.3	1420.3	1425.9	1425.7	1437.8	1396.9	1374.1	1379.4	76	56	32
1	1470.1	1457.8	1440.5	1465.5	1464.1	1454.1	1474.1	1450.9	1426.4	67	53	39
2	1481.3	1486.8	1459.8	1479.1	1493.5	1475.8	1483.1	1479.5	1443.4	63	43	37
3	1494.0	1490.0	1475.5	1482.0	1488.7	1478.3	1505.4	1490.7	1472.1	62	43	46
4	1517.9	1521.1	1510.8	1500.2	1518.5	1516.2	1535.1	1523.2	1504.9	78	47	41
5	1532.0	1546.1	1509.5	1512.2	1543.3	1515.3	1551.3	1548.4	1503.3	45	59	31
All Grades										391	301	226

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.68	7.14	6.25	27.63	35.71	43.75	32.89	41.07	37.50	15.79	16.07	12.50	76	56	32
1	40.30	11.32	5.13	40.30	37.74	35.90	*	41.51	35.90	*	9.43	23.08	67	53	39
2	39.68	6.98	2.70	38.10	60.47	40.54	*	30.23	37.84	*	2.33	18.92	63	43	37
3	*	6.98	4.35	32.26	51.16	32.61	25.81	32.56	43.48	25.81	9.30	19.57	62	43	46
4	38.46	29.79	17.50	34.62	44.68	42.50	19.23	14.89	30.00	*	10.64	10.00	78	47	40
5	53.33	44.07	6.45	33.33	33.90	51.61	*	15.25	19.35	*	6.78	22.58	45	59	31
All Grades	34.27	18.60	7.11	34.27	42.86	40.44	20.20	29.24	34.67	11.25	9.30	17.78	391	301	225

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.32	14.29	12.50	36.84	37.50	56.25	22.37	33.93	18.75	14.47	14.29	12.50	76	56	32
1	49.25	16.98	25.64	37.31	45.28	38.46	*	32.08	25.64	*	5.66	10.26	67	53	39
2	53.97	34.88	21.62	34.92	41.86	37.84	*	18.60	27.03	*	4.65	13.51	63	43	37
3	29.03	25.58	23.91	33.87	48.84	43.48	*	20.93	17.39	20.97	4.65	15.22	62	43	46
4	43.59	57.45	47.50	33.33	25.53	35.00	14.10	8.51	10.00	*	8.51	7.50	78	47	40
5	60.00	57.63	41.94	26.67	33.90	32.26	*	5.08	16.13	*	3.39	9.68	45	59	31
All Grades	42.46	34.55	28.89	34.27	38.54	40.44	13.30	19.93	19.11	9.97	6.98	11.56	391	301	225

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.32	3.57	3.13	*	16.07	21.88	44.74	60.71	43.75	21.05	19.64	31.25	76	56	32
1	38.81	11.32	5.13	29.85	30.19	28.21	19.40	35.85	28.21	*	22.64	38.46	67	53	39
2	33.33	0.00	5.41	33.33	48.84	16.22	17.46	41.86	45.95	*	9.30	32.43	63	43	37
3	*	6.98	2.17	20.97	18.60	13.04	33.87	60.47	47.83	30.65	13.95	36.96	62	43	46
4	30.77	10.64	5.00	37.18	48.94	22.50	16.67	21.28	45.00	15.38	19.15	27.50	78	47	40
5	40.00	13.56	0.00	40.00	42.37	12.90	*	32.20	61.29	*	11.86	25.81	45	59	31
All Grades	30.18	7.97	3.56	27.37	33.89	19.11	25.06	41.86	44.89	17.39	16.28	32.44	391	301	225

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.32	7.14	6.25	39.47	80.36	90.63	*	12.50	3.13	76	56	32
1	55.22	39.62	25.64	38.81	54.72	69.23	*	5.66	5.13	67	53	39
2	63.49	39.53	13.51	33.33	58.14	70.27	*	2.33	16.22	63	43	37
3	32.26	6.98	19.57	50.00	67.44	63.04	17.74	25.58	17.39	62	43	46
4	46.15	21.28	38.46	44.87	68.09	51.28	*	10.64	10.26	78	47	39
5	55.56	10.17	12.90	42.22	79.66	77.42	*	10.17	9.68	45	59	31
All Grades	50.38	20.27	20.09	41.43	68.77	69.20	8.18	10.96	10.71	391	301	224

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.42	23.21	29.03	56.58	55.36	61.29	25.00	21.43	9.68	76	56	31
1	50.75	13.21	28.95	43.28	77.36	57.89	*	9.43	13.16	67	53	38
2	55.56	30.23	31.43	38.10	65.12	62.86	*	4.65	5.71	63	43	35
3	32.26	62.79	42.86	40.32	32.56	45.24	27.42	4.65	11.90	62	43	42
4	58.97	65.96	68.57	33.33	27.66	28.57	*	6.38	2.86	78	47	35
5	64.44	86.44	64.00	31.11	10.17	20.00	*	3.39	16.00	45	59	25
All Grades	45.52	47.18	43.20	41.18	44.19	47.09	13.30	8.64	9.71	391	301	206

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	17.11	0.00	3.13	64.47	85.71	81.25	18.42	14.29	15.63	76	56	32
1	49.25	20.75	15.38	31.34	47.17	43.59	19.40	32.08	41.03	67	53	39
2	46.03	2.33	2.70	31.75	90.70	59.46	22.22	6.98	37.84	63	43	37
3	*	4.65	2.17	43.55	48.84	52.17	40.32	46.51	45.65	62	43	46
4	16.67	6.38	5.00	61.54	70.21	57.50	21.79	23.40	37.50	78	47	40
5	31.11	23.73	6.45	57.78	61.02	54.84	*	15.25	38.71	45	59	31
All Grades	28.64	10.30	5.78	48.85	67.11	57.33	22.51	22.59	36.89	391	301	225

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.37	23.21	21.88	34.21	50.00	34.38	18.42	26.79	43.75	76	56	32
1	32.84	5.66	5.13	58.21	79.25	53.85	*	15.09	41.03	67	53	39
2	19.05	4.65	10.81	74.60	90.70	43.24	*	4.65	45.95	63	43	37
3	29.03	18.60	6.52	53.23	67.44	58.70	17.74	13.95	34.78	62	43	46
4	60.26	27.66	7.69	35.90	57.45	76.92	*	14.89	15.38	78	47	39
5	68.89	30.51	0.00	28.89	62.71	80.65	*	6.78	19.35	45	59	31
All Grades	42.46	18.94	8.48	47.57	67.11	58.04	9.97	13.95	33.48	391	301	224

2019-20 Data:

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

Conclusions based on this data:

1. Due to 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 547.18% 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	304	292	96.05	3.95	25
Female	171	166	97.08	2.92	27.71
Male	133	126	94.74	5.26	21.43
American Indian or Alaska Native	1	1	--	--	--
Asian	1	1	--	--	--
Black or African American	7	6	--	--	--
Hispanic or Latino	285	277	97.19	2.81	24.55
White	9	6	--	--	--
English Learners	119	115	96.64	3.36	10.43
Foster Youth	1	1	--	--	--
Homeless	13	12	92.31	7.69	16.67
Socioeconomically Disadvantaged	275	269	97.82	2.18	24.91
Students with Disabilities	59	50	84.75	15.25	6

Conclusions based on this data:

1. The totals enrollment of 304 students that completed the iReady assessment only accounts for students that returned to our hybrid model in person learning in 20-21. Only 25% of students were "At or Above Grade Level" in our ELA assessment.
2. Out of the 25% of students that were "At or Above Grade Level," only 6% were students with disabilities.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	304	294	96.71	3.29	7.48
Female	171	165	96.49	3.51	5.45
Male	133	129	96.99	3.01	10.08
American Indian or Alaska Native	1	1	--	--	--
Asian	1	1	--	--	--
Black or African American	7	7	--	--	--
Hispanic or Latino	285	278	97.54	2.46	7.55
White	9	6	--	--	--
English Learners	119	115	96.64	3.36	4.35
Foster Youth	1	1	--	--	--
Homeless	13	13	100		
Socioeconomically Disadvantaged	275	269	97.82	2.18	7.43
Students with Disabilities	59	55	93.22	6.78	

Conclusions based on this data:

1. The totals enrollment of 304 students that completed the iReady assessment only accounts for students that returned to our hybrid model in person learning in 20-21. Only 7.48% of students were "At or Above Grade Level" in our Math assessment.
2. Out of the 7.48% of students that were "At or Above Grade Level," 0% were students with disabilities.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	90.3	41.0	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	41.0
Foster Youth	1	0.2
Homeless	19	3.5
Socioeconomically Disadvantaged	493	90.3
Students with Disabilities	75	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8
American Indian or Alaska Native	1	0.2
Asian	2	0.4
Filipino		
Hispanic	515	94.3
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	16	2.9

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.

There were 90.3% of students that qualified for free and reduced lunch in 2020-2021. The school is located in a socioeconomically disadvantaged community.
2. There were 94.3% of Hispanic students in the school out of 546 students enrolled. There were also 41% of students that are English Learners. The majority of EL's primary language is Spanish.
3. Of the 546 students enrolled, 75 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.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

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.

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.
- 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

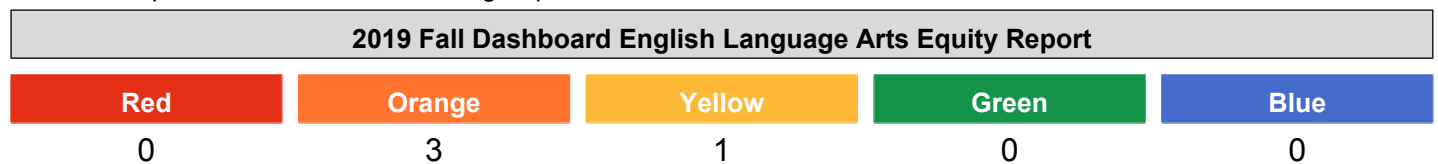
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 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	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Orange 44.2 points below standard Maintained -0.8 points 281		 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.

- 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

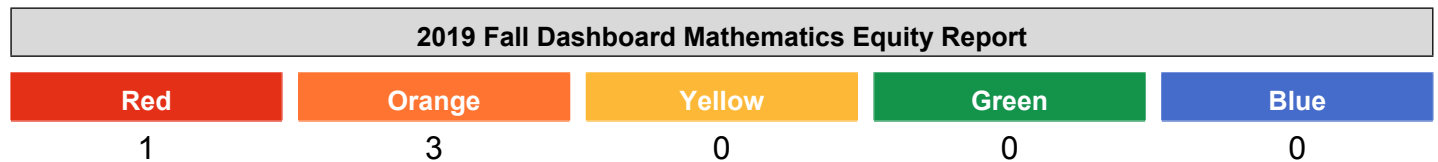
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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






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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
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
<ul style="list-style-type: none"> 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

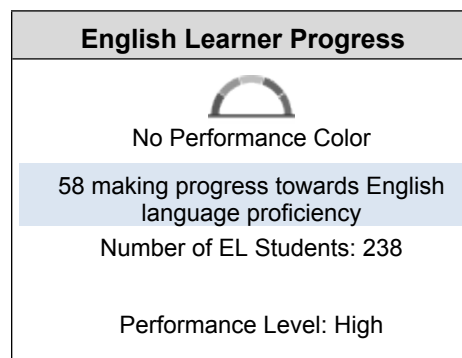
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5	31.5	4.6	53.3

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, 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.

- 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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

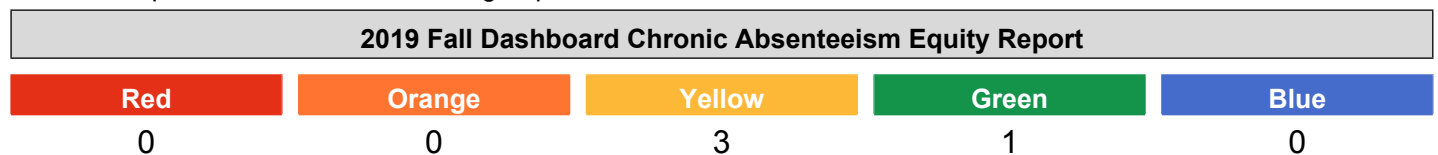
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 12 Declined -2.3 652	 Green 8.1 Declined Significantly -4.2 396	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 26.3 Increased +6.3 19	 Yellow 11.6 Declined Significantly -3.1 621	 Yellow 13.9 Declined -4.4 101

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	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 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow 11 Declined -2.7 617	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 0	White  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 Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

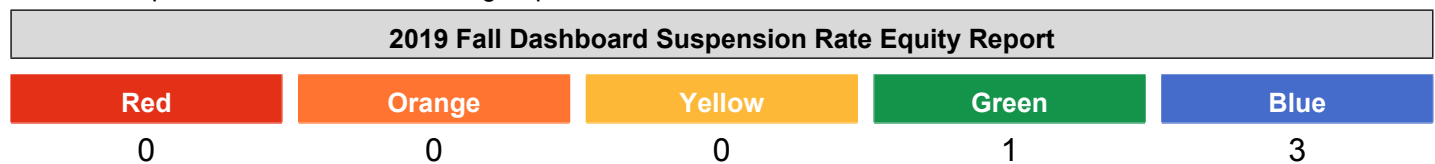
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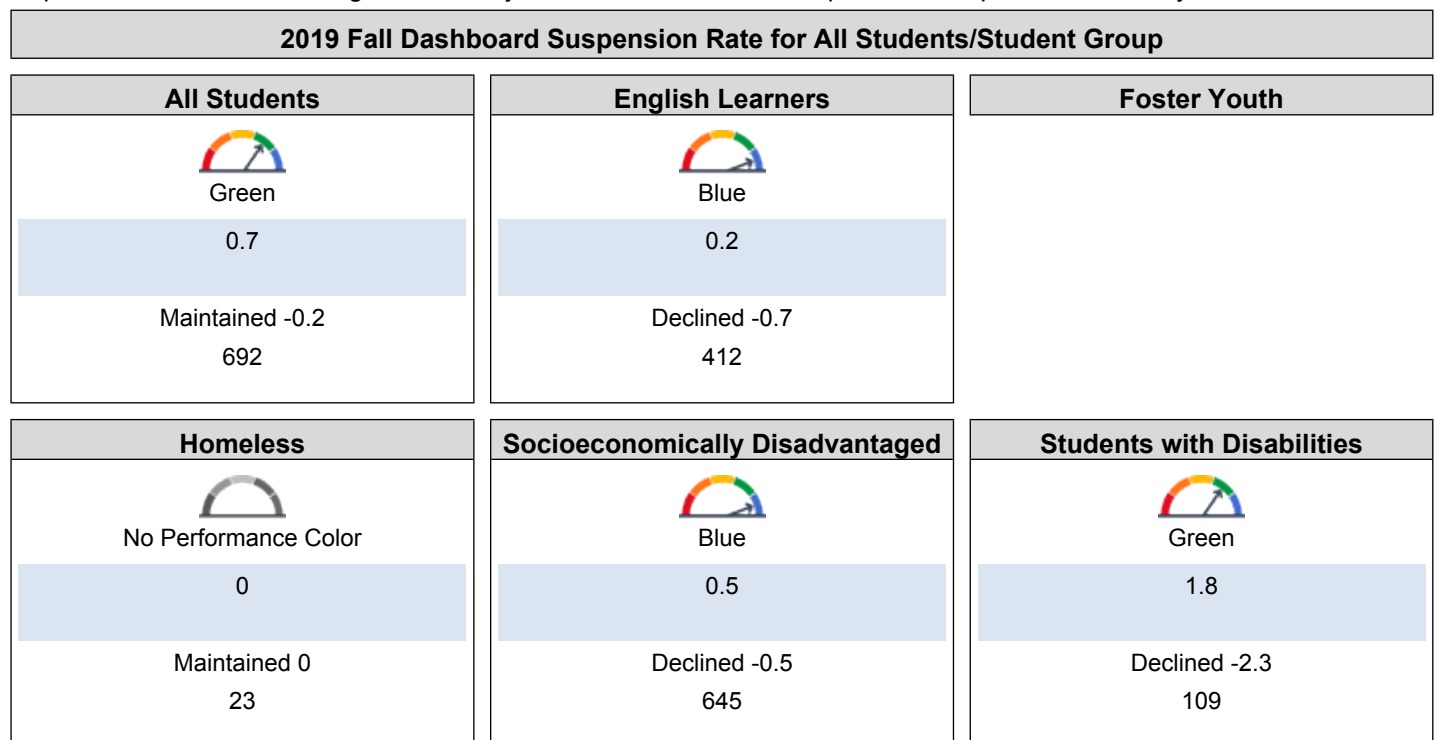
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



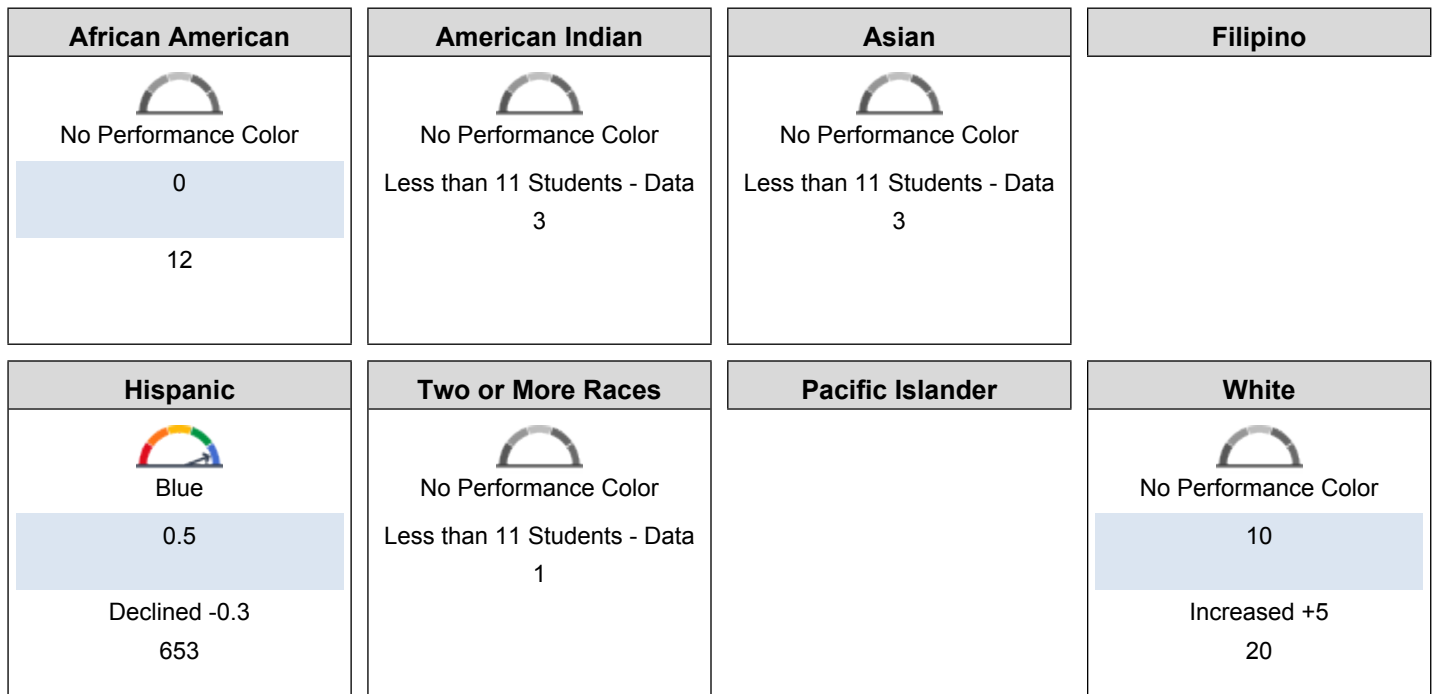
This section provides number of student groups in each color.



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 2023:

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 2023:

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 2023:

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:

Local iReady Reading Diagnostic baseline data from the 2021-2022 school year was analyzed and used to determine the ELA goal for 2022-2023.

2021-2022 iReady Reading Diagnostic

- Kinder MOY 2021-2022
 - Tier 1 27%
 - Tier 2 73%
 - Tier 3 0%
- 1st MOY 2021-2022
 - Tier 1 16%
 - Tier 2 73%
 - Tier 3 11%
- 2nd MOY 2021-2022
 - Tier 1 13%
 - Tier 2 47%
 - Tier 3 40%
- 3rd MOY 2021-2022
 - Tier 1 29%
 - Tier 2 26%
 - Tier 3 45%
- 4th MOY 2021-2022

- Tier 1 27%
 - Tier 2 38%
 - Tier 3 35%
-
- 5th MOY 2021-2022
 - Tier 1 25%
 - Tier 2 26%
 - Tier 3 49%

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.

2022-2022 iReady Math Diagnostic

- Kinder MOY 2021-2022
 - Tier 1 20%
 - Tier 2 80%
 - Tier 3 0%
-
- 1st MOY 2021-2022
 - Tier 1 7%
 - Tier 2 79%
 - Tier 3 14%
-
- 2nd MOY 2021-2022
 - Tier 1 1%
 - Tier 2 60%
 - Tier 3 29%
-
- 3rd MOY 2021-2022
 - Tier 1 6%
 - Tier 2 47%
 - Tier 3 46%
-
- 4th MOY 2021-2022
 - Tier 1 15%
 - Tier 2 33%
 - Tier 3 51%
-
- 5th MOY 2020-2021
 - Tier 1 20%
 - Tier 2 38%
 - Tier 3 42%

ELs:

Local district reclassification data was used to determine the EL goal for 2021-2022.

In 2021-2022, there were the total number of students reclassified:

First Semester- 11 students

Second Semester- 0 students

11 students reclassified for the 2021-2022 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. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELA: Local measure- The data below represents the 2021-2022 middle of the year (MOY) iReady Reading Diagnostic</p> <ul style="list-style-type: none">• Kinder MOY 2021-2022• Tier 1 27%• Tier 2 73%• Tier 3 0%• 1st MOY 2021-2022• Tier 1 16%• Tier 2 73%• Tier 3 11%• 2nd MOY 2021-2022• Tier 1 13%• Tier 2 47%• Tier 3 40• 3rd MOY 2021-2022• Tier 1 29%• Tier 2 26%• Tier 3 45%• 4th MOY 2021-2022• Tier 1 27%• Tier 2 38%	<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. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELA: Local measure- By June 2023:</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 increase the % of students in Tier 1 by 10% and decrease Tier 3 by a minimum of 10%.• Grade 2: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10% and decrease Tier 3 by a minimum of 10%.• Grade 3: Students assessed in the iReady Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • Tier 3 35% • 5th MOY 2021-2022 • Tier 1 25% • Tier 2 26% • Tier 3 49% <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>	<p>Diagnostic will increase the % of students in Tier 1 by 10% and decrease Tier 3 by a minimum of 10%.</p> <ul style="list-style-type: none"> • Grade 4: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10% and decrease Tier 3 by a minimum of 10%. • Grade 5: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10% and decrease Tier 3 by a minimum of 10%. <p>State measure- By June 2023: 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. Assessment scores and attendance were impacted by the pandemic.</p> <p>Math: Local measure- The data below represents the 2021-2022 middle of the year (MOY) iReady Math Diagnostic</p> <ul style="list-style-type: none"> • Kinder MOY 2021-2022 • Tier 1 20% • Tier 2 80% 	<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. Assessment scores and attendance were impacted by the pandemic.</p> <p>Math: Local measure- By June 2023:</p> <ul style="list-style-type: none"> • Kinder: Students assessed in the iReady Math Diagnostic will score =80% in Tier 1, =15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • Tier 3 0% • 1st MOY 2021-2022 • Tier 1 7% • Tier 2 79% • Tier 3 14% • 2nd MOY 2021-2022 • Tier 1 1% • Tier 2 60% • Tier 3 29% • 3rd MOY 2021-2022 • Tier 1 6% • Tier 2 47% • Tier 3 46% • 4th MOY 2021-2022 • Tier 1 15% • Tier 2 33% • Tier 3 51% • 5th MOY 2020-2021 • Tier 1 20% • Tier 2 38% • Tier 3 42% <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>in Tier 2, and =5% in Tier 3.</p> <ul style="list-style-type: none"> • 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 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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>10%, decrease Tier 3 by 10% or decrease, and Tier 2 will decrease by 10%.</p> <p>State measure- By June 2023: 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>
<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. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELs: Local measure- Local district reclassification data was used to determine the EL goal for 2021-2022.</p> <p>In 2021-2022, there were the total number of students reclassified:</p> <p>First Semester- 11 students</p> <p>Second Semester- 0 students</p> <p>11 students reclassified for the 2021-2022 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. Assessment scores and attendance were impacted by the pandemic.</p> <p>ELs: Local measure- By June 2023: there will be a minimum of 10 students reclassified as fluent English proficient.</p> <p>State Measure- By June 2023: 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/ELs:

Digital license to support literacy and supplemental material via leveled text.

License to support leveled 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)

1155

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

199

Title I

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

ELA/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)

2580

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)

0

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)

8281.06

Source(s)

Title I

4000-4999: Books And Supplies

6196.00

LCFF-LI

4000-4999: Books And Supplies

6370.00

0000: Unrestricted

2780.68	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)	Source(s)
1493.70	LCFF-EL 2000-2999: Classified Personnel Salaries
479.20	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)

3702.60

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/ELs:
Digital license to identify areas for professional development for staff. Coaching tool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1995

Source(s)

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)

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)

4044

Source(s)

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

1650	Title I 5000-5999: Services And Other Operating Expenditures
4600	0000: Unrestricted

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/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)
2150.00	0000: Unrestricted
3440.00	LCFF-LI 1000-1999: Certificated Personnel Salaries
3440.00	Title I 1000-1999: Certificated 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/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)	Source(s)
6513.72	LCFF-EL 2000-2999: Classified Personnel Salaries

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

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)	Source(s)
161,460	Title I 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 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)	Source(s)
3,072	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

ELs

Strategy/Activity

Additional hours 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)

1629.90

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

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

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)

5430.48

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to 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 2023, 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 2021-2022 there were 19 out of 23 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 82.6% 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. Assessment scores and attendance were impacted by the pandemic. AVID Local measure- in 2021-2022, there were 19 out of 23 teachers that were AVID Elementary trained either through Summer Institute or Pathway trainings. That was 82.6% 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. 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.

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1234.20

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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: agendas, 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)	Source(s)
5000	AVID 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 2023, we will maintain or decrease the chronic absenteeism in the California Dashboard of 12% .

By June 2023, We will decrease the suspensions in the California Dashboard by at least .1%.

By June 2023, 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 96.64%

2020-2021 ADA 92.67%

2021-2022 ADA 92.07% (Semester 1)

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

2020-2021 0 suspensions=0 days

2021-2022 3 suspensions=9 days (Semester 1)

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 (distance learning/hybrid)

Total Incidents 8

K- 0

1st- 0

2nd- 3

3rd- 3

4th- 0

5th- 2

2021-2022 (Semester 1)

Total Incidents 61

K- 8

1st- 6

2nd- 22

3rd- 5

4th- 5

5th- 15

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Attendance:
Local measure-
Aeries attendance reports
including Chronic absenteeism.

State measure-
California Dashboard chronic
absenteeism 5x5 matrix

Due to COVID-19, the
Riverside County Public Health
Office issued an order on
03/16/2020 to close all schools
within Riverside County.
Assessment scores and
attendance were impacted by
the pandemic.

Attendance:

Local measure-

2017-2018 ADA 95.22%
2018-2019 ADA 95.39%
2019-2020 ADA 96.64%
2020-2021 ADA 92.67%
2021-2022 ADA 92.07%
(Semester 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.
Assessment scores and
attendance were impacted by
the pandemic.

Attendance:

Local measure-
By June 2023:
The average daily attendance
will increase by .5% from the
previous year.

State measure-
By June 2023:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<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>We will maintain or decrease the chronic absenteeism rate in the California Dashboard at 12% or less for the 2022-2023 school year.</p>
<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. Assessment scores and attendance were impacted by the pandemic.</p> <p>Suspensions:</p> <p>Local measure-</p> <p>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 2020-2021 0 suspensions=0 days 2021-2022 3 suspensions=9 days (Semester 1)</p> <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. Assessment scores and attendance were impacted by the pandemic.</p> <p>Suspensions:</p> <p>Local measure- By June 2023: suspensions will decrease by 3 suspensions in comparison to the 2019-2020 suspension data.</p> <p>State measure- By June 2023: 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</p>	<p>Due to COVID-19, the Riverside County Public Health Office issued an order on</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>03/16/2020 to close all schools within Riverside County. Assessment scores and attendance were impacted by the pandemic. .</p> <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> <p>2019-2020 (8/19-3/20) Total Incidents 128 K-8 1st-8 2nd-29 3rd-46 4th-16 5th-21</p> <p>2020-2021 (distance learning/hybrid) Total Incidents 8 K- 0 1st- 0 2nd- 3 3rd- 3 4th- 0 5th- 2</p> <p>2021-2022 (as of 4/25/22) Total Incidents 61 K- 0 1st- 12 2nd- 41 3rd- 6</p>	<p>03/16/2020 to close all schools within Riverside County. Assessment scores and attendance were impacted by the pandemic.</p> <p>MTSS:</p> <p>Local measure- By June 2023: 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>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th- 7 5th- 40	

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)
9030.30	Title I 2000-2999: Classified Personnel Salaries
993.51	Title I 2000-2999: Classified Personnel Salaries
1663.65	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.

Proposed Expenditures for this Strategy/Activity

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

Source(s)

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

Resources and incentives for student lounge. To promote increase attendance and improve social/emotional 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)

0

Source(s)

LCFF-LI

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

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)

1500	LCFF-LI 5000-5999: Services And Other Operating Expenditures
600	LCFF-EL 4000-4999: Books And Supplies
800	0001-0999: Unrestricted: Locally Defined
1500	LCFF-EL 5000-5999: Services And Other Operating Expenditures

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

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)

8000

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

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)

Source(s)

2000

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

ELA/Math/ELs:

Parent engagement license tool to help communicate with families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

149

Source(s)

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)

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)

0

Source(s)

0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to 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
------------------	-------------------------	------------------

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

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	\$200,863.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$266,633.00

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	\$200,863.00

Subtotal of additional federal funds included for this school: \$200,863.00

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 (\$)
	\$26,500.00
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$17,590.00
LCFF-LI	\$15,180.00

Subtotal of state or local funds included for this school: \$65,770.00

Total of federal, state, and/or local funds for this school: \$266,633.00

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	17,590	0.00
LCFF-LI	15,180	0.00
Title I	200,863	0.00
AVID	5,000	0.00
Attendance	1,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	26,500.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	17,590.00
LCFF-LI	15,180.00
Title I	200,863.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	25,700.00
0001-0999: Unrestricted: Locally Defined	800.00
1000-1999: Certificated Personnel Salaries	181,779.28
2000-2999: Classified Personnel Salaries	21,803.98
4000-4999: Books And Supplies	24,357.74
5000-5999: Services And Other Operating Expenditures	12,192.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted		25,700.00
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	3,072.00
2000-2999: Classified Personnel Salaries	LCFF-EL	9,637.32
4000-4999: Books And Supplies	LCFF-EL	3,380.68
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00
	LCFF-LI	0.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	3,440.00
4000-4999: Books And Supplies	LCFF-LI	6,196.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	5,544.00
1000-1999: Certificated Personnel Salaries	Title I	175,267.28
2000-2999: Classified Personnel Salaries	Title I	12,166.66
4000-4999: Books And Supplies	Title I	8,281.06
5000-5999: Services And Other Operating Expenditures	Title I	5,148.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,662.34
Goal 2	6,234.20
Goal 3	27,736.46

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
Gina Maharaj	Classroom Teacher
Melony Morales	Classroom Teacher
Dora Patini	Classroom Teacher
Imelda Lemon	Other School Staff
Rocio Gutierrez	Parent or Community Member
Abigail Maya	Parent or Community Member
Areli Amaya	Parent or Community Member
Anita Ramos Salazar	Parent or Community Member
Sarah Rodriguez	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 5/12/22



SSC Chairperson, Melony Morales on 5/12/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 2022-2023	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 _____

ACUERDO ENTRE PADRES-ESCUELA de la Escuela PRIMARIA LA GRANADA 2022-2023	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 asegurar 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 1 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 1 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 March 10, 2022 and will be in effect for the period of 2022-2023. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2022. It will be made available to the local community on or before September 2022. 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)

3/10/2022
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 I. Los padres reciben invitaciones para las juntas de Título I con la información para discutir el programa de Título I (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 CABA
- 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 CABA
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 10 de marzo del 2022 y estará en efecto durante el período de los años escolares 2022-2023. La escuela distribuirá esta Política a todos los padres de estudiantes participantes en Título I, Parte A, en o antes de septiembre del 2022. Estará disponible para la comunidad en o antes de septiembre del 2022. 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)

3/10/2022
Fecha



La Granada Elementary School

School Site Council Agenda

May 12, 2022

Join Zoom Meeting

<https://us06web.zoom.us/j/85985798359?pwd=STl6TEJaRVQweW1pdVY3K2x1enVzUT09>

Meeting ID: 859 8579 8359

Passcode: lagranada

2:30p.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 of meeting held April 14, 2022
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
3. Approve site budgets for 2022-2023
4. Approve the 2022-2023 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. [SSC Committee Self-Evaluation](#)
3. Plan Election Cycle for August, 2022
4. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
7. 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. The next SSC meeting is scheduled for September 2022.
2. Adjournment: Action Item



Escuela Primaria La Granada

Concilio Escolar Agenda

12 de mayo del 2022

Join Zoom Meeting

<https://us06web.zoom.us/j/85985798359?pwd=STI6TEJaRVQweW1pdVY3K2x1enVzUT09>

Meeting ID: 859 8579 8359

Passcode: lagranada

2:30p.m.



I. Procedimientos de Introducción

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida e introducción de miembros de SSC

II. Asuntos de Acción

1. Aprobación los Minutas de la reunión del 14 de abril del 2022
2. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)
3. Aprobar los presupuestos del plantel para el 2022-2023
4. Aprobar el Plan Escolar de Rendimiento Estudiantil del 2022-2023

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. [Evaluación del Concilio Escolar](#)
3. Planear las fechas para las elecciones en agosto 2022
4. Plan Escolar Para Logros Estudiantiles (SPSA)
 - a. Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA
5. Reportes de los comités de padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
6. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Paradocentes, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
7. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

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.

V. Clausura:

1. La próxima reunión del Concilio Escolar está programada para septiembre del 2022
2. Clausura: Asunto de Acción



La Granada Elementary School

School Site Council Agenda

May 12, 2022

Join Zoom Meeting

<https://us06web.zoom.us/j/85985798359?pwd=STl6TEJaRVQweW1pdVY3K2x1enVzUT09>

Meeting ID: 859 8579 8359

Passcode: lagranada

2:33p.m.



I. Introductory Procedure

1. Call to Order at 2:33 pm
2. Establishment of Quorum - Quorum was established with 7 out of 10 members. The following members were present. Rosa Gomez, Dora Patini, Melony Morales, Rocio Gutierrez, Gina Maharaj, Imelda Lemon and Areli Mayai
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes of meeting held April 14, 2022
 - a. There were no revisions to the meeting minutes. **It was motioned by Mrs. Patini/seconded by Mrs. Morales/carried by all (Patini/Morales 7/0/0)**
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL) - Group reviewed budget balances. Balances remaining are due to items still in the process of payment. TI - What is not reflected as of yet is the 5hrs of collaboration for each classroom teacher. Balance for LI - Items are still being paid for. EL Balance still includes tutoring (2 Tutotors will end 5/13/22 and 1 Tutor will end 5/20/22). There were no questions on budget balances.
3. Approve site budgets for 2022-2023 - Rosa and Imelda crunched numbers to break budget down and make things happen. We will keep Itinerate Teachers for next year, this has allowed us to save some funds. Subs for IEP's and SST's alone were over \$7,000. Went over LI, EL and Title I balances. Title I expenditures include salary for ELT Teacher (4.00 per student/projected enrollment). Scholastic will be actual magazines, Learning A-Z, DigiCoach (we were able to get a discount since we did not use due to COVID). Any questions? Nikki Folders will be purchased through AVID funds. There were no questions. The reason we bring up these expenses now is because Imelda will be placing the orders this June. Items will be ordered and delivered so they can be delivered before Teachers return. **It was motioned by Melony Morales/seconded by Dora Patini/carried by all (7/0/0).**
4. Approve the 2022-2023 School Plan for Student Achievement - Rosa went over the plan again briefly. The plan has been reviewed throughout the year. This is the version that will go up for Board approval June 9th. CAASPP information is from 18-19. Information will change for next year because CAASPP was conducting this year. We are very close to completing all make-up testing. Mr. Ware is only needing to test 3-4 more students. The California survey was taken by by staff, students and parents. Rosa also identifies how many people took the survey. Classroom observations are taken from DigiCoach, the data is from 2019. Local Assessment data is new this year. We used data from iReady. Rosa explained why the enrollment number was so low. She explained that data was only for hybrid students as virtual students did not count. Reviewed goals and the iReady scores. Goal was to improve by 10%. Reviewed strategies and budget attached to each. Block planning has not been added because it is dependent on additional hours

for campus supervisors. If those expenses are covered by the DO, then we can add block planning back to the site budget. We can change the budget amounts from class to class but not from one budget to another. Reviewed after school clubs (4 clubs for 15hrs)
Goal 2 - To have 90% of Teachers AVID trainee. We have additional hours for an AVID Lead to assist in meeting this goal. Goal 3 - Attendance/suspensions and MTSS Interventions. This will cover PBIS additional hours. Reviewed breakdown of budget by goal/category. No questions at this time. **It was motioned by Gina Maharaj/seconded by Dora Patini/carried by all (7/0/0)**

III. Discussion/Information

1. Budget Reports by Funding Source
2. [SSC Committee Self-Evaluation](#) - Rosa reviewed the questions and the evaluation was done as a group. Responses shown by thumbs up and points 1,2 or 3 for ratings.
3. Plan Election Cycle for August, 2022 - 3 classroom members, 1 staff.
4. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)- Canceled due to lack of quorum.
 - Action Team for Partnership (ATP) - Partnership with PTA to provide goodies for staff. Tomorrow they will assist with PTA voting @ 10:30am
 - District Parent Advisory Committee (PAC) -No meeting until 5/17/22.
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)- 5hrs per Teacher for PD end of June.
 - Parent and Family Involvement Opportunities- PTA voting. Trying to get more members and we already have a draft of ideas
 - Interventions- end this Friday and 1 tutor next Friday.

Rocio stated that we need more translators for things such as Parent University. This year there were a few trainings/meetings that were only in English. Dr. Gomez thanked her for her input. Our new AP will be bilingual and we will also ensure to have more staff to translate.

7. 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. The next SSC meeting is scheduled for September 2022.
2. Adjournment: Action Item ends at adjourn. **It was motioned by Dora Patini/seconded by Melony Morales/carried by all (7/0/0)**



Escuela Primaria La Granada

Agenda del Concilio Escolar

12 de mayo de 2022

Únase a la junta de Zoom



<https://us06web.zoom.us/j/85985798359?pwd=STl6TEJaRVQweW1pdVY3K2x1enVzUT09>

ID de la junta: 859 8579 8359

Contraseña: lagranada

2:33 p. m.

I. Procedimientos de Introducción

1. Llamar al orden a las 2:33 p. m.
2. Establecimiento del Quórum – El quórum se estableció con 7 de 10 miembros. Los siguientes miembros estuvieron presentes: Rosa Gómez, Dora Patini, Melony Morales, Rocío Gutiérrez, Gina Maharaj, Imelda Lemon y Areli Mayai.
3. Juramento a la Bandera
4. Bienvenida y presentaciones

II. Asuntos de Acción

1. Aprobar la minuta de la junta del 14 de abril de 2022.
 - a. No hubo cambios a la minuta de la junta. **La Sra. Patini propuso la primera moción/la Sra. Morales la secundó/todos la aprobaron (Patini/Morales 7/0/0)**
2. Aprobar la solicitud de gastos categóricos (TI, LCFF-LI, LCFF-EL) – El grupo revisó los saldos del presupuesto. Los saldos restantes se deben a asuntos cuyo pago está en proceso. TI – Lo que no se refleja todavía son las 5 hrs. de colaboración para cada maestro. Saldo para LI – los asuntos todavía se siguen pagando. El saldo EL todavía incluye tutoría (2 tutores terminarán el 5/13/22 y 1 tutor terminará el 5/20/22). No hubo preguntas acerca de los saldos del presupuesto.
3. Aprobar los presupuestos escolares para 2022-2023 - Rosa e Imelda han hecho cálculos para desglosar el presupuesto para que se haga lo necesario. Mantendremos a los maestros itinerantes para el próximo año, esto nos ha permitido ahorrar algunos fondos. Solo los suplentes para los IEP y SST fueron más de \$7,000. Repasamos los saldos de LI, EL y Título I. Los gastos de Título I incluyen el salario del maestro de ELT (4.00 por alumno/inscripción proyectada). *Scholastic* serán revistas de verdad, *Learning A-Z*, *DigiCoach* (pudimos obtener un descuento ya que no lo utilizamos debido a COVID). ¿Alguna pregunta? Los fólderes Nikki se comprarán con fondos de AVID. No hubo preguntas. La razón por la cual mencionamos estos gastos ahora es porque Imelda hará los pedidos en junio. Se ordenarán los artículos para que puedan ser entregados antes que regresen los maestros. **Melony Morales propuso una moción/Dora Patini la secundó/todos la aprobaron (7/0/0).**
4. Aprobar el Plan Escolar para el Rendimiento Estudiantil para 2022-2023 - Rosa repasó de nuevo brevemente el plan. El plan se ha revisado a lo largo del año. Esta es la versión que se presentará el 9 de junio ante la Mesa Directiva para su aprobación. La información de CAASPP es de 18-19. La información cambiará para el próximo año debido a que CAASPP se realizó este año. Estamos muy cerca de completar todos los exámenes de recuperación. El Sr. Ware solo necesita evaluar a 3-4 estudiantes más. El personal, alumnos y padres de familia realizaron la encuesta de California. Rosa también identificó cuántas personas realizaron la encuesta. Las observaciones en el salón de clases se realizan a través de *DigiCoach*, los datos son del 2019. Los datos de la Evaluación Local son nuevos este año. Utilizamos datos de *iReady*. Rosa explicó por

qué la cantidad de inscripción fue tan baja. Explicó que los datos fueron solamente para los alumnos del programa híbrido, ya que los alumnos en el programa virtual no contaron. Se repasaron las metas y puntuaciones de *iReady*. La meta era mejorar un 10%. Se repasaron las estrategias y se les asignó un presupuesto a cada una. La planeación en bloques no se ha agregado debido a que depende de horas adicionales para los supervisores de campo. Si esos gastos son cubiertos por el DO, entonces podemos agregar la planeación en bloques al presupuesto escolar. Podemos cambiar las cantidades del presupuesto de clase a clase pero no de un presupuesto a otro. Se repasaron los clubes de después de clases (4 clubes por 15 hrs.) Meta 2 - 90% de los maestros capacitados en AVID. Tenemos horas adicionales para nuestro encargado de AVID para ayudarlo a lograr esta meta. Meta 3 – Asistencia escolar/suspensiones e intervenciones MTSS. Esto cubrirá las horas adicionales de PBIS. Se repasó el desglose del presupuesto por meta/categoría. No hubo preguntas en este momento. **Gina Maharaj propuso una moción/Dora Patini la secundó/todos la aprobaron (7/0/0)**

III. Diálogo/Información

1. Reportes de presupuesto por fuente de financiación
2. [Autoevaluación del Comité SSC](#) - Rosa repasó las preguntas y la evaluación se realizó en grupo. Las respuestas se mostraron levantando el pulgar y se dieron calificaciones para 1, 2 o 3.
3. Ciclo del Plan de Elección para agosto de 2022 - 3 miembros del salón de clases, 1 miembro del personal.
4. Plan Escolar para el Rendimiento Estudiantil (SPSA)
 - Continuar monitoreando el progreso de los alumnos y la implementación de las metas/acciones de SPSA.
5. Reportes de los Comités de Padres
 - Comité Consejero para Alumnos Aprendiendo Inglés (ELAC)- Cancelado debido a falta de quórum.
 - Equipo de Acción para las Asociaciones (ATP) – Asociación con PTA para proporcionar regalos al personal. Mañana ayudarán con la votación de PTA a las 10:30 a. m.
 - Comité Consejero de Padres del Distrito (PAC) -No se reunirán hasta el 5/17/22.
6. Reportes de Programas
 - Oportunidades de Desarrollo Profesional (paradocentes, maestros)- 5 hrs. por maestro para PD al final de junio.
 - Oportunidades de Participación Familiar- votación para PTA. Tratar de obtener más miembros, ya tenemos algunas ideas.
 - Intervenciones- terminan este viernes y 1 tutor el próximo viernes.

Rocío indicó que necesitamos más traductores para eventos como la Universidad para Padres. Este año hubo algunas capacitaciones/juntas que solo fueron en inglés. La Dra. Gómez le agradeció por sus sugerencias. Nuestro nuevo AP será bilingüe y también nos aseguraremos de tener más personal para traducir.

7. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura

1. La próxima junta de SSC está programada para septiembre de 2022.
2. Clausura: el asunto de acción termina en la clausura. **Dora Patini propuso la primera moción/Melony Morales la secundó/todos la aprobaron (7/0/0)**

La Granada Elementary

School Site Council

5/12/22

Sign in Sheet

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Rosa Gomez	Present Via Zoom	Principal	
Gina Maharaj	Present Via Zoom		
Melony Morales	Present Via Zoom		Chairperson
Dora Patini	Present Via Zoom		Parliamentarian
Imelda Lemon	Present Via Zoom		Secretary
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Rocio Gutierrez	Present via Zoom	Parent	
Abigail Maya		Parent	
Areli Maya	Present via Zoom	Parent	
Anita Ramos Salazar		Parent	
Sarah Rodriguez		Parent	
OTHERS (NON-MEMBERS)			
Mark Ware		Assistant Principal	

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 5/12/22



SSC Chairperson, Melony Morales on 5/12/22

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
Lake Hills Elementary School	33-66977-0113605	May 16, 2022	

Purpose and Description

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

Schoolwide Program

The 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Local Assessment Data	22
Student Population.....	24
Overall Performance	26
Academic Performance	27
Academic Engagement	38
Conditions & Climate.....	41
Goals, Strategies, & Proposed Expenditures.....	43
Goal(s)	43
Goal(s)	50
Goal(s)	53
Goal(s)	58
Goal(s)	59
Goal(s)	60
Goal(s)	61
Budget Summary	62
Budget Summary	62
Other Federal, State, and Local Funds	62
Budgeted Funds and Expenditures in this Plan	63
Funds Budgeted to the School by Funding Source.....	63
Expenditures by Funding Source	63
Expenditures by Budget Reference	63
Expenditures by Budget Reference and Funding Source	63

Expenditures by Goal.....64

School Site Council Membership65

Recommendations and Assurances66

Instructions.....67

 Instructions: Linked Table of Contents67

 Purpose and Description68

 Stakeholder Involvement.....68

 Resource Inequities68

Goals, Strategies, Expenditures, & Annual Review69

 Annual Review70

 Budget Summary71

 Appendix A: Plan Requirements73

 Appendix B:.....76

 Appendix C: Select State and Federal Programs78

Parent Involvement Policy (Title I Schools)79

School-Parent Compact (Title I Schools).....80

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 2021-2022 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 returned to on campus instruction after approximately a year and a half of distance learning due to school closures. Surveys were distributed during the Winter 2022 months. At the time the survey was distributed, there were 113 5th grade students learning on campus and 3 students participated who were enrolled in the home based learning program.

Parents were notified via phone message and email that students would be invited to participate in the survey and participation was anonymous. 110 out of 110 (100%) students learning in person participated in the survey and 3 out of 5 home based program students participated; 51% of the participants were female and 49% were male. When reviewing data focusing on school engagement and supports, 87% of students reported that they are academically motivated, 87% reported that there are high expectations from the adults in school, and 71% indicated connectedness to school. In the area of school safety, 82% of students feel safe at school and 83% of students feel that they are treated with respect. When students responded to questions about Lake Hills having an anti-bullying climate, 72% 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, 68% of the students responded that they have experienced sadness some of the time.

All staff members were invited to participate in the school survey. 42 staff members participated. Staff survey results noted the following key areas:

- 82%- caring adult relationships
- 85%- high expectations-adults in school
- 66%- student meaningful participation
- 90%- feel safe at school
- 69%- respect for diversity
- 57%- students are motivated to complete schoolwork
- 5%- student depression moderate/severe problem
- 59%- Professional Development needs to support students exposed to trauma

There were 64 respondents for the parent survey. 59 respondents indicated their child was enrolled in the in person learning program and 3 parents indicated their child was enrolled in the home based program. 60% of participants reported that Lake Hills Elementary encourages parent involvement. 65% of our parents feel encouragement from school to be an active partner and 85% reported the teachers are responsive to student's social and emotional needs. 63% of respondents indicated school to be safe for students and 73% reported school to treat students with respect. Finally, 44% 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.

Administration conducts in person class visits and provides written and verbal feedback 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.

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 attainment of the grade level 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 for numeracy and literacy
- 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 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 2022-2023 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 and district instructional support staff. Additionally, Lake Hills has a full-time math intervention teacher who supports all teachers in foundational numeracy instruction, along with providing direct services to students. 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. In addition, the special education team (Psychologist, RSP teachers, Instructional Assistant, Occupational Therapist, and Principal) meet twice a month to ensure our most at-risk students are receiving the necessary supports and to ensure the Lake Hills staff 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

Each grade level team has collaboratively designed a standards based pacing guide for the school year. In addition, grade level teams have common instructional schedules in order to best support the learning of all students. Students are assessed regularly and supported with differentiated instruction. Students receive foundational skills support in their general education classroom and a small percentage of students work more intensively with our numeracy and/or literacy intervention teachers. In some instances, after school tutoring is offered to support language development and numeracy proficiency.

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. Tier 2 and Tier 3 students receive intervention outside of their general education classroom by a literacy and/or numeracy teacher. Instruction provided in intervention classes is specific to the foundational learning needs of the student. Student data is monitored and analyzed to ensure students are making progress towards achieving grade level standards.

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 music teacher instructing students in grades 3, 4, and 5 for 50 minutes a week

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, when available. AUSD provides our school with a full-time literacy teacher and full-time numeracy teacher, a Music teacher for students in grades 3, 4, and 5h grade and a part-time library assistant.

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, MTSS, 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.

n/a

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	4.99%	4.9%	4.43%	36	33	28
Asian	11.93%	12.9%	12.82%	86	87	81
Filipino	2.91%	3.7%	3.96%	21	25	25
Hispanic/Latino	53.4%	53.4%	55.06%	385	361	348
Pacific Islander	0.28%	0.2%	0.16%	2	1	1
White	24.27%	21.5%	19.62%	175	145	124
Multiple/No Response	2.08%	2.7%	3.80%	15	18	24
Total Enrollment				721	676	632

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	125	117	124
Grade 1	111	101	103
Grade 2	104	108	94
Grade3	110	104	105
Grade 4	135	111	95
Grade 5	136	135	111
Total Enrollment	721	676	632

Conclusions based on this data:

1. Our enrollment has declined significantly over the last three years.
2. Enrollment in our TK program moving to Kindergarten has decreased over the past two years.
3. Enrollment in upper grade classes has declined at a greater percentage than primary grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	51	56		7.1%	8.3%	
Fluent English Proficient (FEP)	53	41		7.4%	6.1%	
Reclassified Fluent English Proficient (RFEP)	46	1		43.8%	2.0%	

Conclusions based on this data:

1. Significant lower number of RFEP students from 2019-2020 to 2020-2021.
2. Greater number of EL students identified in 2020-2021 than in 2019-2020.
3. Fewer students identified at FEP than in the previous year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	151	126	104	150	124	0	150	124	0	99.3	98.4	0.0
Grade 4	134	142	113	130	142	0	130	142	0	97	100	0.0
Grade 5	127	134	138	127	133	0	127	133	0	100	99.3	0.0
All Grades	412	402	355	407	399	0	407	399	0	98.8	99.3	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2472.	2479.		44.67	49.19		26.67	27.42		16.00	12.10		12.67	11.29	
Grade 4	2499.	2504.		38.46	40.85		30.77	21.83		13.08	21.83		17.69	15.49	
Grade 5	2539.	2532.		32.28	30.08		37.01	37.59		12.60	15.04		18.11	17.29	
All Grades	N/A	N/A	N/A	38.82	39.85		31.20	28.82		14.00	16.54		15.97	14.79	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.00	42.74		48.67	46.77		13.33	10.48	
Grade 4	33.85	36.62		53.08	50.00		13.08	13.38	
Grade 5	36.22	33.08		48.82	51.13		14.96	15.79	
All Grades	36.12	37.34		50.12	49.37		13.76	13.28	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.33	38.71		40.00	49.19		16.67	12.10	
Grade 4	33.08	27.46		46.92	59.86		20.00	12.68	
Grade 5	43.31	35.34		40.16	53.38		16.54	11.28	
All Grades	40.05	33.58		42.26	54.39		17.69	12.03	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.33	40.32		58.67	50.00		8.00	9.68	
Grade 4	23.08	25.35		69.23	69.72		7.69	4.93	
Grade 5	26.77	26.32		59.06	63.16		14.17	10.53	
All Grades	28.01	30.33		62.16	61.40		9.83	8.27	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.67	45.97		38.00	43.55		11.33	10.48	
Grade 4	33.85	30.99		55.38	55.63		10.77	13.38	
Grade 5	47.24	32.33		40.16	51.13		12.60	16.54	
All Grades	44.23	36.09		44.23	50.38		11.55	13.53	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	151	126	104	150	124	0	150	124	0	99.3	98.4	0.0
Grade 4	134	142	113	132	142	0	132	142	0	98.5	100	0.0
Grade 5	127	134	138	127	134	0	126	134	0	100	100	0.0
All Grades	412	402	355	409	400	0	408	400	0	99.3	99.5	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2475.	2479.		37.33	45.16		34.67	25.81		16.67	18.55		11.33	10.48	
Grade 4	2501.	2503.		24.24	27.46		37.88	33.80		28.03	26.06		9.85	12.68	
Grade 5	2528.	2538.		28.57	35.07		25.40	21.64		21.43	23.88		24.60	19.40	
All Grades	N/A	N/A	N/A	30.39	35.50		32.84	27.25		21.81	23.00		14.95	14.25	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	58.00	54.03		25.33	33.87		16.67	12.10	
Grade 4	38.64	39.44		40.15	40.85		21.21	19.72	
Grade 5	43.65	41.79		26.19	34.33		30.16	23.88	
All Grades	47.30	44.75		30.39	36.50		22.30	18.75	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.33	39.52		49.33	45.16		13.33	15.32	
Grade 4	26.52	27.46		55.30	57.04		18.18	15.49	
Grade 5	23.02	29.10		49.21	44.03		27.78	26.87	
All Grades	29.41	31.75		51.23	49.00		19.36	19.25	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.67	49.19		42.67	37.10		12.67	13.71	
Grade 4	32.58	31.69		49.24	49.30		18.18	19.01	
Grade 5	26.98	32.09		40.48	44.78		32.54	23.13	
All Grades	35.29	37.25		44.12	44.00		20.59	18.75	

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1441.1	1393.7	*	1448.0	1403.7	*	1424.9	1369.6	*	23	13	9
1	1480.4	1459.1	*	1461.2	1468.3	*	1499.1	1449.3	*	16	14	8
2	1520.9	*	*	1522.9	*	*	1518.6	*	*	24	5	5
3	1538.4	*	*	1529.7	*	*	1546.8	*	*	26	6	8
4	1533.7	*	*	1532.2	*	*	1534.8	*	*	22	10	6
5	1538.7	1530.1	*	1532.7	1530.4	*	1544.4	1529.3	*	16	16	*
All Grades										127	64	39

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	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	17.95	37.80	60.94	43.59	*	17.19	35.90	*	10.94	2.56	127	64	39

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	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	35.90	25.98	46.88	48.72	*	10.94	10.26	*	7.81	5.13	127	64	39

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	*	*	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	10.26	35.43	35.94	30.77	16.54	40.63	33.33	*	12.50	25.64	127	64	39

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	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	33.33	32.28	71.88	64.10	*	7.81	2.56	127	64	39

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	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	47.06	26.77	45.31	47.06	*	9.38	5.88	127	64	34

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	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	12.82	49.61	67.19	58.97	9.45	18.75	28.21	127	64	39

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	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	17.95	46.46	62.50	64.10	*	15.63	17.95	127	64	39

2019-20 Data:

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

Conclusions based on this data:

1. 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	350	336	96	4	63.39
Female	167	161	96.41	3.59	65.84
Male	182	175	96.15	3.85	61.14
Asian	46	45	97.83	2.17	86.67
Black or African American	22	19	86.36	13.64	68.42
Filipino	13	13	100		92.31
Hispanic or Latino	183	181	98.91	1.09	53.59
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	12	12	100		75
White	72	65	90.28	9.72	66.15
English Learners	18	18	100		27.78
Homeless	3	3	--	--	--
Socioeconomically Disadvantaged	161	154	95.65	4.35	54.55
Students with Disabilities	44	44	100		25

Conclusions based on this data:

1. Data reflects students who were enrolled in the hybrid learning program during the 2020-2021 school year.
2. Majority of the diagnostic assessments were taken at home. The final diagnostic was taken in person.
3. 100% of students with disabilities participated in the iReady diagnostic assessments.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	350	336	96	4	39.29
Female	167	161	96.41	3.59	39.13
Male	182	175	96.15	3.85	39.43
Asian	46	45	97.83	2.17	57.78
Black or African American	22	19	86.36	13.64	31.58
Filipino	13	13	100		69.23
Hispanic or Latino	183	181	98.91	1.09	29.28
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	12	12	100		50
White	72	65	90.28	9.72	49.23
English Learners	18	18	100		16.67
Homeless	3	3	--	--	--
Socioeconomically Disadvantaged	161	154	95.65	4.35	28.57
Students with Disabilities	44	44	100		13.64

Conclusions based on this data:

1. Data reflects students who were enrolled in the hybrid learning program during the 2020-2021 school year.
2. Majority of the diagnostic assessments were taken at home. The final diagnostic was taken in person.
3. 100% of students with disabilities participated in the iReady diagnostic assessments.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
676	46.2	8.3	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	8.3
Foster Youth	1	0.1
Homeless	4	0.6
Socioeconomically Disadvantaged	312	46.2
Students with Disabilities	66	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.9
American Indian or Alaska Native		
Asian	87	12.9
Filipino	25	3.7
Hispanic	361	53.4
Two or More Races	18	2.7
Native Hawaiian or Pacific Islander	1	0.1
White	145	21.4

Conclusions based on this data:

- 1. Although our student population is diverse, the Hispanic student population is our largest group students.
- 2. Almost half of our student population is considered Socioeconomically Disadvantaged (46.2%).
- 3. Students with disabilities make up 10% of our student population.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

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

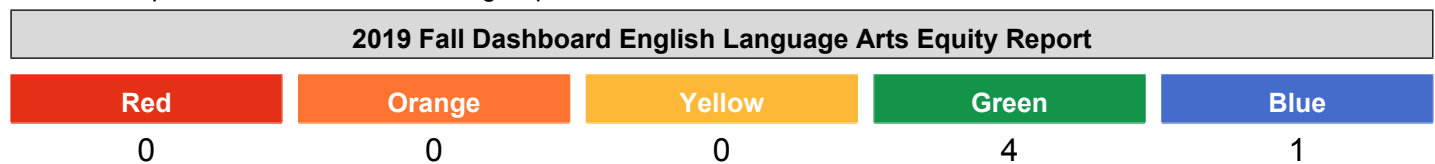
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 39 points above standard Maintained ++2.8 points 384		 Green 27.2 points above standard Increased ++10.2 points 77		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Green 19.8 points above standard Maintained ++0.6 points 173		 No Performance Color 65.5 points below standard Increased Significantly ++18.4 points 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

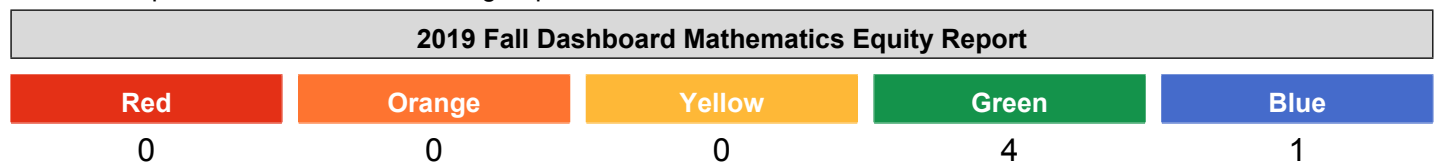
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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		English Learners		Foster Youth	
 Green		 Green		 No Performance Color	
26.9 points above standard		16 points above standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++6.6 points		Increased ++9.7 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		5.6 points above standard		58.1 points below standard	
7		Increased ++7 points		Increased Significantly ++17.2 points	
		173		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 	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 	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

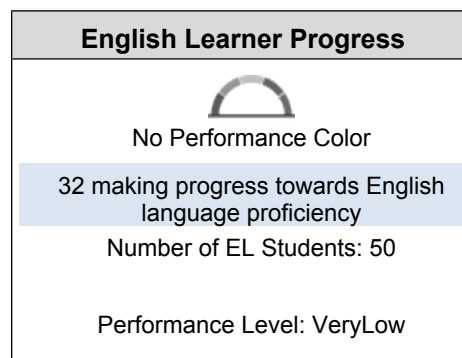
Academic Performance English Learner Progress

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

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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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

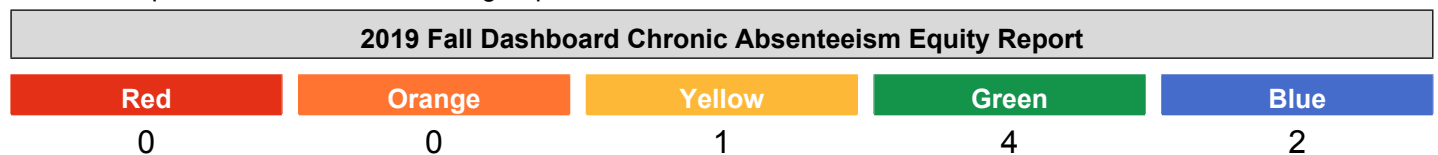
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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
 Green 6.1 Declined -2.2 773	 Green 5.5 Declined -1.8 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 11.8 17	 Green 8.9 Declined Significantly -3.2 369	 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 Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

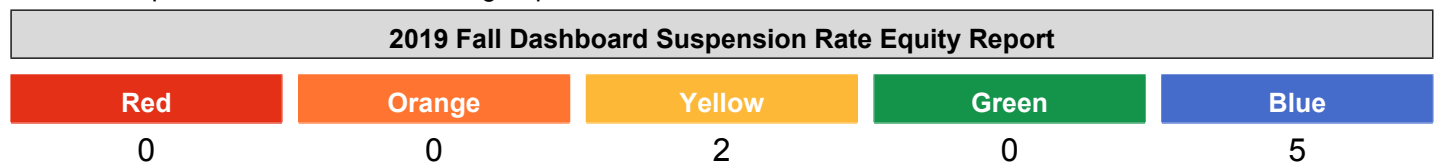
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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 2023, 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 2022= 59% (Tier 1), 34% (Tier 2), and 7% (Tier 3) September 2021= 39% (Tier 1), 47% (Tier 2), and 14% (Tier 3) May 2021= 67% (Tier 1), 27% (Tier 2), and 7% (Tier 3) January 2021= 59% (Tier 1), 31% (Tier 2), and 10% (Tier 3) September 2020= 47% (Tier 1), 42% (Tier 2), and 11% (Tier 3)	By June 2023, the percentage of students in Tier 3 will be less than 6% school wide.
Math iReady Diagnostic Data	January 2022= 47% (Tier 1), 47% (Tier 2), and 6% (Tier 3) September 2021= 16% (Tier 1), 65% (Tier 2), and 18% (Tier 3) May 2021= 58% (Tier 1), 35% (Tier 2), and 7% (Tier 3) 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 2023, the percentage of students in Tier 3 will be less than 6% school wide.
Math CAASPP Summative Data	2018-2019= 62.75% met or exceeded the state standard 2017-2018= 63 % met or exceeded the state standard	By June 2023, at least 63% of all students will achieve proficiency or higher on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2016-2017= 63% met or exceeded the state standard	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	2020-2021= 18% performed at a Level 4 (Well Developed) 2020-2021= 42% performed at a Level 3 (Moderately Developed) 2019-2020= 45% performed at a Level 4 (Well Developed) 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)	By June 2023, at least 46% of our English Learner students will perform at Level 4 (Well Developed) on the ELPAC.

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)

6397.50

Source(s)

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)

5000

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

Software licenses to support numeracy and literacy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2267.50

Source(s)

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 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)

3072

Source(s)

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

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)	Source(s)
2500	LCFF-LI 5000-5999: Services And Other Operating Expenditures Copier Maintenance Contract

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental instructional 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)	Source(s)
2164	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Ongoing 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 unsuccessful ELAC membership and participation. After numerous attempts to elicit EL parent participation in ELAC (including phone calls, personal

invitations, email messages, incentives) we were unable to create a committee. Without an ELAC group, we were unable to gather input from EL parents and spend a portion of 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.

Additional software licenses will be purchased for numeracy support in 3rd grade (multiplication.com), foundational literacy support (Reading Stories), and academic engagement (Kahoot Premium).

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 2020-2021 site data, 90% of staff has received appropriate professional learning. The AVID Elementary Self Study continuum results (21-22) 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
2022 Initial Self Study AVID Elementary Self-Study Continuum	2022 AVID Elementary Self-Study Continuum Final Report	By June, 2023, 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)

4000

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)

1000

AVID
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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)

200

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)

500

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

Class 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)
1000	Attendance

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Site administration and site counselor worked closely with students and families who did not have positive learning engagement.

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 COVID-19. Our focus was on student engagement and arriving to school on time.

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 2022-2023 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	\$28,101.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Attendance	\$1,500.00
AVID	\$5,000.00
LCFF-EL	\$10,436.00
LCFF-LI	\$11,165.00

Subtotal of state or local funds included for this school: \$28,101.00

Total of federal, state, and/or local funds for this school: \$28,101.00

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	16,180	5,744.00
LCFF-LI	16,400	5,235.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	10,436.00
LCFF-LI	11,165.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,072.00
2000-2999: Classified Personnel Salaries	5,200.00
4000-4999: Books And Supplies	9,431.50
5000-5999: Services And Other Operating Expenditures	8,897.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,072.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,200.00

4000-4999: Books And Supplies	LCFF-EL	2,164.00
4000-4999: Books And Supplies	LCFF-LI	2,267.50
5000-5999: Services And Other Operating Expenditures	LCFF-LI	8,897.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,401.00
Goal 2	5,000.00
Goal 3	1,700.00

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
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Carrie Mondt	Principal
Leslie Kuri-Hernandez	Parent or Community Member
Ashley Parker	Parent or Community Member
Heather D'Aloisio	Parent or Community Member
Liz Jergensen	Parent or Community Member
Sami Ubrun	Parent or Community Member
Tricia McDougall	Other School Staff
Brent Mitchell	Classroom Teacher
Candice Wynn	Classroom Teacher
Marla Oravets	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

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 5/16/2022



SSC Chairperson, Ashley Parker on 05/16/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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)

Lake Hills Elementary School

School Site Council Elementary Sign-In Sheet May 16, 2022

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Carrie Mondt		Principal	
Brent Mitchell		Teacher	
Marla Oravets		Vice Chairperson	
Candice Wynn		Teacher	
Tricia McDougall		Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Heather D'Aloisio		Secretary	
Liz Jergensen		Parliamentarian	
Leslie Kuri-Hernandez		Parent	
Ashley Parker		Chairperson	
Sami Ubrun		PAC Representative	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title



Lake Hills Elementary School
School Site Council Minutes
May 16, 2022
Time: 2:30p.m.

Zoom Meeting ID: 846 1387 1071/ Passcode: LHSSC



I. Introductory Procedure

1. Call to Order – The meeting was called to order at 2:31pm.
2. Establishment of Quorum – Quorum was established with 7 members present –
Present: Carrie Mondt, Principal; Candice Wynn, teacher; Marla Oravets, teacher; Brent Mitchell, teacher; Leslie Kuri, parent; Sami Urbun, parent; Heather D'Aloisio, parent
Absent: Ashley Parker, parent; Liz Jergensen, parent; Tricia McDougall, classified staff
3. Pledge of Allegiance – the Pledge of Allegiance was recited.
4. Welcome and Introductions – Carrie Mondt, principal, welcomed the group. There were no guests in attendance.

II. 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.

III. Action Items

1. Approve minutes from April 25, 2022.
 - The minutes were reviewed. There was no discussion. It was M/S/C to approve the minutes as presented by Wynn/Mitchell (7/0/0).
2. Approve Expenditures for:

LCFF LI- Renaissance License Renewal-	\$6,397.50
Additional Software Licenses-	\$2,267.50
Konica Minolta-	\$2,500
LCFF EL- EL Facilitator Stipend-	\$3,072
Translation Support-	\$200

 - It was M/S/C to approve the expenditures as presented by Mitchell/Wynn (7/0/0).
3. Approve the 2022-2023 School Plan for Student Achievement.
 - It was M/S/C to approve the School Plan for Student Achievement by Oravets/Mitchell (7/0/0).

IV. Discussion/Information

1. Budget Reports by Funding Source
 - LCFF-LI
 1. Renaissance License Renewal - Accelerated reader, STAR program in upper grades. The final cost will be lower because fewer licenses will be needed. Currently waiting for a quote.
 2. Additional software licenses – the district covers some but not all of other software licenses. Will be used more for primary grades that do not have as many online resources.
 3. Konica Minolta – new copy machine

- LCFF EL – financial numbers same as this year. Will wait to approve until we have a fully functioning ELAC group (have not had a successful ELAC meeting this year) but we do need an EL facilitator and translation support.
2. SSC Committee Self-Evaluation
 - We completed the SSC Committee Self-Evaluation together.
 3. Plan Election Cycle for August, 2022.
 - August 8-15 Nominations
 - August 22-29 elections
 - Available Positions
 1. 1 other staff
 2. 3 classroom teachers – nominate and elect every year
 3. 5 Parents
 - 2 – 2 year
 - 1 – 1 year
 4. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions
 - Survey results (anonymous) 5th grade students, parents of fifth grade students and all staff members asked to participate in anonymous survey about school climate
 - Some survey highlights: 110/110 5th grade students participated, 3/5 home based students participated. 68% of students say they have experienced sadness some of the time. Mrs. Mondt discussed the importance of addressing social emotional learning in addition to academics. 64/110 parents responded. 65% reported to be an active partner with the school. This number has historically been higher. May be lower due to Covid restrictions and parents not being able to volunteer on campus this year. 44% of parents say that the school promotes respect of cultural beliefs/practices. What can we do to improve this? 42 staff members responded. 69% staff say that the school respects diversity. 5% notice student depression as a moderate/severe problem and 68% say PD is needed to support students exposed to trauma.
 - iReady reading winter results – at risk Tier 3 (7%), Tier 2 near grade level (34%), Tier 1 at or above grade level (59%)
 1. Focus for improvement next year: Comprehension of literature and informational text
 2. School plan for next year – goal is 6% in Tier 3
 - iReady math winter results – at risk Tier 3 (6%), Tier 2 (47%), Tier 1 (47%)
 - EL learners – 33 total students identified as EL. To be redesignated, students must score a 4 on the ELPAC as well as meet grade level on all standards. Level 1 – 1 student (first grade), Level 2 – most are in TK-2nd grade, Level 3 and Level 4 - want to get these students redesignated. All level 4 kids were redesignated. When making goals, we are looking at what supports level 3 students need to be reclassified next year. The Level 4 students that have been reclassified will continue to be monitored.
 5. Parent Committees
 - English Learners Advisory Committee (ELAC) – nothing to report
 - District Parent Advisory Committee (PAC) – nothing to report
 - Parent Teacher Organization (PTO) – Leslie Kuri – Family movie night on Friday, 5/20/22. There will be a DJ and food trucks. 5th graders donuts and drawing also

on 5/20. Yearbooks – the PTO is providing every student and staff member with a yearbook this year.

6. Program Reports

- Professional Development Opportunities (Paraprofessionals, Teachers)
 - Playworks
- Parent and Family Involvement Opportunities
 - Family movie night 5/20/22
- Intervention

7. Principal's Report

- Music performances for grades 3rd, 4th, and 5th
- 4th/5th grade flag assembly on 5/20
- Family movie night on 5/20
- 2022 graduates return to Lake Hills on 5/25
- Last day of school 5/26 – minimum day
 - 1. 1st-3rd grade flag assembly
 - 2. Kindergarten performance
 - 3. TK Picnic
 - 4. 5th grade send off parade

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for September 19, 2022
3. Adjournment: Action Item – Ms. Oravets motioned to adjourn the meeting at 3:17pm. Mr. Mitchell seconded, (7/0/0).



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	May 9, 2022	June 9, 2022

Purpose and Description

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

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	14
Resource Inequities	14
School and Student Performance Data	15
Student Enrollment.....	15
CAASPP Results.....	17
ELPAC Results	22
Local Assessment Data	26
Student Population.....	28
Overall Performance	30
Academic Performance	31
Academic Engagement	42
Conditions & Climate.....	45
Goals, Strategies, & Proposed Expenditures.....	47
Goal(s)	47
Goal(s)	57
Goal(s)	64
Goal(s)	71
Goal(s)	72
Goal(s)	73
Goal(s)	74
Budget Summary	75
Budget Summary	75
Other Federal, State, and Local Funds	75
Budgeted Funds and Expenditures in this Plan	76
Funds Budgeted to the School by Funding Source.....	76
Expenditures by Funding Source	76
Expenditures by Budget Reference	76
Expenditures by Budget Reference and Funding Source	76

Expenditures by Goal.....77

School Site Council Membership78

Recommendations and Assurances79

Instructions.....80

 Instructions: Linked Table of Contents80

 Purpose and Description81

 Stakeholder Involvement.....81

 Resource Inequities81

Goals, Strategies, Expenditures, & Annual Review82

 Annual Review83

 Budget Summary84

 Appendix A: Plan Requirements86

 Appendix B:.....89

 Appendix C: Select State and Federal Programs91

Parent Involvement Policy (Title I Schools)92

School-Parent Compact (Title I Schools).....93

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 Socio-Emotional Support

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

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 support- 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 each other

PD on PBIS

Small group PD

Vertical collaboration

PD Foundational skills

Priority Needs MLES:

Math PD- Continuing

Social-Emotional Learning

Intensive and early interventions for primary grades- Continuing

PD in Foundational Skills

Vertical articulation

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.

A 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.

Grade levels meet to analyze student data and to determine areas of strengths and areas of need. 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

BPST

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, and 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, and 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, I-Ready, 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)

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.

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 on 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.

MLES 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 teachers, 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, meets 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 outcomes 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)

Literacy Teacher

Counselor (district)

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, and 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 years 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 was not seen by the literacy teacher. Full-time Numeracy Teacher, prior to this SWD was not seen by the literacy teacher.

MTSS's systematic approach toward 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.62%	0.4%	0.42%	3	2	2
African American	4.11%	4.0%	5.04%	20	18	24
Asian	3.08%	2.4%	2.10%	15	11	10
Filipino	0.21%	0.2%	0.42%	1	1	2
Hispanic/Latino	87.47%	87.0%	86.55%	426	396	412
Pacific Islander	0.21%	0.2%	0.21%	1	1	1
White	4.11%	4.4%	5.04%	20	20	24
Multiple/No Response	0.21%	0.9%	0.21%	1	4	1
Total Enrollment				487	455	476

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	92	73	84
Grade 1	74	75	66
Grade 2	78	70	77
Grade3	79	77	75
Grade 4	79	79	87
Grade 5	85	81	87
Total Enrollment	487	455	476

Conclusions based on this data:

1. Less students enrolled for kindergarten. Covid related?
2. Subgroups remain consistent throughout the years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	158	155		32.4%	34.1%	
Fluent English Proficient (FEP)	80	61		16.4%	13.4%	
Reclassified Fluent English Proficient (RFEP)	89	1		31.6%	0.6%	

Conclusions based on this data:

1. We have had a significant drop in identified EL students. However population remain the same.
2. Students have not been reclassified according to set goals.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	86	79	83	84	0	83	84	0	100	97.7	0.0
Grade 4	105	84	80	105	84	0	105	84	0	100	100	0.0
Grade 5	77	109	80	77	107	0	77	107	0	100	98.2	0.0
All Grades	265	279	239	265	275	0	265	275	0	100	98.6	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2390.	2381.		12.05	10.71		24.10	21.43		25.30	19.05		38.55	48.81	
Grade 4	2436.	2431.		15.24	15.48		20.95	17.86		20.00	28.57		43.81	38.10	
Grade 5	2457.	2479.		15.58	14.95		16.88	28.97		19.48	24.30		48.05	31.78	
All Grades	N/A	N/A	N/A	14.34	13.82		20.75	23.27		21.51	24.00		43.40	38.91	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.84	11.90		53.01	40.48		36.14	47.62	
Grade 4	13.33	11.90		50.48	50.00		36.19	38.10	
Grade 5	15.58	16.82		36.36	51.40		48.05	31.78	
All Grades	13.21	13.82		47.17	47.64		39.62	38.55	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.43	11.90		43.37	44.05		48.19	44.05	
Grade 4	16.19	16.67		39.05	50.00		44.76	33.33	
Grade 5	19.48	24.30		37.66	46.73		42.86	28.97	
All Grades	14.72	18.18		40.00	46.91		45.28	34.91	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.07	13.10		54.22	57.14		27.71	29.76	
Grade 4	13.33	10.71		59.05	64.29		27.62	25.00	
Grade 5	14.29	13.08		53.25	64.49		32.47	22.43	
All Grades	15.09	12.36		55.85	62.18		29.06	25.45	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.46	13.10		50.60	44.05		34.94	42.86	
Grade 4	16.19	11.90		51.43	50.00		32.38	38.10	
Grade 5	14.29	19.63		46.75	47.66		38.96	32.71	
All Grades	15.09	15.27		49.81	47.27		35.09	37.45	

2019-20 Data:

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

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 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

2. 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%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	86	79	83	85	0	83	85	0	100	98.8	0.0
Grade 4	105	84	80	105	84	0	105	84	0	100	100	0.0
Grade 5	77	109	80	77	108	0	77	108	0	100	99.1	0.0
All Grades	265	279	239	265	277	0	265	277	0	100	99.3	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2391.	2380.		4.82	2.35		27.71	20.00		36.14	30.59		31.33	47.06	
Grade 4	2433.	2424.		6.67	3.57		18.10	17.86		38.10	39.29		37.14	39.29	
Grade 5	2460.	2469.		9.09	7.41		15.58	14.81		23.38	36.11		51.95	41.67	
All Grades	N/A	N/A	N/A	6.79	4.69		20.38	17.33		33.21	35.38		39.62	42.60	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.66	9.41		49.40	43.53		34.94	47.06	
Grade 4	19.05	11.90		23.81	34.52		57.14	53.57	
Grade 5	15.58	16.67		28.57	33.33		55.84	50.00	
All Grades	16.98	13.00		33.21	36.82		49.81	50.18	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.64	8.24		44.58	47.06		45.78	44.71	
Grade 4	6.67	7.14		43.81	48.81		49.52	44.05	
Grade 5	10.39	4.63		32.47	48.15		57.14	47.22	
All Grades	8.68	6.50		40.75	48.01		50.57	45.49	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.43	8.24		57.83	45.88		33.73	45.88	
Grade 4	10.48	5.95		49.52	48.81		40.00	45.24	
Grade 5	9.09	10.19		40.26	43.52		50.65	46.30	
All Grades	9.43	8.30		49.43	45.85		41.13	45.85	

2019-20 Data:

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

Conclusions based on this data:

- Over the past three year student meeting or exceeding standards have declined by .76%
- When looking a the same cohort over the past three years, students meeting or exceeding standards have decreased by 14.51%
- 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1411.6	1422.5	1387.8	1416.6	1436.0	1406.4	1399.7	1390.7	1344.3	51	34	25
1	1488.2	1459.2	1420.6	1471.8	1462.5	1439.1	1504.0	1455.3	1401.5	40	33	29
2	1496.6	1465.3	1450.5	1484.7	1465.2	1453.3	1507.9	1464.8	1447.3	53	18	26
3	1508.4	1472.7	1464.7	1501.9	1461.0	1466.2	1514.4	1484.0	1462.7	53	30	27
4	1519.5	1520.3	1466.2	1509.7	1507.5	1466.9	1528.8	1532.7	1465.1	55	41	21
5	1536.6	1541.3	1514.3	1536.6	1528.9	1512.7	1536.2	1553.2	1515.3	27	49	27
All Grades										279	205	155

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.76	4.00	39.22	38.24	20.00	33.33	41.18	48.00	*	8.82	28.00	51	34	25
1	62.50	6.06	7.14	*	48.48	25.00	*	36.36	25.00	*	9.09	42.86	40	33	28
2	47.17	11.11	8.00	41.51	22.22	24.00	*	44.44	44.00	*	22.22	24.00	53	18	25
3	20.75	3.33	0.00	50.94	30.00	30.77	*	50.00	38.46	*	16.67	30.77	53	30	26
4	36.36	31.71	0.00	47.27	39.02	25.00	*	24.39	30.00	*	4.88	45.00	55	41	20
5	48.15	32.65	11.11	*	46.94	44.44	*	12.24	33.33	*	8.16	11.11	27	49	27
All Grades	35.84	18.54	5.30	40.50	39.51	28.48	15.77	31.71	36.42	7.89	10.24	29.80	279	205	151

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.65	8.00	47.06	41.18	28.00	*	32.35	32.00	21.57	8.82	32.00	51	34	25
1	65.00	12.12	21.43	*	57.58	17.86	*	27.27	25.00	*	3.03	35.71	40	33	28
2	52.83	5.56	24.00	26.42	61.11	20.00	20.75	27.78	32.00		5.56	24.00	53	18	25
3	43.40	10.00	15.38	33.96	30.00	34.62	*	40.00	30.77	*	20.00	19.23	53	30	26
4	49.09	39.02	5.00	41.82	39.02	45.00	*	12.20	35.00	*	9.76	15.00	55	41	20
5	59.26	57.14	37.04	*	30.61	40.74	*	6.12	14.81	*	6.12	7.41	27	49	27
All Grades	45.52	28.29	19.21	34.05	40.98	30.46	11.83	21.95	27.81	8.60	8.78	22.52	279	205	151

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	4.00	*	26.47	0.00	52.94	50.00	52.00	*	17.65	44.00	51	34	25
1	62.50	6.06	7.14	*	36.36	10.71	*	33.33	17.86	*	24.24	64.29	40	33	28
2	56.60	5.56	0.00	26.42	16.67	28.00	*	50.00	28.00	*	27.78	44.00	53	18	25
3	*	0.00	0.00	37.74	20.00	7.69	35.85	53.33	46.15	*	26.67	46.15	53	30	26
4	*	19.51	0.00	56.36	39.02	0.00	23.64	26.83	45.00	*	14.63	55.00	55	41	20
5	*	22.45	7.41	44.44	32.65	7.41	*	38.78	70.37	*	6.12	14.81	27	49	27
All Grades	30.82	11.71	3.31	32.26	30.24	9.27	26.16	40.49	43.05	10.75	17.56	44.37	279	205	151

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.18	20.59	12.50	49.02	70.59	66.67	*	8.82	20.83	51	34	24
1	80.00	48.48	25.93	*	51.52	51.85	*	0.00	22.22	40	33	27
2	64.15	33.33	13.04	33.96	66.67	60.87	*	0.00	26.09	53	18	23
3	45.28	6.67	7.69	45.28	66.67	69.23	*	26.67	23.08	53	30	26
4	45.45	21.95	20.00	45.45	73.17	70.00	*	4.88	10.00	55	41	20
5	48.15	12.24	22.22	44.44	79.59	62.96	*	8.16	14.81	27	49	27
All Grades	53.41	22.44	17.01	39.43	69.27	63.27	7.17	8.29	19.73	279	205	147

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.65	17.39	66.67	64.71	47.83	25.49	17.65	34.78	51	34	23
1	50.00	0.00	11.54	42.50	90.91	61.54	*	9.09	26.92	40	33	26
2	50.94	5.56	30.00	43.40	72.22	50.00	*	22.22	20.00	53	18	20
3	54.72	23.33	36.36	33.96	60.00	45.45	*	16.67	18.18	53	30	22
4	63.64	51.22	18.75	32.73	41.46	62.50	*	7.32	18.75	55	41	16
5	70.37	77.55	70.83	*	14.29	25.00	*	8.16	4.17	27	49	24
All Grades	48.03	35.61	31.30	41.22	52.20	48.09	10.75	12.20	20.61	279	205	131

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.94	0.00	70.59	79.41	64.00	*	17.65	36.00	51	34	25
1	70.00	24.24	11.11	*	39.39	29.63	*	36.36	59.26	40	33	27
2	62.26	11.11	4.35	26.42	66.67	52.17	*	22.22	43.48	53	18	23
3	*	0.00	0.00	64.15	46.67	50.00	26.42	53.33	50.00	53	30	26
4	*	12.20	0.00	69.09	63.41	50.00	20.00	24.39	50.00	55	41	20
5	*	28.57	7.41	62.96	61.22	70.37	*	10.20	22.22	27	49	27
All Grades	30.82	14.63	4.05	52.69	59.51	52.70	16.49	25.85	43.24	279	205	148

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	49.02	26.47	12.00	33.33	44.12	32.00	*	29.41	56.00	51	34	25
1	50.00	6.06	7.14	42.50	81.82	25.00	*	12.12	67.86	40	33	28
2	58.49	11.11	0.00	33.96	50.00	52.00	*	38.89	48.00	53	18	25
3	24.53	6.67	0.00	64.15	76.67	66.67	*	16.67	33.33	53	30	24
4	54.55	41.46	0.00	41.82	51.22	40.00	*	7.32	60.00	55	41	20
5	51.85	32.65	0.00	44.44	61.22	84.00	*	6.12	16.00	27	49	25
All Grades	47.67	23.41	3.40	43.37	60.98	49.66	8.96	15.61	46.94	279	205	147

2019-20 Data:

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

Conclusions based on this data:

1. 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	237	230	97.05	2.95	31.3
Female	120	116	96.67	3.33	31.03
Male	116	113	97.41	2.59	31.86
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	6	5	--	--	--
Hispanic or Latino	217	211	97.24	2.76	29.38
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	6	6	--	--	--
English Learners	77	73	94.81	5.19	5.48
Foster Youth	2	2	--	--	--
Homeless	13	13	100		15.38
Socioeconomically Disadvantaged	209	204	97.61	2.39	29.9
Students with Disabilities	52	52	100		7.69

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	237	229	96.62	3.38	11.79
Female	120	114	95	5	12.28
Male	116	114	98.28	1.72	11.4
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	6	5	--	--	--
Hispanic or Latino	217	210	96.77	3.23	10.48
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	1	1	--	--	--
White	6	6	--	--	--
English Learners	77	73	94.81	5.19	2.74
Foster Youth	2	2	--	--	--
Homeless	13	13	100		
Socioeconomically Disadvantaged	209	202	96.65	3.35	11.39
Students with Disabilities	52	52	100		1.92

Conclusions based on this data:

1.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	87.5	34.1	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	155	34.1
Foster Youth	4	0.9
Homeless	22	4.8
Socioeconomically Disadvantaged	398	87.5
Students with Disabilities	79	17.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.0
American Indian or Alaska Native	2	0.4
Asian	11	2.4
Filipino	1	0.2
Hispanic	396	87.0
Two or More Races	4	0.9
Native Hawaiian or Pacific Islander	1	0.2
White	20	4.4

Conclusions based on this data:

- 1. Largest subgroup by Race/ Ethnicity: Hispanic
- 2. 34.1% of our students are English Language Learners and 17.4% Students with disabilities.
- 3. 87.5% of our students are SED.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

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

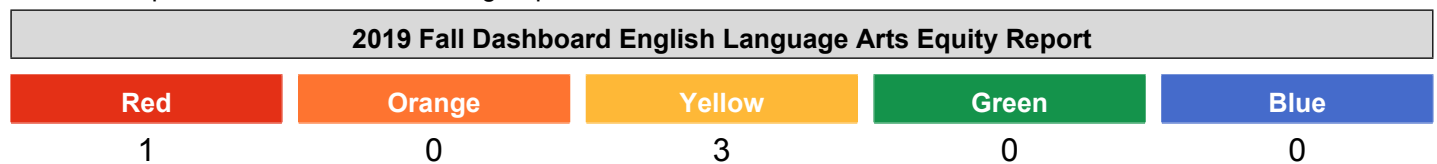
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
32.8 points below standard		28 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++6.7 points		Increased ++4.4 points		1	
257		175			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Red	
Less than 11 Students - Data Not Displayed for Privacy		37.5 points below standard		139.3 points below standard	
9		Increased ++6 points		Declined -8.2 points	
		233		44	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color 0 Students
Hispanic  Yellow 31 points below standard Increased ++8.2 points 238	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	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 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 72.1 points below standard Declined -14.8 points 112	Reclassified English Learners 50.4 points above standard Declined Significantly -25.3 points 63	English Only 50.3 points below standard Increased ++3.8 points 77
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Conclusions based on this data:

1. All subgroups increased their scores except for students with disabilities, which decreased.
2. Ethnicity ELA: Hispanic students increased their ELA scores.
3. English Learners: Current ELs declined, while RFEP students declined significantly. In comparison, EO increased their scores.

School and Student Performance Data

Academic Performance Mathematics

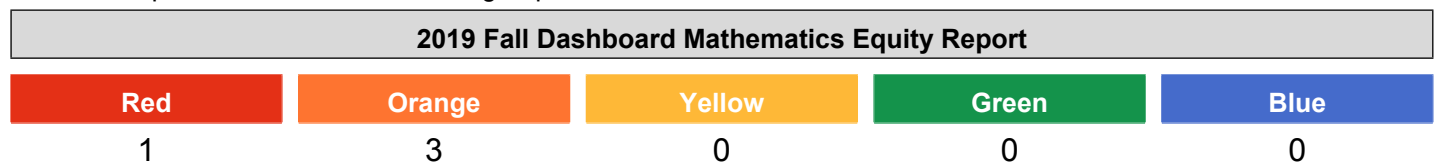
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
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 declined in mathematics.
2. Hispanics declined in math
3. ELL: Current ELs and reclassified students Declined significantly while EO's maintained.

School and Student Performance Data

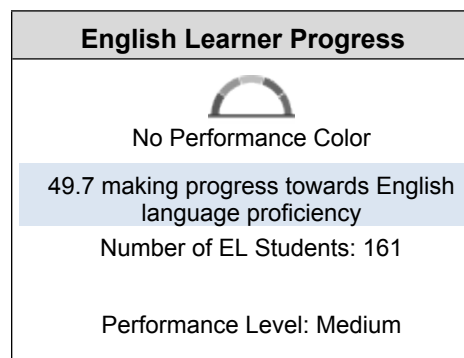
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5	34.7	2.4	47.2

Conclusions based on this data:

1. ELs performance level are medium.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

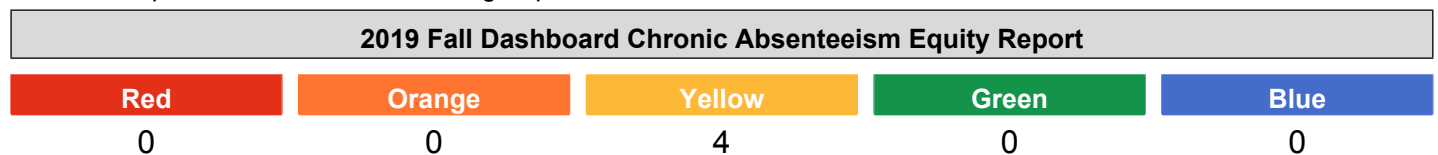
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 13 Declined -2.1 561	 Yellow 9.5 Maintained -0.4 294	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 18.8 16	 Yellow 13.7 Declined -2.2 518	 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. Students in Race/ Ethnicity have shown a decrease in Chronic absenteeism.
2. All students groups declined in absenteeism while EL groups maintained.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

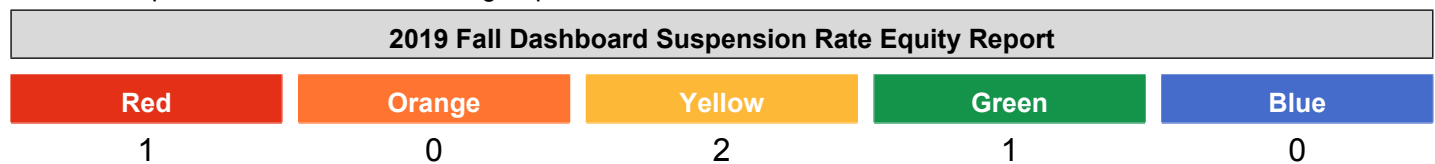
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
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 proficiency 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 support 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 a 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>
Math i-Ready	<p>Kinder: Fall to Winter to Spring Math Percentage</p>	<p>By June 2022, grade levels will make 5% growth according to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Green 51% to Green 66% Yellow 49% to Yellow 34% Red 0% to Red 0%</p> <ul style="list-style-type: none"> 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% <p>3rd Grade Fall to Winter to Spring MathPercentage Green 7% to Green 12% Yellow 45% to Yellow 45% Red 48% to Red 43%</p> <p>4th Grade Fall to Winter to Spring MathPercentage Green 13% to Green 18% Yellow 36% to Yellow 35% Red 52% to Red 47%</p> <p>5th Grade Fall to Winter to Spring Math Percentage Green 7% to Green 12% Yellow 31% to Yellow 31% Red 62% to Red 57%</p>	<p>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> <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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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"> 1. Increasing the reclassification rate for English Learners by 10%, according to district criteria. 2. Making assessment gains, as recommended by district guidelines to qualify for reclassification. 3. 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"> 1. Increasing the reclassification rate for English Learners by 10%, according to district criteria. 2. Making CAASPP gains, as recommended by district guidelines to qualify for reclassification. 3. 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)
7,000.71	Title I 4000-4999: Books And Supplies materials for students: southwest, office solutions, etc.
	Title I 4000-4999: Books And Supplies equipment: purchase/ repair
4394.00	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
5,110.00	LCFF-LI 4000-4999: Books And Supplies books, supplies, software- not limited to software, technology, ink, bulbs
	LCFF-EL 5000-5999: Services And Other Operating Expenditures Duplo
1,270.00	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)

Source(s)

5122.00	Title I 1000-1999: Certificated Personnel Salaries Staff extra duty fo close the achievement gap : supports classified, parents, 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
3817.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator
1,650.00	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)

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)
	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach plus benefits
140,400.00	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
5972.00	Title I 2000-2999: Classified Personnel Salaries extra duty hours during school
7539.00	LCFF-EL 2000-2999: Classified Personnel Salaries extra duty hours
9968.00	Title I 4000-4999: Books And Supplies books and supplies, 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: 2021-22

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

ANALYSIS

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

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)

120.00

Title I
5000-5999: Services And Other Operating Expenditures
light refreshments

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

501.29

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)

Source(s)

	Attendance 1000-1999: Certificated Personnel Salaries extra duty hour
	Attendance 2000-2999: Classified Personnel Salaries extra duty hours
	Attendance 4000-4999: Books And Supplies
900.00	Attendance 5000-5999: Services And Other Operating Expenditures

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)

Source(s)

	AVID
--	------

	5800: Professional/Consulting Services And Operating Expenditures
4116.00	LCFF-LI 1000-1999: Certificated Personnel Salaries tutoring, gather data
5,000	AVID 4000-4999: Books And Supplies avid materials for students
0	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
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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: 2021-22

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

ANALYSIS

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

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, students, and parents on how to promote student wellness and support students with socio and behavioral needs.

Attendance and Suspension 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 support 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

According to California School Parent Survey:

21 parents responded

Areas of Need.

Parent Involvement:

13% of parents feel welcome to participate in school

School Supports for Students:

24% feel the school has adults who really care about students.

Fairness, Rule Clarity, and Respect for Diversity

13% School enforces school rules equally

Substance Use, School Disorder, and Bullying

15% of parents feel there is a school disorder

Facilities

19% of parents feel the school has clean and well-maintained facilities/properties

According to the 24 California School Staff Survey:

37% Want Support for social and emotional learning and parent engagement.

Want resources to create a safe campus

Students need the motivation to complete school work.

Students;

Only 69% feel connected to the school.

49% of students are called bad names or are a target of mean jokes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Aeries	2020-2021 9.6% are severely chronically absent. 2021-2022 9.6% are severely chronically absent	2020-2021 ADA of Chronic Absenteeism Target 5-10%
Suspension Aeries	3 suspensions- 3d days	Suspensions will decrease.

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)
600.00	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 trancies.

- 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)	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 Provide students socio and behavioral opportunities throughout the day before, during, and after school.

- Extra duty for classified and certificated staff to support students
- 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)

2734.00

Source(s)

LCFF-LI
2000-2999: Classified 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)

LCFF-LI
1000-1999: Certificated Personnel Salaries
home visits/ attendance data review

1008.23

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

- extra duty hours
- Light refreshments/ Child care
- Counselor to work with restorative practices and conduct circles and classroom meetings, in addition, to supporting 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)

1750.00

Source(s)

Title I
4000-4999: Books And Supplies materials for parent meetings

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implement incentives for students to increase attendance
Coordinate with behavioral health services/ attend workshops to offer support to families with a high rate of trancies
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
------------------	-------------------------	------------------

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

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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

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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.

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	\$210,838.00

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	\$175,228.00

Subtotal of additional federal funds included for this school: \$175,228.00

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	\$15,880.00
LCFF-LI	\$13,230.00

Subtotal of state or local funds included for this school: \$35,610.00

Total of federal, state, and/or local funds for this school: \$210,838.00

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	15,880	0.00
LCFF-LI	13,230.00	0.00
Title I	175,228	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,880.00
LCFF-LI	13,230.00
Title I	175,228.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	155,606.29
2000-2999: Classified Personnel Salaries	17,253.23
4000-4999: Books And Supplies	34,688.48
5000-5999: Services And Other Operating Expenditures	2,290.00
5800: Professional/Consulting Services And Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Attendance	600.00

5000-5999: Services And Other Operating Expenditures	Attendance	900.00
4000-4999: Books And Supplies	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	5,467.00
2000-2999: Classified Personnel Salaries	LCFF-EL	8,547.23
4000-4999: Books And Supplies	LCFF-EL	1,465.77
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	400.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	4,116.00
2000-2999: Classified Personnel Salaries	LCFF-LI	2,734.00
4000-4999: Books And Supplies	LCFF-LI	5,110.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,270.00
1000-1999: Certificated Personnel Salaries	Title I	146,023.29
2000-2999: Classified Personnel Salaries	Title I	5,972.00
4000-4999: Books And Supplies	Title I	23,112.71
5000-5999: Services And Other Operating Expenditures	Title I	120.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	194,108.48
Goal 2	10,637.29
Goal 3	6,092.23

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
Nicolas Gutierrez	Classroom Teacher
Julie Scheller	Classroom Teacher
Grace Jimenez	Other School Staff
Alice Stevens	Classroom Teacher
Rosa Gomez	Parent or Community Member
Joletta McGilvery	Parent or Community Member
Margarita Rodriguez	Parent or Community Member
Vivianne Pozo	Parent or Community Member
Maribel Camacho	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 5/09/22.

Attested:



Principal, Dr. Theresa Steele on 5/9/22

SSC Chairperson, Joletta McGilvery on 5/9/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

School Parental Involvement Policy

2022-2023

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:
 - *Parents will be notified for two consecutive weeks prior to such meetings*
 - *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

3/13/2022

Date

**English Learner Advisory Committee
ELAC
Myra Linn School**

May 03, 2021

<https://zoom.us/j/8026607872?pwd=TWlVkoNNRGJxMzVoeU13ZWpiSGJjQT09>

Meeting ID: 802 660 7872

Password: 044072

5 ELAC AGENDA

1.0 Call Meeting to Order/ Welcome/ Introductions

Brenda Rivas called the meeting to order at 8:39. Attendees: Brenda Rivas, Veronica Vital, Margarita Rodriguez, and Alma Lopez.

2.0 Approval of Agenda and Minutes – Mrs. Brenda Rivas made a motion to approve the minutes for the March meeting and Mrs. Alma Lopez seconded the motion.

2.1 Nominate and elect ELAC members (tabled for next school year)

3.0 Needs Assessment: Training

3.1 Parent resources to support students at home:

Mrs. Jimenez talked about the importance of maintaining students in learning mode during the summer. She shared two websites and shared ideas with parents on how to the RESOURCES FOR PARENTS AND FAMILIES at

<https://www.nea.org/resource-library/resources-support-summer-learning>, and For Families at <https://www.colorincolorado.org/families>.

3.2 Reclassification criteria

Ms. Cornejo reviewed the District's Reclassification criteria. Parents had not follow-up comments or questions

4.0 Review projected EL budget (English language learners): Dr. Steele informed the group that she shared the SPSA with:

Leadership,

Staff,

And now ELAC.

Dr. Steele explained that the budget is built to support EL students and with input from parent groups. The \$15,880 in EL funds are used to provide Bilingual Instructional Assistants (BIAs), cover expenses for English Learner Facilitators (ELFs), translation, and ELPAC coordinators, CABE conferences attendance, and school and classroom supplies.

Mrs. Rodriguez asked if unspent CABE funds for this year are rolled over to next year. Dr. Steele responded that money not used for its intended purpose (like CABE) is moved into other areas.

5.0 Review and provide advice on SPSA (school plan)/EL instruction/support needs for EL students

- 5.1 2019-2020 SPSA- Needs Assessment for parent and for students: review previously discussed
- 5.2 2020-2021 SPSA- Needs Assessment for parents and for students - Dr. Steele shared the iReady Math and Reading Fall-Winter results showing the growth students made. She asked for any input on supporting the learning growth for EL students. Parents did not give input.

Mrs. Jimenez shared the needs assessment that will be sent out to parents. She noted the critical role parents have in supporting their child's learning and in giving input for the school plan as ELAC members.

Ms. Cornejo shared a graphic that shows how ELAC members, through their participation, support school improvement. She noted that the training parents receive through the needs assessment helps them in carrying out their required advisory responsibilities.

Mrs. Alma Lopez asked about how parents can advocate for making improvements to the playground. She was informed that next year we could cover the ways and steps parents can take to get involved.

- 6.0 **Report and Advice to/from SSC** – Mrs. Rodriguez gave a brief report of SSC, stating that the school budget was discussed as well as the school plan. Dr. Steele asked for any input from group to take back to SSC. There was no input given. Dr. Steele asked if there was no input we would advise SSC to continue with the same services as last year will continue with the same
- 7.0 **DELAC report** – There was no ELAC report given.
- 8.0 **CABE information** - Ms. Cornejo shared the date for the 2022-2023 CABE conference and informed the group that more information about attending will be given in the upcoming year.
- 9.0 **Questions, comments, etc.** – There were no further questions.
- 10.0 **Adjournment** – Mrs. Rodriguez motioned for ending the meeting and Mrs. Lopez made the second motion to close the meeting at 9:34.

ELAC Meetings dates –
8:30 a.m.

Next year 2022-2023
school year



ENGLISH LEARNER ADVISORY COMMITTEE 2021-2022 COMITÉ CONSEJERO PARA ALUMNOS APRENDIENDO INGLÉS

Myra Linn Elementary

ELAC Sign-in

May 3, 2022



Principal/Director(a): Dr. Theresa Steele

ELAC Facilitator/Facilitador de ELAC: Maria Cornejo & Griselda Jimenez

ELAC Elected Board / Mesa Directiva Roster

Office / Puesto	Name/Nombre	Student Name / Nombre de Alumno	Grade / Grado	Identifi- cation*	Address/Domicilio (Street & ZIP)	Phone / Teléfono	E-mail / correo electrónico
DELAC Representative/ Representante	<i>Brenda Rivas- present</i>	Alexa Martinez	1	RFEP	10370 Wagner Way Riverside, CA 92505-1621	(951) 474-6465	brenda_sunset@hotmail.com
Alternate DELAC Representative/ Alterno	Maribel Carrera- not present	Daniel Abad Carrera	K	LEP	4589 TOMLINSON AVE Riverside, CA 92505-2831	(951) 840-6392	Maribelcarrera27@yahoo.com
Member / Miembro	<i>Veronica Vital -present</i>	Amaris Vital	3	LEP	4564 Jones Ave Apt 123 Riverside, CA 92505-1453	(951) 224-5379	ibanezvital@gmail.com
Member / Miembro	<i>Alma Lopez-present</i>	Alondra Valdez Victor Valdez	K 3	LEP LEP	4206 Tyler St APT 26 Riverside, CA 92505-3446	(951) 254-0396	almalopezfeb2014.al@gmail.com
Member / Miembro	<i>Margarita Rodriguez-present</i>	Josue Zaragoza	3	LEP/LTE L	10156 Bonita Ave Riverside, CA 92503-3407	(951) 396-1886	rodriguez.paloma81@yahoo.com
Member / Miembro							

Member / Miembro							

*Identify if member is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

MLE School
School Site Council Agenda
May 9, 2022

Location: Join Zoom Meeting
<https://us06web.zoom.us/j/92592494426>

I. Introductory Procedure

1. Call to Order at 2:34
2. Establishment of Quorum: 6 members present- Theresa Steele, Julie Scheller, Nicolas Gutierrez. Griselda Jimenez, Joletta McGilvery. Margarita Rodriguez.
3. Pledge of Allegiance: Led by Dr. Theresa Steele
4. Welcome and Introductions: Dr. Steele welcomed and thanked all members for being present.

II. Action Items

1. Approve minutes from Mar 21, 2022 : Dr. Steele read aloud the minutes to all present.
 - a. Motion to approve the minutes as read and presented: Joletta McGilvery
 - b. Second: Julie Scheller
 - c. All in favor: 6
 - d. Any opposed: 0
2. Approve Expenditures: None at this time for this past month. All money has been allocated for the school year 2021-2022. Dr. Steele did review the budget and how they will be allocated for 2022-2023. See SPSA for budget allocations and total amounts:
 - a. Motion to approve: Grace Jimenez
 - b. Second: Joletta McGilvery
 - c. All in favor: 6
 - d. Any opposed:
 - e.
3. Approve site budgets for 2022-2023:
 - a. EL: 15,880
 - i. Motion to approve EL funds read and presented: Julie Scheller
 - ii. Second: Nick Gutierrez
 - iii. All in favor: 6
 - iv. Any opposed: 0
 - b. LI: 13,230
 - i. Motion to approve Li funds read and presented: Nick Gutierrez
 - ii. Second: Grace Jimenez
 - iii. All in favor: 6
 - iv. Any opposed: 0
 - c. Title I: 175,228
 - i. Motion to approve Title funds read and presented: Grace Jimenez
 - ii. Second: Joletta McGilvery
 - iii. All in favor: 6
 - iv. Any opposed:
4. Approve the 2022-2023 School Plan for Student Achievement:

- a. [Presentation:](#)
 - i. There has been a significant reduction in Title I funds. The district allocated us 260,000 this past school year. And this coming up year we are now receiving 175,000. Because of this reduction in fund we can not afford both an instructional coach and a literacy teacher. In speaking to leadership, staff, and now to you.
 - ii. We have discussed with teachers that a literacy teacher at this time would serve our student population better.
 - iii. Everything else will be able to be continued through our funds.
 - iv. Does anyone have any questions or comments or clarifications. Mr. Gutierrez asked what happened to our \$85,000 Title I funds, if we actually increased our population. I shared Dusty's email about the allocation formula.

No other comments or questions.

Aid monies: We receive \$5,000 to purchase supplies.

 1. Motion to approve SPSA Nick Gutierrez
 2. Second: Joletta McGilvery
 3. All in favor: 6
 4. Any opposed:
- b. [ELAC input:](#) Margarita Rodriguez and Grace Jimenez shared the Needs Assessment from ELAC and the minutes. These were taken into consideration when allocating monies.
- c. [SPSA:](#)
 - i. Dr. Steele reviewed the presentation. She went over the students and how they receive extra tiered support and the services they receive at each tier.
 - ii. Reviewed the grade level growth based on iReady. All grade levels met their goals in ELA and math.

III. Discussion/Information

1. Budget Reports by Funding Source: Reviewed at the beginning of the meeting. Any questions: None. Any discussion: None.
2. [SSC Committee Self-Evaluation:](#) We filled this out together as Theresa Steele read and noted. Any questions: None. Any discussion: None.
3. Plan Election Cycle for August, 2022: Discussed elections and that we would review next school year.
4. School Plan for Student Achievement (SPSA)
 - Continue monitoring student progress and implementation of SPSA goals/actions. Reviewed the plan and goals. We discussed the data and what was noticed in the data.
 - Any questions: None. Any discussion: None.
5. [Local Control and Accountability Plan:](#) Any questions: None. Any discussion: None.
6. Reports from Parent Committees-
 - a. English Learners Advisory Committee (ELAC). Elac read minutes.
 - i. Any questions: None. Any discussion: None.
 - b. Action Team for Partnership (ATP): None at this time
 - c. District Parent Advisory Committee (PAC)-None at this time.
7. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers): Reviewed PD that we have done this past year.
 - Parent and Family Involvement Opportunities
 - Interventions

8. Principal's Report: We are getting a full time AP: Ms. Jimenez will be our AP. No more instructional coaches at site. District will have coaches to support sites.

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: Dates will be sent out in July.
2. The next SSC meeting is scheduled for September: I will send out invitations.
3. Adjournment: Action Item Adjourn meeting at 3:40
 - a. Motion to approve SPSA Nick Gutierrez
 - b. Second: Joletta McGilvery
 - c. All in favor: 6
 - d. Any opposed:

Myra Linn Elementary School

School Site Council Elementary Sign-In Sheet




May 9, 2022

Location: <https://us06web.zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Dr. Theresa Steele	<i>Theresa Steele</i>	Principal	
Julie Scheller	<i>Julie Scheller</i>	Classroom Teacher	
Alice Stevens		Classroom Teacher	
Nicolas Gutierrez	<i>Nicolas Gutierrez</i>	Classroom Teacher	
Griselda Jimenez	<i>Griselda Jimenez</i>	Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Joletta McGilvery *	<i>Joletta Mc Gilvery</i>	Parent/Community Member	Chairperson
Rosa Gomez*		Parent/Community Member	Secretary
Viviana Pozo*		Parent/Community Member	
Maribel Camacho**		Parent/Community Member	
Margarita Ruiz**	<i>Margarita Ruiz</i>	Parent/Community Member	PAC

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

Myra Linn Elementary School Parent - School Compact 2022-2023

Teacher Responsibilities	Parent Responsibilities	Student Responsibilities
<ul style="list-style-type: none"> ~ Provide high-quality instruction for all students by teaching grade level standards through a quality curriculum ~ Provide on-going communication with parents regarding standards and strategies for working with their child at home ~ Engage all students in learning through a variety of instructional strategies ~ Provide Universal Access time to the needs of all students  ~ Provide on-going communication regarding the child's progress and goal setting via meetings, conferences, notes, and phone calls ~ Share classroom and school rules with students and parents and consistently hold students responsible to these expectations ~ Provide parents with reports of their child's progress and the school's overall performance ~ Provide homework assignments related to the curriculum and hold students accountable for their work ~ Attend research-based staff development to enhance classroom instruction ~ Collaborate with grade level team to analyze data and identify students in need of interventions ~ Collaborate with grade level team and principal to enhance teaching practices, including observations ~ Review and discuss this compact how it relates to Student achievement at least annually at parent conference 	<ul style="list-style-type: none"> ~ Get my child to school on time every day and follow uniform policies ~ Review the school rules with my child ~ Talk with my child about not engaging in any form of bullying ~ Monitor my child's progress and the completion of homework and daily reading ~ Provide a quiet place for my child to complete homework ~ Read aloud with my child every day ~ Familiarize myself with my child's grade level standards and teacher expectations ~ Ensure that my child takes advantage of extended learning opportunities including tutoring or other interventions ~ Attend school events such as conferences, parent education nights, back to school night, and open house ~ Become involved in parent groups such as ELAC, SSC, and PTA ~ Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress  ~ Talk with my child about the dangers of drugs, alcohol, and weapons and check backpack daily for non-school items ~ Check backpacks daily ~ Read and sign (when applicable) all home-school communication ~ Attempt to make all medical and dental appointments after school hours whenever possible 	<ul style="list-style-type: none"> ~ Attend school every day and be on time ~ Follow all school and classroom rules and respect all students, adults, and school property ~ Refrain from any form of bullying including verbal, physical, written, and electronic forms ~ Actively participate in class by listening, raising my hand, completing my work, and having necessary materials ~ Know the grade level standards I am expected to learn ~ Ask the teacher for help when I do not understand something  ~ Take home and complete all homework assignments with my best efforts ~ Attend tutoring and/ or other interventions when offered ~ Set goals for my learning and do my best to achieve them ~ Read daily at home to build fluency and comprehension skills ~ Be a positive role model for others by demonstrating the character traits ~ Share all papers sent home with parents and return them in a timely manner ~ Wear my school uniform daily (unless waiver have been granted)

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 students

Teacher Signature: _____

Date _____

Parent Signature: _____

Date _____

Student Signature: _____

Date _____


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 5/09/22.

Attested:

	Principal, Dr. Theresa Steele on 5/9/22
	SSC Chairperson, Joletta McGilvery on 5/9/22

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
S. Christa McAuliffe Elementary School	33-66977-6106074	May 18, 2022	

Purpose and Description

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

Schoolwide Program

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

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Local Assessment Data	20
Student Population.....	22
Overall Performance	24
Academic Performance	25
Academic Engagement	36
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal(s)	41
Goal(s)	46
Goal(s)	50
Goal(s)	53
Goal(s)	54
Goal(s)	55
Goal(s)	56
Budget Summary	57
Budget Summary	57
Other Federal, State, and Local Funds	57
Budgeted Funds and Expenditures in this Plan	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source	58
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	58

Expenditures by Goal.....59

School Site Council Membership60

Recommendations and Assurances61

Instructions.....62

 Instructions: Linked Table of Contents62

 Purpose and Description63

 Stakeholder Involvement.....63

 Resource Inequities63

Goals, Strategies, Expenditures, & Annual Review64

 Annual Review65

 Budget Summary66

 Appendix A: Plan Requirements68

 Appendix B:.....71

 Appendix C: Select State and Federal Programs73

Parent Involvement Policy (Title I Schools)74

School-Parent Compact (Title I Schools).....75

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 -2022 - 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 area of Academic Motivation (81%). The area where students perceived needing improvement was in the area of Meaningful Participation (29%)

School Safety and Cyberbullying - 71% of our students indicated that they felt safe going to and from school. 29% of our students felt cyberbullied.

School Disciplinary Environment - 79% of our students felt they were treated with respect. Students felt that students were not well behaved and felt that students weren't treated fairly (38% for both)

Substance Use and Mental Health - 20% have stated that they have sipped some type of alcoholic drink (this is up from 8% from last year). 33% of our students experienced a sense of frequent sadness with 64% feeling a sense of wellness.

California Healthy Staff Survey 2021 -2022 - There were 34 respondents to the survey from adults who work on campus. The following represents key summary areas of strengths and needs:

School Supports for Students - 66% of our staff felt that there are caring adult relationships for students as our highest percentage response agreeing and 43% of our staff felt that facilities were upkept in a condition to their satisfaction.

School Supports for Staff and Safety - 57% of our staff felt that our school had a good working environment and 59% felt there was good collegiality. 63% of our staff felt school was safe for adults and students.

Fairness, Rule Clarity and Respect for Diversity - 43% of our staff felt that rules were fair and clear and 54% felt that there was respect for diversity.

Academic Motivation and Student Behavior - We received the lowest percentages in this category. Only 33% of our staff felt that students were motivated to learn, 25% felt students' readiness to learn and 21% felt that harassment/bullying moderate/severe problem.

Substance Use and Mental Health - Staff indicated that we had no problem with alcohol, drugs and or vaping at our site. 20% of them felt that student depression was moderate to severe.

Perceived School Safety in Response to COVID-19 and other Areas of PD Needs - We had our highest markings in this area with 73% of our staff feeling that safety measures were in place to keep students and staff healthy. 76% of our staff felt that they needed PD to support students exposed to trauma.

California Healthy Parent Survey 2021 -2022 - There were 49 parents who responded to this survey. The following represents key summary areas of strengths and needs:

Parental Involvement - 34% of our parents felt that the school encourages them to be active partners in their child's education. 17% of parent felt welcomed to participate at McAuliffe.

School Supports for Students - 93% and 90% of of our parents felt that teachers were very responsive to their child's social/emotional needs and gave good advice to meet their social/emotional needs, respectively. 21% of our parents felt that school was a safe place for their child.

Fairness, Rule Clarity and Respect for Diversity - 34% of parents felt that school enforces rules equally and that school treats students with respect. 32% of our parents felt that school promotes cultural beliefs and practices.

Substance Use, School Disorder and Bullying - 25% of our parents felt that there was disorder at school. When analyzing what specific areas were of concern they were in feeling that harassment or bullying was somewhat of a problem and that vandalism (including graffiti) was a small problem.

Areas of Parent Concerns - 36% of our parents felt a sense of worry that their child has fallen behind with only 7% feeling worried that they could not provide for their child financially.

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 - Visits to classrooms are done weekly in order to observe instruction, adherence to schedule and student behavior.

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 alignment to common core standards.

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 plan, 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 support staff on campus.

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)

We adhere to the recommended number of minutes for both language arts and math.

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 through what we call "Target Time." 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 voluntary 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 technology. 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 Wednesday, April 13 to review and get input.

ELAC Committee - This committee of parents met on Monday, March 21 to review the plan and to seek input.

School Site Council - This team meet on February 22, March 16 and on April 20 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.17%	0		1
African American	4.94%	5.4%	4.60%	34	35	27
Asian	9.3%	9.5%	9.54%	64	61	56
Filipino	3.49%	3.4%	2.56%	24	22	15
Hispanic/Latino	68.02%	66.7%	69.51%	468	429	408
Pacific Islander	0.73%	0.9%	1.19%	5	6	7
White	12.35%	11.2%	9.03%	85	72	53
Multiple/No Response	1.16%	2.3%	3.24%	8	15	19
Total Enrollment				688	643	587

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	124	102	90
Grade 1	105	93	88
Grade 2	103	108	100
Grade3	115	104	101
Grade 4	120	116	99
Grade 5	121	120	109
Total Enrollment	688	643	587

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	127	118		18.5%	18.4%	
Fluent English Proficient (FEP)	71	53		10.3%	8.2%	
Reclassified Fluent English Proficient (RFEP)	64	0		30.5%	0.0%	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	124	122	104	123	118	0	123	118	0	99.2	96.7	0.0
Grade 4	145	123	120	145	122	0	145	122	0	100	99.2	0.0
Grade 5	113	151	117	112	149	0	112	149	0	99.1	98.7	0.0
All Grades	382	396	341	380	389	0	380	389	0	99.5	98.2	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2423.	2419.		23.58	22.88		25.20	19.49		26.02	27.12		25.20	30.51	
Grade 4	2454.	2446.		20.00	13.11		20.00	28.69		24.14	23.77		35.86	34.43	
Grade 5	2500.	2502.		21.43	18.79		27.68	33.56		24.11	23.49		26.79	24.16	
All Grades	N/A	N/A	N/A	21.58	18.25		23.95	27.76		24.74	24.68		29.74	29.31	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.70	23.73		54.47	45.76		26.83	30.51	
Grade 4	17.24	10.66		50.34	55.74		32.41	33.61	
Grade 5	21.43	26.85		50.89	48.99		27.68	24.16	
All Grades	18.95	20.82		51.84	50.13		29.21	29.05	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.83	14.41		42.28	56.78		30.89	28.81	
Grade 4	16.55	12.30		53.10	54.92		30.34	32.79	
Grade 5	25.89	21.48		47.32	52.35		26.79	26.17	
All Grades	22.63	16.45		47.89	54.50		29.47	29.05	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.26	18.64		66.67	62.71		17.07	18.64	
Grade 4	23.45	11.48		60.69	69.67		15.86	18.85	
Grade 5	16.07	14.77		66.07	62.42		17.86	22.82	
All Grades	18.95	14.91		64.21	64.78		16.84	20.31	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.64	24.58		52.03	47.46		20.33	27.97	
Grade 4	21.38	13.93		52.41	57.38		26.21	28.69	
Grade 5	25.00	23.49		51.79	51.01		23.21	25.50	
All Grades	24.47	20.82		52.11	51.93		23.42	27.25	

2019-20 Data:

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

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	124	122	104	124	121	0	124	121	0	100	99.2	0.0
Grade 4	145	123	120	145	123	0	145	123	0	100	100	0.0
Grade 5	113	151	117	113	151	0	113	151	0	100	100	0.0
All Grades	382	396	341	382	395	0	382	395	0	100	99.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2415.	2419.		12.10	16.53		25.00	27.27		33.06	27.27		29.84	28.93	
Grade 4	2463.	2468.		13.10	13.82		26.90	24.39		36.55	44.72		23.45	17.07	
Grade 5	2471.	2484.		15.04	13.25		12.39	15.23		25.66	35.76		46.90	35.76	
All Grades	N/A	N/A	N/A	13.35	14.43		21.99	21.77		32.20	35.95		32.46	27.85	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.81	27.27		36.29	38.02		37.90	34.71	
Grade 4	26.90	27.64		39.31	34.96		33.79	37.40	
Grade 5	19.47	19.87		28.32	35.76		52.21	44.37	
All Grades	24.35	24.56		35.08	36.20		40.58	39.24	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.10	19.01		50.81	47.93		37.10	33.06	
Grade 4	16.55	14.63		52.41	46.34		31.03	39.02	
Grade 5	15.93	14.57		35.40	47.02		48.67	38.41	
All Grades	14.92	15.95		46.86	47.09		38.22	36.96	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.16	26.45		48.39	39.67		31.45	33.88	
Grade 4	17.24	22.76		48.28	47.97		34.48	29.27	
Grade 5	14.16	10.60		36.28	47.02		49.56	42.38	
All Grades	17.28	19.24		44.76	45.06		37.96	35.70	

2019-20 Data:

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

Conclusions based on this data:

1. 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1437.7	1398.1	1432.9	1449.2	1408.1	1452.9	1410.5	1374.6	1386.1	44	27	15
1	1473.5	1468.1	1460.3	1457.4	1466.0	1446.3	1489.3	1469.6	1473.8	35	34	12
2	1518.1	1489.2	1463.8	1512.1	1499.6	1462.4	1523.7	1478.3	1464.7	34	25	18
3	1514.0	1491.8	1493.2	1508.0	1485.7	1501.6	1519.5	1497.5	1484.2	40	26	26
4	1525.4	1534.9	1533.1	1530.2	1525.6	1552.9	1520.0	1543.8	1512.4	36	26	19
5	1521.8	1538.4	1532.4	1514.3	1528.9	1544.5	1528.7	1547.3	1519.9	25	33	18
All Grades										214	171	108

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.36	3.70	13.33	38.64	25.93	53.33	*	59.26	20.00	*	11.11	13.33	44	27	15
1	45.71	14.71	8.33	31.43	32.35	50.00	*	52.94	25.00	*	0.00	16.67	35	34	12
2	50.00	12.00	5.56	44.12	52.00	33.33	*	36.00	44.44		0.00	16.67	34	25	18
3	30.00	15.38	7.69	42.50	46.15	57.69	*	19.23	30.77	*	19.23	3.85	40	26	26
4	*	30.77	31.58	66.67	57.69	47.37	*	11.54	15.79		0.00	5.26	36	26	19
5	*	36.36	27.78	*	45.45	27.78	*	12.12	33.33	*	6.06	11.11	25	33	18
All Grades	36.92	19.30	15.74	43.93	42.69	45.37	14.49	32.16	28.70	*	5.85	10.19	214	171	108

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.73	3.70	20.00	38.64	29.63	53.33	*	55.56	13.33	*	11.11	13.33	44	27	15
1	54.29	14.71	16.67	*	55.88	33.33	*	20.59	33.33	*	8.82	16.67	35	34	12
2	67.65	40.00	22.22	32.35	32.00	38.89		28.00	27.78		0.00	11.11	34	25	18
3	50.00	23.08	46.15	30.00	50.00	42.31	*	11.54	7.69	*	15.38	3.85	40	26	26
4	63.89	50.00	63.16	33.33	46.15	31.58	*	3.85	5.26		0.00	0.00	36	26	19
5	52.00	60.61	50.00	*	27.27	27.78	*	3.03	11.11	*	9.09	11.11	25	33	18
All Grades	55.61	32.16	38.89	30.37	40.35	37.96	10.28	19.88	14.81	*	7.60	8.33	214	171	108

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.70	6.67	29.55	22.22	33.33	45.45	55.56	33.33	*	18.52	26.67	44	27	15
1	45.71	17.65	16.67	*	20.59	50.00	*	58.82	16.67	*	2.94	16.67	35	34	12
2	52.94	4.00	0.00	32.35	40.00	38.89	*	40.00	27.78		16.00	33.33	34	25	18
3	*	7.69	3.85	47.50	38.46	11.54	32.50	34.62	65.38	*	19.23	19.23	40	26	26
4	*	26.92	0.00	55.56	26.92	36.84	30.56	38.46	47.37	*	7.69	15.79	36	26	19
5	*	3.03	11.11	*	54.55	16.67	*	36.36	50.00	*	6.06	22.22	25	33	18
All Grades	25.23	10.53	5.56	37.38	33.92	28.70	28.50	44.44	43.52	8.88	11.11	22.22	214	171	108

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	63.64	7.41	13.33	34.09	81.48	66.67	*	11.11	20.00	44	27	15
1	62.86	47.06	41.67	*	47.06	50.00	*	5.88	8.33	35	34	12
2	76.47	52.00	11.11	*	44.00	55.56		4.00	33.33	34	25	18
3	52.50	23.08	30.77	40.00	53.85	50.00	*	23.08	19.23	40	26	26
4	52.78	34.62	47.37	47.22	61.54	52.63		3.85	0.00	36	26	19
5	*	15.15	27.78	56.00	78.79	61.11	*	6.06	11.11	25	33	18
All Grades	58.41	29.82	28.70	36.45	61.40	55.56	5.14	8.77	15.74	214	171	108

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	7.41	35.71	43.18	70.37	50.00	*	22.22	14.29	44	27	14
1	34.29	8.82	8.33	48.57	85.29	58.33	*	5.88	33.33	35	34	12
2	67.65	40.00	29.41	32.35	56.00	64.71		4.00	5.88	34	25	17
3	60.00	57.69	66.67	32.50	26.92	25.00	*	15.38	8.33	40	26	24
4	66.67	84.62	82.35	33.33	15.38	17.65		0.00	0.00	36	26	17
5	64.00	84.85	76.47	*	6.06	11.76	*	9.09	11.76	25	33	17
All Grades	56.54	46.78	53.47	36.92	43.86	35.64	6.54	9.36	10.89	214	171	101

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	84.09	77.78	73.33	*	22.22	26.67	44	27	15
1	54.29	29.41	25.00	*	52.94	58.33	*	17.65	16.67	35	34	12
2	47.06	4.00	16.67	44.12	72.00	38.89	*	24.00	44.44	34	25	18
3	*	7.69	3.85	67.50	61.54	53.85	*	30.77	42.31	40	26	26
4	*	15.38	0.00	80.56	73.08	84.21	*	11.54	15.79	36	26	19
5	*	33.33	22.22	52.00	60.61	50.00	*	6.06	27.78	25	33	18
All Grades	24.30	16.37	10.19	59.35	65.50	59.26	16.36	18.13	30.56	214	171	108

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	54.55	44.44	40.00	36.36	33.33	40.00	*	22.22	20.00	44	27	15
1	31.43	14.71	0.00	54.29	76.47	83.33	*	8.82	16.67	35	34	12
2	61.76	16.00	11.11	38.24	72.00	66.67		12.00	22.22	34	25	18
3	27.50	38.46	0.00	60.00	46.15	76.92	*	15.38	23.08	40	26	26
4	*	46.15	5.26	75.00	50.00	78.95	*	3.85	15.79	36	26	19
5	44.00	18.18	11.11	52.00	75.76	77.78	*	6.06	11.11	25	33	18
All Grades	40.19	28.65	10.19	52.34	60.23	71.30	7.48	11.11	18.52	214	171	108

2019-20 Data:

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

Conclusions based on this data:

1. 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

Local Assessment Data English Language Arts

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	340	327	96.18	3.82	44.04
Female	157	154	98.09	1.91	44.16
Male	183	173	94.54	5.46	43.93
Asian	33	32	96.97	3.03	68.75
Black or African American	20	19	95	5	31.58
Filipino	12	12	100		75
Hispanic or Latino	225	217	96.44	3.56	37.33
Native Hawaiian or Pacific Islander	4	4	--	--	--
Two or More Races	5	5	--	--	--
White	41	38	92.68	7.32	57.89
English Learners	66	64	96.97	3.03	17.19
Homeless	8	8	--	--	--
Socioeconomically Disadvantaged	241	230	95.44	4.56	37.39
Students with Disabilities	28	26	92.86	7.14	23.08

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data Mathematics

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	340	329	96.76	3.24	18.84
Female	157	154	98.09	1.91	18.83
Male	183	175	95.63	4.37	18.86
Asian	33	33	100		45.45
Black or African American	20	19	95	5	10.53
Filipino	12	12	100		50
Hispanic or Latino	225	218	96.89	3.11	12.39
Native Hawaiian or Pacific Islander	4	4	--	--	--
Two or More Races	5	5	--	--	--
White	41	38	92.68	7.32	28.95
English Learners	66	64	96.97	3.03	6.25
Homeless	8	8	--	--	--
Socioeconomically Disadvantaged	241	232	96.27	3.73	13.79
Students with Disabilities	28	26	92.86	7.14	19.23

Conclusions based on this data:

1.

School and Student Performance Data

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
643	67.8	18.4	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	18.4
Foster Youth	1	0.2
Homeless	11	1.7
Socioeconomically Disadvantaged	436	67.8
Students with Disabilities	42	6.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	5.4
American Indian or Alaska Native		
Asian	61	9.5
Filipino	22	3.4
Hispanic	429	66.7
Two or More Races	15	2.3
Native Hawaiian or Pacific Islander	6	0.9
White	72	11.2

Conclusions based on this data:

1. 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.
2. Our largest population is the Hispanic group with White being the second largest group.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

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

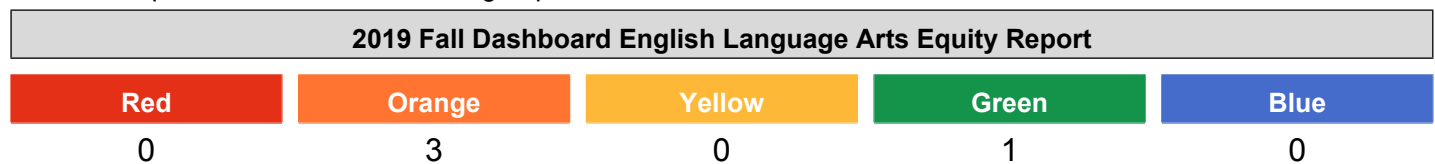
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 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

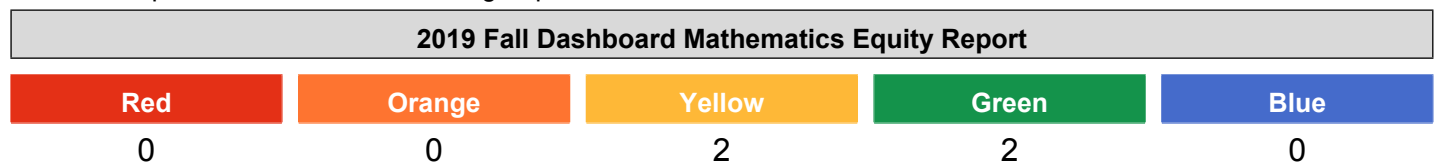
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		English Learners		Foster Youth	
 Green		 Green		 No Performance Color	
23.5 points below standard		18.8 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++9.1 points		Increased Significantly ++17.5 points		1	
372		122			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		37.6 points below standard		89.2 points below standard	
9		Increased ++10.1 points		Increased Significantly ++21.7 points	
		252		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

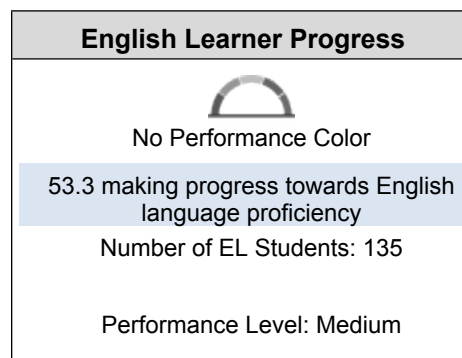
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

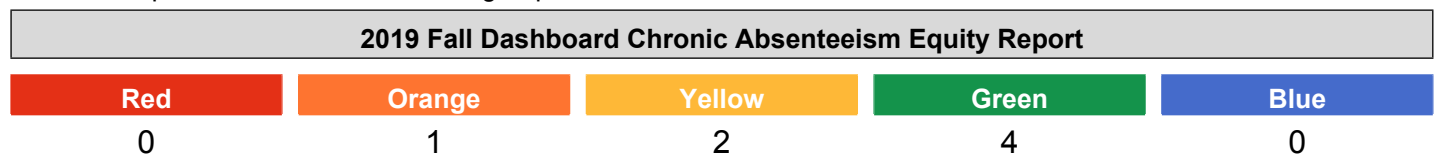
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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
 Green 7 Declined -2.2 798	 Green 3.6 Declined -1 222	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 6.3 16	 Green 8.1 Declined Significantly -3.8 546	 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 Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

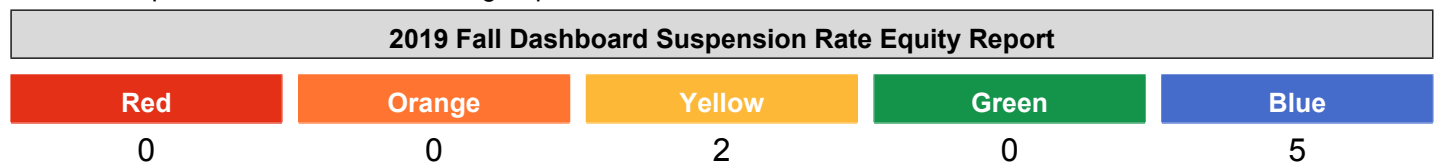
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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:

Kindergarten through fifth grade students will have the percentage of students scoring in Mid or Above Grade Level and Early On Grade Level to 45% overall (was 68% for Kinder, was 36% for 1st grade, was 46% for 2nd grade, was 34% for 3rd grade, was 32% for 4th and 35% for 5th) in Reading Comprehension Informational Text by the Winter diagnostic.

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:

Kindergarten through third grade students will have the percentage of students scoring in Mid or Above Grade Level and Early On Grade Level to 35% (was 25% for Kinder, was 18% for 1st grade, was 45% for 2nd grade, and was 21% for 3rd grade) in Number and Operations by the Winter diagnostic.

Fourth through fifth grade students will have the percentage of students scoring in Mid or Above Grade Level and Early On Grade Level to 35% (was 23% for 4th and 18% for 5th grade) in Geometry by the Winter diagnostic.

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 the area of informational text.

Mathematics needs: iReady diagnostic data for our mid-year assessment indicate that we our students in Kindergarten through third grade struggle in the domain of Number and Operations. Whereas, the fourth through fifth grade students struggle in the area of Geometry. Our focus sub-group would be our socially economically disadvantage (SED) group of students, our Redesignated Fluent English Proficient (RFEP) students and our Long Term English Learners (LTEL).

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 2021-2022	Tier 1 Fall(22%) Winter(44%) - On or above grade level Tier 2 Fall(50%) Winter(40%) - One grade level below or Early on Grade level Tier 3 Fall(27%) Winter(16%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2021 – 2022 school year. There was a 22% growth in the number of students On or Above Grade Level. For the domains for reading comprehension (Literature and Information Text), we saw a 16% and 17% growth respectively.
iReady Diagnostic Mathematics 2021-2022	Tier 1 Fall(8%) Winter(24%) - On or above grade level Tier 2 Fall(58%) Winter(47%) - One grade level below or Early on Grade level Tier 3 Fall(35%) Winter(18%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2021 – 2022 school year. There was a 32% growth in the number of students On or Above Grade Level in kindergarten in the Algebra and Algebraic Thinking domain. For the domains Measurement/Data and Geometry in first through fifth grades, we saw a 16% and 14% growth respectively.
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 - 3 (Primary), 4-5 grades (upper), SED, EL and LTEL students

Strategy/Activity

Grade: TK - 3

Focus: Mathematics (Number and Operations)

Activity: Teachers will revisit standards, framework and pacing guides to develop a Number and Operations math focus for the first semester of the school year.

How will this be accomplished? Teachers will be given release time to analyze data, determine areas of need as it relates to NO, and a focus/pacing of standards being addressed to target needs.

Grade: 4-5

Focus: Mathematics (Geometry)

Activity: Teachers will revisit standards, framework and pacing guides to incorporate a Geometry math exposure for the first semester of the school year.

How will this be accomplished? Teachers will be given release time to analyze data, determine areas of need as it relates to Geometry, and a focus/pacing of standards being addressed to target 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)

2370

Source(s)

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 - 5th Grade Students, which include EL and At Promise Students as primary targeted students.

Strategy/Activity

Strategy/Activity: Area of Focus: Reading Comprehension (informational)

PD/Teacher Planning

Teachers will revisit and focus on those areas needing development in informational text reading standards for each grade level. Planning will begin in September and October of 2022 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)
2300	LCFF-LI 1000-1999: Certificated Personnel Salaries
500	LCFF-LI 4000-4999: Books And Supplies
2370	LCFF-EL 1000-1999: Certificated Personnel Salaries
1642	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)

EO, At Promise, and EL students

Strategy/Activity

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
2370	LCFF-EL 1000-1999: Certificated Personnel Salaries
1624	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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 our mid-year iReady assessment in 2022:

There was a 32% growth in the number of students On or Above Grade Level in kindergarten in the Algebra and Algebraic Thinking domain. For the domains Measurement/Data and Geometry in first through fifth grades, we saw a 16% and 14% growth respectively.

We exceeded our goal of 10% growth in all areas.

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

Implementation and budgeted expenditure has been sufficient in helping us to meet the above goals.

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 implementation of Target Time will help to make some gains in reducing the number of students scoring in the one, two and three years below grade level "Overall Placement" (40%, 11%, and 6% respectively for LA-Winter assessment) (57%, 15% and 5% respectively for math - Winter assessment)

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)

Kindergarten through third grade students will have the percentage of students scoring in Mid or Above Grade Level and Early On Grade Level to 35% (was 25% for Kinder, was 18% for 1st grade, was 45% for 2nd grade, and was 21% for 3rd grade) in Number and Operations by the Winter diagnostic.

Fourth through fifth grade students will have the percentage of students scoring in Mid or Above Grade Level and Early On Grade Level to 35% (was 23% for 4th and 18% for 5th grade) in Geometry by the Winter diagnostic.

Identified Need(s)

Mathematics needs:

iReady diagnostic data for our mid-year assessment indicate that our students in Kindergarten through third grade struggle in the domain of Number and Operations. Whereas, the fourth through fifth grade students struggle in the area of Geometry. Our focus sub-groups would be our socially economically disadvantaged (SED) group of students, our Redesignated Fluent English Proficient (RFEP) students and our Long Term English Learners (LTEL).

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(8%) Winter(24%) - On or above grade level Tier 2 Fall(58%) Winter(47%) - One grade level below or Early on Grade level Tier 3 Fall(35%) Winter(18%) - Two or more grade levels below	Our expected outcome was a 10% growth in overall students reaching Met or Exceeded Standards for the 2021 – 2022 school year. There was a 32% growth in the number of students On or Above Grade Level in kindergarten in the Algebra and Algebraic Thinking domain. For the domains Measurement/Data and Geometry in first through fifth grades, we saw a 16% and 14% growth respectively.

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 and Language Arts

Activity: A system wide intervention period will be instituted called "Target Time." This will allow for three to three intervention periods per week for thirty minutes. Groups may consist of small to whole group instruction all depending on the need. Teachers will use classroom and iReady diagnostic data to determine 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)

2050

LCFF-LI
1000-1999: Certificated Personnel Salaries

2000

LCFF-EL
1000-1999: Certificated Personnel Salaries

1110

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)

EL, LTEL, and RFEP

Strategy/Activity

Focused targeted interventions will be done first and second semesters. This will be done during Target Time and/or before/after school school.

Area(s) of Focus:

Language Arts

Phonic Awareness, Phonics, HFW and Vocabulary (1st and 2nd semesters) – Kindergarten through Third Grade

Vocabulary and Reading Comprehension – Informational Text (1st and 2nd semesters) – Fourth and Fifth Grades

Mathematics

Number and Operations – (1st and 2nd semesters) Kindergarten through Third Grade

Geometry – (1st semester) Fourth and Fifth Grades

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

850

LCFF-LI

1000-1999: Certificated Personnel Salaries

2000

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)

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our 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 our mid-year iReady assessment in 2022:

There was a 32% growth in the number of students On or Above Grade Level in kindergarten in the Algebra and Algebraic Thinking domain. For the domains Measurement/Data and Geometry in first through fifth grades, we saw a 16% and 14% growth respectively.

We exceeded our goal of 10% growth in all areas.

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

Implementation and budgeted expenditure has been sufficient in helping us to meet the above goals.

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 implementation of Target Time will help to make some gains in reducing the number of students scoring in the one, two and three years below grade level "Overall Placement" (40%, 11%, and 6% respectively for LA-Winter assessment) (57%, 15% and 5% respectively for math - Winter assessment)

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 5% in order to reach our target of 95% attendance average by February of 2022.

Suspensions at McAuliffe Elementary will average 5 or less suspensions by May 2023.

Identified Need(s)

Attendance - At McAuliffe we monitor our attendance very closely. For the 2021 - 2022 school year our attendance average was 90.49% (as of February of 2022). The last full-year prior to COVID, which was 2018 - 2019 school year, we have a 96.34% attendance average for the year. We are 5.85% below our pre-Covid era .

Suspension Rates - The number of students suspended for the 2021 - 2022 school year was 11 suspensions. For the '19/'20 and '20/'21 school years we had no suspension due to online learning/modified schedule. In the year 2018 - 2019 we had a total of 7 suspension and in 2017 - 2018 we had a 13 suspensions. So, as a result we had more suspensions with students physically present this year. Students were suspended for: 3 for sexual harassment, 5 for possession of a dangerous object, and 3 for causing injury to another person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports/Customized Excel Spreadsheet	For the 2021-2022 school year we achieved a 90.49% yearly attendance average.	We expect to increase our yearly attendance average by 5% bringing our average to 95%.
AERIES Suspension Dashboard	For the 2021-2022 school year we had a total of 11 suspensions.	Our expected outcome would be to have no more than 5 suspension by the end of the 2023 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 (aka "Fabulous 15") 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 2022 and February 2023) 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 Transitional Kinder/ 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.

This will be done at the beginning of the year and in January of 2023. Awards and assemblies will be continue to be used to impact behaviors on campus and promote positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Attendance 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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. This goal was not met due to the number of students contracting COVID-19 and parents concern for sending students consistently due to this fact.

Our suspension rate for 2020 - 2021 was zero due to online learning. However, we had a total of 11 suspension for the year 2021 - 2022 due to students being away from campus and not knowing how to conform to the rules and expectations when physically present.

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

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)

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 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	\$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	16,810.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	6,376.00

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	6,740.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,000.00

4000-4999: Books And Supplies	LCFF-EL	4,376.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	9,070.00
4000-4999: Books And Supplies	LCFF-LI	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,676.00
Goal 2	8,010.00
Goal 3	1,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Gerardo Aguilar	Principal
Carrie Shea	Classroom Teacher
Caroline Stevens	Classroom Teacher
Sylvie Virgen	Classroom Teacher
Aven Callahan	Other School Staff
Carla Valenzuela	Parent or Community Member
Vanessa Macchione	Parent or Community Member
Bianca Rangel	Parent or Community Member
Lynda Sicairos	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 May 12, 2021.

Attested:



Principal, Gerardo Aguilar on May 20, 2022

SSC Chairperson, Sylvie Virgen on May 20, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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)